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.

Item 1 Call to Order 8:30 a.m.
❖ Welcome – Jennifer Smith, Chairperson
❖ Pledge of Allegiance
❖ Roll Call

Item 2 Approval of Minutes 8:45 a.m.
❖ April 6, 2022 Minutes

Item 3 Discussion with Superintendent of Public Instruction - Graduation Rates/Dropouts and Mental Health Guidance 8:55 a.m.

Item 4 Ex-officio Reports (10 minutes each) 10:00 a.m.
❖ Superintendent of Public Instruction – Elsie Arntzen
❖ Montana University System – Angela McLean

Item 5 American Indian Education Administrative Reports (10 minutes each) 10:20 a.m.
❖ Tribal Relations and Resiliency Unit
  o General Unit - Don Wetzel
  o School Mental Health Support Services – Crystal Hickman
  o MILP/ILIP Programs – Matthew Bell
❖ Indian Student Achievement Unit
  o General Unit – Carrie Gopher
  o AIA Task Force – Michele Henson
Indian Education for All Unit
  o General Information and Planned Spring Activities – Zach Hawkins and Mike Jetty
  o 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.
MACIE AGENDA
INFORMATIONAL SESSION
MAY 11, 2022

ITEM 2
APPROVAL OF MINUTES

- Handout 2.1
  - Draft April 6, 2022 minutes
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 a legislative interim committee that Class 7 license holders should 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 role 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.
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
Areas of Focus

✓ Graduate rates/dropouts
  o Count fifth year students
  o Other options such as credit recovery, project-based learning, block scheduling, proficiency-based learning
  o Disparate discipline – restorative practices and trauma informed programs
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  o Dual enrollment utilizing tribal college personnel
  o Include Indian Education for All staff at MACIE meetings
  o Short staffed – can kids fill roles for pay, i.e., high school kids
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  o Food/housing/safety needs – lack of housing and multiple family housing
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✓ Mental health
  o Therapists with American Indian cultural sensitivity/values
  o Grief processing
  o Addressing/teaching historical trauma and culturally responsive practices to educators and administrators
  o Telehealth, mobile mental health
  o How to reduce stigma
  o Restorative practice and trauma-informed practice
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
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
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.
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

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Montana University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Angela McLean</td>
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<tr>
<td>Position Title</td>
<td>American Indian/Minority Achievement Specialist</td>
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<tr>
<td>Overview/Talking Points for Presentation</td>
<td>Brief update on American Indian student success efforts in the Montana University System</td>
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<td>Requested Decision</td>
<td>Information only. No action.</td>
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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**

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<tr>
<th>Presentation</th>
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<tr>
<td>Presenter</td>
<td>Donnie Wetzel, Jr.</td>
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<td>Tribal Relations and Resiliency Director</td>
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<td>Crystal Hickman</td>
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<td>Presenter</td>
<td>Matthew Bell</td>
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<td>Points for Presentation</td>
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<td>Presenter</td>
<td>Carrie Gopher</td>
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<tr>
<td>Position Title</td>
<td>American Indian Student Achievement Director</td>
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| Overview/Talking Points for Presentation | AISA activities  
AISA Research Project |
| Requested Decision | Yes  
Continuing with AISA Research Project |
| Issue(s) Related to MACIE Goals | Community, family engagement. |
| Recommendation(s)  | None                   |
| Handouts           | AISA Research youth and adult survey |
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 you consider yourself to be American Indian or Alaska Native
Or if 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 you consider yourself to be American Indian or Alaska Native
Or if 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)

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)

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

____________________________________________________________________________________
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)

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

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

Display This Question:
If Q4 != 1
Or Q4 != 9
Or Q4 !=

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

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

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

- Yes (1)
- Maybe (2)
- No (3)
- Unsure (4)
Q23 Does your district offer social and emotional support for students 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?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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
<table>
<thead>
<tr>
<th>Presentation</th>
<th>American Indian Student Achievement Taskforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Michele Henson</td>
</tr>
<tr>
<td>Position Title</td>
<td>School Safety Program Manager</td>
</tr>
<tr>
<td>Overview/Talking Points for Presentation</td>
<td>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.</td>
</tr>
<tr>
<td>Requested Decision</td>
<td>N/A Informational presentation only</td>
</tr>
</tbody>
</table>

**Issue(s) Related to MACIE Goals**

See second page for list of goals

Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/Al 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.

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/Al student self-identity and self-actualization.

**Recommendation(s)**

N/A

**Handouts**

Heart Butte Framework and AISA Memberships
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

<table>
<thead>
<tr>
<th>Presentation</th>
<th>IEFA Updates and Planned Activities Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Zach Hawkins/Mike Jetty</td>
</tr>
<tr>
<td>Position Title</td>
<td>Director Indian Education for All/Indian Education for All Specialist</td>
</tr>
</tbody>
</table>
| Overview/Talking Points for Presentation | The OPI IEFA Unit will provide an update on planned Spring activities and priorities. These will include:  
• 2022 Virtual IEFA Best Practices Conference  
• Ongoing work on lessons and resources that align with new content standards  
• EU video project with youth  
• Planned PDs for OPI Summer Institute and MFPE Fall Educator’s Conference  
• Ongoing work with MUS  
Collaboration efforts within Indian Ed. Units. |
<p>| Requested Decision    | None                                            |
| Issue(s) Related to MACIE 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                                            |</p>
<table>
<thead>
<tr>
<th>Presentation</th>
<th>IIEFA 2021-2022 Professional Development update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Jennifer Stadum</td>
</tr>
<tr>
<td>Position Title</td>
<td>Indian Education for All Specialist</td>
</tr>
<tr>
<td>Overview/Talking Points for Presentation</td>
<td>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</td>
</tr>
<tr>
<td>Requested Decision</td>
<td>None</td>
</tr>
<tr>
<td>Issue(s) Related to MACIE Goals</td>
<td>Goal 3: Culturally relevant curriculum (teacher PD)</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>None</td>
</tr>
<tr>
<td>Handouts</td>
<td>Summary of webinars and Hub course feedback.</td>
</tr>
</tbody>
</table>
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.”
"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.***
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 its 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 Huiskens 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**
ITEM 6
INFORMATIONAL PRESENTATIONS

❖ OPI Stipend Programs
  o Handout 6.1
    ▪ Presentation Summary
<table>
<thead>
<tr>
<th>Name and title of person presenting</th>
<th>Annette Viciedo Young, MT SSIP Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information: phone</td>
<td>406-444-0299</td>
</tr>
<tr>
<td>Contact information: e-mail</td>
<td><a href="mailto:ayoung3@mt.gov">ayoung3@mt.gov</a></td>
</tr>
<tr>
<td>Organization</td>
<td>OPI</td>
</tr>
<tr>
<td>Select one</td>
<td>Presentation</td>
</tr>
<tr>
<td>Presentation title</td>
<td>OPI Stipend Programs: Supporting Recruitment Efforts in Montana Targeted at Traditionally Hard to Fill Positions</td>
</tr>
<tr>
<td>Description of presentation</td>
<td>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.</td>
</tr>
<tr>
<td>How does this relate to the MACIE goals (next page)</td>
<td>4. Equitable access (to qualified educators and support staff)</td>
</tr>
<tr>
<td>Action requesting the advisory council take</td>
<td>Please share the stipend information with any who have a vested interest in hiring in their districts. Contact for Annette Viciedo Young: <a href="mailto:ayoung3@mt.gov">ayoung3@mt.gov</a>; 406-444-0299</td>
</tr>
<tr>
<td>Handouts (send with presentation request)</td>
<td>N/A</td>
</tr>
<tr>
<td>Technology requirements</td>
<td>No extra technology other than the regular Zoom connection for the meeting.</td>
</tr>
</tbody>
</table>