



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 9, 2022**

Agenda – Informational Session

[Zoom Link](#)

Meeting ID 813 8852 5328

Password 579967

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.

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| Item 1: Call to order: | 9:00 a.m. |
| ❖ Welcome - Jennifer Smith, Chairperson | |
| ❖ Pledge of Allegiance | |
| ❖ Roll Call | |
| Item 2: Approval of Minutes | 9:15 a.m. |
| ❖ January 5, 2022 Minutes | |
| Item 3: Ex-Officio Reports (10 minutes each) | 9:25 a.m. |
| ❖ Superintendent of Public Instruction – Elsie Arntzen | |
| ❖ Montana University System – Angela McLean | |
| Item 4: American Indian Education Administrative Reports (10 minutes each) | 9:45 a.m. |
| ❖ Tribal Relations and Resiliency Unit Report- Don Wetzel | |
| ❖ Indian Education for All Unit Report- Zach Hawkins | |
| Break | 10:05 a.m. |
| Item 5: Chairperson Report | 10:20 a.m. |
| ❖ Goals with Member Concerns | |
| ❖ Meeting Schedule | |
| Item 6: Informational Presentations | 10:40 a.m. |
| ❖ Disability Rights Montana Education Advocacy – Disability Rights Montana, Ally Seneczko and Christa Gabriel | |

Item 7: Old Business

11:00 a.m.

- ❖ Regalia Committee – Jordann Lankford Forster

Item 8: Public comment

11:30 a.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 8: Adjournment

11:45 a.m.

Times are approximate.

The next regular working meeting is tentatively scheduled for April 6, 2022, at 9:00 a.m. (via Zoom)



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**MACIE AGENDA
INFORMATIONAL SESSION
FEBRUARY 9, 2022
ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft January 5, 2022 minutes



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MACIE Meeting
 January 5, 2022
 Draft Minutes

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Levi Black Eagle	Crow Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribe
Jason Cummins	Class 7
Michael Dolson	Confederated Salish & Kootenai Tribes
Jordann Forster	Montana Federation of Public Employees
Megan Gourneau	Fort Peck Tribes
Susie Hedalen	Board of Public Education
Iris Kill Eagle	little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Angela McLean	Montana University System
Jennifer Smith	Urban – Billings

Office of Public Instruction/
 Board of Public Education

Sharyl Allen	Matthew Bell
McCall Flynn	Joan Franke
Carrie Gopher	Zach Hawkins
Michelle Henson	Julie Murgel
Jennifer Stadum	Donnie Wetzel

Members Absent

Rodney Bird	Bureau of Indian Education
Norma Bixby	Northern Cheyenne Tribe
Harold Dusty Bull	Blackfeet Tribe
Melissa Hammett	Urban - Missoula
Dr. Richard Littlebear	Tribal College
Voyd St. Pierre	Chippewa Cree Tribe
Riley Werk	Youth - Reservation

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order at 9:11 by Chairperson Jennifer Smith. The Pledge of Allegiance was recited and roll call was taken.

Carrie Gopher, American Indian Student Achievement Director, and Matthew Bell, Language and Culture Immersion Specialist introduced themselves.

Approval of Minutes

The minutes from the November 20, 2021 meeting were reviewed. Jennifer Smith indicated under regalia the second sentence needed to be clarified. It was decided to change it to “. . . found any evidence that dress codes would supersede the regalia law.”

Dugan Coburn motioned that we approve the minutes as amended. Michael Dolson seconded the motion. Approved by all.

Chairperson report

Chairperson Smith indicated she was pleased with the conversations MACIE had with the American Indian Minority Achievement (AIMA) Council in December and the possible partnership. She indicated it is nice to see American Indian student success at the university level is increasing.

Angela McLean said the council is looking forward to continuing joint efforts and discussing what MACIE and AIMA can do instead of what they cannot do.

Don Wetzel inquired as to whether or not there is student voice on the AIMA council.

Others talked about the meeting and the need to continue the connections between the groups.

Chairperson Smith also brought up the youth membership. Iris Kill Eagle will speak with Riley Werk about doing a ten-to-twenty-minute presentation at MACIE. Dugan Coburn will talk with the two students from Great Falls who he thought would be a good choice but choose not to participate due to the length of the meeting.

Old Business

➤ Language Statement

MACIE has not heard back from the Office of Public Instruction (OPI) Executive Office

Jason Cummins indicated he is thankful for The Board of Public Education's (BPE) acknowledgement of this statement. He indicated we need to hear from OPI on what they plan to do regarding making schools aware of the laws regarding the use of Indigenous language use.

Jeremy MacDonald suggested OPI could let the schools know through the Compass (monthly bulletin). Also suggested the Montana School Boards Association (MTSBA) could put it in their information to schools. Dr. Cummins also mentioned the School Administrators of Montana (SAM) is aware that BPE has acted on this, and Dr. Kirk Miller is waiting for executives at OPI to act at which time they will get the information out to school administrators.

Chairperson Smith asked if it would be good for her and Jason to send this to the executive team. Julie Murgel said that would be good to send it to Superintendent Arntzen and Sharyl Allen along with copying it to Carrie Gopher, Don Wetzel, Matt Bell, and her.

➤ MACIE Member concerns

The list of member concerns previously developed in 2020 were reviewed, and it was discussed whether to update these. It was decided to keep the concerns and update the document to list the goals and then categorize the concerns based on the goals.

➤ Regalia Statement

Jordann Forster indicated she has updated the position statement in the form of the language statement. Ms. Forster was intentional about putting teacher/principal education programs in the ask so programs will provide information on this. She is waiting on a legal summary

The subcommittee will meet again to refine the position statement.

It was suggested that RISE do a video regarding this policy so students know about their rights.

New Business

➤ Potential In-person MACIE meeting

It was decided that April would be a good time to have an in-person meeting, possibly in conjunction with Montana Indian Education Association if that takes place.

Sharyl Allen said OPI would provide the funding for this.

Public Comment

Don Wetzel let the council know a webpage would be developed regarding culture and language. An Elder and Wisdom Council has been set up. A meeting was held in October and another one will be in December.

Jordann motioned to adjourn the meeting. Dugan Coburn seconded the motion. Passed by all. The meeting was adjourned at 10:44 a.m.



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**MACIE AGENDA
INFORMATIONAL SESSION
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ITEM 3
EX-OFFICIO REPORTS**

- ❖ **Superintendent of Public Instruction**

- ❖ **Montana University System**
 - Handout 3.1
 - Presentation Summary

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

February 9, 2022 Meeting

Presentation	MUS Update
Presenter	Angela McLean Tentative: Jeannie Origbo and Travis Anderson
Position Title	
Overview/Talking Points for Presentation	Montana GEAR UP Montana Educational Talent Search
Requested Decision	
Issue(s) Related to MACIE Goals See second page for list of goals	
Recommendation(s)	
Handouts	



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**MACIE AGENDA
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ITEM 4

AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

❖ **Tribal Relations & Resiliency Unit**

- Handout 4.1
 - Presentation Summary
 - ✓ Shared Strategies to Support American Indian Students Through ESSER III Enrichment Funding

❖ **Indian Education for All Unit Report**

- Handout 4.2
 - Presentation Summary

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

February 9, 2022 Meeting

Presentation	Shared Strategies to Support American Indian Students Through ESSER III Enrichment Funding
Presenter	Donnie Wetzel, Jr.
Position Title	Tribal Relations and Resiliency Director
Overview/Talking Points for Presentation	Discuss the document created to assist schools in the development of their <i>Elementary and Secondary School Emergency Relief (ESSER)</i> plans developed through a series of conversations with staff from the Office of Public Instruction, Tribal Leaders and community members, school staff, and youth, as we collaborated to identify effective strategies schools may consider implementing to support youth now, and strengthen school and community supports for years to come. It is designed to serve as a living document to continue to capture community-level input on strategies and resources. These strategies have braided the land-based traditional strategies of success while being informed by federal guidance on the use of ESSER III funds and supporting evidence for their rationale can be found at the end of the document.
Requested Decision	Continued promotion of the document when using enrichment, after school, summer and daily activities of youth support and indigenous connections.
Issue(s) Related to MACIE Goals See second page for list of goals	All four goals are relevant.
Recommendation(s)	MACIE's stamp of approval as we continue to promote local strategies in response to the pandemic while emphasizing self-identity and holistic wellness for our youth and tribal nations. Presentation of the document at the Board of Public Education.
Handouts	Shared Strategies to Support American Indian Students Through ESSER III Enrichment Funding



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Shared Strategies to Support American Indian Students Through ESSER III Enrichment Funding

This document and the link list are strategies intended to assist schools in the development of their *Elementary and Secondary School Emergency Relief (ESSER)* plans (due **August 24th** in TEAMS) and applications (due **September 1st** in E-grants) Through a series of conversations with staff from the Office of Public Instruction, Tribal Leaders and community members, school staff, and youth, we collaborated to identify effective strategies schools may consider implementing to support youth now, and strengthen school and community supports for years to come.

This work, *Recommended Strategies to Support American Indian Students*, can [be accessed here](#) and is designed to serve as a living document to continue to capture community-level input on strategies and resources. We hope and invite you to share, use, and add to this document.

These strategies have braided the place-based traditional strategies of success while being informed by federal guidance on the use of ESSER III funds and supporting evidence for their rationale can be found at the end of the document.

As we have sifted through the documentation around previous ESSER funds and now ARP-ESSER, we wanted to gather skilled and knowledgeable stakeholders to share the good things happening in their schools and communities and share it across the state as it pertains to ENRICHMENT. That word provides an opportunity of inclusion and educational evolution as we adapt and braid philosophies, methodologies and practices that can work for our American Indian students. To help center and balance the educational life journey they are on.

Covid has shown that school is more than instruction. It is the relationships, security, safety, friendships, activities, food, and memories of growth and success. We also understand that the mind can not learn if it is stuck in trauma. We have seen the results of a care first attitude as the positive grades followed. Enrichment provides the opportunity of whole-child education and can expand and create a new school environment centered in relationships and self-identity correlated with academic success.

Factors Associated with American Indian Student Strength, Pride, Health and Wellness

In a review of the academic, peer-reviewed literature, and emerging research several factors correlated to the academic success and wellness of K-12 American Indian students emerge:

Cultural engagement: Opportunities for involvement in traditional activities, identification with culture, and traditional spirituality^{2,8,10}

Goals and Aspirations: Possessing goals and feelings of self-efficacy^{2,8}

Positive activities: Opportunities to participate in positive activities such as sports teams and clubs^{2,10}

Positive role models: Positive American Indian role models⁵

Positive self-identity: Possessing a positive self-image^{2,6,10}

Supportive relationships: Supportive family relationships (using local definitions of family and kinship)^{2,6,8,10} and supportive non-familial relationships^{6,10}

Welcoming Spaces: School spaces with prominent displays of indigenous culture^{3,7,9}





As you develop your *Elementary and Secondary School Emergency Relief (ESSER)* plans, we encourage you to use this guidance document, add to it if you know of good things to share, and give us a call if we can help in any way to assist your schools in identifying the most effective strategies you may consider implementing.

Strategy Category and Brief Description
















































Connect Students to Culture, Tradition, and Indigenous Knowledge

















Cultural connectedness includes any aspect of a student's life that is uniquely influenced by his or her connection and engagement with culture, tradition, and [indigenous ways of knowing](#). Schools can support American Indian students by honoring the importance of cultural connectedness and recognizing connectedness to culture may look different for each student; schools can create opportunities for students to make connections in ways that are meaningful to each individual student. Many Montana schools are currently working across a spectrum to begin immersing students back into their traditional culture and ways of knowing. Wherever schools currently lie on the spectrum of immersion, steps can be taken to further each school on their paths towards full immersion and an evolution of indigenous education.

	<p>Create Opportunities to Strengthen Positive Self-identity</p> <p>American Indian youth should <i>always</i> feel proud of their heritage and identity as American Indians. A positive self-identity promotes better wellness and higher academic achievement. Schools can support the development of strong student self-identity by creating opportunities for developing and displaying student skills, such as creativity and leadership, and positively reflecting the community history and values.</p>
	<p>Foster School and Community Connections</p> <p>Relational strengths have contributed to the flourishing of Montana tribes for thousands of years and continue to be a source of strength today. By fostering connections between the school and community, schools can leverage the strengths of relationships to support students in, and outside of, the classroom.</p>
	<p>Strengthen Social and Emotional Learning (SEL)</p> <p>Social and emotional learning (SEL) takes place throughout every school and classroom. Many teachers are already incorporating SEL into their education delivery and student interactions to support student wellness and build foundations for future success. To <i>maximize</i> the potential benefits of SEL schools can adopt evidence-based and promising SEL practices and competencies that reflect the values of the local community.</p>
	<p>Support Student Mental Health and Wellness</p> <p>Addressing mental health concerns across a spectrum of care is essential to supporting student wellness. Regardless of location and resources, schools can take steps to support student behavioral health by strengthening in-school support and leveraging the systems of support within the community.</p>

Strategy Quick Guide

The table below offers a snapshot of the strategies and how they relate to the categories presented above. Each strategy is outlined in more detail in the following pages.

Strategy	Page #					
Incorporate indigenous language into everyday school and out-of-school activities						
Incorporate traditional stories and indigenous ways of knowing into the learning process						
Incorporate welcoming routines that promote positive self and community identity						
Invite Elders and holders of indigenous knowledge to aid in the learning process						
Leverage the tradition of athletics to promote positive self and community identity						
Sponsor and support community-wide events that promote positive self and community identity						
Strengthen and expand wraparound services for youth and families						
Work with community leaders to develop mentorship programs						

Actively involve students in the creation and delivery of teaching materials					
Create spaces that positively display indigeneity and reflect the student population					
Ensure youth and families have access to community resources and mental health services					
Support student and staff mental health by strengthening in- and out-of-school support services					

Strategies to Support American Indian Student Enrichment, Mental Health, and Social and Emotional Learning

The strategies below are recommended activities to support American Indian student enrichment, mental health, and social and emotional learning (SEL). For each strategy listed please find a short description, example(s) of the strategy in practice, and resources to support the implementation of the strategy in your school and classroom.

Incorporate indigenous language into everyday school and out-of-school activities					
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Indigenous world view and ways of knowing are best conveyed through indigenous languages. Engaging pedagogy and [sense-making](#), rooted in indigenous worldview delivered through traditional language promotes cultural connections, opportunities to strengthen a positive self-identity, and social and emotional learning. Cultural engagement within the school through incorporating indigenous languages can promote relationship building between the school and community and promotes better mental health and wellness for students and staff.

ESSER Categories: enrichment, mental health, social and emotional learning

Example of this strategy in action:

Schools can create signage in the traditional language(s) of the community (insert picture from Salish Kootenai).

- Hays Lodge Pole, Crow Agency School, Browning, Lame Deer School,
 - Big Sky High School is supporting a student-lead project to incorporate the Salish language into the school through signage. Through this work, students from Big Sky High School are working with holders of traditional knowledge within the Missoula and Salish tribal communities to develop the language and signs that will be displayed at the school.

Schools can develop a language kit for students and staff.

- Browning

The Lodge Grass boys' basketball team sought community input to identify powerful words in the Apsáalooke (Crow) language to use to call basketball plays; this provided opportunity to bridge basketball with traditional Apsáalooke culture, created connections between school staff and the community, and created a space to honor the community's heritage.






Resources to put this strategy into practice:

- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under "culture."
- For information on developing school signage:

Piegan Institute provides resources and training to develop fluent speakers and teachers of Native languages, as well as technical training and on-site workshops at the Cuts Wood Blackfoot Language School in Browning, Montana. Teacher/Student Language Kit Development and Training. Contact Darren Kipp & Jessie DesRosier, dk.pieganinstitute@gmail.com jessedesrosier@gmail.com www.pieganinstitute.org

Sean Chandler (White Clay Immersion School)

- [Nk'wusm Salish Language School](#) - Echo Brown and Chaney Bell






Incorporate traditional stories and indigenous ways of knowing into the learning process					
<p>Traditional knowledge and indigenous ways of knowing have contributed to the success and identity of American Indians since time immemorial and can be leveraged within schools and classrooms today, to accomplish the same intent. Incorporating traditional stories and indigenous ways of knowing into the learning process will provide opportunities for students to connect with their culture and positive self-identity development; engaging pedagogy and sense-making rooted in indigenous world view promotes social and emotional learning. Cultural engagement within the school can promote relationship building between the school and community and promotes better mental health and wellness for student and staff.</p> <p>ESSER Categories: enrichment, mental health, social and emotional learning</p>					
<p>Example of this strategy in action:</p> <ul style="list-style-type: none">· Schools can interview elders and create media for school and community learning to maintain oral traditions· The Fort Peck Community College Chante Project worked with Rezkast Media to interview local elders and community thought leaders on their own life paths (college + career) as well as on tribal values, culture, and historical sites. You can find samples of this work on Chante's YouTube page: https://www.youtube.com/c/ChanteProjectFPCC/videos. <p>Hays-Lodgepole High School cultural inclusion efforts bring strength: Centering Native Culture for Strength, Healing, and Student Success</p>					

Resources to put this strategy into practice:

- The OPI's [Indian Education for All](#) provides schools and staff with knowledge, skills, and content to ensure cultural enrichment, academic engagement, and equitable pedagogy for students. The [Indian Education Featured Resources](#) page and [Classroom Resources](#) page contains tools, guides, and resources for schools.

Peer Support Specialist

- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “culture”. This searchable database can also provide links to tribal departments and local resources of support in the initiatives.






Incorporate welcoming routines that promote positive self and community identity					
<p>Welcoming each student as he or she enters the school building is a simple yet very impactful strategy. Welcoming routines are a common social and emotional learning (SEL) strategy and several research studies have shown that greeting each individual student every school day can increase student behavioral health as well as academic achievement. Schools can further maximize the potential benefits of welcoming routines by incorporating the local community’s culture and traditional greetings which will foster connection to culture, a positive self-identity, and reflect the strengths and positive identity of the community.</p> <p>ESSER Categories: enrichment, mental health, social and emotional learning</p>					
<p>Example of this strategy in action:</p> <ul style="list-style-type: none">· In Heart Butte and Hays-Lodgepole schools, students are offered the opportunity to smudge as they enter the school building. They can also start their day off like this and often add the drum and flag songs. This strategy leverages the power of traditional culture and social emotional learning to create a learning environment that is welcoming to both students and community members. Administrators involved: HLP Principal Reyna Perez-Monteau and HB Superintendent Mike Tatsey. Contact info to follow.					

A recently completed School Climate grant provided direct experience and practice around the incorporation of traditional and placed based knowledge into our schools while also respecting the uniqueness of our Tribal Nations.

Veronica Decrane - National Native Trauma Center, MTSS and Indigenous MBI specialist can provide various training to support these efforts as she respects the uniqueness of the Tribal Practices of each individual school.

Resources to put this strategy into practice:

- [Three Signature SEL Practices for the Classroom](#): This one-pager describes the value of welcoming routines and examples of how they can be used in classrooms and the entire school.
- [Smudging Protocols and Guidelines for Schools](#): This guide, developed in Canada, provides information on smudging and outlines how schools can implement smudging protocols to support students.
- Hays-Lodgepole High School cultural inclusion efforts bring strength: [Centering Native Culture for Strength, Healing, and Student Success](#)






<p>Invite Elders and holders of indigenous knowledge to aid in the learning process</p>					
<p>Traditional knowledge and indigenous ways of knowing have contributed to the success and identity of American Indians since time immemorial and can be leveraged within schools and classrooms today, to accomplish the same intent. By inviting Elders and knowledgeable community members into the school to contribute to the learning process, indigenous ways of knowing and traditional learning can occur and provide opportunities for students to connect with their culture. Seeing members of their community in the school sharing knowledge will help promote a positive self-identity and sense-making rooted in indigenous world view promotes social and emotional learning. Engagement with community members can promote relationship building between the school and community while cultural engagement promotes better mental health and wellness for students and staff.</p>					
<p>ESSER Categories: enrichment, mental health, social and emotional learning</p>					

Example of this strategy in action:

- The Fort Peck Community College [Chante Project](#) created a Leaders/Speakers Directory that they shared out with school administrators and teachers. To build this directory Chante invited local elders and thought-leaders to lunches in each community across the reservation. The lunches included activities demonstrating the power of storytelling. At the end of the lunch Chante asked the attendees if they would be willing to share some of their own stories to students across the Fort Peck Reservation. Almost every attendee agreed to be added to the speakers bureau list. The information on the list includes: Name, Contact Information, Location, and Speaker Story Topics.
- Heart Butte Schools has provided opportunities for Cultural Knowers and Elders to speak to students, offer support to students, and provide lessons to students from the stories and pride of their Tribe. Beginning of year celebrations and healings have been consistent to create a sense of connection and inclusion to the students interested in their ancestry and heritage.

Resources to put this strategy into practice:

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<p>Leverage the tradition of athletics to promote positive self and community identity</p>					
<p>Physical prowess has always been present in American Indian communities. Now often expressed through athletic achievement, American Indian youth and communities continue to take pride in participating in, and supporting, athletic sports and games. Traditional games combine athletics with cultural teachings that build social emotional learning, a positive self-identity, and improve mental health. Over time, contemporary sports, primarily basketball, have come to serve in a similar role and have become a source of positive self- and community-identity.</p> <p>ESSER Categories: enrichment, mental health, social and emotional learning</p>					

Example of this strategy in action:

The Native American Student Services Department of Missoula Public Schools sponsored a community-wide event to commemorate the end of the school year and featured both traditional games (double ball) and contemporary sports (basketball) to recognize the ongoing tradition of health and athleticism of American Indians.

Host a family and cultural gathering centered on holistic aspects of basketball as it connects to the pride and strength of the community. Invite past basketball players and coaches to address the discipline of success, staying on track in life and encourage healthy living. Create an honor wall to lift success and accomplishments of many student athletes.

Create awareness through athletics. Recently, the Salish and Kootenai Tribes put on a 3 on 3 tournament to educate on MMIP. [Basketball tournament on Flathead Reservation raises money for MMIP](#)

Create documentary teams to capture events and share out across the nation. Train students to interview and edit. Develop youth sportscaster teams for local events and productions.

[The International Traditional Games Society](#) provides resources, training, and workshops on traditional games

Sponsor community events that promote positive self and community identity



Community events bring people together and strengthen relationships. Schools can sponsor community events and/or partner with organizations to hold community events that reflect the strengths of the community and promote relationship development and promote mental health. These events could include elements of tribal culture which can promote cultural connectedness, positive self-identity, and social and emotional learning. Summer and out-of-school enrichment activities can also be sponsored or supported by a school; many tribal communities offer youth programming which can be strengthened and expanded through school support.

ESSER Categories: enrichment, mental health, social and emotional learning

Example of this strategy in action:

· Through mini grants being administered by the OPI Tribal Wrap around Project local youth advisory teams are able to hold summer camps for youth in their area to continue their cultural education in hands-on settings. For example through the Rocky Boy Health Center LiFT will be hosting a 3 part Summer camp to address historical trauma and healing through cultural practices. This event will create long lasting relationships in the community and allow a space to continue education on cultural practices.

Resources to put this strategy into practice:

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Strengthen and expand wraparound services for youth and families



Certified Wraparound Facilitators guide youth and their families to develop a vision and plan for their future based on their own identified needs. The process is designed to guide youth to find and use their own voice and develop relationships with trusted adults. The process is distinct in that it utilizes the youth's natural and professional supports as a team-based support system and persistently utilizes strength-based language and the principles of motivational interviewing to address concerns and improve the lives of the youth and their families.

ESSER Categories: enrichment, mental health, social and emotional learning

Example of this strategy in action:

- Wraparound project created intergenerational spaces for cultural-knowers, elders and youth to gather in and share culturally relevant social teachings.
- The Wraparound Project provided training to youth about restorative practices and trauma-informed care that strengthens the youths' social and emotional intelligence.
- Wraparound Facilitators teach and model a strengths-based model of engagement with youth, school staff, teachers and other community stakeholders to increase youth's self-efficacy and motivation to achieve objectives.
- Project staff supports schools to create a referral team and processes to refer students to wraparound and other supportive services. The project staff works closely with the referral team on an ongoing basis.

- Wraparound project provides training for all school staff about the MiiWrap mindset, principles, and process.
- Project staff aligns with community stakeholders to provide training for community members around youth wellness and mental health issues that improves the quality of life for students.
- Wraparound facilitators practice evidence-based relational and behavior change skills to improve identified youths' ability to manage mental and emotional wellness.
- Wraparound facilitators work with students and their families to create a team of supports that work incrementally alongside the youth to achieve the goals they have identified for themselves.
- In Heart Butte, school administrators absorbed the Wraparound Project staff and created a position to sustain the project's work in that community.

Resources to put this strategy into practice:

- To learn more about the OPI's [System of Care Tribal Wraparound Project](#) contact Stephanie Iron Shooter

Work with community leaders to develop mentorship programs



Establishing and expanding mentorship programs has been identified as [a top recommended strategy for strengthening SEL](#) and fostering strong community relationships. By connecting youth with positive role models from within their community, schools can strengthen student mental health, provide opportunities for positive self-identity development, and strengthen social support networks within and outside of the school. These programs can also be used as a way to create opportunities for cultural connections and expand opportunities for learning outside of the school setting.

ESSER Categories: enrichment, mental health, social and emotional learning

Example of this strategy in action:

- Local and State Youth advisory teams across Montana work to bring youth voice to the table in educational meetings. Through the network of youth and their advisors across the state, youth have opportunities to communicate their educational needs to the people serving them so that they can reach their highest potential in and out of the classroom.

- Tribal Leadership and Tribal department shadowing and apprenticeship programs. Students shadow Councilmembers, engage in tribal government, and identify relevant careers in their communities.
- Apprenticeship programs connecting to shop, woodworking, beading, drum making and other school courses to provide skill development and career engagement. Industrial arts crews can provide community updates and construction.

Resources to put this strategy into practice:

[Montana Career Lab](#)

[Tribal Relations and Resiliency](#) unit.

[Tribal Resource Guide](#)

[Tribal Governments](#) links.

[Indian Student Achievement](#)

Actively involve students in the creation and delivery of teaching materials



Each school day, students bring their unique lived experiences and skill sets with them to class. Schools can tap into and leverage these strengths by actively involving them in the creation and delivery of teaching materials. Such activities will strengthen student self-identity and create opportunities to develop social and emotional skills. Schools can further strengthen the potential benefits by providing opportunities for students to incorporate their culture and world view into the materials they develop and providing the opportunity to share materials with the community and/or other students in other schools.

ESSER Categories: enrichment, social and emotional learning

Example of this strategy in action: Conversing with students on their interests and supporting their drive to develop opportunities they are vested in. Life-skills, self-identity, and creating cultural support opportunities.

Hays-Lodgepole created an event with families and students to offer an opportunity to sit with Cultural Teachers and receive their tribal names.

Music studio development: Hays Lodgepole worked with Montana State University Billings in establishing a studio within the school. Equipment and training was provided to create an opportunity for students to record their music, drum groups and to make beats to sing and rap to. Recently in the Youth RISE group, Music was again an interest. [Shadow Devereaux](#) developed a mentorship program in conjunction with his studio for local access and enrichment. He has also developed an opportunity to meet with youth across the state and set time to work online through beat development, lyrical and song writing.

Resources to put this strategy into practice:

Create spaces that positively display indigeneity and reflect the student population



As Cajete (2004) states, a person’s spirit is *actively situated in the environment*. By working with local artists (including youth artists) and local tribal cultural departments, schools can create spaces that prominently display the culture of the American Indian students attending the school. Visual representation of indigeneity can foster connection to culture and a positive self-identity which will positively impact the health and wellness of students. By working with local members of the community and honoring the beauty and strength of local culture and tradition, schools can strengthen the relationships between the school and community.





ESSER Categories: enrichment, mental health

Example of this strategy in action:

In Heart Butte, school administrators prioritized [creating a learning space that was reflective of the Blackfeet students](#) that attend the school.

Resources to put this strategy into practice:

- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “culture”

Ensure youth and families have access to community resources and mental health services					
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Montana tribes have always understood the importance of meeting personal and community needs as a requisite for achieving self- and community-actualization (Blackfoot indigenous ways of knowing [informed Maslow’s Hierarchy of Needs](#)). Schools can support students and families (including school staff) by working to ensure they are aware of the community resources available to them and how to access those resources, especially services that support mental health. Schools can create partnerships with community service providers, including cultural resources (i.e. traditional healing) and providers, to support the mental health needs and other needs of students and families. Through partnership development, schools can increase accessibility by bringing resources to the school or finding other ways to directly connect students and families to resources such as the [Connect Referral System](#). Partnerships between schools and community resources (e.g. mental health service providers, housing support, food pantries) can create a supportive network that strengthens the relationships between schools and families and offers wholistic student support. School’s may consider developing school-based health centers that provide mental health services within the school setting.

ESSER Category: mental health

Example of this strategy in action:

- The [Fort Peck Health Promotion Disease Prevention](#) program provides an array of school-based health services including mental health, dental, and primary care services, at five locations. This program also offers culturally based behavioral health services including equine therapy rooted in American Indian culture.

Resources to put this strategy into practice:

- To learn more about the resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by location or by specific resource type
- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “mental health”

Support student and staff mental health by strengthening in- and out-of-school support services



Montana students have expressed concerns about the increasing mental health needs of students and recommend schools find ways to provide consistent mental health services within the school setting that are readily available and easy to access. Expanding mental health services is an area of focus within the federal ESSER guidance which encourages schools to identify ways to support student and school staff mental health by hiring mental health professionals and/or providing training to existing school staff. Schools can create partnerships with mental health service providers, including cultural resources (i.e. traditional healing) and providers, to support the mental health needs of students and school staff. Through partnership development and/or training opportunities, schools can increase awareness of mental health recourse and increase accessibility by bringing resources to the school. School's may consider developing school-based health centers that provide mental health services within the school setting and create community-wide training opportunities for school staff and community members.

ESSER Category: mental health

Example of this strategy in action:

- Build local capacity using learned experience to help each other and the community as a **Peer Support Specialists** - The Montana Peer Support Network provides information, education, training, peer support and resources across the state using their own lived experience. A national shift from a maintenance model of behavioral health and support to a recovery model, where every individual has access to care, choices, and the message that recovery is possible. Becoming a Peer Support Specialist also provides a sustainable avenue of support because it is medicaid reimbursable.

<https://mtpeernetwork.org/trainings/>

Resources to put this strategy into practice:

- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “mental health” or “suicide prevention”

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

February 9, 2022_ Meeting

Presentation	Indian Education for All Unit Update and Guidance Request
Presenter	Zach Hawkins/Mike Jetty
Position Title	IEFA Director/IEFA Specialist
Overview/Talking Points for Presentation	This presentation will cover the major projects, priorities, and events the IEFA unit will be focusing on during Winter and Spring of 2022. Key items discussed will be ongoing collaboration efforts, lesson plan updates, an update on the IEFA Best Practices Conference, and how IEFA is being addressed in the new Social Studies standards.
Requested Decision	Clarification from tribal representatives on the appropriate spelling and pronunciation of each tribe's name to ensure any developed lessons and resources to address the following 3 rd grade Social Studies standard are correct: <i>The history content standards for third grade are that each student will:</i> <i>(a) identify tribes in Montana by their original and current names;</i>
Issue(s) Related to MACIE Goals See second page for list of goals	The IEFA team's efforts and requested decision have relevance to MACIE goal 3: 1. Culture, language, and culturally relevant curriculum 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)	N/A
Handouts	None



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



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**MACIE AGENDA
INFORMATIONAL SESSION
FEBRUARY
ITEM 5
CHAIRPERSON REPORT**

- ❖ **Handout 5.1**
 - MACIE Goals with Member Concerns



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

MACIE GOALS and MEMBER CONCERNS

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

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.

❖ Member Concerns

- Suicide (2)
- Parental Involvement
- Students being able to make it to school
- Unstable housing/family situation
- Overcoming historical trauma
- Teachers knowing about historical trauma and how to deal with it
- Positive parental involvement

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

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.

❖ Member Concerns

- Roots of the achievement gap that are not being addressed
- Disparate discipline (MACIE must address the findings in the ACLU report)
- How to address systemic racism

3. Culture, language, and culturally relevant curriculum

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.

❖ Member Concerns

- Language/Culture in public schools and curriculum
- Teach at least one of the Native American languages that is prevalent in the locale of the K-12 school
- Culturally relevant teacher training (more IEFA in teacher prep)
- Cross-cultural instruction for ALL staff members

- Culturally relevant curriculum (2)
- Cultural history (where you came from, where you are at today, and where do you want to be in the near and long term future)

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

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.

❖ Member Concerns

- Social Distancing
- Virtual Teaching

5. Member concerns not addressed in goals above

- ❖ Community support
- ❖ Community support for the value of education in modern society
- ❖ Fiscal responsibility/entrepreneurship



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

MEMORANDUM

TO: Montana Advisory Council on Indian Education Members
From: Jennifer Smith, MACIE Chairperson
RE: MACIE Meeting Schedule 2022
DATE: September 1, 2021

Following is the schedule for MACIE meetings for 2022 along with the date agenda presentation requests (general, ex-officio, Indian Education units) are due. All meeting will be conducted by Zoom.

<u>Date of Meeting</u>	<u>Presentation Requests Due Date</u>
January 5, 2022 – Working Session	December 15, 2021
February 9, 2022 – Informational Session	January 12, 2022
April 6, 2022 – Working Session	March 16, 2022
May 11, 2022 – Informational Session	April 20, 2022
July 6, 2022 – Working Session	June 15, 2022
August 10, 2022 – Informational Session	July 20, 2022
October 5, 2022 – Working Session	September 14, 2022
November 9, 2022 – Informational Session	October 19, 2022

The meeting schedule for the rest of 2021 is September 8, October 6, and November 10.

MACIE as advisory to the Office of Public Instruction and Board of Public Education is committed to providing reasonable accommodations to people with disabilities. If you need an accommodation, require an alternate format of a document, or have questions concerning accessibility, please contact Joan Franke at (406) 444-3694, TTY (406) 444-0169, or e-mail jfranke@mt.gov by close of business day two weeks before the date of the meeting.

LRW:jmf



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

**MACIE AGENDA
INFORMATIONAL SESSION
FEBRUARY 9, 2022
ITEM 6
INFORMATIONAL PRESENTATIONS**

- ❖ **Disability Rights Montana Education Advocacy**
 - Handout 6.1
 - Presentation Summary
 - ✓ Brochure
 - ✓ Special Education Brochure
 - ✓ Special Education in Montana Resource Guide

MACIE AGENDA PRESENTATION REQUEST

Name and title of person presenting	Ally Seneczko, staff attorney & Christa Gabriel, education advocate Disability Rights Montana
Contact information: phone	406-441-4834
Contact information: e-mail	ally@disabilityrightsmt.org
Organization	Disability Rights Montana
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Disability Rights Montana Education Advocacy
Description of presentation	Informational presentation on advocacy and services available through Disability Rights Montana Education Unit
How does this relate to the MACIE goals (next page)	Disability Rights Montana's mission is to protect and advocate for human, legal, and civil rights of Montanans with disabilities while advancing dignity, equality, and self-determination. The education unit hopes to gather information and build connections with NA/AI families and stakeholders in order to understand the educational needs and better serve NA/AI families and students with disabilities in the public school system.
Action requesting the advisory council take	N/A
Handouts (send with presentation request)	General DRM brochure, DRM special education brochure special education in Montana resource guide
Technology requirements	powerpoint



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

what do we help with?

Depending on **annual priorities** set by the Board of Directors, Disability Rights Montana may provide assistance with the following issues:

care & treatment

The right to receive care and treatment in **the most integrated setting appropriate**, free from abuse and neglect, with due process, informed consent, confidentiality, and privacy.

programs & services

The right to accessible programs and services. The **right to freedom from discrimination**. This includes exercising the right to vote and other civil rights, as well as obtaining and maintaining services for which one is legally qualified, such as Assistive Technology, Medicaid, SSI/SSDI, transportation, and public access.

employment

The **right to employment without discrimination**. Employers may not discriminate against qualified people with disabilities who are applying for jobs or advancements, and must make **reasonable accommodations** for workers with disabilities.

education

The **right to individualized educational programs** and related services, and integration into regular classrooms.

funding statement

Publication made possible by funding from U.S. Department of Health & Human Services/Administration on Developmental Disabilities; Center for Mental Health Services, Substance Abuse & Mental Health Services Administration; and the U.S. Department of Education/Rehabilitation Services/Assistive Technology and U.S. Department of Social Security Administration.

how to request help?

To get help from Disability Rights Montana, call and talk with one of our advocates. Our office is **open 8 a.m. to 5 p.m. Monday through Friday**. If an advocate is unavailable when you contact Disability Rights Montana, your call will be returned no later than the following business day. You can also fill out a Request for Service form on our website.



disability **rights**
montana

Disability Rights Montana protects and advocates for the **human, legal and civil rights of Montanans with disabilities** while advancing dignity, equality and self-determination.

1022 Chestnut Street
Helena, MT 59601
Voice/TDD: 406-449-2344
Toll Free: 800-245-4743
Fax: 406-449-2418
www.disabilityrightsmt.org



disability **rights** montana

who are we?

Disability Rights Montana, established in 1977, is a **civil rights organization** protecting the human, civil and legal rights of Montanans with disabilities through legally-based advocacy. Each state and territory is mandated by law to have a designated independent Protection and Advocacy (P&A) system for people with disabilities. Disability Rights Montana is **Montana's protection and advocacy system**.

who do we help?

Congress recognizes that people with disabilities need advocacy and legal representation. Disability Rights Montana has the legal authority to serve most **any person with a disability** when the issue they need assistance with is directly related to their disability. We represent children and adults with a wide range of disabilities—including, but not limited to those with cognitive, mental, sensory and physical disabilities. Today, more than 51 million Americans live with a disability; **more than 150,000 or 17 percent of Montanans live with a disability**.

what do we offer?

Disability Rights Montana provides **information and referral, individual advocacy, legal representation, systems advocacy, and education and training**. We have broad statutory powers to safeguard the rights of people with disabilities. Our clients make their own decisions. We work to promote self-determination, personal autonomy, and self-advocacy. We advise and present options to clients in order to assist them in making their own informed choices.

disability rights montana helps montanans by providing:

information & referral

We **provide information regarding the rights of people with disabilities** and provide suggestions on how to handle their situation. We **offer referrals** to other organizations or programs when we are not able to resolve their concerns.

individual advocacy

We can negotiate on an individual's behalf to **resolve problems** such as denial of services, discrimination, abuse and neglect, or **support their own self-advocacy efforts**.

legal representation

We provide **legal representation to people and groups who are eligible for our services** if their issues fall within our program area priorities. Our legal staff may also give technical assistance to private attorneys working on disability issues.

systems advocacy

In collaboration with others, we work for **systemic changes** that affect people with disabilities, in order to **improve their quality of life**.

education & training

We **educate others** across the state about the legal rights of people with disabilities through presentations to groups and organizations, participation on committees and task forces, technical assistance and educational booklets. **Our staff is experienced in many disability-related areas** ranging from the Americans with Disabilities Act (ADA), the Montana Human Rights Act, the Rehabilitation Act, the Individuals with Disabilities Education Act (IDEA), to self-advocacy, and disability awareness and etiquette.



504 or IEP?

An evaluation should be completed prior to determining whether to serve the student under “Section 504” or an IEP. If a school proposes a “Section 504 Plan” before evaluating, the student’s parent should request and give consent for a comprehensive evaluation of the student under IDEA. Visit the DRM Education website to learn more about “Section 504 Plans” versus IEPs.

Early Intervention

Children with disabilities who are 0-3 years old may also qualify for services. These services are delivered in the child’s home and in community settings, rather than in schools, and emphasize family involvement. Contact DRM for more information.

Post-secondary Education

Although the IDEA does not cover students beyond secondary (high) school, the ADA and Section 504 do provide protections for students with disabilities who are pursuing a post-secondary education. If you have questions or concerns regarding this, contact DRM.

How to request help

To get help from DRM, please call us at (406) 449-2344, or toll-free at (800) 245-4743. If an advocate is unavailable when you contact Disability Rights Montana, your call will be returned. All calls to DRM are confidential. Our office is open 8 a.m. to 5 p.m., Monday through Friday.

You may also contact us through our website, and get more information at: <http://disabilityrightsmt.org/education>.

The Mission of DRM is to protect and advocate for the human, legal, and civil rights of Montanans with disabilities while advancing dignity, equality, and self-determination.

Disability Rights Montana
1022 Chestnut Street
Helena, MT 59601-0820
Voice / TDD 406-449-2344
Toll Free 800-245-4743
Fax 406-449-2418
advocate@disabilityrightsmt.org
www.disabilityrightsmt.org

This brochure provides general information, and should not be relied on as legal advice, as a substitute for consultation with an attorney or the exercise of sound, independent judgment by the user. This brochure does not create or imply an attorney-client relationship or consent to provide any legal or advocacy services by DRM.

Please contact DRM to request this information in large print.



Educating Students with Disabilities

Disability Rights Montana’s Education Unit focuses on increasing opportunities for students with disabilities throughout all stages of their education and ensuring their access to education free from discrimination. This brochure provides important information about the rights of students with disabilities.

Education Unit

Disability Rights Montana (DRM) provides information and referral, individual advocacy, legal representation, outreach and training, and systems advocacy as our resources and priorities allow.

DRM's Education Unit advocates on behalf of students to ensure educational programs are open to students with disabilities and are meeting their legal obligations under federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and Article X of the Montana Constitution.

What to Do if You Think Your Child Might Have a Disability

If you are concerned a student may experience a disability, make a written **request for a “comprehensive evaluation”** from the child's school, special education director, principal, or superintendent (for children age 3 or older) or from the local early intervention program (Part C provider) for children age 0-3 **as soon as possible**.

Comprehensive Evaluations

School districts and Part C providers are **required by law to evaluate children suspected of having disabilities free of charge** to the family. Evaluations are initially conducted by a team of school staff, including a school psychologist, and other professionals needed to fully understand the student's disability and educational needs. Evaluations must be completed **within 60 days of receiving parental consent**. Parents should request an evaluation if they have concerns about the child in any of these areas:

- **Medical** (e.g., injury, impairments, genetic disorders, etc.)
- **Developmental** (e.g., cognitive, physical, communication, social, emotional, adaptive skills, etc.)
- **Mental Health** (e.g., depression, anxiety, obsessive-compulsive disorder, difficulty with relationships, etc.)
- **School Performance** (e.g., low test scores, grades, attendance, etc.)
- **Behavioral** (e.g., difficulty paying attention, bullying, etc.)
- **Other** developmental, medical, or psychological concerns

Funding Statement

Publication made possible by funding from U.S. Dept. of Health & Human Services / Administration on Developmental Disabilities; Center for Mental Health Services, Substance Abuse & Mental Health Services Administration; and the U.S. Dept. of Education / Rehabilitation Services / Assistive Technology and U.S. Dept. of Social Security.

Individualized Education Programs (IEPs)

Following an evaluation, if a K-12 student is determined eligible under IDEA for special education, the public school and parents negotiate an IEP. **Parents have several rights regarding the IEP process:**

- The right to **bring along an advocate**, friend, medical professional, or other person to assist you at the IEP meeting.
- The right to **ask for a draft of the IEP** prior to the meeting (if the school has a draft) so you have time to review it. However, the IEP should be an interactive process, which is open for discussion and changes, between you and the school during the IEP meeting.
- The right to **ask to continue the meeting** at another time if you need additional time to think about your child's needs, or if not all issues have been discussed.
- The right to **wait to sign the IEP**. You do not have to sign the IEP immediately after the meeting. You may take time to consider it, and make suggestions for changes you think are needed. Make suggestions in writing, and keep a copy for your records, including a receipt that the school received the information.
- The right to **consent to the IEP**. In Montana, each annual IEP must be signed with parental consent before the school implements it. If there are items with which you disagree, you may only consent to the portions with which you agree, and only those portions may be implemented.

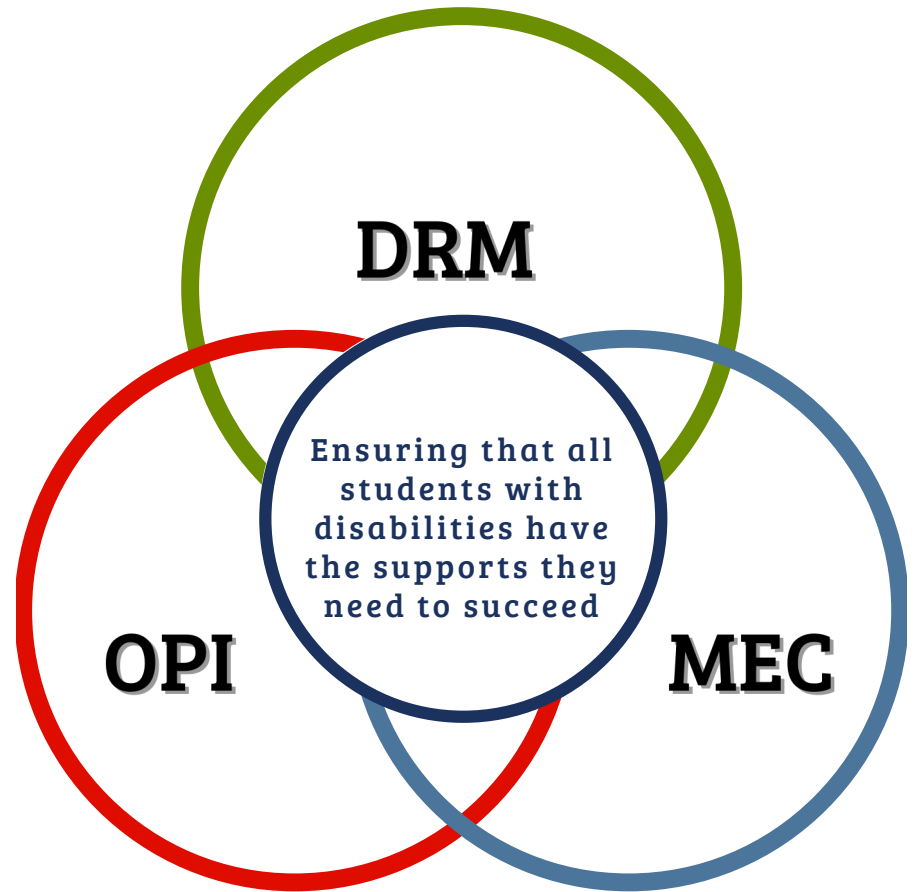
*Other standards apply for private schools.

The Montana Empowerment Center, Inc., the Office of Public Instruction, and Disability Rights Montana are coming together to create collaborative supports for Special Education educators, administrators, parents and students in Montana.

Montana Empowerment Center, Inc.(MEC)
MEC is the designated Parent Training Information Center for Montana. It helps families of children from birth to age 26 who have a disability. The goal of MEC is to give parents or guardians support and free information on how to make the most of their child's education.

Office of Public Instruction(OPI)
The OPI is the state education agency for Montana and provides general supervision of public schools and districts across the state. With regard to special education, the OPI ensures compliance with the Individuals with Disabilities Education Act(IDEA) when providing special education services to students. As part of this, the OPI provides technical assistance and professional development to school staff and families as they work to implement special education programs.

Disability Rights Montana(DRM)
Through collaboration, advocacy, and litigation, Disability Rights Montana will protect the rights of students with disabilities to access educational programs, services, activities, and benefits free from discrimination on the basis of disability and to receive a free and appropriate public education.



The contents of this brochure were developed under a grant from the U.S. Department of Education, #H328M200081. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, David Emenheiser.



Scan the QR codes with your camera app and get connected to resources!

[DRM Student Rights Handbook](#)



[OPI Form and Guidances](#)



[OPI Early Assistance Program](#)



[OPI Special Ed. Guide](#)



SPECIAL EDUCATION IN MONTANA

General Information

Education/Training Opportunities

Support and Assistance

Montana Empowerment Center (MEC)

Phone: 1-877-870-1190
MTEmpowermentCenter.org

Provide information on specific disabilities and issues, parental and child rights under IDEA, American's with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act.

Provide referrals to support groups, educational specialists, legal assistance, and other local, state, and national resources

Offers free workshops and training sessions about IDEA, special education, and disabilities.

Provide support, information and tools to families to help them make informed decisions as equal partners in their child's education

Office of Public Instruction (OPI)

Phone: 1(406) 444-2046
Opi.MT.Gov

Assist all stakeholders in understanding IDEA and Montana special education laws and processes.

Professional Development

- Regional Comprehensive System of Personnel Development (CSPD) Trainings
- Montana Autism Project
- Compliance with the IDEA

- Provide information on the requirements of IDEA.
- Early Assistance Program
- Informal dispute resolution.
- IDEA Dispute Resolution:
 - IEP Facilitation
 - Mediation
 - State Complaint
 - Due Process

Disability Rights Montana (DRM) Education Unit

Phone: 1-800-245-4743
DisabilityRightsMT.org

Help people access services by providing information about resources, and make appropriate referrals to other programs to best meet their need.

Help families, advocates, and educators learn about the legal requirements and resources available for students with disabilities in Montana and ways to resolve their concerns.

Ensure the rights of students with disabilities are protected to the maximum extent of the law by providing advocacy (non legal) and legal representation.



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

**MACIE AGENDA
INFORMATIONAL SESSION
FEBRUARY 9, 2022**

**ITEM 7
OLD BUSINESS**

❖ **Regalia**

- Handout 7.1
 - ❖ MACIE Position Statement

**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 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 wear of regalia during public ceremonies.

Although Montana Senate Bill 319 (signed 2017) protects and supports American Indian students' right to wear traditional regalia during all public events (including graduation ceremonies), school districts seem to be uninformed of this law. This protection includes the beading of mortarboards, gowns, and associated traditional wear that is inherent among our sovereign Native nations. It is best to address and prevent unnecessary legal situations which may arise when districts are either uninformed, or in compliance with this law.

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 all school affiliated staff in the area of legal protections of American Indian regalia by:

- affirming Montana Senate Bill 319 to all Trustees, Superintendents, Principals and staff,
- defending the rights of American Indian students whom are protected under MT Senate Bill 319,
- addressing these specific issues in teacher and principal preparation programs.

Thank You,

MACIE