



Montana Advisory Council on Indian Education

February 10, 2021

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.

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| Item 1: Call to order: | 9:00 a.m. |
| ❖ Welcome - Jennifer Smith, Chairperson | |
| ❖ Pledge of Allegiance | |
| ❖ Roll Call | |
| ○ Introduction of new members | |
| ❖ Honoring of former MACIE members | |
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Item 2: Approval of Minutes | 9:15 a.m. |
| ❖ December 9, 2020 Minutes | |
|
Item 3: Ex-Officio Reports (5 minutes each) | 9:20 a.m. |
| ❖ Superintendent of Public Instruction – Elsie Arntzen | |
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Item 4: American Indian Education Administrative Reports (10 minutes each) | 9:25 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 | |
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Break | 10:00 a.m. |
|
Item 5: Informational Presentations | 10:15 a.m. |
| ❖ Youth Advisory Council Updates – Wraparound Project Staff | |
|
Item 6: Old Business | 10:35 a.m. |
| ❖ Language Committee Statement Update – Jason Cummins | |
| ❖ Operational Supports – Todd Hanson | |
| ○ Adoption of Goals and Operational Framework | |
|
Lunch ----- | 12:00 – 12:30 p.m. |

Item 7: New Business

12:30 p.m.

- ❖ Election of Officers – Vice-chairperson and secretary
- ❖ Survey questions for research grant – Lona Running Wolf (discussion)
- ❖ Meeting change proposal – Jennifer Smith (discussion)
- ❖ Committee formation

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

2:10 p.m.

- ❖ Dates
- ❖ Future Agenda Items

Item 10: Adjournment

2:20 p.m.

Times are approximate.

ITEM 2 MACIE AGENDA APPROVAL OF MINUTES

- ❖ Handout 2.1
 - Draft December 9, 2020 minutes



MACIE MEETING
December 9, 2020

Draft Minutes

Morning Session

Members Present

Travis Anderson (Alternate)	Montana University System
Joe Arrowtop	Montana Indian Education Association
Yancey Beston	Montana Indian School Boards Caucus
Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Mary Jo Bremner	Board of Public Education
Jason Cummins	Class 7
Michael Dolson (Alternate)	Confederated Salish and Kootenai Tribes
Harold Dusty Bull	Blackfeet Tribe
Megan Gourneau (Alternate)	Fort Peck Tribes
Jordann Forster	Montana Federation of Public Employees
Melissa Hammett	Urban – Missoula
Iris Killeagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana

Lona Running Wolf	Office of Public Instruction
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings

Office of Public Instruction

Sharyl Allen	Crystal Armstrong
Joan Franke	Todd Hanson
Zach Hawkins	Tracy Moseman
Jennifer Stadum	Don Wetzel
Annette Young	

Guests

Pete Donovan	Board of Public Education
Diane Fladmo	Montana Federation of Public Employees

Members Absent

Rodney Bird	Bureau of Indian Education
Ellie Bundy	Confederated Salish and Kootenai Tribes
Richard Littlebear	Tribal Colleges
Angela McLean	Montana University System
Kaci Walette	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 of the October 7, 2020, meeting were reviewed by the members. Norma Bixby 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 thanked on behalf of Superintendent Arntzen those who worked on curriculum for Native Heritage Month. They are appreciative of Todd and the advisory Council on aligning bylaws and strategic planning and look forward to continued work with the council.

Chapter 55 (accreditation), Chapter 57 (licensure), and Chapter 58 (educator prep) standards are now open for review and revision. Changes for Chapter 55 will be implemented in 2023. For Chapter 57 the changes will take effect in January 2022.

The superintendent has been in contact with Jonathan Windy Boy regarding legislation he would like to see presented. The Office of Public Instruction's priorities are Base Aid plus inflation, adding special education to the base aid plus inflation, funding in-state residential treatment for at-risk children, and transferring the broad band Montana Schools from the Department of Commerce to the Office of Public Instruction (OPI). OPI will meet weekly with the Native American Legislative Caucus to work on needs of Montana's students.

The Every Student Succeeds Act (ESSA) state plan is going through an amendment process and the school foods service are through June 2021 and are seeking additional waivers.

SAMHSA had a \$9 million grant. This is coming to the end of grants that will impact this but are seeking additional grants to support that.

Norma Bixby asked whether the superintendent was planning on doing presentation to councils on ESSA. Ms. Allen will get back on that.

➤ Board of Public Education – Mary Jo Bremner

Mary Jo Bremner's current term expires on February 1. However, the board has asked her to stay, so she applied to Governor-elect Gianforte to continue. There is no particular time period for when the governor-elect will decide on board appointments.

Pete Donovan will retire on January 1.

Jeremy MacDonald feels that there needs to be advocacy for Native American representation on the Board of Public Education (BPE). Jennifer Smith did indicate that in her recommendation letter she did stress that.

➤ Montana University System – Travis Anderson

There was a central application for students to apply any unit with only one fee accessed for College Application Week. Over 6,000 applications were generated during that week to MUS campuses. The Office of the Commissioner of Higher Education (OCHE) will be contacting tribal and private colleges to determine total numbers of applications for the week. OCHE is hoping to have another application week in the spring.

There was evening supports week for people to get help in filling out the FAFSA. OCHE hopes to do another one in the spring.

Through GEAR UP doing first year services at MSU Bozeman, MSU Billings, UM Missoula, Salish Kootenai College, and Flathead Valley Community College. They hope this will be a springboard to provide supports for all students. Additionally, cultural supports through the American Indian Student Supports at UM Missoula and MSU Bozeman to support cultural events along with mentors and tutors.

➤ There was no Tribal Colleges report

Indian Education Administrative Reports

➤ Tribal Relations & Resiliency Unit – Don Wetzel

The main focus of this unit is having tribal nations and schools working for betterment of students. Started out with Initial guidelines for seeking tribal consultation. The unit is looking to embed relationship needed for betterment of youth through policy and ESSA.

The unit is doing outreach to tribal councils and getting on council agendas and have discussions with tribal council members on how to create authentic tribal consultation and help promote local control within the school systems.

The unit is working with other Indian Education units to provide guidance regarding spending of funds provided regarding Indian Education for All (IEFA) and the achievement gap.

A tribal youth advisory council, both reservation and urban has been created. They meet every Thursday. There are four committees – communication, music, gaming and apps, indigenous world view. There are still areas of the state, such as Great Falls and Billings.

The unit is looking to seek funding for another SAMHSA Systems of Care grant.

The unit is emphasizing the need to decrease the digital divide.

➤ American Indian Student Achievement Unit – Lona Running Wolf

There was discussion regarding MACIE member vacancies. This unit works regarding logistical items for MACIE. Lona Running Wolf thanked the MACIE members for their work.

Ms. Running Wolf talked about this unit's work with MACIE and changing the paradigm of how educate students. The unit is offering School Improvement Grants (SIG) to seven districts (five have signed up currently) for increasing the graduation rate. Some of the issues that will be addressed are grades being recorded and changing policies that cause students not be able to graduate. SIG funding requires the districts that receive funding be in comprehensive and the graduation rate be under a certain amount.

The focus groups from the research grant have been completed and a preliminary report is in the process of being done. From this survey questions will be developed to go out to all stakeholders. Interviews will also be conducted. After those are finished, a report of the data will be done to go to OPI, BPE, MACIE, and the legislature to show areas that need to be focused on to show student improvement.

Crystal Armstrong presented on research grant and initial reports from the focus groups. There will be a technical report that talks about every single theme from each focus group (principals/directors, students, teachers, superintendents, parents/community, and school board members), general patterns and counts. There will be a shorter five to six-page version and also a one-page executive summary.

Some of the main findings are:

- the on reservation and off-reservation for students is different, especially identity and connection to tribe and community;
- need less superficial conversations about culture and more true, deep acknowledge of cultural practices into education
- need American Indian teachers who students can identify with
- implicit bias for both teachers and administrators and Native and non-Native teachers; different expectations for Native and non-Native students
- being responsive to specific community, school, and students
- with grant funding there is a feeling of always having to change the way work was done in response to requirements which lead to inconsistencies
- limitations for students on reservation
- trying to be more inclusive of local community perspectives on education
- identity and (historical) trauma and role those play in students understanding their education (across all parts of the report)
- consistency in curriculum

The data unit had questions of needing to know more about an issue and will develop questions regarding that.

The reports will be sent out to MACIE once they are finalized.

Legislators are working on bills to address issues even though report not done.

Mary Jo Bremner indicated mobile students and transcripts not getting given needs to be addressed. Voyd St. Pierre indicated that with Infinite Campus transfer of records and transcripts go pretty well.

Jennifer Smith indicated that in larger districts, the go-to-people should be the staff and offices that address a particular subset of students, instead of just superintendents and principals. She also said that when asking for information or recommendations to go through the program overseeing the program, instead of asking individuals.

There was a community and parent focus group. And the survey will also go out to them too. Survey will go to MACIE for recommendations when setting those.

Norma Bixby says we need to make sure that recommendations get implemented and not just sit on a shelf because of "local control."

Break

➤ Indian Education for All Unit – Zach Hawkins

The Unpacking the Essential Understandings Regarding Montana Indians (EUs) Webinar Series was successful and really impacted teachers in a positive way and broadened their perspectives on the EUs. Jennifer Stadum indicated teachers reviewed their biases that may have influenced their teaching. The Indian Education for All (IEFA) Unit is offering a second series along with a deeper dive series.

Now that BPE has adopted standards, work will now go forward in revamping lessons around those standards. In some cases, old lessons may be taken out and replaced with new ones. The IEFA unit will need help with tribally specific knowledge and will be looking to MACIE on who would have the tribal knowledge. Mr. Hawkins reviewed some social studies standards that involve American Indian knowledge.

Jennifer Smith indicated that MACIE needs to meet with the Council of Deans so professors become trained so they may properly train pre-service teachers. Jennifer asked Jordann Forster to work with Lona Running Wolf to get that meeting set up.

Old Business

➤ Strategic Planning – Steps and Engagement for Goals – Todd Hanson

Todd Hanson reviewed what have done since July with overview of constitution and bylaws and starting to develop a framework around the strategic planning discussion, a strategic planning activity, and a goal setting activity. The focus of Today is about strategic practice.

Lunch break

Afternoon Session
12:35 p.m.

Members Joe Arrowtop, Dawn Bishop-Moore, Norma Bixby, Jason Cummins, Michael Dolson (alternate), Harold Dusty Bull, Melissa Hammett, Iris Kill Eagle, Jordann Forster, Jeremy MacDonald, Lona Running Wolf, Voyd St. Pierre, Jennifer Smith

OPI Sharyl Allen, Joan Franke, Todd Hanson, Donnie Wetzel, Annette Young

Guests Diane Fladmo

Mr. Hanson continued the strategic planning discussion and talked about the operational process and framework that drives the goal setting and the business the advisory council happens, from identifying issues to adopting initiatives to transferring them to OPI and BPE.

A draft framework has been developed that once an issue is determined to fall within the sphere of influence of MACIE. The steps of the suggested way of transforming issues into initiatives that result in action are:

- Partner Organization/MACIE member jointly identify potential issue in relation to its role in promoting high quality and equitable educational opportunities for all American Indian students in Montana.
- MACIE
 - MACIE leadership determines whether a specific issue falls within the “advisory” and/or advocacy role;
 - MACIE leadership assigns the issue to an organizational committee for consideration;
 - committee meets to confer and discuss what information, data, or analysis will be required to provide an assessment/recommendation to MACIE leadership as to whether the issue merits elevation to an organizational initiative;
 - MACIE committee makes a formal request to OPI or BPE leadership to gather information, data, and analysis so MACIE leadership/committee can determine if the issue merits elevation to an organizational initiative.
- OPI/BPE – this is OPI process, BPE would have its own process:
 - OPI leadership reviews the request for support and assigns responsibility for fulfilling the request to appropriate department head;
 - Department head reviews the request and determines which staff within each unit will gather the appropriate information and data or will provide an assessment/analysis to be provided to the MACIE committee to fulfil the request;
 - OPI unit staff gather the appropriate information and data and/or provide assessment/analysis on the request. An appropriate comprehensive response is drafted;
 - The report containing information, data, assessment, or analysis is provided to OPI department head for final review and approval.
- MACIE
 - the response to the request is shared with OPI and MACIE leadership along with the committee that made the initial request;

- committee reviews the report received from OPI with intent of providing a recommendation to MACIE leadership for further internal action with respect to the findings around the specific issue;
- If committee makes a recommendation to leadership that additional internal organizational action is required, the issue, by resolution of the entire MACIE membership, is elevated to an organizational initiative.

Once an initiative has been adopted, MACIE sends it to the partner that provided the analysis and report and says MACIE wants to see an implementation strategy. OPI and BPE are responsible for what the implementation strategy looks like. They come back to MACIE and say this is what we are going to do. Then either the leadership or the committee says we want a report back at specific intervals on the initiative. If MACIE determines that what action is happening is not how envisioned, then the process regarding another initiative would take place.

Jennifer Smith asked for a graphic of the difference between advocacy and advisory and how that flows down to the strategic partners.

Mr. Hanson presented how the agenda gets set and how presentations get on the agenda. Membership and stakeholders request to have items/presentations on the agenda and then Chairperson Smith and Lona Running Wolf coordinate what gets on the agenda.

A packet with goals, constitution, and processes will be sent out to the MACIE members. This packet will be also provided to new members when they come on the advisory council.

➤ Language statement & Class 7 Actions

Chairperson Smith feels these should be dealt with together by committee. Jason Cummins stated he feels is ask was really simple, that MACIE wants everyone to know the use of indigenous languages in public schools cannot be forbidden and that principals and superintendents need to be made known about this. Mr. Cummins feels that if it goes down to committee it will be sitting here for another year.

Mr. Cummins has been in contact with Rosette law firm who are federal Indian law experts. They said they would look at the laws, both state and federal, and draw up an informational pamphlet saying what they mean. Chairperson Smith asked if there was any questions, comments, or opposition. As no one expressed opposition through consensus, Jason Cummins as chair of the subcommittee may contact the law firm to get this done.

Jeremy suggested making MTSBA aware about questions that can be asked candidates Class 7 actions

After the actions were made at the last meeting, they were sent to the upper leadership and a debrief meeting was held with them, Chairperson Smith, and Lona Running Wolf to talk about the intention behind the recommendations. It was decided that since there is currently a review

process regarding the Chapters 55 and 57 (accreditation and licensure), OPI would like to invite MACIE members to sit on the review of these chapters and assist on the process. Norma Bixby, Jason Cummins, and Voyd St. Pierre volunteered to do so. Ms. Running Wolf says the OPI internal processes regarding Class 7 will continue to be reformulated and she will bring back to MACIE what happens on that.

For the second recommendation regarding professional development for Class 7 license holders, OPI does offer those, including technology and instructional practices, but OPI may need to get better at getting the information regarding those out to license holders. This was brought to the Teacher Hub personnel.

Licensure development and professional development will be added to the language subcommittee. Ms. Running Wolf will bring to the committee information on training available to Class 7 teachers.

Will bring back information on training OPI offers for Class 7.

Lona Running Wolf said need a committee needs to work on recommendations for Indigenous Language Immersion Programs (ILIP) regarding sources of funding and better services for districts to start programs. This will be done by the language committee headed by Jason Cummins. Jeremy MacDonald, Lona Running Wolf, and Todd Hanson will on this committee.

Public Comment

Jason Cummins indicated schools are dropping students because they are not able to connect due to technology difficulties and no one is following through. He said want agencies to be more proactive regarding Missing and Murdered Indigenous Women (MMIW) and one way is stronger connection between pre-k and the K-12 systems. Jennifer Smith reiterated this. Todd Hanson indicated that policies do not give the superintendents tools they need to expand internal processes to make sure this does not happen. Jennifer feels this needs to be a point of discussion at the next meeting.

Annette Young presented on [Eagle Crest Books](#) as a good resource for books that have indigenous characters and issues.

Next Regular Board Meeting

It was decided the next meeting would be February 10, 2021, starting at 9:00 a.m.

Adjournment

Jason Cummins motioned to adjourn the meeting and Jeremy seconded. Passed.

ITEM 3 MACIE AGENDA EX-OFFICIO REPORTS

❖ **Superintendent of Public Instruction – Elsie Arntzen**

ITEM 4 MACIE AGENDA AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

❖ Tribal Relations & Resiliency Unit

- Handout 4.1
 - Tribal consultation approaches to benefit youth, educating our tribal leaders, policy development, COVID response and Wellness Grant updates

❖ Indian Student Achievement Unit Report

- Handout 4.2
 - Indian Language and Immersion Program

❖ Indian Education for All Unit Report

- Handout 4.3
 - Developing and Strengthening Tribally Specific Curriculum

Montana Advisory Council on Indian Education Ex-officio and Indian Education Units Presentation Summaries February 10, 2021 Meeting

Due: This form, along with attachments, is due January 20, 2021

Presentation	TRUU Updates
Presenter	Don Wetzel, Jr Potential: Todd Hanson and Stephanie Iron Shooter
Position Title	Tribal Liaison - TRRU Director
Overview/Talking Points for Presentation	Tribal Consultation approaches to benefit youth, educating our Tribal Leaders, Policy Development, Covid response & Wellness grant Updates
Requested Decision	No decision, only guidance.
Issue(s) Related to MACIE Goals	Tribal Voice input in education
Recommendation(s)	N/A

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

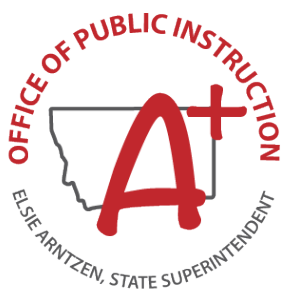


Montana Advisory Council on Indian Education Ex-officio and Indian Education Units Presentation Summaries February 10, 2021 Meeting

Due: This form, along with attachments, is due January 20, 2021

Presentation	ILIP – Indian Language and Immersion Program
Presenter	Pat Armstrong
Position Title	Language and Immersion Specialist – American Indian Student Achievement Unit
Overview/Talking Points for Presentation	<ol style="list-style-type: none"> 1. What is an immersion language program? 2. Why develop immersion language programs across the state? 3. ILIP Program
Requested Decision	None
Issue(s) Related to MACIE Goals	Sub-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.
Recommendation(s)	None

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



Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

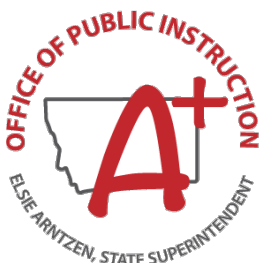
February 10, 2021 Meeting

Due: This form, along with attachments, is due January 20, 2021

Presentation	Developing and Strengthening Tribally Specific Curriculum
Presenters	Zach Hawkins/Mike Jetty
Position Title	Director Indian Education for All/Indian Education for All Specialist
Overview/Talking Points for Presentation	<p>OPI IEFA Unit Initiative(s) to improve tribal specific curriculum development and implementation in on-or-near reservation schools</p> <ul style="list-style-type: none"> • Supports Level 3 elements of IEFA implementation Framework • Supports AISA efforts to strengthen tribal identity in AI students • Can help facilitate sustainable IEFA efforts in on or near Reservation schools • Can use e-grants system to allocate funds for schools interested in developing tribally specific curricular resources and initiatives
Requested Decision	None
Issue(s) Related to MACIE Goals	Supports MACIE's goal of advocating for collaborative efforts among tribal, state,
Recommendation(s)	MACIE provides guidance and support of efforts and considers future meeting agenda requests as further plans and details are developed.

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

Attachment: OPI IEFA Implementation [Framework](#). Please refer to page 11.



ITEM 5 MACIE AGENDA INFORMATIONAL PRESENTATIONS

- ❖ Youth Advisory Council Updates – Wraparound Project Staff

ITEM 6 MACIE AGENDA OLD BUSINESS

- ❖ **Language Committee Statement Update – Jason Cummins**

- ❖ **Operational Supports – Todd Hanson**
 - Handout 6.2
 - Proposed Goals
 - Proposed Processes

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 Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 1 (MACIE Internal)

- Identify potential "Issue"

If "Advisory" Only

- Council pledges support but takes no further official action

Step 2 (MACIE Internal)

- Does "Issue" fall within MACIE "advisory" or "advocacy" role?
- Does the "issue" align with current MACIE Goals?

Step 3 (MACIE Internal) If "Advocacy", then -

- "Issue" is added to the appropriate meeting agenda (Business or Working Meeting)
- MACIE Chair assigns issue to appropriate organizational committee(s) for consideration

Step 4 (MACIE Internal)

- Committee(s) meets to confer and discuss what information, data, or analysis
- Does the issue merits elevation to an organizational initiative?

Step 5 (MACIE Internal)

- Committee(s) makes formal request to **OPI** or **BPE** leadership to gather information, data and analysis required to provide an assessment/recommendation to **MACIE** leadership as to whether the issue merits elevation to an organizational initiative.

ACTION

OPI / BPE Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 6 (OPI Internal)

- OPI** / **BPE** leadership reviews committee request for agency or board support
- Assigns responsibility for fulfilling **MACIE** Committee request to appropriate internal division heads

Step 7 (OPI internal)

- Division heads determine which staff within each unit will gather appropriate information, and data
- Division heads determine which agency staff will be responsible for providing an assessment or analysis

Step 8 (OPI Internal)

- OPI unit level staff gather appropriate information, and data
- Staff provide assessment or analysis on specific request
- Staff draft comprehensive response

Step 9 (OPI Internal)

- Final report, findings, data, assessment, or analysis provided to OPI division head for final review and approval.

Step 10 (OPI Internal)

- OPI response to specific MACIE Committee request is shared with OPI and MACIE leadership along with MACIE committee that made the initial request.

ACTION

MACIE Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 11 (MACIE Internal)

- MACIE Committee reviews report received from OPI with intent of providing a recommendation to MACIE leadership for further internal action with respect to the findings around the specific issue

Step 12 (MACIE Internal)

- MACIE Committee makes recommendation to leadership that additional internal organizational action is required, the issue, by resolution of the entire MACIE membership is elevated to an organizational initiative.
- MACIE membership drafts request to OPI for additional action (policy development, implementation, monitoring, etc.)
- MACIE monitors OPI actionable outcomes through agency updates provided to the Council

ACTION

Step 13 (OPI Internal)

- OPI leadership reviews MACIE request for additional actionable outcomes (Inter-agency)
- OPI leadership assigns responsibility for fulfilling MACIE Committee request for actionable outcomes to appropriate internal divisions heads for design, development, and deployment of implementation strategies

ITEM 7 MACIE AGENDA NEW BUSINESS

- ❖ **Election of Officers – Vice-president and Secretary**
- ❖ **Survey Questions for Research Grant – Lona Running Wolf**
- ❖ **Meeting Change Proposal – Jennifer Smith**
- ❖ **Committee Formation**
 - Handout 7.1
 - Committee sign up information

Committee Sign up

Goals as defined by Constitution and Bylaws and as signed up at retreat in 2019

Communication, Collaboration, And Advocacy – (originally two different committees when signed up: Collaboration, Advocacy in Action)

Dawn Bishop-Moore
Norma Bixby
Jennifer Smith

Student Success

Voyd St. Pierre
Joe Arrowtop
Melissa Hammett

Legislative, Fiscal, and Policy Advocacy (originally Legislative, Policy, and Fiscal Monitoring)

Harold Dusty Bull
Richard Littlebear
Jason Cummins

Draft goals

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.

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.

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.

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.

