



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

**Montana Advisory Council on Indian Education  
May 11, 2022**

Agenda – Informational Session

[Zoom Link](#)

**Meeting ID 818 8847 6577**

**Password 045066**

**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.

- |               |  |            |
|---------------|--|------------|
| <b>Item 1</b> | <b>Call to Order</b>   | 8:30 a.m.  |
|               | ❖ Welcome – Jennifer Smith, Chairperson  |            |
|               | ❖ Pledge of Allegiance   |            |
|               | ❖ Roll Call  |            |
| <b>Item 2</b> | <b>Approval of Minutes</b>   | 8:45 a.m.  |
|               | ❖ April 6, 2022 Minutes  |            |
| <b>Item 3</b> | <b>Discussion with Superintendent of Public Instruction - Graduation Rates/Dropouts and Mental Health Guidance</b> | 8:55 a.m.  |
| <b>Item 4</b> | <b>Ex-officio Reports (10 minutes each)</b>  | 10:00 a.m. |
|               | ❖ Superintendent of Public Instruction – Elsie Arntzen   |            |
|               | ❖ Montana University System – Angela McLean  |            |
| <b>Item 5</b> | <b>American Indian Education Administrative Reports (10 minutes each)</b>  | 10:20 a.m. |
|               | ❖ Tribal Relations and Resiliency Unit   |            |
|               | ○ General Unit - Don Wetzel  |            |
|               | ○ School Mental Health Support Services – Crystal Hickman  |            |
|               | ○ MILP/ILIP Programs – Matthew Bell  |            |
|               | ❖ Indian Student Achievement Unit  |            |
|               | ○ General Unit – Carrie Gopher   |            |
|               | ○ AIA Task Force – Michele Henson  |            |

- ❖ Indian Education for All Unit
  - General Information and Planned Spring Activities – Zach Hawkins and Mike Jetty
  - 2021-2022 Professional Development Update – Jennifer Stadum

**Item 6 Informational Presentations** 11:30 a.m.

- ❖ OPI Stipend Programs – Annette Young

**Item 7 Public Comment** 11:45 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** 12:00 noon

Times are approximate

The next meeting is July 6, 2022.



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

**MACIE AGENDA  
INFORMATIONAL SESSION  
MAY 11, 2022  
ITEM 2  
APPROVAL OF MINUTES**

- ❖ Handout 2.1
  - Draft April 6, 2022 minutes



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

MACIE Meeting  
April 6, 2022  
Draft Minutes

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Levi Black Eagle	Crow Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribes
Jason Cummins	Class 7
Michael Dolson	Confederated Salish & Kootenai Tribes
Jordann Forster	Montana Federation of Public Employees
Carrie Gopher	Office of Public Instruction
Megan Gourneau	Fort Peck Tribes
Susie Hedalen	Board of Public Education
Iris Kill Eagle	little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings

Office of Public Instruction/  
Board of Public Education

Matthew Bell	Tara Boulanger
Brett Carter	
Susan Court	McCall Flynn
Joan Franke	Nicole Frieling
Mike Jetty	Donnie Wetzel

Guests

Dylan Klapmeier

Members Absent

Rodney Bird	Bureau of Indian Education
Harold Dusty Bull	Blackfeet Tribe
Melissa Hammett	Urban - Missoula
Dr. Richard Littlebear	Tribal College
Angela McLean	Montana University System
Riley Werk	Youth - Reservation

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 9:05 a.m. The pledge of allegiance was said and roll call was taken.

Minutes

The minutes were reviewed. No corrections were noted. Dugan Coburn motioned to approve the minutes as written and Jordann Lankford seconded the motion. Approved by all.

## Chairperson Report

Jennifer Smith updated the committee on what expecting for the day.

There was discussion regarding organizations which need to have representation.

## Old Business

### ➤ Regalia Statement

The draft position statement and suggested resolution were reviewed. Suggestions were made for changes for both documents.

Jeremy MacDonald motioned to approve the resolution as updated for sending to the Superintendent of Public Instruction (Superintendent) and the Board of Public Education (BPE) as updated. Jason Cummins seconded the motion. Passed by all.

Jason Cummins motioned to approve the position statement as updated, and Levi Black Eagle seconded the motion. Passed by all.

Jennifer Smith said she would ask the Superintendent's office to put this in the monthly Compass and reach out to the Montana School Board Association (MSTBA).

## New Business

### ➤ Class 7 Licensure Requirements Revision

Revisions to Chapter 57, teacher licensure, have been opened. The Superintendent has made proposed revisions regarding Class 7 licensure to change it to a lifetime license. Also, "An Introduction to Indian Education for All in Montana" would need to be done by all who wish to receive this license.

The BPE has received mixed comments including one at an legislative interim committee that Class 7 license holders should be held to be held to other standards. The deadline for comments is April 8.

After mixed comments from MACIE members, Jason Cummins made a motion for Class 7 licensure to only require tribal delegate signature on the initial application and for all professional development opportunities be acceptable for renewal of the license. The five-year renewal process would then remain in place. Jordann Forster seconded this motion.

After more discussion, especially regarding still allowing tribes to be involved in the renewal process, Jason Cummins amended his motion to add a sentence at the end that any tribe could make additional requirements for renewal. Dugan Coburn seconded this amendment.

A vote was taken regarding allowing the amendment of the motion. Passed by all.

The full motion – initial motion and additional amendment – was voted on. Passed by all.

### ➤ Updates to Member Concerns/Goals/Role of OPI

- Review of current data

Susan Court provided information on the Youth Risk Behavior Survey. Trends are going down except depression and texting or emailing while driving – Montana was first in the nation in this in 2019 and it went up in 2021.

Nicole Frieling discussed the research study project regarding what influences the American Indian Achievement Gap in Montana. The first part was focus groups with 42 individuals across six school rolls. These interviews pointed to the roll of culture and self-identity as being important for influencing the gap. The project is currently disseminating a survey to schools (adults) and students. Brett Carter said the survey portion of the project is projected to end this fall. IRBs need to be secured from the tribes before the surveys can be distributed. The final part of the project will be collaboration with indigenous scholars on these findings for applications in schools.

Jeremy MacDonald talked about the National Indian Education Survey (NIES). Montana has been not consistent in participating in this survey. The most current year, Montana did not participate. Mr. MacDonald will talk with Ashley McGrath regarding Montana participating in this survey.

- Think tank discussion on topics for OPI collaboration

Jennifer Smith reviewed the goals and member concerns associated with each goal. The following are what has been decided to discuss with the Superintendent at the meeting on May 11.

- ✓ Graduate rates/dropouts
  - Count fifth year students
  - Other options such as credit recovery, project-based learning, block scheduling, proficiency-based learning
  - Disparate discipline – restorative practices and trauma informed programs
  - Different kinds of diplomas (make sure school districts know they can have their different requirements) – The BPE only requires 20 credits for graduation
  - 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
  - Include Indian Education for All staff at MACIE meetings
  - Short staffed – can kids fill roles for pay, i.e., high school kids
  - Transportation
  - Teacher/administration retention – school board leadership
  - 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

Jordann Forster motioned that the American Indian Student Achievement Task Force be a standing agenda item, Jeremy MacDonald seconded. Passed by all.

Jeremy MacDonald will continue to attend these task force meetings, and if he cannot, he will ask another member to attend.

#### Public Comment

No comments

The next meeting will be May 11. It will be an outreach meeting to OPI .

Levi Black Eagle motioned to adjourn the meeting and Jordan Forster seconded the motion. Passed by all. The meeting was adjourned at 3:23 p.m.



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

**MACIE AGENDA  
INFORMATIONAL SESSION  
MAY 11, 2022**

**ITEM 3**

**DISCUSSION - GRADUATION RATES/DROPOUTS AND MENTAL  
HEALTH GUIDANCE**

- ❖ Handout 3.1
  - Topic areas of focus
- ❖ Handout 3.2
  - Native Languages Position Paper
- ❖ Handout 3.2
  - Regalia Position Statement
  - Regalia Suggested Resolution





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

## Areas of Focus

- ✓ Graduate rates/dropouts
  - Count fifth year students
  - Other options such as credit recovery, project-based learning, block scheduling, proficiency-based learning
  - Disparate discipline – restorative practices and trauma informed programs
  - Different kinds of diplomas (make sure school districts know they can have their different requirements) – The BPE only requires 20 credits for graduation
  - 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
  - Include Indian Education for All staff at MACIE meetings
  - Short staffed – can kids fill roles for pay, i.e., high school kids
  - Transportation
  - Teacher/administration retention – school board leadership
  - 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



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

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



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

**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  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

### **SUGGESTED RESOLUTION**

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

WHEREAS, it is MACIE's goal to proactively inform and educate school district Board of Trustees, administrators, teachers, and staff who serve American Indian students, families, and communities within the state about the legal language protections that exist for Native regalia to be worn at public ceremonies such as graduation; and

WHEREAS, MACIE believes that many educators and school leaders find themselves underinformed and unprepared in regard to tribal sovereignty, culture, history, spirituality, and the traditional practices of wearing regalia to special events; and

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

THEREFORE, BE IT RESOLVED, the Montana Board of Public Education and the Office of Public Instruction supports MACIE in our work to increase and improve awareness by informing and preparing educators in the area of legal protections of American Indian regalia and other issues mentioned above that are present in the intersection of school policies; and Montana law.



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

**MACIE AGENDA  
INFORMATIONAL SESSION  
MAY 11, 2022**

**ITEM 4  
EX-OFFICIO REPORTS**

- ❖ **Superintendent of Public Instruction – Elsie Arntzen**
  
- ❖ **Montana University System – Angela McLean**
  - Handout 4.1
    - Presentation Summary

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	Montana University System
Presenter	Angela McLean
Position Title	American Indian/Minority Achievement Specialist
Overview/Talking Points for Presentation	Brief update on American Indian student success efforts in the Montana University System
Requested Decision	Information only. No action.
Issue(s) Related to MACIE Goals  See second page for list of goals	All-+
Recommendation(s)	N/A
Handouts	N/A



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



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

## MACIE AGENDA INFORMATIONAL SESSION MAY 11, 2022

### ITEM 5

## AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

- **Tribal Relations & Resiliency Unit**
  - Handout 5.1
    - Presentation Summary - General Unit
  - Handout 5.2
    - Presentation Summary – School Mental Health Support Services
  - Handout 5.3
    - Presentation Summary – Indigenous Language Immersion Program/Montana Indian Language Preservation Program
- **Indian Student Achievement Unit Report**
  - Handout 5.4
    - Presentation Summary – General Unit
      - ✓ Research Project Youth and Adult Survey Questions
  - Handout 5.5
    - Presentation Summary – AIA Task Force
      - ✓ Heart Butte District Framework
- **Indian Education for All Unit Report**
  - Handout 5.6
    - Presentation Summary – General Information and Planned Spring Activities
  - Handout 5.7
    - Presentation Summary – 2021-2022 Professional Development Update
      - ✓ Summary of webinars and Hub course feedback

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	We hold the Answers.
Presenter	Donnie Wetzel, Jr.
Position Title	Tribal Relations and Resiliency Director
Overview/Talking Points for Presentation	Tribal Inclusion and Outreach, Elder Culture Wisdom Council, Tribal Consultation, Youth RISE leadership.
Requested Decision	Motion of support of efforts and continued guidance going forward.
Issue(s) Related to MACIE Goals  See second page for list of goals	Goal 3
Recommendation(s)	N/A
Handouts	None



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



# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	School Mental Health Support Services Update
Presenter	Crystal Hickman
Position Title	School Mental health Support Services Update
Overview/Talking Points for Presentation	New Position Vision EWC and statewide discussion MSWAC
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Mental Health
Recommendation(s)	None
Handouts	None



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

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	ILIP/MILP Updates
Presenter	Matthew Bell
Position Title	Language and Culture Specialist
Overview/Talking Points for Presentation	Update on progress of language grants held by OPI
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Related to All goals
Recommendation(s)	None
Handouts	None



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

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	AISA Unit
Presenter	Carrie Gopher
Position Title	American Indian Student Achievement Director
Overview/Talking Points for Presentation	AISA activities AISA Research Project
Requested Decision	Yes Continuing with AISA Research Project
Issue(s) Related to MACIE Goals  See second page for list of goals	Community, family engagement.
Recommendation(s)	None
Handouts	AISA Research youth and adult survey



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

# AISA Stakeholder Survey- Youth - V2 Team

---

Start of Block: Block 3

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

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

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

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

---

Q2 Do you consent to take the survey?

Yes (1)

No (2)

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

End of Block: Block 3

---

Start of Block: Block 1 Demographics



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

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

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

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

End of Block: Block 1 Demographics

---

Start of Block: Block 2

*Display This Question:*

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

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

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

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

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

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

---

*Display This Question:*

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

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

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

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

---

*Display This Question:*

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

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

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

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

---

*Display This Question:*

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

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

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

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

---

*Display This Question:*

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

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

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

---



*Display This Question:*

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

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

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

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

*Display This Question:*

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

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

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

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



Q13 My school courses/assignments challenge me.

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

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

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

Page Break

---

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

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

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

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

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

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

End of Block: Block 2

---

# AISA Stakeholder Survey- Adult - V2

## Team Edits

---

Start of Block: Block 3

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

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

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

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

---

Q2 Do you consent to take the survey?

- Yes (1)
- No (2)

*Skip To: End of Survey If Q2 = 2*

End of Block: Block 3

---

Start of Block: Block 1 Demographics



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

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



Q4 What role in the community do you serve?

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

Q5

What is your level of education?

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

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

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

*Display This Question:*

If Q6 2

Or Q6 8



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

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

---

Page Break



## End of Block: Block 1 Demographics

---

### Start of Block: Block 2 Values

*Display This Question:*

If Q6 2

Or Q6 8

Q8 I understand what my cultural values are?

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

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

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

*Display This Question:*

If Q6 2

Or Q6 8

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

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

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

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

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

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

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

Yes (1)

No (2)

Unsure (3)

---

Page Break

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

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

---

Page Break

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

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

Q16 Our school offers rigorous courses that challenges Native students?

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

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

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

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

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

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

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

Page Break

---



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

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

*Display This Question:*

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

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

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

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

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

Page Break

---

Q23 Does your district offer social and emotional support for students at the same level of academic supports?

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

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

---

---

---

---

---

---

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

---

---

---

---

---

---

Display This Question:

If Q4 != 1

Or Q4 != 9

Or Q4 !=

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

---

---

---

---

---

-----  
Page Break

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

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

End of Block: Block 2 Values

---

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	American Indian Student Achievement Taskforce
Presenter	Michele Henson
Position Title	School Safety Program Manager
Overview/Talking Points for Presentation	I will provide an overview of the American Indian Student Achievement taskforce meetings that occurred while I was facilitating this workgroup in the interim between the departure of Lona Running Wolf and hiring of Carrie Gopher.
Requested Decision	N/A Informational presentation only
Issue(s) Related to MACIE Goals  See second page for list of goals	<p>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.</p> <p>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.</p>
Recommendation(s)	N/A
Handouts	Heart Butte Framework and AISA Memberships



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

## 2021/2022 Teams

### 1. Teaching and Learning

Aimee Konzen- OPI

Jacob Barto- Facilitator- OPI

Julie Gavin- OPI

Evelyn Paz-OPI

Jeremy MacDonald- Box Elder Schools

Shantel Niederstadt- OPI

Serafima Forni- OPI

Meghann Spring- OPI

Stephanie Swigart- OPI

### 2. Culture/Self-identity

Leo Davis- Facilitator- OPI

Carrie Kouba- OPI

Jennifer Stadum- OPI

Nicole Frieling- OPI

Mike Tatsey- Heart Butte Schools

### 3. Safety

Dan McGee – AISA- OPI

Michele Henson – Facilitator- OPI

Annette Young- OPI

### 4. Health and Wellbeing

Don Wetzel- Facilitator- TRRU-OPI

Crystal Armstrong- OPI

Crystal Hickman- OPI

Tina Eblen- OPI



# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	IEFA Updates and Planned Activities Spring 2022
Presenter	Zach Hawkins/Mike Jetty
Position Title	Director Indian Education for All/Indian Education for All Specialist
Overview/Talking Points for Presentation	<p>The OPI IEFA Unit will provide an update on planned Spring activities and priorities. These will include:</p> <ul style="list-style-type: none"> <li>• 2022 Virtual IEFA Best Practices Conference</li> <li>• Ongoing work on lessons and resources that align with new content standards</li> <li>• EU video project with youth</li> <li>• Planned PDs for OPI Summer Institute and MFPE Fall Educator’s Conference</li> <li>• Ongoing work with MUS</li> </ul> <p>Collaboration efforts within Indian Ed. Units.</p>
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Supports MACIE’s goal of advocating for collaborative efforts among tribal, state, and federal organizations and promoting high quality and equitable educational opportunities for all American Indian students in Montana.
Recommendation(s)	MACIE provides guidance and support of efforts and considers future meeting agenda requests as further plans and details are developed.
Handouts	None



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



# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 11, 2022

Presentation	IIEFA 2021-2022 Professional Development update
Presenter	Jennifer Stadum
Position Title	Indian Education for All Specialist
Overview/Talking Points for Presentation	Share successes from ethnobotany webinar series; Advocacy Award Recipient webinar series; ethnobotany Saturday workshop series; and IEFA Hub course: Building Your IEFA Mindset: Unpacking the Essential Understandings
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Goal 3: Culturally relevant curriculum (teacher PD)
Recommendation(s)	None
Handouts	Summary of webinars and Hub course feedback.



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

# IEFA PD FY 2021-2022: Making an Impact

October '21– March '22 Advocacy Award Recipient Webinar Series (6 webinars)\*

October '21 – March '22 Ethnobotany Webinar Series (6 webinars)^

January '22 – March '22 Building Your IEFA Mindset: Unpacking the Essential Understandings  
Facilitated Teacher Learning Hub Course(#)

April '22 Ethnobotany Saturday Workshop Series (2 virtual workshops)”

Jennifer Stadum, Facilitator/Coordinator

Presenters: Jordann Forster#; Miranda Murray\*#; Jacie Jeffers\*#; Bill Stockton\*; Chris Pavlovich\*; Amy Williams\*; Calli Rusche-Nicholson\*; Rosalyn LaPier^; Rose Bear Don't Walk^; Annie Sorrell^; Loga Fixico^; Marissa Spang^; Reyna Monteau^; Mariah Gladstone^”; Tim Ryan”



**October '21– March '22  
Advocacy Award Recipient  
Webinar Series (6 webinars)**

*Each session covered current  
events and contemporary  
issues facing Montana tribes*

Jacie Jeffers - Little Shell/Anishinaabe

- Boarding Schools

Amy Williams - Lake Superior Ojibwe

- Building Community

Miranda Murray - Yankton Sioux Descendent

- Teaching Contemporary Issues and Topics

Calli Rusche-Nicholson - Fort Peck Assiniboine/ Nakoda

- Sovereignty

Bill Stockton – 2022 Montana Teacher of the Year

- Using Tribally-created documents as primary sources

Chris Pavlovich – 2020 Presidential Award for Excellence in Mathematics and Science Teaching

- Civic and Social Justice in IEFA

From Calli Rusche-Nicholson's Presentation on Sovereignty:

**“This was a very interesting webinar. The blood quantum topic was something I sort of knew about but didn't really think about in the terms of tribal sovereignty and how each tribe has their own criteria. The living wax museum was also interesting along with the comment that women traditionally lead and support from the back so it was refreshing to read about women who did the opposite. I had heard of Elouise Pepion Cobell and our history teacher features her in some of her classes but I didn't know she was awarded the Presidential Medal of Freedom. The tribes as sovereign nations also trying to preserve their language, traditions and natural resources such as animal, plant and water rights was also something I hadn't thought about. A lot of information and some good ideas for lessons in the future. I like the Double Not Half thinking too. I'm half Japanese but now I'll think of myself as double! Good Webinar!”**



# OCTOBER '21 – MARCH '22

## ETHNOBOTANY WEBINAR SERIES (6 WEBINARS)

Rosalyn LaPier (Blackfeet/Métis) - What is Ethnobotany? And why is it important?

Rose Bear Don't Walk (Crow/Bitterroot Salish/Lone Pine Shoshone Paiute) - Traditional Foodways and Holistic Health

Marissa Spang (Northern Cheyenne/Crow) - Living in Relations: How to Practice Plant Knowledge

Annie Sorrell (Salish) and Loga Fixico (Blackfeet/Bitterroot Salish/Nez Perce/Dakota/Haudenosaunee) - Ethnobotany, TEK, and Science

Reyna Monteau (Nakoda) - Common uses of Medicinal Plants and Foods for Health and Wellness

Mariah Gladstone (Blackfeet/Cherokee) - Plants as Medicine and Food

“I very much appreciated hearing about our relationships to plants and respecting them as relatives (fellow living beings with intelligence) that we benefit from on a daily basis. The idea of an "honorable harvest" encourages a different relationship to our food and resources, keeping in mind how much we harvest and interacting with the plants before they are harvested. ***I also really enjoyed examples of including native/indigenous knowledge being included in science lessons to keep students recognizing the place that indigenous knowledge has in our education. It also stood out to me how Marissa shared about how it is not enough to just learn something from indigenous knowledge, you must practice the indigenous knowledge you have received. This line really impacted me to think about what I actually do with the knowledge learned, especially that which has been passed down through generations.***”





JANUARY '22 – MARCH '22

Building Your IEFA Mindset:

Unpacking The Essential Understandings

Facilitated Teacher Learning Hub Course

*Course Designers And Facilitators:*

JORDANN FORSTER; MIRANDA MURRAY; JACIE JEFFERS

27/28 SUCCESSFUL PARTICIPANTS - FIRST EVER FACILITATED IEFA HUB COURSE

"This is absolutely one of the best professional development opportunities that I have participated in. The course was a pedagogical masterpiece. **It was well-organized and facilitated by an exceptional group of IEFA leaders.** Every activity and assignment was aligned to the IEFA Essential Understandings with intentionality and shared in a way that not only helped to develop educator confidence but also masterfully provided the opportunity for educators to apply what they were learning to their own practice. **This should be a required course for all Montana teachers. I cannot recommend this PD strongly enough.**"



APRIL '22 ETHNOBOTANY  
SATURDAY WORKSHOP SERIES  
(2 VIRTUAL WORKSHOPS)  
MARIAH GLADSTONE  
(BLACKFEET/CHEROKEE)  
TIM RYAN (SALISH)



**66 Feedback surveys received (35 – April 2; 31 – April 9): 4.9/5**

"I thoroughly enjoyed the information shared today. I look forward to sharing with my students ideas of the first roots and how important spring is for those living off the land. Students would also enjoy learning the culture through discussing and making tools like the digging stick or fishing basket. ***This presentation makes me want to take ownership of my own culture as Tim said at the beginning.***"



# WHAT IS NEXT? IDEAS

**Todays' Voices** webinar series to cover the Essential Understandings – 7 webinars with youth recordings

**Sovereignty** webinar series – 6 webinars

- Overview of sovereignty and it's multiple implications
- Allotment
- Blood Quantum
- Tribal Civics
- Environmental
- Deb Haaland/Land

**Boarding Schools: From History to Healing** webinar series – 6 webinars

**Implementation** webinar series – 8 webinars/possible in-person workshop series following the webinars

2 on science (Chris Pavlovich and Linda Rost)

2 on social studies (Dylan Huisken and Jordann Forster)

2 on math (?)

1 on FCCS (Linde Hennessy(?) and ?)

1 on arts and music (?)

**Building Your IEFA Mindset facilitated Hub course Part II**





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

**MACIE AGENDA  
INFORMATIONAL SESSION  
May 11, 2022**

**ITEM 6  
INFORMATIONAL PRESENTATIONS**

- ❖ **OPI Stipend Programs**
  - Handout 6.1
    - Presentation Summary



## MACIE AGENDA PRESENTATION REQUEST

May 11, 2022

Name and title of person presenting	Annette Vicedo Young, MT SSIP Director
Contact information: phone	406-444-0299
Contact information: e-mail	ayoung3@mt.gov
Organization	OPI
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	OPI Stipend Programs: Supporting Recruitment Efforts in Montana Targeted at Traditionally Hard to Fill Positions
Description of presentation	The presenter will discuss the 3 long-standing OPI stipend programs aimed at filling the following positions: special education, speech/language pathologist, and school psychologist. The audience will also learn how to replicate the stipend programs in their own districts.
How does this relate to the MACIE goals (next page)	4. Equitable access (to qualified educators and support staff)
Action requesting the advisory council take	Please share the stipend information with any who have a vested interest in hiring in their districts. Contact for Annette Vicedo Young: ayoung3@mt.gov; 406-444-0299
Handouts (send with presentation request)	N/A
Technology requirements	No extra technology other than the regular Zoom connection for the meeting.



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