



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

Montana Advisory Council on Indian Education

August 11, 2021

Agenda – Working Session

[Zoom Link](#)

Meeting ID 915 4367 9931

Password 063960

Dial by Telephone +1 646 558 8656 or +1 406 444 9999

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

- Item 1: Call to order:** 9:00 a.m.
- ❖ Welcome - Jennifer Smith, Chairperson
 - ❖ Pledge of Allegiance
 - ❖ Roll Call
 - ❖ Confirmation of New Member – Levi Black Eagle
- Item 2: Approval of Minutes** 9:20 a.m.
- ❖ July 7, 2021 Minutes
- Item 3: Old Business** 9:30 a.m.
- ❖ Regalia Committee Report – Jordann Forster
 - ❖ Student Representative Committee Report – Norma Bixby
 - ❖ Ongoing Review of Constituent Concerns, Disparate Discipline – Jennifer Smith
 - ❖ Board of Public Education Adoption of Indigenous Language Use Resolution – Susie Hedalen
 - ❖ Chapter 58 Review Update – Jennifer Smith
- Item 4: New Business** 11:30 a.m.
- ❖ Lawsuit regarding Indian Education for All Acknowledgement – Susie Hedalen
 - ❖ Creation of new MACIE Logo – Jennifer Smith
 - ❖ Montana School Law Conference Breakout Session Suggestions – Jennifer Smith
 - ❖ American Indian Student Achievement Stakeholder Surveys – Lona Running Wolf

Item 8: Public comment

12:30 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 5: Adjournment

12:45 p.m.

Times are approximate.

The next meeting is September 8, 2021.



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

**MACIE AGENDA
WORKING SESSION
ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft July 7, 2021 minutes



MACIE MEETING
July 7, 2021
Draft Minutes

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribes
Jason Cummins	Class 7
Harold Dusty Bull	Blackfeet Tribe
Susie Hedalen	Board of Public Education
Angela McLean	Montana University System
Jennifer Smith	Urban – Billings

Office of Public Instruction/
Board of Public Education

Sharyl Allen	McCall Flynn
Joan Franke	Zach Hawkins
Shantel Niederstadt	Sarah Swanson

Guests

Levi Black Eagle	Crow Tribe
Dylan Klapmeier	Governor’s Office

Members Absent

Joe Arrowtop	Montana Indian Education Association
Rodney Bird	Bureau of Indian Education
Michael Dolson	Confederated Salish and Kootenai Tribes
Jordann Forster	Montana Federation of Public Employees
Megan Gourneau	Fort Peck Tribes
Melissa Hammett	Urban – Missoula
Iris Kill Eagle	Little Shell Tribe
Richard Littlebear	Tribal Colleges
Jeremy MacDonald	School Administrators of Montana
Lona Running Wolf	Office of Public Instruction
Voyd St. Pierre	Chippewa Cree Tribe

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 9:08 a.m. The Pledge of Allegiance was said and roll call was done.

Minutes

The minutes from the June 9, 2021, MACIE meeting were reviewed. Dugan Coburn motioned to approve the minutes as written and Dawn Bishop-Moore seconded the motion. Passed by all.

Indian Education Unit Reports

➤ Indian Education for All (IEFA)

Zach Hawkins reported on projects the IEFA unit are working on. The grant application process for the coming year is now open. It will close at the end of the month.

➤ American Indian Student Achievement (AISA)

The AISA unit was not available to do their report.

Ex-officio Reports

➤ Superintendent of Public Instruction – Sharyl Allen

- The superintendent spoke to the Youth Challenge Academy graduation.
- Through HB556 there is an alternate diploma moving forward to be available.
- There is a legislative session summary report accessible on OPI website.
- OPI is working on the American Rescue Plan-Elementary and Secondary School Emergency Relief state and school plans. This is live to school for their plans. Reopening plans need to be available on websites. Meaningful tribal consultation needs to be done for these plans.
- OPI is talking with the Department of Education regarding maintenance of equity. The federal government wants current year funding to be used for determination of this instead of prior year funding, which is what Montana is currently using.
- There are new content standards for social studies, career and technical education, library media, technical integration, and computer science. There is professional development regarding these on the Teacher Learning Hub.
- Task forces are working on both Chapters 57 and 58. Recommendations will go to the Superintendent of Public Instruction (Superintendent) and then these will be forwarded to the Board of Public Education (BPE) for review and potential adoption.
- Sixty-eight OPI staff members will now be teleworking.
- Dr. Linda Peterson has retired.

Informational Presentations

➤ Montana Seal of Biliteracy – Lisa Werner, Montana Association of Language Teachers (MALT)

One of the goals of MALT is to see a seal of biliteracy be adopted by Montana. Lisa started with the Certification Standards and Practices Advisory Council. They recommended this issue be brought forward to the BPE for discussion and they suggested she present to MACIE. This will be an action item on the July 15 BPE meeting.

The seal of biliteracy is an emblem affixed to a diploma or transcript of high school graduates who have attained a high level of proficiency in reading, writing, listening, and speaking in English and another world language. This encourages students whose first language is not English to maintain their first language and become proficient in English.

For the more common languages such as Spanish, German, and French, there would be a proficiency exam. However, for American Native languages, each tribe would need to provide recommendations for showing proficiency in that language.

If this is approved, there will need to be a process for the awarding of the emblem.

There is some legislation reintroduced in March, 2021, Biliteracy Education Seal and Teaching Act. This legislation would provide money for implementation.

Dawn motioned that MACIE endorse Ms. Werner's pursuit of a biliteracy seal. Dugan Coburn seconded. Passed by all.

- Discipline and Educational Equity in Montana’s Public Schools – Keegan Medrano, American Civil Liberties Union Montana (ACLU Montana)

[Report](#)

Keegan Medrano reviewed the information in the Empty Desks: Discipline & Policing in Montana’s Public Schools report from the ACLU Montana.

The definition Mr. Medrano uses for education equity is distributing resources and removing harmful punishments to dress historical and systemic harms, while empowering individuals to overcome barriers to success.

By investing in support staff such as psychologists, nurses, counselors, and social workers there can be an improvement of attendance rates and lower rates of exclusionary discipline which will improve graduation rates and improve school safety. Recommendations from the report are limiting exclusionary discipline for all students, banning the use of exclusionary discipline for students in sixth grade and below, ending permanent and routine policing of schools, funding programs that train and provide tools to support student behavior in a positive manner, providing better campus mental health care services, improving data collection, and implementing IEFA more consistently.

Dugan Coburn indicated that although there is disparate discipline at East Middle School it is not as high as reported as the information provided was incorrect. They are now working with ACLU Montana to correct that information. Mr. Medrano indicated he will send the updated information.

Jason Cummins suggested the Office of Public Instruction (OPI) provide schools information and skills for dealing with these problems.

- National Indian Education Study (NIES) – Shantel Niederstadt, Office of Public Instruction

Shantel Niederstadt presented information on the National Assessment of Educational Progress (NAEP) and NIES. Ms. Niederstadt presented highlights regarding the NIES survey along with average scores for the NAEP for 2005-2019.

[NCES-NIES 20219 Report](#)

Public Comment

No public comment

The MACIE meeting adjourned at 11:42.



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

MACIE AGENDA WORKING SESSION

ITEM 3 OLD BUSINESS

- ❖ **Regalia Committee**
 - Handout 3.1
 - Committee Minutes

- ❖ **Student Representative Committee**
 - Handout 3.2
 - Committee Minutes

- ❖ **Ongoing Review of Constituent Concerns – Disparate Discipline**

- ❖ **Board of Public Education Adoption of Indigenous Language Use Resolution**
 - Handout 3.3
 - Resolution

- ❖ **Chapter 58 Review Update**

MACIE Sub-Committee – Graduation Regalia

Meeting Minutes

Date: 4-22-2021

Committee Members: Jennifer Smith, Jason Cummins, Jordan Lankford, Megan Gourneau, Susan Dickey

OPI Staff Support: Lona Running Wolf and Todd Hanson

The Sub-Committee met to discuss the following:

- Review and discussion of state statutory language and protections MCA 20-1-315
- Review and discussion of media stories detailing school district violations of state statutory protections with respect to student wearing of traditional regalia at graduation ceremonies.
- Discussion of scope of request to be recommended by the sub-committee to the MACIE Council and ultimately to BPE & OPI
- Members agreed to complete additional research on the topic
- Discussion of agenda for the next meeting

MACIE Sub-Committee - Student Ex-Officio Membership

Meeting Minutes

Date: 6-28-2021

Committee Members: Jennifer Smith, Jordan Lankford, Melissa Hammett, Norma Bixby, Dugan Coburn

OPI Staff Support: Todd Hanson

The Sub-Committee met to discuss the following:

- MACIE subcommittee exploring the idea of student ex-officio representatives.
- Discussed the process of putting steps in place to add 2 student representatives to MACIE. One spot will be for a senior in HS and one will be a junior. One will be rural/reservation based, and the other will be urban.
- Sub-Committee working out a process for students to apply but have decided for this next year to have MACIE members reach out to 2 students of their choosing in order to get the spots initially filled.
- A possible candidate for the reservation spot has been identified who will be a senior this year but are seeking a student for the urban spot who is an incoming junior.
- Sub-Committee discussed the benefit in setting terms of service for student ex-officio members which are staggered and last 2 years, so the incoming senior would only be in place for this coming year, but the junior urban student would serve 2 years.
- Sub-Committee agreed to discuss and explore these issues further at the next meeting



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Darlene Schottle - Chair
Big Fork

Tammy Lacey - Vice Chair
Great Falls

Madalyn Quinlan
Helena

Anne Keith
Bozeman

Susie Hedalen
Townsend

Jane Lee Hamman
Clancy

Mary Heller
Havre

Paige Lepard, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian,
Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

RESOLUTION

WHEREAS, the Montana Advisory Council on Indian Education (MACIE) has adopted a position statement on Native American Language Protections; and

WHEREAS, it is MACIE's goal to proactively inform and educate school district Board of Trustees, administrators, teachers, and staff who serve Native American students, families, and communities within the state about the legal language protections that exist for Native American languages; and

WHEREAS, MACIE believes that many educators and school leaders find themselves uninformed and unprepared in regards to tribal sovereignty, culture, history, spirituality, regalia, and graduations; and

WHEREAS, MACIE believes it is best to address these issues in a preventative manner in order to mitigate any and all unwanted and unnecessary situations from happening, and from continuing to happen, in order to better prepare educators and school leaders;

THEREFORE, BE IT RESOLVED, the Montana Board of Public Education supports MACIE in their work to address this lack of awareness by assisting in informing and preparing educators in the area of legal protections for Native American languages and other issues mentioned above that are present in the intersection of school law and Indian law.

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION
ON JULY 15, 2021.

A handwritten signature in cursive script that reads "Darlene Schottle Ed.D.".

Darlene Schottle Ed.D.
Chairperson, Board of Public Education



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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MACIE AGENDA WORKING SESSION

ITEM 4 NEW BUSINESS

- ❖ **Lawsuit regarding Indian Education for All Acknowledgement**
- ❖ **Creation of New MACIE Logo**
- ❖ **Montana School Law Conference Breakout Session Suggestions**
 - Handout 4.1
 - Preliminary Flyer
- ❖ **American Indian Student Achievement Stakeholder Surveys**
 - Handout 4.2
 - Adult Survey
 - Youth Survey

Montana School Law Conference

SEPTEMBER 8th & 9th

Putting Montana Students First



Featuring:

● MIKE ROWE
(tentative)

● Jack Gladstone

● Dr. Wilfred Reilly

● Dr. Yong Zhao ●

Wednesday

Tentative Schedule

Thursday

Legal & Legislature Update: The MT Legislative

Session & D.C. with **Lance Melton** & **Christian Corrigan**
(tentative) *(tentative)*

Federal Update with **Peter Zamaro**
(tentative)

How to Avoid the Learning Loss Trap with **Dr. Yong Zhao**

ROUND ONE BREAKOUT SESSIONS (preliminary)

- Student Off-Campus Speech after B.L. v. Mahanoy Case
- Culture & Language Preservation – American Indians
- How Many People Are Coming Tonight?!? Handling Political & Emotional Charged Board Meetings
- Personalization of Learning for all Montana's Children with the **Aurora Institute**
(tentative)
- Preserving Parental Rights

ROUND TWO BREAKOUT SESSIONS (preliminary)

- Title IX Harassment Process: Do's and Don'ts
- Putting Those ESSER Funds to Good Use for Student Learning with **Dr. Yong Zhao**
- Professionalism: Expectation of Working for and Serving a Public Entity
- Home School – The Myths – The Opportunities for Partnerships
- LGBTQ Student & Employee Rights: What is the Latest?

ROUND THREE BREAKOUT SESSIONS (preliminary)

- School Finance – The Questions School Board Members Should Be Asking
- Identifying and Serving Homeless Students
- Torn Between 3 Jurisdictions – The Legal Complexities of the MT School District Serving American Indian Students with **LeAnn Montes**
(tentative)
- Current & Emerging Issues in School Employment Law
- Redesigning the Educational Workforce – Beyond Recruitment & Retention

Legal and Moral Grounds by Which American Indians Served/Serve Through the Armed Forces with **Jack Gladstone**

Sponsored Reception

Stump the Lawyer Panel

Critical Race Theory with **Dr. Wilfred Reilly**

Made In America - The Trades & CTE with **Mike Rowe**
(tentative)

ROUND ONE BREAKOUT SESSIONS (preliminary)

- Are We Ready for This? Curriculum & Controversial Issues
- Masks, Social Distancing & Other COVID Mitigation Strategies – Where We Are – Where We Are Going & Local Control
- Social Media Rules Every School District Policy and Handbooks Should Have Today
- Legal Issues in Addressing Social & Behavioral Needs of Students

ROUND TWO BREAKOUT SESSIONS (preliminary)

- The Post Pandemic Digital Divide – What Needs to be Done to Close Opportunity Gaps
- Reimagining Assessment – What the Pandemic Has Exposed
- Public Relations & Marketing – What Every District Should Know & Do
- The Complexities of FAPE

ROUND THREE BREAKOUT SESSIONS (preliminary)

- Diversity, Inclusion, Equity, Equality – Pandemic Policies & The Law
- What the U.S. & MT Constitution Say About the Purpose of Public Education
- The Impact of the Pandemic on Children of Poverty
- Student Data Privacy & Security

Registration: \$249

**DISCOUNTED RATES FOR
GROUPS OF FOUR OR MORE**

For questions, contact Tristen Belnap 406-444-5643 or tristen.belnap@mt.gov

AISA Stakeholder Survey- Adult - V2 Team Edits

Start of Block: Block 3

Q1 Consent Form for Human Subjects Research at the Montana Office of Public Instruction (Survey)

You are invited to participate in a Office of Public Instruction research study – Perspectives of Native Youth, Thoughts on Native Student Success. You are invited to participate since your school/school district has a high population of Native youth. Students in your school will take their own survey. Native and non Native students and stakeholders are encouraged to participate. Every two years, the Montana State Legislature asks for a report on the Native students' **Achievement Gap**. This survey is intended to complement the **Achievement Gap** report and drilldown as to reasons why the gap is occurring.

You are under no requirement to complete this survey. Participation is voluntary. You may answer some questions and not others, or even stop the survey at anytime. There are no known risks in completing this survey. The benefits to participating in the study is that we'll have a better understanding of the **Achievement Gap** and help the OPI to address interventions that seek to stop the gap from occurring. Your survey results will be kept confidential to the greatest degree allowed by the technology being used (Qualtrics). All responses will be reported in aggregate. We will not ask for names or any identifying information. We will ask for demographics and your role in the school community.

This study is sponsored by the OPI, a government agency that provides guidance and technical assistance to education communities. The American Indian Student Achievement unit is responsible for the contents of this survey. There is no cost to participate in the study.

Q2 Do you consent to take the survey?

- Yes (1)
- No (2)

Skip To: End of Survey If Q2 = 2

End of Block: Block 3

Start of Block: Block 1 Demographics



Q3 Please indicate your location as either on or off a American Indian reservation.

- I live on-reservation (1)
 - I live off-reservation (2)
-



Q4 What role in the community do you serve?

- Community Member (1)
 - Trustee (2)
 - Superintendent (3)
 - Principal (4)
 - School Leader (5)
 - Teacher (6)
 - Counselor (7)
 - Other School Employee (8)
 - Parent (9)
 - Former Student ()
-

Q5

What is your level of education?

- Less than high school (1)
 - High school graduate (2)
 - Some college (3)
 - 2 year degree (4)
 - 4 year degree (5)
 - Professional degree (6)
 - Doctorate (7)
-

Q6 Choose one or more races or ethnicity that you consider yourself to be:

- White (1)
 - American Indian or Alaska Native (2)
 - Hispanic (3)
 - Black or African American (4)
 - Asian (5)
 - Native Hawaiian or Pacific Islander (6)
 - Multi Racial (8)
-

Display This Question:

If Q6 2

Or Q6 8

Q7 If you consider yourself to be American Indian, which is your tribal affiliation? Select all that apply.

- Blackfeet (1)
- Chippewa-Cree (2)
- Little Shell-Chippewa (3)
- Crow (4)
- Salish (5)
- Gros Ventre (6)
- Northern Cheyenne (7)
- Kootenai (8)
- Sioux (9)
- Pend d'Oreille (10)
- Assiniboine (11)
- Other Tribes (12)

Page Break

End of Block: Block 1 Demographics

Start of Block: Block 2 Values

Display This Question:

If Q6 2

Or Q6 8

Q8 I understand what my cultural values are?

- Strongly agree (1)
 - Agree (2)
 - Neither agree nor disagree (3)
 - Disagree (4)
 - Strongly disagree (5)
 - Unsure (6)
-

Q9 Is it important for students to learn about their Native culture and language

- Definitely yes (1)
 - Probably yes (2)
 - Probably not (4)
 - Definitely not (5)
 - Unsure (6)
-

Display This Question:

If Q6 2

Or Q6 8

Q10 Do the school leaders make decisions that reflect your Native cultural values?

- Definitely yes (1)
 - Probably yes (2)
 - Maybe or maybe not (3)
 - Probably not (4)
 - Definitely not (5)
 - Unsure (6)
-

Q11 How often does your school district incorporate Native culture and language into their daily routines?

- Every day (1)
 - At least twice a week` (2)
 - Every week (3)
 - Every month (4)
 - Once or twice a year (5)
-

Q12 The school district's decision makers participate and have understanding of Native culture.

- Yes (1)
 - Some (2)
 - No (3)
 - Unsure (4)
-

Q13 Does the school district include the community into teaching cultural values?

Yes (1)

No (2)

Unsure (3)

Page Break

Q14 The most important people that support students in being successful in school are:

- Administrator (1)
- Coach (2)
- Counselor (3)
- Teacher (4)
- Family member (5)
- Community Member (6)
- Other (7)

Page Break

Q15 Parent involvement plays an important role in helping students graduate.

- Definitely yes (1)
 - Probably yes (2)
 - Probably not (4)
 - Definitely not (5)
 - Unsure (6)
-

Q16 Our school offers rigorous courses that challenges Native students?

- Definitely yes (1)
 - Sometimes (2)
 - Definitely not (3)
 - Unsure (4)
-

Q17 I feel that my school challenges Native students at the same level as all students.

- Definitely yes (1)
 - Sometimes (2)
 - Definitely not (3)
 - Unsure (4)
-

Q18 I feel my school district helps students make connections for why testing is important to their academic success.

- Definitely yes (1)
 - Maybe or maybe not (2)
 - Definitely not (3)
 - Unsure (4)
-

Q19 I feel that assessments required by the state are relevant and connected to the cultures and norms of our Native community.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree or Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Page Break

Q20 Does your school district use **trauma informed practices**?

- Definitely yes (1)
 - Probably yes (2)
 - Maybe or maybe not (3)
 - Probably not (4)
 - Definitely not (5)
 - Unsure (6)
-

Display This Question:

If Q4 != 1
Or Q4 != 9
Or Q4 !=

Q21 Does your school district offer professional development on **trauma informed practice**?

- Yes (1)
 - No (2)
 - Unsure (3)
-

Q22 Does your district offer resources to help students with their mental health needs?

- Yes (1)
 - Maybe (2)
 - No (3)
 - Unsure (4)
-

Q23 Does your district offer social and emotional support for students?

Yes (1)

Maybe (2)

No (3)

Unsure (4)

Q24 What does **generational trauma** mean to you?

Q25 What does **historical trauma** mean to you?

Display This Question:

If Q4 != 1

Or Q4 != 9

Or Q4 !=

Q26 What does **culturally informed curriculum** mean to you?

Page Break

Q27 Rank the following: do you believe, based upon your experience, which of the following has the most adverse impact on American Indian student success?

- _____ Generational Trauma (1)
- _____ Historical Trauma (2)
- _____ Poverty (3)
- _____ Unsupportive Home Environment (4)

End of Block: Block 2 Values

AISA Stakeholder Survey- Youth - V2 Team

Start of Block: Block 3

Q1 Consent Form for Human Subjects Research at the Montana Office of Public Instruction (Survey)

You are invited to participate in a Montana state government research study – Perspectives of Native Youth, Thoughts on Native Student Success. You are invited to participate since your school/school district has a high population of Native youth. Native and non Native students and stakeholders are encouraged to participate. Every two years, the Montana State Legislature asks for a report on the Native students' **Achievement Gap**, why test scores for Native youth are on average lower than White youth.

You are under no requirement to complete this survey. Participation is voluntary. You may answer some questions and not others, or even stop the survey at anytime. There are no known risks in completing this survey. The benefits to participating in the study is that we'll have a better understanding of the **Achievement Gap** and help the state government may address interventions that seek to stop the gap from occurring.

Your survey results will be kept confidential to the greatest degree allowed by the technology being used (Qualtrics). All responses will be reported by groups. We will not ask for names or any identifying information.

Q2 Do you consent to take the survey?

Yes (1)

No (2)

Skip To: End of Survey If Do you consent to take the survey? = No

End of Block: Block 3

Start of Block: Block 1 Demographics



Q3 Please indicate your location as either on or off an American Indian reservation:

- I live on-reservation (1)
 - I live off-reservation (2)
-

Q4 Choose one or more races or ethnicity that you consider yourself to be.

- White (1)
- American Indian or Alaska Native (2)
- Hispanic (3)
- Black or African American (4)
- Asian (5)
- Native Hawaiian or Pacific Islander (6)
- Multi Racial (8)

End of Block: Block 1 Demographics

Start of Block: Block 2

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q5 If you consider yourself to be American Indian, which is your tribal affiliation? Select all that apply.

- Blackfeet (1)
 - Chippewa-Cree (2)
 - Little Shell-Chippewa (3)
 - Crow (4)
 - Salish (6)
 - Gros Ventre (7)
 - Northern Cheyenne (8)
 - Kootenai (12)
 - Sioux (14)
 - Pend d'Oreille (5)
 - Assiniboine (11)
 - Other Tribes (10)
-

Q6 Teachers in my school help American Indian students feel welcome and like they belong.

- Definitely yes (1)
- Probably yes (2)
- Probably Not (4)
- Definitely not (5)
- Unsure (3)

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q7 When I walk into my school, I feel like I am surrounded by my heritage/Native values.

- Yes (1)
- Sometimes (3)
- No (4)
- Unsure (5)

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q8 I am taught about my Native culture and language in my school.

- Definitely yes (1)
- Sometimes (2)
- Definitely not (3)
- Unsure (4)

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q9 I feel that my teachers and school help me feel proud of who I am as an American Indian.

- Definitely Yes (1)
- Probably Yes (2)
- Sometimes (3)
- Probably Not (4)
- Definitely Not (5)
- Unsure (6)

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q10 How does your school teach you your Native cultural values?

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q11 Do difficult experiences that happened to your community in the past impact student's ability to be successful in school?

- Definitely yes (1)
 - Probably yes (2)
 - Sometimes (3)
 - Probably not (4)
 - Definitely Not (5)
 - Unsure (6)
-

Display This Question:

If Choose one or more races or ethnicity that you consider yourself to be. American Indian or Alaska Native

Or Choose one or more races or ethnicity that you consider yourself to be. Multi Racial

Q12 Do difficult experiences that happened to your grandparents or parents, impact your ability to be successful in school?

- Definitely Yes (1)
 - Probably Yes (2)
 - Sometimes (3)
 - Probably Not (4)
 - Definitely No (5)
 - Unsure (6)
-

Q13 My school courses/assignments challenge me.

- Definitely yes (7)
 - Sometimes (8)
 - Definitely not (10)
 - Unsure (11)
-

Q14 Do you understand why you are completing the computerized tests (SBAC, SAT, ACT)?
Please do not comment on tests that your teacher makes.

- Definitely yes (1)
 - Definitely not (3)
 - Unsure (4)
-

Page Break

Q15 Who are the most important people that you help you be successful in school?

- Administrator (1)
 - Coach (3)
 - Counselor (4)
 - Teacher (5)
 - Family Member (6)
 - Community Member (7)
 - Other (8)
-

Q16 I feel that my teachers believe I can do a good job on challenging assignments.

- Yes (2)
 - Maybe (3)
 - No (4)
 - Unsure (5)
-

Q17 My parents or family have the expectation that I graduate from High School.

- Definitely yes (1)
- Probably yes (2)
- Might or might not (3)
- Probably not (4)
- Definitely Not (5)
- Unsure (6)

End of Block: Block 2
