



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

Montana Advisory Council on Indian Education

February 1, 2023

Agenda – Working Session

[Zoom Link](#)

Meeting ID 890 9913 7120

Password 572378

Dial by Telephone 646-558-8656

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

- Item 1: Call to order:** 9:00 a.m.
- ❖ Welcome – Jordann Forster, Chairperson
 - ❖ Pledge of Allegiance
 - ❖ Roll Call
- Item 2: Approval of Minutes** 9:15 a.m.
- ❖ January 4, 2023, Minutes
- Item 3: Chairperson Report** 9:30 a.m.
- Item 4: Old Business** 9:45 a.m.
- ❖ Election of Secretary
 - Nominee Dawn Bishop-Moore
 - ❖ Request AISA task force continue working on guiding documents:
 - Language preservation and promotion
 - Digital literacy
 - Connections to community and tribal strengths to ensure students' education is relevant to them
 - ❖ More guidance regarding information to include in model lessons/guidance
 - Missing and Murdered Indigenous Persons
 - Grief
 - ❖ Reaffirmation of regalia and language protection statements

Break (as needed)

Item 5: New Business

11:00 a.m.

- ❖ Three more items for AISA task force based on concerns
- ❖ OPI American Indian Student Achievement Structure – Donnie Wetzel

Item 6: Public comment

noon

This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

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

Item 7: Adjournment

12:15 p.m.

Times are approximate.

The next meeting is April 5, 2023, in person and via Zoom.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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**MACIE AGENDA
WORKING SESSION
February 1, 2023**

**ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft January 4, 2023, minutes



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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MACIE Meeting
January 4, 2023
Minutes - Draft

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Levi Black Eagle	Crow Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribes
Jonathan Eagleman	Chippewa Cree Tribe
Paul Finnicum	MTSBA Indian School Board Caucus
Jordann Forster	Montana Federation of Public Employees
Hilary Gourneau	Tribal Head Start
Megan Gourneau	Fort Peck Tribes
Melissa Hammett	Urban – Missoula
Susie Hedalen	Board of Public Education
Iris Kill Eagle	Little Shell Tribe
Jeannie Origbo (alternate)	Montana University System
Callie Rusche- Nicholson	Billings Public Schools
<u>Guests</u>	
Anna East	Montana Digital Academy
Dylan Klapmeier	Governor's Office
Jason Neiffer	Montana Digital Academy

Office of Public Instruction/
Board of Public Education

Elsie Arntzen	Matthew Bell
Alicia Doney	McCall Flynn
Joan Franke	Zach Hawkins
Crystal Hickman	Mike Jetty
Carrie Kouba	Anna Marsicano
Morgan Smith	Jennifer Stadum
Don Wetzel	

Members Absent

Rodney Bird	Bureau of Indian Education
Norma Bixby	Northern Cheyenne Tribe
Marcy Cobell	Montana Indian Education Association
Michael Dolson	Confederated Salish & Kootenai Tribes
Harold Dusty Bull	Blackfeet Tribe
Carrie Gopher	Office of Public Instruction
Jeremy MacDonald	School Administrators of Montana
Angela McLean	Montana University System

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jordann Forster at 9:00 a.m. The Pledge of Allegiance was said and roll call was taken.

Minutes

The minutes of the November 9, 2022, meeting were reviewed. Iris Killeagle motioned to approve the minutes. Dugan Coburn seconded the motion. Passed by all.

Ex-officio Reports

❖ Superintendent's Report – Elsie Arntzen

Superintendent Arntzen discussed the Montana Alternative Assessment pilot in math and reading happening in 33 districts and the Teacher residency program, the majority of which is in on-reservation schools. She also highlighted opportunities at the Office of Public Instruction (OPI) in the Indian education units. She also discussed the tribal caucus which will take place on Thursdays each week during the legislature.

Dugan Coburn asked about the percentage of Native American students participating in the pilot. The Superintendent will get information on this. Jonathan Eagleman asked if it would be able to get the test and if there is Native language references in the summative assessment. The Superintendent will get a sample of the questions. The summative assessment will still need to be given per federal requirements. If the alternative assessment is approved, it would supplant the summative assessment.

Jonathan Eagleman asked about Indigenous Language Immersion Program (ILIP) application so others on the committee will understand this. The Superintendent will get information on this to share with MACIE.

Jordann Forster asked about Best Practices being in other cities based on feedback she has received. The Superintendent will visit with leadership on this to fulfill this request.

❖ Montana University System – Jeannie Origbo

Jeannie Origbo discussed the recommendations that in the draft form and are going through the approval process, the Educational Opportunity Center, Montana Educational Talent Search, and Montana GEAR UP.

Jonathan Eagleman asked about the Rocky Boy Reservation not having an educational talent search council and Ms. Origbo indicated that the state does not have a grant on the Rocky Boy Reservation and is not able to serve outside of the service area, but she is willing to discuss with him how the state would be able to support Rocky Boy in the next round of competition in 2025.

The Office of the Commissioner of Higher Education (OCHE) is recruiting for a new GEAR UP Director. The vacancy announcement should be out by the end of the week. Angela McLean serving as interim director.

[Educational Opportunity Center Video](#)

American Indian Education Administrative Reports

❖ American Indian Student Achievement Unit – Morgan Smith

Morgan Smith discussed the tribal caucus meetings she and Carrie Gopher will be participating in, along with the shared strategies document for including how schools can incorporate culture.

❖ Indian Education for All – Jennifer Stadum, Mike Jetty, Zach Hawkins

Jennifer Stadum provided information on the fall webinars – Indian Boarding Schools and Tribal Sovereignty – which had all indigenous presenters, the Best Practices Conference March 17-18, 2023, a virtual conference, and K-12 grant restructuring for cultural exchanges.

Jonathan Eagleman suggested considering language or Class 7 themes need to be in language standards. Zach Hawkins said highest tier of Indian Education for All (IEFA) implementation does include language.

Mike Jetty discussed in-person professional development provided to schools and other venues. If a school would like in-person presentations, school personnel needs to get in touch with the unit.

Zach Hawkins discussed the process of supporting comprehensive and targeted schools with IEFA.

❖ Tribal Relations and Resiliency Unit

Donnie Wetzal indicated the unit is fully staffed with the hiring in October of Anna Marsicano as AmeriCorps planner.

Initiatives in Unit

- Meeting with tribal councils and have support from tribal nations
- Quarterly tribal consultation meetings
- statewide youth conference in April and regional youth conferences
- AmeriCorps/VISTA pilot program in Salish and Blackfeet country to link graduates from schools on the reservation to elders to be a bridge for elder knowledge for the schools
- Grants to schools
- updating memorandums of understanding with the tribes regarding Class 7 certification
- presentations regarding heritage languages and language learning
- helping with the World Language Standards updates
- Knowledge Keepers of Indigenous Nations (KKIN) and working to establish a cultural repository for schools to access for presenters
- providing students with mental health support
- Tribal nation conference April 5-6
- mental health conversations
- Build capacity in schools to respond to needs of students
- can train in wraparound, motivational interviewing, restorative practices, mental health resources, family and community engagement

Informational Presentations

❖ Montana Digital Academy Indigenous Language Program – Jason Nieffer and Anna East

The Montana Digital Academy (MTDA) has made Anna East a full-time tribal relations and education fellow based on grant funding. They are looking for funding to continue her work.

Anna East discussed the Indigenous Language Program based on funding provided by the 2021 legislature for tribes to develop online language courses. Outreach to the tribes that want the courses to determine what resources are already available. The classes are 18 weeks long and are guided by and reviewed by tribal people. A Class 7 teacher affiliated with a public school needs to be hired to teach the class.

Addressing how the tribes want courses taught needs to be done. The courses are gradeless as much as possible and not linier.

The Cree class launched in fall and will be redone in spring. The Crow will launch the end of January. They are working with Fort Peck for a Dakota/Nakoda launch in the fall and then after that potentially Fort Belknap.

❖ Montana Seal of Biliteracy – McCall Flynn

The Seal of Biliteracy is to give students recognition of proficiency in a world language. The process for Native languages mirrors the Class 7 process. The tribes will determine proficiency measures and criteria for the award in the particular Native language. Students will also need to show proficiency in English. There will be Memorandums of Understanding between OCHE and the tribes regarding eligibility requirements and competency standards. There is an application for the students to receive the seal. Hopefully the information will be out in January and start receiving applications in May.

Chairperson Report

Chairperson Jordann Forster discussed the new tribal college ex-officio member nominations – Sean Chandler, Eva Flying, and Haven Gourneau – to replace Dr. Richard Littlebear who has retired. Members should review the nominee qualifications and send [Joan Franke](#) who would like to be presented to the approve at the February meeting for presentation to the Superintendent of Public Instruction and the Board of Public Education (BPE) for approval at the then next BPE meeting.

Chairperson Jordann Lankford encourages members to go back to their communities and share what learn in the meetings regarding OPI and BPE actions and initiatives. She also encourages members to draft position statements on issues of passion to bring to whole council.

Jonathan Eagleman believes the language position statement needs to be revisited as it has not been acted on. He believes Native language needs to be part of core standards. Chairperson Forster indicated the statement is a language use protection statement and it has not been three years. Susie Hedalen said the BPE is making sure schools are aware when the issue comes up.

Paul Finnicum said another thing should look at is letting schools know they can determine their own curriculum based on state law. Mr. Finnicum will find out from the Montana School Board Association what they have regarding this and will email it.

Public Comment

Levi Black Eagle, Crow tribal representative, highly encouraged members to look to proposed legislation LC964, encouraging Congress to look into alternatives to the American reservation system.

The next meeting is February 1, via Zoom.

Dugan Coburn motioned to adjourn the meeting and Dawn Bishop-Moore seconded the motion. Pass by all.

The meeting was adjourned at 12:09 p.m.



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SUPERINTENDENT OF PUBLIC INSTRUCTION

**MACIE AGENDA
WORKING SESSION
February 1, 2023
ITEM 4
OLD BUSINESS**

- ❖ **Election of Secretary**
- ❖ **Request AISA task force continue working on guiding documents**
- ❖ **More guidance regarding information to include in model lessons/
guidance**
 - Handout 4.1
 - Missing and Murdered Indigenous Persons
 - Grief
- ❖ **Reaffirmation of regalia and language protection statements**
 - Handout 4.2
 - Regalia Statement
 - Language Protection Statement



MISSING AND MURDERED INDIGENOUS PEOPLE

American Indian Student
Achievement Unit

VIOLENCE AGAINST WOMAN ACT

- March-Violence Against Women Act Reauthorization Act of 2022.
- Expands special criminal jurisdiction of Tribal courts to cover non-Native perpetrators of sexual assault, child abuse, stalking, sex trafficking, and assaults on Tribal law enforcement officers on Tribal lands and supports the development of a pilot project to enhance access to safety for survivors in Alaska Native villages.
- Tribal partners through each phase of the justice system to create solutions that are victim-centered, trauma-informed, and culturally appropriate.

MISSING AND MURDERED INDIGENOUS PERSONS AWARENESS DAY

NOW, THEREFORE, I, JOSEPH R. BIDEN JR., President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim May 5, 2022, as Missing or Murdered Indigenous Persons Awareness Day. I call on all Americans and ask all levels of government to support Tribal governments and Tribal communities' efforts to increase awareness of the issue of missing or murdered Indigenous persons through appropriate programs and activities.

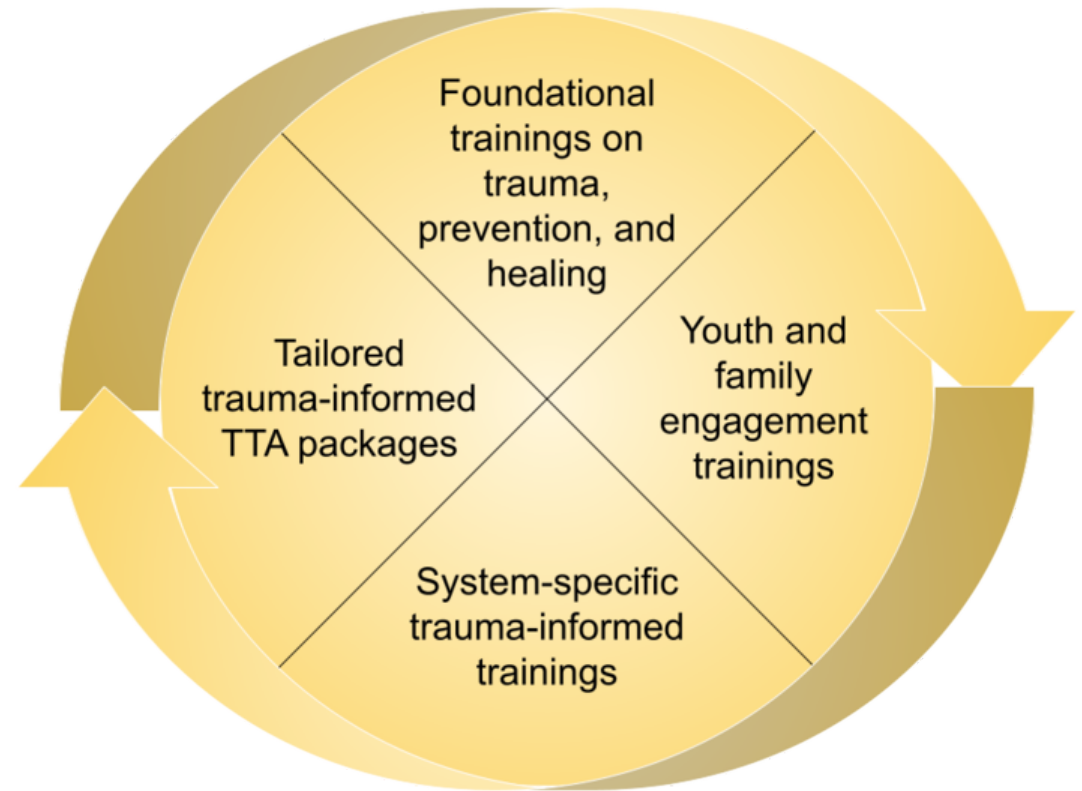


MMIP CASES

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>

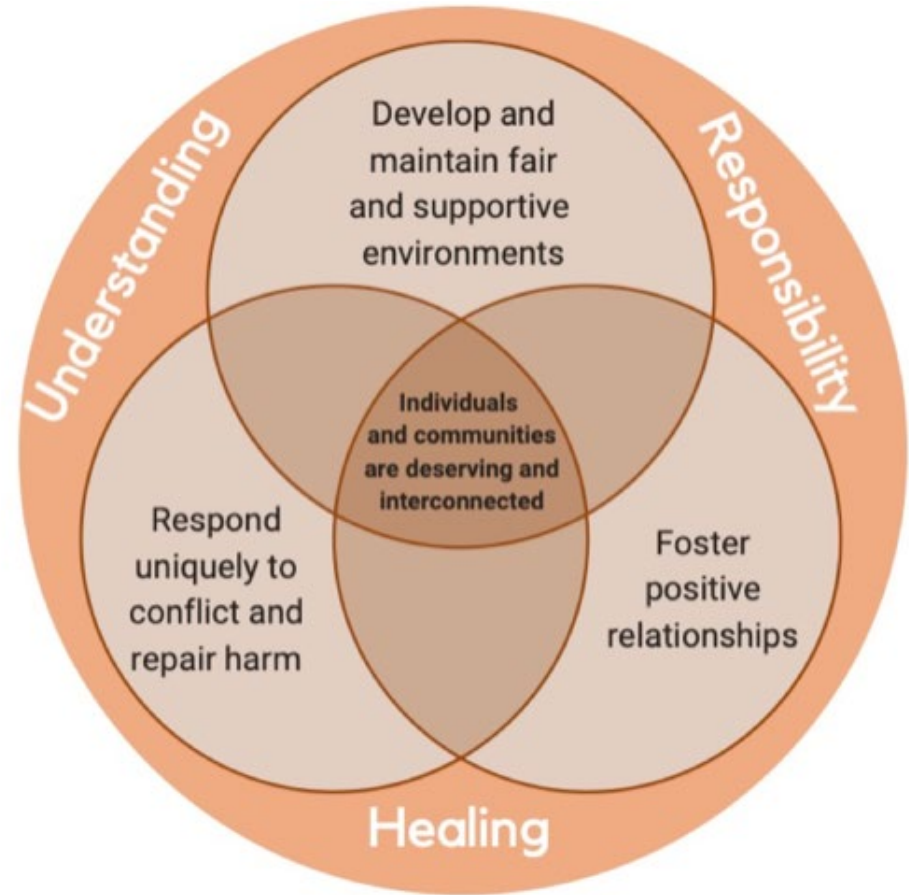
TRAUMA INFORMED

Training and technical assistance (TTA) to tribal, federal, state, and private agencies on the impacts, prevention, and mitigation of childhood traumatic stress, along with other forms of TTA that align with trauma-informed principles.



RESTORATIVE JUSTICE

Principles and practices of restorative justice to educators, school staff and school boards, superintendents, and social workers, as well as parents and students, which results in the ability to train others in their various communities.



TRADITIONAL PRACTICES



K-6 AWARENESS



7-12 AWARENESS



RESOURCES-BOOKS

Highway of Tears: A True Story of Racism, Indifference, and the Pursuit of Justice for Missing and Murdered Indigenous Women and Girls

No More Stolen Sisters Missing And Murdered Indigenous Notebook: Native American Practical Composition Book Journal Diary for Men, Women, Teen & Kids

Violence Against Indigenous Women: Literature, Activism, Resistance (Indigenous Studies)

Forever Loved: Exposing the hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada

Keetsahnak / Our Missing and Murdered Indigenous Sisters

Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools

RESOURCES-LINKS

<https://www.whitehouse.gov/briefing-room/presidential-actions/2022/05/04/a-proclamation-on-missing-or-murdered-indigenous-persons-awareness-day-2022/>

<https://www.nnctc.org/>

<https://www.restorativejustice.com/trainings.html>

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>

Grief

Note on Grief: The Diagnostic and Statistical Manual of Mental Disorders (DSM)-IV notes the importance of culture in understanding an individual's duration and expression of bereavement.

Causes: Historical trauma; Losses due to MMIP, suicide, homicide, & bereavement-suicide.

Effects: Both children and adults. In Montana, we have large Indigenous populations in rural areas. These areas are more likely to be deeply affected by grief as they live in close-knit communities. It is important to understand the cultural values and traditions of these communities to help provide support during these difficult times.

Ways to combat this:

- Help create safe places or people that students have access to during the grieving process.
- Shift in cultural norms/expectations to allow students to grieve in their own way.
- Begin incorporating more lessons on grief and the grieving process into more frequent whole-child lessons (maybe weekly) to help minimize the stigma around the discussion and help give students more tools to help them process.
 - Could potentially be triggering for students, maybe provide an alternate space.
 - Up to each child- what is most helpful for them (sharing a story, or keeping to themselves, etc.)
- Connect with families and allow them space to share when/what they want.
- Encourage administrators to reach out to families after a loss to see what they can do at school to provide support.
- What can schools do to better define "close familial loss"? Especially with vast family structures within native communities.
- Are there any kind of remembrance holidays?
- Could have a remembrance wall at school for students to share pictures, etc.
- "Handle with care" messages to teachers/staff to provide support to create an open communication pathway between home and school.
- Incorporate expressive therapies within school

Additional Resources:

[MT OPI Tribal Resource Guide](#)

[Tamarack Grief Resource Center](#)

[Intergenerational trauma and complicated grief in Aboriginal populations](#)

[Suicide After Bereavement: An Overlooked Problem](#)

[Historical Trauma & Unresolved Grief](#)

[Healing the American Indian Soul Wound](#)

[The impact of stressors on second generation Indian Residential School survivors](#)



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**MACIE Position Statement:
On American Indian Regalia Worn in High School Graduation Ceremonies**

It is the goal of the Montana Advisory Council on Indian Education (MACIE) to ensure the education of school Board of Trustees, administrators, teachers, staff, and community members who serve American Indian students and families within the state of Montana of the legal language and protections concerning the wearing and use of regalia during public ceremonies.

Although Montana Senate Bill 319 (signed 2017), MCA 2-1-315, protects and supports American Indian students' right to wear traditional regalia during all public events, including graduation ceremonies, lack of awareness of this law still remains prevalent. MACIE continues to receive reports of students being denied protection provided by the regalia law. This protection includes the wearing of beaded mortarboards, gowns, and associated traditional attire that is inherent among our sovereign Native nations. It is best to reiterate the rights of students provided by the regalia law in order to avoid unnecessary legal situations which may arise when districts are either underinformed or noncompliant with this law.

MACIE recommends and advises the Office of Public Instruction and Board of Public Education address this ongoing lack of awareness by informing and preparing all school affiliated personnel in the area of legal protections of wearing and use of American Indian regalia by:

- affirming Montana Senate Bill 319 to all Trustees, Superintendents, Principals, and personnel
- defending the rights of American Indian students entitled to protection under Montanan Senate Bill 319
- addressing these specific issues in administrator and teacher preparation programs

Thank You,

Montana Advisory Council on Indian Education

Approved April 6, 2022



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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MACIE POSITION STATEMENT
On Native American Language Protections

As each tribal nation within Montana is working to protect and revitalize its own unique Indigenous language, it is our goal to proactively inform and educate those school district Boards 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 the Native American languages.

At the intersection between Indian Law and School law, many educators and school leaders find themselves uninformed and unprepared, whether this be in regard to the exercise of tribal sovereignty, culture, history, spirituality, regalia, and graduations or other related issues. We see it 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.

Educators would be well served to be informed on the issues of Federal and State Legal protections as to not cause unnecessary problems for school districts or themselves professionally by attempting to restrict Native American languages by incorrectly continuing the unspoken practices of language restrictions which stem from historical assimilative efforts toward Native American students.

We, the members of the Montana Advisory Council on Indian Education (MACIE), recommend and advise that the Office of Public Instruction and Board of Public Education address this lack of awareness by informing and preparing educators in the area of the legal protections of Native American languages as well as the other issues previously mentioned that are present in the intersection of school law and Indian law by:

- providing professional development for trustees, superintendents, principals, and staff;
- addressing these specific issues in teacher and principal preparation programs;
- providing support around developing school-based policy and procedures and that;
- this emphasis is reflected in a review and possible revision to current licensure requirements as well as accreditation.

Attached you will find a legal summary explaining the legal protections of Native American languages.

Thank You

MACIE

Approved April 7, 2021



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**MACIE AGENDA
WORKING SESSION
February 1, 2023**

**ITEM 5
NEW BUSINESS**

- ❖ **Three more items for AISA task force based on concerns**
 - Handout 5.1
 - Areas of Focus

- ❖ **OPI American Indian Student Achievement Structure**



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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Areas of Focus

- ✓ Graduate rates/dropouts
 - Count fifth year students
 - Other options such as credit recovery, project-based learning, block scheduling, proficiency-based learning
 - Different kinds of diplomas (make sure school districts know they can have their different requirements) – The BPE only requires 20 credits for graduation
 - Disparate discipline – restorative practices and trauma informed programs
 - Attendance policies – deaths, family illness, work
 - Make curriculum relevant, possibly as options/replacement to required English, History, etc. – diverse population seen in curriculum, regalia
 - Greater Career and Technical Education options
 - Dual enrollment utilizing tribal college personnel
 - Short staffed – can kids fill roles for pay, i.e., high school kids
 - Teacher/administration retention – school board leadership
 - Transportation
 - Food/housing/safety needs – lack of housing and multiple family housing
 - American Indian Student Achievement Task Force

- ✓ Mental health
 - Therapists with American Indian cultural sensitivity/values
 - Grief processing
 - Addressing/teaching historical trauma and culturally responsive practices to educators and administrators
 - Telehealth, mobile mental health
 - How to reduce stigma
 - Restorative practice and trauma-informed practice