



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

Montana Advisory Council on Indian Education
August 10, 2022

Agenda – Working Session

[Zoom Link](#)

Meeting ID 885 2332 0400

Password 101528

Dial by Telephone 646-558-8656

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

- Item 1: Call to order:** 9:00 a.m.
- ❖ Welcome - Jennifer Smith, Chairperson
 - ❖ Pledge of Allegiance
 - ❖ Roll Call
- Item 2: Approval of Minutes** 9:15 a.m.
- ❖ May 11, 2022 Minutes
- Item 3: Chairperson Report** 9:25 a.m.
- Item 4: Old Business** 9:35 a.m.
- ❖ Further defining areas of focus to include rigorous action steps for all schools
 - Working with children in grief
 - Missing and Murdered Indigenous Women
 - Restorative practices/trauma informed care
 - ❖ Resubmission of language statement to OPI
- Item 5: New Business** 12:00 p.m.
- ❖ Election of Chairperson
- Item 6: Public comment** 12:15 p.m.
- This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment

portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

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

Item 7: Adjournment

12:30 p.m.

Times are approximate.

The next meeting is September 7, 2022. It will be an informational meeting.



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

**MACIE AGENDA
AUGUST 10, 2022, WORKING SESSION
ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft May 11, 2022, minutes



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

MACIE Meeting
 May 11, 2022
 Draft Minutes

Members Present

Norma Bixby	Northern Cheyenne 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
Melissa Hammett	Urban - Missoula
Susie Hedalen	Board of Public Education
Angela McLean	Montana University System
Jennifer Smith	Urban – Billings

Office of Public Instruction/
 Board of Public Education

Elsie Arntzen	Matthew Bell
McCall Flynn	Joan Franke
Zach Hawkins	Mike Jetty
Carrie Kouba	Julie Murgel
Jennifer Stadum	Don Wetzel
Annette Young	

Guests

Jonathan Eagleman	Chippewa Cree Tribe (MACIE nominee)
Mike Geboe	
Hilary Gourneau	Fort Peck Tribal Head Start
Dylan Klapmeier	Governor’s Office
Kathy Rich	Head Start Collaboration
Jonathan Windy Boy	Chippewa Cree Tribe

Members Absent

Dawn Bishop-Moore	Indian Impact Schools of Montana
Rodney Bird	Bureau of Indian Education
Levi Black Eagle	Crow Tribe
Harold Dusty Bull	Blackfeet Tribe
Iris Kill Eagle	little Shell Tribe
Dr. Richard Littlebear	Tribal Colleges
Jeremy MacDonald	School Administrators of Montana
Riley Werk	Youth - Reservation

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 8:35 a.m. The pledge of allegiance was said and roll call was taken.

Minutes

The minutes of the April 6, 2022, meeting were reviewed. No corrections were noted. Norma Bixby motioned to approve the minutes as written. Jordann Forster seconded the motion. Passed by all.

Discussion with Superintendent of Public Instruction Regarding Graduation Rates/Dropouts and Mental Health

The areas of focus developed during the last meeting were reviewed. Jason Cummins indicated that these areas of focus do correspond with the MACIE goals. Chairperson Jennifer Smith reviewed the MACIE goals and the member concerns used to develop the goals.

The Superintendent of Public Instruction (Superintendent) gave information on data and new programs at the Office of Public Instruction (OPI). The Montana Alternative Assessment Testing Program will have focus groups and empathy (survey) groups for those who would like to be participate.

OPI is having a discussion on what it means to get back on track and fully share what success is, which will be shared with the federal government. The Superintendent needs input from MACIE regarding this. The federal term rigorous action needs to be defined for Montana by February, 2023. The state plan needs to be updated and MACIE needs to be at the table on this. There also needs to be discussion regarding what schools that have been comprehensive support for X amount of time need to do to continue to achieve.

Dr. Cummins indicated that strategies employed since No Child Left Behind do not work in Native communities. Historical trauma needs to be taken into account. Strategies need to be culturally relevant instruction, restorative practice, and need to address the problems underneath the surface that will allow achievement and graduation to happen.

Dr. Cummins also indicated tribal consultation needs to be defined instead of just school districts telling the tribal councils what is happening and call that consultation. Don Wetzel has been working on tribal consultation and each tribe is in a different place with both the tribal council and the districts. Mr. Wetzel feels a good model might be an elder guided consultation with the youth in the center.

The areas of focus were reviewed by Chairperson Smith. They were made to be proactive and what can be done, not what should not be done and what is outside the state's ability to influence. Montana Youth Challenge is now able to graduate students and be in the graduation data.

Jordann Forster discussed rigor and what it looks like. It is important to have highly educated professionals who are working with students and families. It seems sometimes it is put on students. There is a lack of opportunity for those working with American Indian students and families to receive adequate professional development and opportunities to learn regarding these issues.

The Superintendent indicated Chapter 58, Teacher Preparation Programs, will be on the Board of Public Education (BPE) agenda on this week's meeting as an informational item. It then will

be released for public comment. MACIE may want to have this on the agenda for public comment.

The Superintendent indicated she would need guidance on how the bullet points for areas of focus could be implemented, along with prioritizing the list Annette Young indicated Special Education is using extended graduation rate cohort, which is embraced by the Office of Special Education Programs.

The Superintendent indicated she will bring these back to OPI. She also asked that MACIE prioritize and narrow the listing. MACIE will work on this.

Ex-officio Reports

√ Superintendent Office

There is no report at this time.

√ Montana University System – Angela McLean

The Montana University System (MUS), starting this summer, is offering a [support certificate](#) in mental health.

The Office of the Commissioner of Higher Education will be working on additional recommendations for student success. The campuses will update their action plans for any additional recommendations. Angela McLean is meeting with each campus to show what the new action plans should include. These are due by July 15. Part of the conversation is adding Indian Education for All (IEFA) to other programs besides teacher preparation. Some updates and changes will need to be made to the MUS IEFA course.

The Board of Regents is meeting next week in Havre. Montana State University Northern received a Native Serving Non-Tribal Institution grant in 2015 and this has been refunded. They will be presenting on their program and serving Native American Students.

Other items discussed were the Indian Tuition Waiver and HiSET programs on campuses.

There will be an American Indian Student Success Summit next March. Access to degree will be part of the conversation,

√ Board of Public Education – Susie Hedalen

The Board of Public Education was appreciative of the information regarding Class 7 licensure and the recommendation MACIE provided.

American Indian Education Administrative Reports

√ Tribal Relations and Resiliency Unit

No report was able to be provided.

√ School Mental Health Support Services

No report was able to be provided.

◇ Montana Indigenous Language Preservation Program (MILP)/Indian Language Immersion Program (ILIP) – Matthew Bell

Matthew Bell walked the council through the webpage. There is a calendar of events, resources for world languages, language dictionary and reference guides, language apps, MILP deliverables, and multilingual learner support.

Mr. Bell is working on putting grants into e-grants system, so they are more accessible.

Matthew is working on a language speakers' series next fall, book club professional development, language keeper hall of fame, and a resources for family tab on the webpage.

√ American Indian Student Achievement Unit – Carrie Gopher

◇ General Report

Carrie Gopher works with many of the other units at OPI. Her focus is on the culture of Indigenous people, what happened to Native Americans, and how it affects achievement. She is looking to do a proposal for an Indigenous teacher and district of the year which would have integration of tribal language and history in the curriculum, integration of trauma-informed practices and restorative practices, and after school curriculum to incorporate history and culture.

Ms. Gopher is concerned with the research survey as the questions duplicate other surveys, such as the National Indian Education Survey (NIES) and the Youth Risk Behavior Survey, and students may not know things are difficult because it is their life. She is also concerned regarding larger schools and having students do the survey without being pulled out because Native Americans.

Jason Cummins says since the NIES has not been given for the past several years, the continuity of data is not there.

The Technology Boost Grant (grants for teachers for professional development) to is being put into the e-grants.

◇ American Indian Task Force

Carrie Gopher read a statement from Michelle Henson regarding the American Indian Achievement Task Force. The meetings consisted of professional development, work with subgroups, discussion as a whole group with reports back from the subgroups. The subgroups are safety, self-identity and culture, teaching and instruction, and health and wellbeing. Logic models, consisting of existing resources, needed resources, activities, outputs, and desired outcomes were developed for each subgroup if they wished to use that.

How to bring awareness to culture, identity, and healing is Carrie's plan for the task force.

√ Indian Education for All Unit

◇ IEFA Updates and Planned Activities Spring 2022 – Zach Hawkins and Mike Jetty

Zach Hawkins suggested Indian education units sit down with MACIE to discuss the areas of focus and what the units are doing regarding those.

Information regarding activities completed this school year along with upcoming events was provided.

Mike Jetty asked that if MACIE members are aware of tribally specific resources that have been developed, to let the IEFA team know so it may be promoted.

◇ 2021-2022 Professional Development Updates – Jennifer Stadum

Jennifer Stadum provided information regarding professional development provided during this past school year.

Ms. Stadum also talked about the grants, those to the RESA programs and K-12 grants.

Jonathan Eagleman introduced himself. He is the Chippewa Cree nominee to MACIE and will be on the BPE agenda tomorrow for approval.

Informational Presentations

√ OPI Stipend Programs – Annette Young

Annette Young provided information on the program she is working on regarding supporting educators into hard to fill positions in districts around the state. There are three stipend programs.

For the school psychologists they are being selected by the districts who provide the externship year of mentoring. If a district is willing to provide this externship year, that would provide them with the ability to determine if that candidate is a good fit for the schools.

For the special education endorsement project all candidates are contracted with OPI for five years, three as a student and two year service payback in a public K-12 public setting or special education cooperative. A district is eligible if after advertising and interviewing if there are candidates, no candidate meets the qualifications or is a good fit for the district. A licensed teacher in the district with teaching experience that has a single reference which could speak to the excellence of that experience would be eligible. That candidate, if willing to work in the school as a special education teacher under Montana licensing provisions while attending school full time, would receive support fiscally to attend school (around three years) at any public university or Carroll College which has programs designed for working professionals and are online. OPI is looking for but cannot force a candidate that will give ten years in the district. In the fall OPI is also putting into place a structure for mentoring those candidates by providing a virtual course of every aspect of special education of what must know. Twenty individuals have recently been exited from the five-year requirement. There should be 13 open positions July 1. If someone is interested in this, contact Annette Young at ayoung3@mt.gov or (406) 444-0299.

Public Comment

Jonathan Windy Boy comment:

Removed per meeting approval of minutes

Chairperson Smith thanked Representative Windy Boy for his comment.

The next MACIE meeting is July 6.

Jordann Forster motioned to adjourn the meeting. Dugan Coburn seconded the adjournment.
Passed by all.



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

MACIE AGENDA
AUGUST 10, 2022, WORKING SESSION
ITEM 4
OLD BUSINESS

- ❖ **Further defining areas of focus to include rigorous action steps for all schools**
 - Handout 4.1
 - Areas of Focus

- ❖ **Resubmission of language statement to OPI**
 - Handout 4.2
 - Native Language Position Paper



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

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



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