



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

Montana Advisory Council on Indian Education
September 7, 2022

Agenda – Informational Session

[Zoom Link](#)

Meeting ID 896 6590 3652

Password 138830

Dial by Telephone 646 558 8656

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

- Item 1: Call to Order:** 9:00 a.m.
- ❖ Welcome – Jordann Forster, Chairperson
 - ❖ Pledge of Allegiance
 - ❖ Roll Call
- Item 2: Approval of Minutes** 9:15 a.m.
- ❖ August 10, 2022 Minutes
- Item 3: Ex-officio Reports (10 minutes each)** 9:20 a.m.
- ❖ Superintendent of Public Instruction – Elsie Arntzen
 - ❖ Tribal Head Start – Hilary Gourneau
- Item 4: American Indian Education Administrative Reports (10 minutes each)** 9:40 a.m.
- ❖ Tribal Relations and Resiliency – Don Wetzel and Matt Bell
 - ❖ American Indian Student Achievement – Carrie Gopher
 - ❖ Indian Education for All – Mike Jetty and Zach Hawkins
- Item 5: Chairperson Report** 10:10 a.m.
- Item 6: Informational Presentations** 10:20 a.m.
- ❖ Fight the New Drug Montana Tour – End Exploitation Montana, Erin Walker
 - ❖ Review of MACIE on-boarding presentation (mandatory for new MACIE members who have joined within two years) – Carrie Gopher

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

noon

Times are approximate

The next meeting is October 5, 2022, which will be an in-person meeting at Cogswell Building, 1400 Broadway/1401 Lockey, Rooms 205-207, Helena.



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

**MACIE AGENDA
INFORMATIONAL SESSION
September 7, 2022**

**ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft August 10, 2022 minutes



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

MACIE Meeting
August 10, 2022
Draft Minutes

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Dugan Coburn	Urban – Great Falls
Jason Cummins	Class 7
Michael Dolson	Confederated Salish & Kootenai Tribes
Jonathan Eagleman	Chippewa Cree Tribe
Jordann Forster	Montana Federation of Public Employees
Carrie Gopher	Office of Public Instruction
Hilary Gourneau	Tribal Head Start
Megan Gourneau	Fort Peck Tribes
Susie Hedalen	Board of Public Education
Iris Kill Eagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Jennifer Smith	Urban – Billings

Guests

Dylan Klapmeier	Governor's Office
Callie Nicholson	Billings Public Schools (MACIE nominee)
Jonathan Windy Boy	Montana Legislature
POS2's iPhone	

Office of Public Instruction/
Board of Public Education

Elsie Arntzen	Matthew Bell
McCall Flynn	Joan Franke
Mike Jetty	Julie Murgel
Jennifer Stadum	Morgan Smith
Don Wetzel	Annette Young

Members Absent

Rodney Bird	Bureau of Indian Education
Levi Black Eagle	Crow Tribe
Marcy Cobell	Montana Indian Education Association
Michelle Crazy	Fort Belknap Tribes
Harold Dusty Bull	Blackfeet Tribe
Melissa Hammett	Urban - Missoula
Dr. Richard Littlebear	Tribal Colleges
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 of the May 11, 2022, meeting were reviewed. It was decided the public comment from Jonathan Windy Boy should just indicate he introduced himself instead of the verbatim transcription. Michael Dolson motioned to approve the minutes as amended and Jason Cummins seconded the motion. Passed by all.

Chairperson Report

Jennifer Smith indicated she would continue to be available even though she is retiring. She reviewed the upcoming agenda.

Old Business

- ❖ Further defining areas of focus to include rigorous action steps for all schools

Chairperson Jennifer Smith reviewed the areas of focus. The three underlying topics are working with children in grief, missing and murdered indigenous women, and restorative practices/trauma informed care.

- Working with children in grief

Suggestions:

- ✓ Some tribes don't talk about death, so need information on how to deal with grief in those instances
- ✓ need therapists who work within cultural norms
- ✓ instilling cultural values
- ✓ parenting curriculum for/by/with indigenous focusing on parenting and trauma (in process of being done – Dr. Brockie)
- ✓ mental health
- ✓ smudging (for mindfulness and relationship building)
- ✓ elders to come in to participate in circles or morning routines
- ✓ therapists to work with kids doing grief groups
- ✓ youth development specialists
- ✓ more counselors, rural areas have difficulty getting counselors
- ✓ equip teachers to work with students in grief; Bozeman previously had a document on how to work with students in grief; Videos on how this would look
- ✓ peer support specialist, which are Medicaid reimbursable
- ✓ how does each tribe deal with issues
- ✓ cultural practice/competence document
- Missing and Murdered Indigenous Persons (MMIP)

Suggestions:

- ✓ through schools, information could be disseminated on how to be safe; need preventative lessons
- ✓ "Tricky People" curriculum
- ✓ "Parenting is Sacred" curriculum
- ✓ need lessons

- ✓ peer mentoring
- Restorative practices/trauma informed care

Suggestions:

- ✓ need to define what looks like at the school level
- ✓ Hilary Gourneau document
- ✓ spiritual health needs to be addressed
- ✓ administrators need to attend trainings
- ✓ Mrs. Redpath restorative justice project at Poplar Middle School
- ✓ documents/resources need to address both reservations/rural and urban schools.
- ✓ need specific resources
- ✓ Office of Public Instruction (OPI) needs to put more pressure on administrators to say what they are doing to address trauma and disparate discipline

Jason Cummins made a motion to recommend that OPI (1) create a document for teachers who may be working with children in grief, (2) create preventative lessons for MMIP, and (3) address and reach out to those schools with punitive discipline systems concerning Indian students and offer training and support with those school leaders for alternative methods of discipline such as restorative practices and trauma-sensitive approaches. Jordann Forster seconded the motion. Passed by all.

❖ Resubmission of language statement to OPI

MACIE did not get a formal acknowledgement of this from OPI. There was support from the Board of Public Education. MACIE had asked OPI to provide training and reminders regarding the protections for Native languages in the school to the schools are not inadvertent barriers to the revitalization of language.

Jordann Forster motioned to reintroduce the position statement on Native American language Protections to OPI. Megan Gourneau seconded. Passed by all. Donnie Wetzel will make sure administration receives this.

Election of Chairperson

Michael Dolson nominated Jordann Forster and Ms. Forster accepted the nomination. Jeremy MacDonald seconded the nomination. No other nominations that were accepted were received. A vote on this nomination was taken. Passed by all.

Public Comment

Mike Jetty, Indian Education Specialist, Office of Public Instruction

The meeting was adjourned at 12:11.

The Next meeting is September 7.



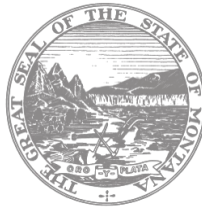
MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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**MACIE AGENDA
INFORMATIONAL SESSION
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**ITEM 3
EX-OFFICIO REPORTS**

- ❖ **Superintendent of Public Instruction – Elsie Arntzen**
 - Superintendent Report

- ❖ **Tribal Head Start – Hilary Gourneau**
 - Handout 3.1
 - Presentation Summary



Montana Advisory Council on Indian Education

September 7, 2022 - Informational Session

CLASS 7 PROFESSIONAL DEVELOPMENT TRAINING
◆◆◆◆ **SAVE THE DATE** ◆◆◆◆
SEPTEMBER 7TH - 8TH, 2022
MONTANA STATE CAPITAL: THE PEOPLE'S HOUSE
1601 EAST 6TH AVENUE, HELENA, MONTANA

Sponsored by:
LITTLE SHELL CHIPPEWA TRIBE CONFEDERATED SALISH AND KOOTENAI TRIBES
CHIPPEWA CREE TRIBE DEPARTMENT OF INDIAN EDUCATION
FT. PECK TRIBES LANGUAGE & CULTURE DEPARTMENT
MSU NORTHERN MSU BOZEMAN MSU BILLINGS
UNIVERSITY OF MONTANA
WESTERN EDUCATION EQUITY ASSISTANCE CENTER

**To request additional information, please contact:
Marci Buckman at (406)399-4054 or marci.buckman@gmail.com**

The next Class 7 Language Revitalization Workshop is taking place at the Capitol on September 7 and 8, 2022. To register, click [here](#).

Please read Superintendent Arntzen's Back to School OpEd, [Constitutional Promise for a New School Year](#), or listen [here](#).

Montana Alternative Assessment Testing Program (MAST)



Montana has received a \$3 million Competitive Grant for State Assessments (CGSA) to complete the [Montana Alternative Student Testing \(MAST\) pilot program](#). On February 16, 2022, the U.S. Department of Education released a notice inviting applications for the Competitive Grants for State Assessments (CGSA) program. The purpose of this program is to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students. It is authorized by section 1203(b)(1) of the [Elementary and Secondary Education Act of 1965](#) (ESEA).

[Montana was one of 10 states](#) to receive the grant. Montana applied for the [Absolute Priority 2 of the CGSA](#), which is for evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.

For more information, please contact Deputy Sharyl Allen at sharyl.allen@mt.gov or (406) 444-5658.

2021-2022 Native American Assessment Scores

The **summative assessment scores** for 3-8 grade English Language Arts and Mathematics and the 11 grade ACT will be **publicly available on September 12, 2022**. The federal government did not issue any waivers during the 2021-2022 school year as in the previous two years.

The scores can be viewed in the [Growth and Enhancement of Montana Students](#) (GEMS) longitudinal data warehouse. Statewide scores can be viewed under the *Math, ELA, and Science Assessment Dashboard (Grade High School)* and the *Math and ELA Assessment Dashboard (Grades 3-8)* tabs. Native American student scores can be viewed under the *American Indian Student Achievement* tab.

For more information, please contact Chris Noel, Teaching and Learning Senior Manager, at chris.noel@mt.gov or (406) 444-2765.

Teacher Residency Program



The first year of the [Teacher Residency Demonstration Project](#) is underway. The resident program is a one-year paid student teaching experience during the fourth year of undergraduate studies for education majors. Residents will be paired with a teacher-leader, and receive a stipend, district-provided housing, and partial tuition support. Resident teachers will also commit to teaching in a Montana school district for a minimum of two years. There are 17 residents in

10 school districts across Montana. This includes 11 residents in five tribal school districts.

The tribal districts are:

- Browning – 5 residents
- Lodge Grass – 3 residents, one of who is full language immersion in Crow
- Poplar – 1 resident
- Pryor – 1 resident
- Frontier – 1 resident

The OPI remains committed to supporting our tribal schools through innovative solutions to solving teacher vacancies in these areas.



Montana Teacher Residency Demonstration Project

Resident Placement with Participating School Districts and Universities by County



- Participating School Districts (10) with number of residents (17)**
- Browning -, Glacier County (5)
 - Cayuse Prairie Elementary, Flathead (1)
 - Frontier Elementary, Roosevelt (1)
 - Lodge Grass Public Schools, Big Horn (3)
 - Poplar Public Schools, Roosevelt (1)
 - Pryor Public Schools, Big Horn (1)
 - Sunset School, Missoula (1)
 - Trout Creek Elementary, Sanders (1)
 - Victor K-12 Schools, Ravalli (2)
 - Woodman School, Missoula (1)

- Participating Universities (2) with number of residents (17)**
- University of MT Western, Beaverhead (15)
 - University of MT, Missoula (2)

For more information, please contact Deputy Sharyl Allen at Sharyl.allen@mt.gov or (406) 444-5658.

American Indian Heritage Days



This year **American Indian Heritage Day** will be celebrated on both **September 23 and 30**:

- In 1997, the Montana Legislature passed into law [§20-1-306, MCA](#), designating the fourth Friday in September as American Indian Heritage Day. Under this law, schools are to conduct “appropriate exercises during the school day.”
- In 2009, the last Friday in September was established as American Indian Heritage Day for the state of Montana for all Montanans to “(1) reflect on American Indian culture and heritage; and (2) celebrate American Indians and their culture and heritage...”

On September 23, OPI will hold an event near Pryor on the Crow Reservation at the Arrow Creek battle site with Hardin Schools.

On September 30, OPI is partnering up with the Myrna Loy Theatre in Helena to sponsor a couple of young Native American comedians who will perform that evening at the Myrna Loy. OPI is also working with Helena schools to have the comedians speak to students.

For more information, please contact Mike Jetty, Indian Education Specialist, at mjetty@mt.gov or (406) 444-0720.

Youth Voices

Youth Leadership has always been an emphasis in the work OPI does. The RISE youth group was created during COVID and will continue to grow with a new Tribal Youth Coordinator to facilitate district youth leadership. Student input and solutions are often overlooked. OPI encourages their voice and will always look to them for feedback and guidance. Student and cultural exchanges also create understandings and drop misconceptions. More exchanges will be coming this school year. Youth are the future, and OPI staff coach these youth to become leaders.

The 2021-2022 participating schools were:

- Hardin High School
- Two Eagle River School
- Rocky Boy High School
- Poplar High School
- Big Sky High School
- Willard Alternative High School
- Sentinel High School
- Plenty Coups High School
- Columbia Falls High School
- Browning High School

In the 2021-2022 school year there was a student exchange between Browning High School and Columbia Falls High School students. The exchange was hosted with the purpose of encouraging understanding, good will, and camaraderie between the two schools and the students who have been long term rivals in sports. It was powerful and effective.

For more information, please contact Don Wetzel at dwetzel2@mt.gov or (406) 444-4527.

Montana Proud Series

Overview: The Making Montana Proud 2.0 Poster Series Project seeks to highlight outstanding tribal educators and professionals across Montana. The main goal of the project is to provide both Native and Non-Native students across Montana with positive representations of contemporary tribal members. A secondary goal is to show students within the core academic areas that contemporary American Indians are providing positive contributions to our state through their professional and entrepreneurial efforts. Thus, this poster series will differ from Making Montana Proud 1.0 in that candidates will be grouped into their specific areas of teaching and/or expertise. i.e., Math, Science, Social Studies, etc..... The OPI Indian Education Unit also plans to highlight some of the candidates at our biennial Rotunda Day event for the legislature on February 13th, 2023 in conjunction with the release of the posters and mailing to schools.

Status Update: Per the attached timeline, the IEFA unit is in the process of getting photos of the candidates completed so that they can be integrated into a template developed in conjunction with a graphic designer. Currently, photos for about half of the candidates have been obtained and the IEFA unit is in the process of procuring the services of a graphic designer. The project is on track and the OPI IEFA unit looks forward to the release of the posters in February 2023.

Timeline:

- **Jun.-July 2022:** Poster series candidates were contacted, and communication begins regarding photo locations, dates, and logistics.
- **Aug.-Nov. 2022:** Coordination of travel and logistics for photos. All candidate photos are to be taken and edited.
- **Nov. 2022-Jan. 2023:** Photos and survey responses are sent to the graphic designer to create templates and complete posters.
- **February 2023:** IEFA Rotunda Day on or around Feb. 1st. Poster series candidates and deliverables showcased during the Rotunda Day event. Videos of some candidates recorded for later use on the website. Posters will be mailed to schools.
- **March 2023:** Recorded videos of candidates completed and posted on the OPI IEFA YouTube channel.

For more information, please contact Zach Hawkins at zachariah.hawkins@mt.gov or (406) 444-0708.

Indian Education for All Grants

The Indian Education for All Unit will be offering grant awards to districts that would like to compensate their staff for completing IEFA PD modules or facilitate an exchange program between Native and Non-Native schools and students. The PD modules would be specific to the Essential Understandings Regarding Montana Indians or the IEFA Implementation Framework hub course. Grant awards would be determined based on the size of the school district and the estimated number of staff participating. Districts would also be required to provide some IEFA ANB funds for a match.

Interested schools and districts should contact Jennifer Stadum at jstadum@mt.gov or (406) 444-0725 or Zach Hawkins at zachariah.hawkins@mt.gov or (406) 444-0708.

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

September 7, 2022

Presentation	Tribal Head Start Updates from the North West Indian Head Start Coalition-2022
Presenter	Hilary Gourneau
Position Title	Tribal Head Start Representative
Overview/Talking Points for Presentation	-Office of Head Start Updates -Head Start, Region 11 AIAN Updates -MT Tribal Head Start Updates/Concerns
Requested Decision	None
Issue(s) Related to MACIE Goals See second page for list of goals	1. Community, family, and parental engagement with local school system 2. Culture, language, and culturally relevant curriculum
Recommendation(s)	None
Handouts	None



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**MACIE AGENDA
INFORMATIONAL SESSION
September 7, 2022**

ITEM 4

AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

- ❖ **Tribal Relations & Resiliency Unit**
 - Handout 4.1
 - Presentation Summaries (2)
- ❖ **Indian Student Achievement Unit Report**
 - Handout 4.2
 - Presentation Summary
- ❖ **Indian Education for All Unit Report**
 - Handout 4.3
 - Presentation Summary

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

September 7, 2022

Presentation	Tribal Nation Gatherings, Youth Coordinator, and the Elder Culture Wisdom Council
Presenter	Donnie Wetzel, Jr.
Position Title	TRRU Director/Liaison
Overview/Talking Points for Presentation	Updates on initiatives and action
Requested Decision	Support and guidance from MACIE as we begin outreach to your communities and districts
Issue(s) Related to MACIE Goals See second page for list of goals	Goal 3
Recommendation(s)	None
Handouts	None



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Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

September 7, 2022

Presentation	Language and Culture updates
Presenter	Matt Bell
Position Title	Language and Culture Specialist
Overview/Talking Points for Presentation	Update on proposed goals for Language and Culture resource development Updates to website Upcoming trainings/pd Updates on consultation work Questions/Comments
Requested Decision	None
Issue(s) Related to MACIE Goals See second page for list of goals	Not provided
Recommendation(s)	None
Handouts	None



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Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

September 7, 2022

Presentation	American Indian Student Achievement Unit
Presenter	Carrie Gopher
Position Title	Unit Director
Overview/Talking Points for Presentation	American Indian Student Achievement Task Force initial development of document in response to August 10 recommendation
Requested Decision	None
Issue(s) Related to MACIE Goals See second page for list of goals	Goal 1 Community, family, and parental engagement with local school system Goal 2 School programs targeting systemic racism, disparate discipline, student achievement, historical trauma
Recommendation(s)	None
Handouts	None



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Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

September 7, 2022

_Presentation	Mike Jetty and Zach Hawkins
Presenter	444-0720
Position Title	Indian Education Specialist and IEFA Unit Director
Overview/Talking Points for Presentation	Upcoming IEFA initiatives and American Indian Heritage Day
Requested Decision	Share the news with groups you are representing.
Issue(s) Related to MACIE Goals See second page for list of goals	yes
Recommendation(s)	none
Handouts	none



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**MACIE AGENDA
INFORMATIONAL SESSION
SEPTEMBER 7, 2022**

**ITEM 6
INFORMATIONAL PRESENTATIONS**

- ❖ **Fight the New Drug Montana Tour**
 - Handout 6.1
 - Presentation Summary
 - ✓ Flyer
- ❖ **Review of MACIE on-boarding presentation**
 - Handout 6.2
 - New Member Packet

MACIE AGENDA PRESENTATION INFORMATION

September 7, 2022

Name and title of person presenting	Erin Walker, Director of Public Policy in End Exploitation Montana
Contact information: phone	406-696-1718
Contact information: e-mail	erinw@endexploitationmontana.org
Organization	End Exploitation Montana
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Fight the New Drug Montana Tour
Description of presentation	Learn how we can educate our youth and public on the harmful effects that pornography has on individuals, relationships, and society.
How does this relate to the MACIE goals (next page)	This topic fits all MACIE goals because the presentations are age appropriate, engages communities, and relates to what is going on in our world and on our Montana reservations.
Action requesting the advisory council take	Take action in booking the free presentations in Fight the New Drug that is only free in Montana due to a large grant
Handouts (send with presentation request)	handout
Technology requirements	Two-minute video



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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IMPORTANT:

As porn becomes increasingly normalized in our digital age, education on its well-documented harms becomes increasingly important.

Is pornography related to human trafficking?

The National Center for Missing and Exploited Children recognize that pornography is an element that adds to the serious problem of human trafficking.

Not only are our youth viewing objectifying sexual content with their phones but they are creating it as well. More and more children are sending nudes aka "sexting."

This content is legally defined as Child Sexual Abuse Material (CAM) and could lead to the child sharing it to being listed as a sex offender. Sadly, youth don't realize the consequences of these actions.

Children can click a button and be exposed to violent, degrading pornography, completely anonymously. Regularly watching pornography has been proven to be directly related to lower self esteem, poor body image, sleep disturbances, anxiety, depression, and compulsive sexual behavior.

One study by the American Academy of Pediatrics showed that 42% of online your users have been exposed to online pornography. And the average age that a child sees pornography for the first time is 11.

Montana actually declared pornography a public health crisis in 2019.

Montana and Pornography and Human Trafficking

In the article, Human Trafficking affects tribes in Montana, the author Leilani Upham states "The term 'human trafficking' has been closely tied with the Missing and Murdered Women and Girls Crisis."

In a discussion about human trafficking (January 2022), of the Roundtable on National Human Trafficking Awareness Day, Montana Attorney General Austin Knudsen stated, "Everyone likes to think that human trafficking and sex slavery don't happen in Montana because that's a big city problem, and that's just sadly not the case." The members of the roundtable agreed on the necessity of increasing community awareness and public education about the signs of trafficking and the use of pornography is a sign.

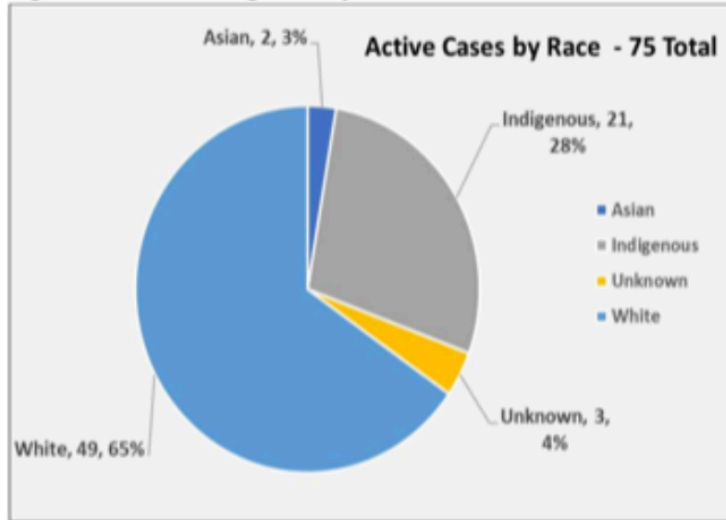
The number of human trafficking cases tracked by the Montana Department of Justice increased from 7 in 2015 to 68 in 2021. That is an increase of 871%.

Montana Reservations and Pornography and Human Trafficking

Is there a need for education in the reservations? YES!

In July 2020, Joyce Mabel Cleavenger researched and showed the following statistics in her scholarly project at MSU titled *Missing and Murdered Indian Women in Montana*.

Figure 4. Active Missing Cases by Race.



Active Missing Cases by Race

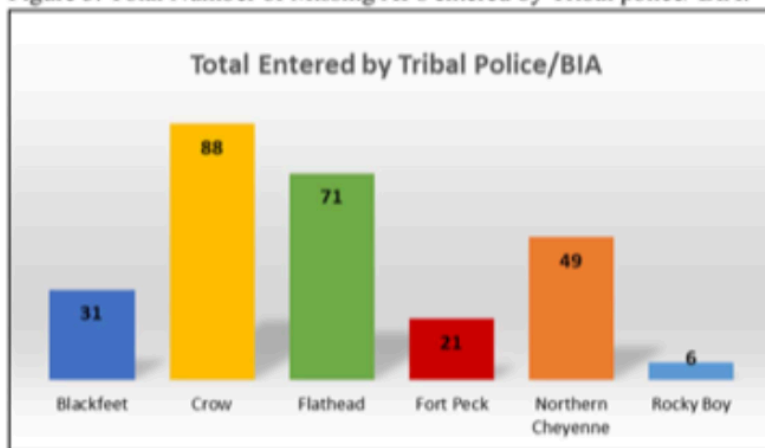
Light Blue-White, 49, 65%

Dark Blue-Asian, 2, 3%

Grey-Indigenous, 21 28%

Yellow- Unknown, 3, 4%

Figure 3. Total Number of Missing AI's entered by Tribal police/ BIA.



Total Number of Miss AI's entered by Tribal police/BIA

Blackfeet 31

Crow 88

Flathead 71

Fort Peck 21

Northern Cheyenne 49

Rocky Boy 6

How can we help our youth in Montana?

The Fight the New Drug Montana Tour can help.

NEW

Fight the New Drug's age-appropriate and engaging presentations highlight research from respected academic institutions that demonstrates significant impacts of porn consumption for individuals, relationships, and society.

Book now at fnd.org/live

MONTANA ADVISORY COUNCIL
ON INDIAN EDUCATION
NEW MEMBER PACKET



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

MACIE Constitution

MACIE Goals (2021)

Current Board Members

Bios of Board Members (not complete)

OPI Units – roles, teams, purpose

Advisory Council Structure – Guidance vs. Governance

Operational Framework Diagram

Transforming Issues into Initiatives that Result in Action

Agenda Timeline – How the Agenda Gets Set

Agenda Presentation Request Form – form for those wishing to present to MACIE

Award Nomination Form

Encourage collaboration by acting as liaisons between OPI and BPE and member organizations in support of Indian education in Montana. Seek participation of Indian people, tribes, and tribal organizations in the educational process.

Ensure Native representation and participation in all matters pertaining to Indian education.

2. Student Success

Explore and promote successful data-driven, research-based innovative strategies, resources, and programs that focus on increasing Indian student achievement.

3. Legislative, Fiscal, and Policy Advocacy

Provide input and recommendations to OPI and BPE regarding fiscal allocations designated for Indian education purposes.

Monitor and advocate legislation, which potentially affects Indian students.

BYLAWS OF MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

ARTICLE 1 **Membership**

BPE and OPI will jointly make appointments to MACIE based on nominations from Indian tribes, Indian organizations, major education organizations in which Indians participate, and schools where American Indian students and adults attend.

NOTE: Participation on MACIE is voluntary and tribes and organizations invited to participate may decline.

Each of the eight Montana tribal councils shall be invited to select one person to represent its tribe. MACIE will seek participation from three urban areas, Great Falls, Billings, and Missoula, one per area.

Other nominations will be sought from organizations or constituencies that have been identified as playing a key role in the education of American Indians in Montana. These are:

- Montana Federation of Public Employees (MFPE)
- School Administrators of Montana (SAM)
- Indian Impact Schools of Montana (IISM) Board
- Montana School Boards Association (MTSBA) Indian School Board Caucus
- Montana Indian Education Association (MIEA) Board
- Class 7 Teachers
- Urban school district Indian Education Departments

Voting

MACIE will be comprised of 17 voting members consisting of:

- 8 representatives from each Montana tribe
- 3 representatives from urban school district Indian Education Departments
- 1 representative from Montana Federation of Public Employees (MFPE)

- 1 representative from School Administrators of Montana (SAM)
- 1 representative from Indian Impact Schools of Montana (IISM)
- 1 representative from Montana School Boards Association (MTSBA) Indian School Board Caucus
- 1 representative from Montana Indian Education Association
- 1 representative from Class 7 teachers

MACIE shall be comprised of eight ex-officio (non-voting) members consisting of:

- 1 representative from Office of Public Instruction
- 1 representative from Board of Public Education
- 1 representative from Montana University System
- 1 representative from Bureau of Indian Education Schools
- 1 representative from Tribal Head Starts
- 1 representative from Tribal Colleges
- 2 American Indian student representatives nominated by a public school district (1 urban, 1 reservation)

ARTICLE 2 **Officers**

MACIE officers shall consist of a chairperson, vice-chairperson, and secretary elected by MACIE.

ARTICLE 3 **Removal from MACIE**

MACIE members will automatically lose membership with two consecutive unexcused absences from regularly or specially noticed and convened meetings as per Article 10, Section 3. An unexcused absence is one in which a member fails to provide prior notice of absence. In the event of a removal, the MACIE member will be notified and MACIE will request the tribe/organization recommend a new representative.

ARTICLE 4 **Amending the Constitution**

An amendment to the Constitution and Bylaws may be adopted at a regular or special meeting by an approval of no less than nine (9) of the MACIE voting members. Advance notice of the agenda containing a proposal to amend shall be distributed to all MACIE members at least 15 days in advance of the meeting.

However, if a member tribe/organization has an official change of name, this may be made without a vote of the members upon notification from the member tribe/organization.

ARTICLE 5 **Rules of Order**

Robert's Rules of Order Revised shall be used as a guideline on all procedural questions not otherwise specifically stated in the Constitution and Bylaws of MACIE.

ARTICLE 6
Terms and Duties of Officers

- Section 1. Chairperson, vice-chairperson, and secretary shall be elected from and by MACIE at the summer meeting and shall serve for two years. Chairperson and vice-chairperson will be elected in separate years, with the secretary being elected with the chairperson.
- Section 2. The chairperson shall preside at all meetings of MACIE. The chairperson shall be an ex-officio member of all committees. The chairperson or designee will represent and present reports for MACIE at all BPE meetings and other meetings that are deemed important by MACIE.
- Section 3. The vice-chairperson shall assume all duties of the chairperson in the chairperson's absence.
- Section 4. The secretary or designee shall edit all minutes of MACIE meetings and shall provide proper notice of all meetings scheduled. Regular quarterly meetings shall receive 15-days notice. The secretary shall perform such other duties as prescribed by MACIE.

ARTICLE 7
Terms of Members of MACIE

The membership of MACIE will consist of delegate members nominated by their tribe/organization until replaced, unless said member violates Article 3 of MACIE bylaws. Membership will be reaffirmed every five years.

The term of service for student representatives will be two years.

Vacated positions will be filled by each tribe/organization within a reasonable time period.

ARTICLE 8
Duties of Members

MACIE members will be responsible for carrying out the purposes and goals of the Constitution. Members shall bring information to MACIE from their constituents for consideration and report to their constituents.

OPI ex-officio member shall assist MACIE in its efforts to achieve its goals.

ARTICLE 9
Committees and Appointments

Each member will be assigned to an appropriate working committee(s). Special and/or ad hoc committees may be established as necessary. Standing committees are: Communication, Collaboration, and Advocacy; Student Success; and Legislative, Fiscal, and Policy.

The Executive Committee shall consist of the three officers and three voting members appointed by the Chairperson. The Executive Committee shall:

1. Call Executive meetings as deemed necessary;
2. Have the authority to make emergency decisions on behalf of MACIE; and
3. Report back to MACIE and seek reaffirmation of decisions.

ARTICLE 10
Meetings

Regular MACIE meetings shall be convened quarterly. Special meetings may be called at the discretion of MACIE or the executive committee.

Section 1. A quorum for all MACIE meetings shall consist of six (6) voting members in attendance.

Section 2. A quorum for all Executive Committee meetings shall consist of four (4) members.

Section 3. Regular MACIE members will select an alternate representative to serve in their absence. Said alternates shall enjoy all the rights and privileges for the regular and special MACIE meetings. A response shall be returned prior to the meeting date to indicate whether the delegate, the alternate, or no one will be representing the tribe/organization at the meeting.

Approved with Changes
June 9, 2021



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

MACIE GOALS and MEMBER CONCERNS

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

Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.

❖ Member Concerns

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

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

Goal 2: MACIE will encourage the adoption of school-based programming which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.

❖ Member Concerns

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

3. Culture, language, and culturally relevant curriculum

Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.

❖ Member Concerns

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

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

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

Goal 4: MACIE supports community programs that are focused on providing equitable access for NA/AI students to technological resources and internet connectivity within rural communities and school systems in response to the growing demand for the integration of virtual teaching and learning.

❖ Member Concerns

- Social Distancing
- Virtual Teaching

5. Member concerns not addressed in goals above

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

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

Advisory to the Office of Public Instruction and Board of Public Education

VOTING MEMBERS

TRIBE/ORGANIZATION	NAME	CONTACT
Blackfeet	Harold Dusty Bull Blackfeet Tribe PO Box 850 Browning, MT 59417	(406) 338-7538 Office hdustybull50@hotmail.com
Chippewa Cree	Jonathan Jay Eagleman 180 Summer Wind Road Box Elder, MT 59521	(406) 262-4446 eaglelodge22@gmail.com
Confederated Salish & Kootenai Tribes	Michael Dolson CSKT Tribal Council PO Box 278 Pablo, MT 59855	(406) 675-2700 Office michael.dolson@cskt.org
Crow	Levi Black Eagle Crow Tribe PO Box 159 Crow Agency, MT 59022	(406) 679-6567 levi.black eagle@crow-nsn.gov
Fort Belknap	Michelle Crazy North Central Upward Bound PO Box 1173 Harlem MT 59526	(406) 353-8401 michelle.crazy@ftbelknap.org
Fort Peck	Megan Gourneau Fort Peck Assiniboine and Sioux Tribes PO Box 1027 Poplar MT 59255	(406) 768-2318 Office mgourneau@fortpecktribes.net
Little Shell	Iris Killeagle Little Shell Tribe 615 Central Ave West Great Falls, MT 59404	(406) 399-0447 killeagle45@yahoo.com
Northern Cheyenne	Norma Bixby Northern Cheyenne Tribal Education Department PO Box 307 Lame Deer, MT 59043	(406) 477-6602 Office norma.bixby@cheyennenation.com



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

TRIBE/ORGANIZATION	NAME	CONTACT
Class 7	Jason Cummins Hardin Public Schools 401 Park Road Hardin, MT 59034	(406) 850-8887 Jason.d.cummins@gmail.com
Indian Impact Schools of Montana	Dawn Bishop-Moore PO Box 345 PO Box 1101 Hays, MT 59527 Harlem 59526	(406) 390-1950 Office dawn_hayspm@yahoo.com bishopmooredawn@gmail.com
Montana Federation of Public Employees (MFPE)	Jordann Forster Great Falls Public Schools 2400 Central Ave Great Falls, MT 59405	(406) 268-7825 jordann_lankford@gfps.k12.mt.us
Montana Indian Education Association (MIEA)	Marcy Cobell	
Montana School Boards Association (MTSBA) Indian School Board Caucus	Vacant	
School Administrators of Montana (SAM)	Jeremy MacDonald PO Box 205 Box Elder, MT 59521	(406) 352-4195 jmacdonald@boxelder.k12.mt.us
Urban - Billings	Jennifer Smith Billings Public Schools 145 North 30th Street Billings, MT 59101	(406) 281-5071 Office smithj@billingsschools.org
Urban – Great Falls	Dugan Coburn Great Falls Public Schools PO Box 249 Great Falls, MT 59403	(406) 268-6003 Office (406) 781-8852 Cell dugan_coburn@gfps.k12.mt.us
Urban – Missoula	Melissa Hammett 2707 Westminster Drive Missoula, MT 59808	(406) 529-1007 Cell mshammett@mcpsmt.org

EX-OFFICIO MEMBERS

TRIBE/ORGANIZATION	NAME	CONTACT
Board of Public Education (BPE)	Susie Hedalen 391 Stagecoach Lane Townsend, MT 59644	saillake.ds@gmail.com
Bureau of Indian Education (BIE)	Rodney Bird Two Eagle River School PO Box 160 Pablo, MT 59855	406-675-0292 406-675-0294 (fax) rbird@twoeagleriverschool.org

TRIBE/ORGANIZATION	NAME	CONTACT
Montana University System (MUS)	Angela McLean Office of the Commissioner of Higher Education PO Box 2023201 Helena, MT 59620	(406) 449-9131 Office amclean@montana.edu
Office of Public Instruction (OPI)	Carrie Gopher PO Box 202501 Helena, MT 59620-2501	(406) 399-4292 carrie.gopher@mt.gov
Tribal Colleges	Dr. Richard Littlebear Chief Dull Knife College PO Box 98 Lame Deer, MT 59043	(406) 477-6215 Office rlbear@cdkc.edu
Tribal Head Start	Hillary Gourneau Fort Peck Tribes PO Box 1027 Poplar, MT 59255	(406) 768-2503 Office hgourneau@fortpecktribes.net
Youth	Vacant	

MACIE MEMBER BIOS

Rodney Bird – Bureau of Indian Education

Dawn Bishop-Moore – Indian Impact Schools

Norma Bixby – Northern Cheyenne Tribe

Levi Black Eagle – Crow Tribe

Levi Black Eagle is an enrolled member of the Crow Tribe of Indians. He currently serves on the Executive Branch of the Crow Nation Tribal Council as the Executive Secretary. Levi graduated from Lodge Grass High School and attended university for engineering at the Montana State University. Recently, Levi has taught computer education at the Crow Agency School for six years. Levi is married with three beautiful children, and he enjoys mountain trail running, photography, and traveling with family.

Marcy Cobell – Montana Indian Education Association

Ms. Cobell is a proud member of the Blackfeet Tribe and was born and raised on the Blackfeet Indian Reservation. She attended school at Browning Public Schools. Marcy is the daughter of Judy Cobell and the late Eugene Cobell. She is the great, great, great granddaughter of Mountain Chief, a prominent Chief of the Blackfeet Tribe.

Most of her professional career has been within public schools in Montana, predominantly those on the reservations, working directly with American Indian students. She most recently served as the Superintendent and Junior High/High School Principal at Lame Deer Public Schools and the Director of Indian Education for Great Falls Public Schools. Other roles include serving on the Montana Advisory Committee of Indian Education as a board member and th Montana Indian Education Association as the current President. She also served on Missing Indigenous Persons Task Force, the United Way, North Central Montana Human Trafficking Task Force, Murdered & Missing Indigenous People Task Force, Prevention of Child Abuse and Neglect Task Force (PCAN), Rocky Mountain Turn-Around Leaders, and Circle of Schools in Southeastern Montana.

She is an alumni of both Montana State University Bozeman and University of Montana Missoula, having earned degrees in Education, Curriculum and Instruction, and Educational Leadership.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
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Dugan Coburn – Urban – Great Falls

Dugan Coburn is the current Director of Indian Education in the Great Falls Public School District.

Dugan Coburn has been a Pre-College Advisor for Great Falls College, MSU for 2 years 2018-2020. He previously worked in the TRIO Talent Search Program in the Great Falls school system for 10 years. He has a B.S. in Medical Technology from the Oregon Institute of Technology and has a Montana K-12 Teachers License.

Dugan Coburn is a member of the Blackfeet Nation (Amskapi Pikuni) of Northern Montana, with roots also in the Klamath and Pitt River tribes of Oregon. He grew up in Klamath, Oregon, Browning, MT and Salem, Oregon. He is a Blackfeet Pipe carrier and received a headdress in a transfer ceremony in 2017. His Indian name is Healing Person, Saaam Matapi. He is an historical reenactor, including Indian legends and dance and has been a reenactor with the Lewis and Clark Honor Guard for over 20 years. He has worked as an Interpretive Ranger at the Lewis and Clark Interpretative Center in Great Falls, MT. As Executive Director of the Missouri River Dance Company he has produced and performed in multiple original productions. These include Native productions of legends including The Bear Medicine, The Origin of the Buffalo Dance and The Story of the Horse. Other original cross-cultural productions have included Native dance and drumming with classical ballet and music including The Lewis and Clark Ballet and A Montana Dream, the Nutcracker.

Dugan has experience in cultural research and has had the opportunity to work with members of the Pikuni Crazy Dog Society and Blackfeet spiritual leaders to learn about traditional Native design including work with eagle feathers, leather, furs, claws, buffalo horn and rawhide. Dugan has worked in the Great Falls Public School Summer Native Culture Camps teaching student's construction of moccasins, rattles, and drums. Several years ago, Dugan took a beadwork class from Jackie Bread at the CM Russell Museum. Dugan hopes to have the opportunity to learn about the techniques of beading in an in-depth way with Jackie through the Native Arts and Cultures Foundation 2020 fellowship program.

Michelle Crazy – Fort Belknap Tribal Community

My name is Michelle Hazel Crazy, I am currently the Program Director of the North Central Montana Upward bound program. I have an Associates in Early Childhood Education, a Bachelor of Science in Education and a master's degree of Science in Education. I have a total of 16 years of experience working in education. My start in the field was as a teacher's assistant in a Head Start classroom. The capacity that I have worked with student's ranges between early childhood teacher to Early Childhood adjunct college instructor. I am an enrolled member of the Aaniiih tribe of Fort Belknap. I value my culture as I value education, they define me and have helped me become the person I am today.

Jason Cummins – Class 7

Dr. Jason Cummins is an enrolled member of the Apsáalooke Nation. He is an academic, consultant, and writer. Education to him is a means of preserve the story, identity, language, and culture of his community, as well as empowering them towards a successful future. He believes schools should no longer be a place of harm for Indigenous students but a place of healing and empowerment. He is currently the principal of Crow Agency Public School, serves on the board of St. Labre Indian School, the Crow Language Consortium, and has worked with Native American School Leaders for over a decade. He is a prestigious Clark Scholar and was one of fifteen principals selected nationwide to attend the first annual Principals at ED in Washington D.C. and provided feedback for the reauthorization of ESSA. In recognition of his many contributions to the education of Montanans, Jason was recently named 2019 Educator of the Year by the MIEA. He and his wife Velvett have four sons and have been married for over 25 years. He enjoys spending time with his family and has become an unapologetic trail runner and ultramarathoner. He is a co-host of the Trail-Cast Podcast where he spreads the message of healthy living.

Michael Dolson – Confederated Salish & Kootenai Tribes

First term CSKT tribal council representative for the Hot Springs/Camas Prairie District. Raised on a small cattle ranch at the south end of the Hot Springs valley on the west side of the Flathead Indian reservation. Dad also operated a farm equipment mechanic shop, so I grew up with cow s--- on my boots and grease under my fingernails.

I never looked to get off the res or too far from Hot Springs except for a few years of college after graduating from HSHS. I was taught liberal arts at Thomas Aquinas College in Santa Paula, CA. after which I returned home and endured three years at the UM Law School. Subsequent to completing my degree I joined the faculty at Salish Kootenai College where I taught all the developmental mathematics courses and a number of liberal arts classes for the next eight years. When Ron Terriault retired from the Native American Studies Department, I assumed his teaching responsibilities and was the chair of the Native American Studies Department for the next 17 years. While teaching full time I also enrolled in and completed an MBA degree at Gonzaga University.

Somewhere along that span of time I was married to my beautiful wife , Lisa, and we brought a daughter, Rosa, and a son, Jack, into our lives. When the College finally decided they didn't need to offer me another contract I returned to doing mechanic work out of my Dad's old shop, contracted several small carpenter jobs and hired out for ranch work when it was available. Having made a promise to our tribal council representative that I would run for council after he retired, I made several attempts at getting elected. I was finally elected to council in 2019. And I am pleased to see if I can contribute to your efforts here at MACIE.

Harold Dusty Bull – Blackfeet Tribe

Harold L. Dusty Bull is an enrolled member of the Blackfeet Tribe. He is Director of the Blackfeet Johnson-O'Malley (JOM) Program and has previously been the Vice-President and President of the National JOM Board of Directors. Mr. Dusty Bull is the current Chairman of Indians Into Medicine Board of Directors. He has previously been the Chairman on MACIE.

Jonathan Jay Eagleman

Jay Eagleman has served in a variety of leadership roles for the Chippewa Cree Tribe. He was also the Language and Culture Specialist at Box Elder Schools for many years.

Jordann Forster – Montana Federation of Public Employees

Currently, Jordann Forster (Bright Trail Woman) runs a dropout prevention program at Great Falls Public Schools for American Indian students. The program, "inter-TRIBAL-Immersion," incorporates cultural content in all core subject areas for high school students. Jordann received Indian Teacher of the Year Award in 2017 from the Montana Indian Education Association for her efforts in this program. She also provides American Indian Studies courses and instructional coaching to all students and teachers (respectively) in the Great Falls district.

Throughout her career, Forster has shared her work with educators and administrators in Washington, Oregon, Wyoming, and Nevada. In 2018 Forster was selected to be featured on the "Making Montana Proud" poster series, which highlights successful American Indian individuals for their achievements.

Carrie Gopher – Office of Public Instruction

Carrie Gopher has an extensive teaching background. She has taught all levels of school – elementary, middle, and high school. She has been an elementary, family and consumer science, driver's education, and secondary math teacher in rocky Boy School District. Carrie has also served as an assistant athletic director, volleyball coach, and Native Youth Communities Project Coordinator. Most recently, she has served in a leadership role as a Dean of Students. She has a strong desire to support the education of native American students across the state of Montana. She holds a Master of Science degree in Education Learning and is currently completing her administrative degree as her desire is to take on leadership roles that advocate for the Native youth of Montana. She is willing to do whatever it takes to complete the job.

Hilary Gourneau – Tribal Head Start

A member of the Fort Peck Assiniboine and Sioux Tribes, Hilary grew up with an appreciation for her Native culture and traditions. In May 2012, she received a Bachelor of Science degree in Elementary Education with a minor in Native American studies from Montana State University-Billings. Hilary soon accepted a teaching position at Poplar Schools where she dedicated five years of service to teaching within the elementary and junior high and currently holds a valid Montana K-8 Teaching License. In June of 2020, Hilary graduated from Portland State University in Portland, Oregon with a Master's in Counselor Education with a focus in School Counseling and a certificate in Trauma-Informed Services.

During the three year program Hilary was able to participate in various organizations including the Chi Sigma Iota Counseling Academic Society and the Professional Honor Society. While living in Portland, Hilary joined a leadership program designed specifically for Native Americans called Oregon LEAD. Their goals were to help Natives build their leadership skills and put them into practice. While interning within the Portland Public School and David Douglas districts both located in the Portland metropolitan area, Hilary found a theme in which Native students were not well supported or reflected. She knew through prior experience teaching at a predominantly Native school and having performed research in her graduate program around racial identity, equity, and racism in public schools pertaining to discipline, that representation was a crucial piece for students, especially students who hold identities that are underrepresented. A sense of belonging and safety need to be established before true learning could take place within any level of education.

Hilary is currently giving back to her tribe by serving as Fort Peck Assiniboine and Sioux Tribes' Director of Head Start where she is able to help lay the foundation for her tribal members as they begin their educational journeys. Hilary believes in order for success to be possible within schools, Native students and their families need to feel connected, respected, supported, and reflected at all levels.

Megan Gourneau – Fort Peck Tribes

Megan K. Gourneau is an enrolled tribal member of the Fort Peck Assiniboine and Sioux Tribes. She graduated from Montana State University with a bachelor's degree in History and is currently finishing her Master of Public Administration in the spring of 2021. Her background is primarily within the education sector, working in both the tribal college realm at Fort Peck Community College as an adjunct professor and student services specialist, as well as in the university setting – working within the Native American Studies Department at Montana State University, serving as the Graduate Program Coordinator.

Megan is passionate about Native American education both in their primary and secondary education pursuits. Currently, Megan is serving as the Fort Peck Assiniboine and Sioux Tribes' Education Director – her dream job. Megan is passionate in the pursuit of accessible resources for tribal members to pursue their educational dreams and goals.

Melissa Hammett – Urban – Missoula

Susie Hedalen – Board of Public Education

Having worked as an educator and administrator in class C to AA schools across the state, with various Tribal Nations, and as deputy superintendent for the Montana Office of Public Instruction, Susie Hedalen will bring a wide range of experience to the Board of Public Education and MACIE.

Experienced in managing federal programs at the school and state level, she understands school funding streams and the big picture of K-20 school systems. Susie has focused her research and studies throughout her career on school improvement, creating a culture of trust in schools and Native American Education.

She was also able to work in schools across Montana and understand the various needs and strengths in the Montana education system. Returning to working as a superintendent in rural Montana has allowed her to bring her knowledge and passion for working with school administrators, educators, and students back to the field in Montana.

Iris Kill Eagle – Little Shell Tribe

Richard Littlebear – Tribal Colleges

Dr. Littlebear was born in Lame Deer on the Northern Cheyenne Reservation. He attended school in Busby to the 8th Grade. He graduated Lind (WA) High School, attended two community colleges in Washington, Centralia and Wenatchee Valley and eventually graduated at Bethel College in North Newton, Kansas; he served in the US Army in 1965-1967 and was honorably discharged. He earned a master's degree in school administration at Montana State University in Bozeman; earned an Ed.D. in 1994 in school administration from Boston University, in Boston, Massachusetts.

He worked on his home reservation for many years in various capacities, mostly in education. He then worked for a multicultural service center based in Beaverton, Oregon. He transferred to a new job in Alaska, where he worked until August 1996. He returned to the Northern Cheyenne Reservation as the Chief Dull Knife College Dean of Cultural Affairs until he was selected President on September 1999.

Presently, he is still the President in addition to being the interim Dean of Cultural Affairs. His organizational memberships include American Indian College Fund in Denver, Colorado, American Indian Higher Education Consortium in Alexandria Virginia, Indigenous Languages Institute in Santa Fe, New Mexico, the Boys and Girls Club of the Northern Cheyenne Nation in Lame Deer, and the Montana Tribal College Presidents' Association. He is a commissioner on Northwest Commission on Colleges and Universities in Redmond, Washington.

The Cheyenne language is Dr. Littlebear's first language. He learned to read and write the Cheyenne language; he considers these his greatest academic achievements.

Jeremy MacDonald – School Administrators of Montana

Angela McLean – Montana University System

Jennifer Smith – Urban – Billings

Jennifer Smith is the Executive Director of Indian Education with Billings Public Schools. She is also the district coordinator for the English Language Learners Program and SOS Signs of Suicide Prevention Program. Prior to these roles, she was the Superintendent/Principal at Ashland Public School in Ashland, Montana and an Indian Education for All Curriculum Coach and teacher for Billings Public Schools. Jennifer serves on the Yellowstone County CASA Board and the Yellowstone County Foster Care Review Committee. She is an enrolled member of the Eastern Band of Cherokee Indians (Cherokee, NC) on her father's side and a descendent of the Turtle Mountain Band of Chippewa Indians via her mother's enrollment with that tribe (Belcourt, ND).

Advisory Council Structure – Guidance vs. Governance



- Unlike governing “boards,” the role of an advisory “council” is different and unique
- The goal of an advisory council is to provide valuable assistance, advocacy, and expertise (guidance)
- Advisory council members are hand-selected and recruited for the expertise they can bring to the process
- Advisory council members help to fill the gaps of knowledge, experience, and perspective
- Unlike the board of directors, an advisory council does not have formal legal responsibilities or decision-making authority and cannot issue directives that must be followed
- An advisory council makes recommendations and provides information and access to resources to the problem solvers (strategic partners)

MACIE Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 1 (MACIE Internal)

- Identify potential "Issue"

If "Advisory" Only

- Council pledges support but takes no further official action

Step 2 (MACIE Internal)

- Does "Issue" fall within MACIE "advisory" or "advocacy" role?
- Does the "issue" align with current MACIE Goals?

Step 3 (MACIE Internal) If "Advocacy", then -

- "Issue" is added to the appropriate meeting agenda (Business or Working Meeting)
- MACIE Chair assigns issue to appropriate organizational committee(s) for consideration

Step 4 (MACIE Internal)

- Committee(s) meets to confer and discuss what information, data, or analysis
- Does the issue merits elevation to an organizational initiative?

Step 5 (MACIE Internal)

- Committee(s) makes formal request to **OPI** or **BPE** leadership to gather information, data and analysis required to provide an assessment/recommendation to **MACIE** leadership as to whether the issue merits elevation to an organizational initiative.

ACTION

OPI / BPE Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 6 (OPI Internal)

- OPI** / **BPE** leadership reviews committee request for agency or board support
- Assigns responsibility for fulfilling **MACIE** Committee request to appropriate internal division heads

Step 7 (OPI internal)

- Division heads determine which staff within each unit will gather appropriate information, and data
- Division heads determine which agency staff will be responsible for providing an assessment or analysis

Step 8 (OPI Internal)

- OPI unit level staff gather appropriate information, and data
- Staff provide assessment or analysis on specific request
- Staff draft comprehensive response

Step 9 (OPI Internal)

- Final report, findings, data, assessment, or analysis provided to OPI division head for final review and approval.

Step 10 (OPI Internal)

- OPI response to specific MACIE Committee request is shared with OPI and MACIE leadership along with MACIE committee that made the initial request.

ACTION

MACIE Operational Framework

Transforming **Issues** into **Initiatives** that result in **Action**

Step 11 (MACIE Internal)

- MACIE Committee reviews report received from OPI with intent of providing a recommendation to MACIE leadership for further internal action with respect to the findings around the specific issue

Step 12 (MACIE Internal)

- MACIE Committee makes recommendation to leadership that additional internal organizational action is required, the issue, by resolution of the entire MACIE membership is elevated to an organizational initiative.
- MACIE membership drafts request to OPI for additional action (policy development, implementation, monitoring, etc.)
- MACIE monitors OPI actionable outcomes through agency updates provided to the Council

ACTION

Step 13 (OPI Internal)

- OPI leadership reviews MACIE request for additional actionable outcomes (Inter-agency)
- OPI leadership assigns responsibility for fulfilling MACIE Committee request for actionable outcomes to appropriate internal divisions heads for design, development, and deployment of implementation strategies

MACIE - Operational Framework



*Transforming **Issues** ⇒ into **Initiatives** that result in ⇒ **Action***

Identifying Issues: MACIE effectively engages with both Montana's education and indigenous communities to identify current issues related to promoting high quality and equitable educational opportunities for all American Indian students (Internal Processes)

Adopting Initiatives: MACIE promotes educational initiatives which provide support and guidance to both the Board of Public Education (BPE) and the Office of Public Instruction (OPI) to ensure that a quality education is being provided to American Indian students throughout the State of Montana.

Mobilizing for Action: MACIE communicates and collaborates with both the Board of Public Education (BPE) and the Office of Public Instruction (OPI) to efficiently monitor the implementation of initiatives under the direction of these strategic partners to ensure that the perspectives and priorities of the delegate members of MACIE and communities which they represent result in agency action.

MACIE - Transforming Issues into Action



Connecting the Constituency (Tribal Communities) to the Problem Solvers (OPI & BPE)

Best Practice Objectives

- Once an “issue” has been identified as being within the sphere of influence of the MACIE Advisory Council and meets the threshold for consideration and review by the leadership, how does the process work to elevate it to an “organizational initiative” which becomes actionable by the Council's partners?
- MACIE intends to follow internal processes (committee system), that once engaged, are intended to direct and guide advisory council efforts in collecting relevant information (research & analysis), positioning an issue within the decision-making framework for additional consideration (council review and discussion), and stewarding it through the internal controls (sequential steps) to produce an actionable initiative or position, which is then disseminated to strategic partners (OPI & BPE) for further consideration and implementation.

Transforming Issues into Initiatives that Result in Action



Step 1: Constituency/MACIE Representatives jointly identify potential issue(s) in relation to its role in promoting high quality and equitable educational opportunities for all American Indian students in Montana,

Step 2: MACIE leadership determines whether specific issue falls within their “advisory” and “advocacy” role,

Step 3: MACIE Leadership assigns issue to appropriate organizational committee(s) for additional consideration,

Step 4: Committee(s) meets to confer and discuss what information, data, or analysis will be required to provide an assessment/recommendation to MACIE leadership as to whether the issue merits elevation to an organizational initiative,

Step 5: MACIE committee(s) makes formal request to OPI or BPE leadership to gather information, data and analysis required to provide an assessment/recommendation to MACIE leadership as to whether the issue merits elevation to an organizational initiative,

Step 6: OPI leadership reviews committee request for agency staff support and then assigns responsibility for fulfilling MACIE Committee request to appropriate internal divisions heads (1) Student Support Services, (2) Teaching and Learning, or (3) School Innovation and Improvement

Step 7: OPI division head reviews MACIE Committee request and determines which staff within each unit will gather appropriate information, and data or will provide an assessment or analysis to be provided to MACIE in fulfillment of the committee request,

Transforming Issues into Initiatives that Result in Action



Step 8: OPI unit level staff gather appropriate information, and data and/or provide assessment or analysis on specific request from MACIE committee, and draft a comprehensive response,

Step 9: Report containing information, data, assessment, or analysis is provided to OPI division head for final review and approval.

Step 10: OPI response to specific MACIE Committee request is shared with OPI and MACIE leadership along with MACIE committee that made the initial request.

Step 11: MACIE Committee reviews report received from OPI with intent of providing a recommendation to MACIE leadership for further internal action with respect to the findings around the specific issue,

Step 12: If MACIE Committee makes recommendation to leadership that additional internal organizational action is required, the issue, by resolution of the entire MACIE membership is elevated to an organizational initiative.

Question: Once an initiative is adopted by formal action of the Advisory Council, what specific steps are taken following this action to elevate the initiative to an actionable platform by the BPE, OPI or other aligned strategic partners?

- **Agency Action:** All organizational initiatives (positions) adopted by the MACIE membership are provided to strategic partners (OPI & BPE) for implementation planning and additional action.
- MACIE's role then shifts to one of monitoring the implementation of agency action.

MACIE - Advisory Council Role in Monitoring Initiatives



- In fulfilling its advisory responsibility and obligations to the BPE and OPI, MACIE in its issue advocacy role, continues to actively monitor the implementation and integration of the initiatives it has identified, elevated and supported through on-going communication and collaboration with its strategic partners.

MACIE MEETING AGENDA PROCESS



MACIE AGENDA PRESENTATION REQUEST

The MACIE agenda is open for informational presentations during a one-hour section of the agenda. Each presentation is limited to 15 minutes. There is also the “new business” section of the agenda reserved for potential board action items. Please fill out this form to request to be placed on the agenda.

Name and title of person presenting	
Contact information: phone	
Contact information: e-mail	
Organization	
Select one	<input type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	
Description of presentation	
How does this relate to the MACIE goals (next page)	
Action requesting the advisory council take	
Handouts (send with presentation request)	
Technology requirements	

Return with attachments by **three weeks before meeting (page 3 has upcoming meeting dates)** to Joan Franke - jfranke@mt.gov, Office of Public Instruction, PO Box 202501, Helena MT 59620-2501

For MACIE Use
 Agenda date: _____
 Allotted time-slot: _____
 Approved by Chairperson: _____

Checklist for presentation
 Emailed presenter time slot information
 Handouts received



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

MACIE GOALS

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

Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.

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

Goal 2: MACIE will encourage the adoption of school-based programming which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.

3. Culture, language, and culturally relevant curriculum

Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.

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

Goal 4: MACIE supports community programs that are focused on providing equitable access for NA/AI students to technological resources and internet connectivity within rural communities and school systems in response to the growing demand for the integration of virtual teaching and learning.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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MACIE Meetings with Presentation Request Due Dates

2022 Meeting Dates (via Zoom except as indicated)

July meeting canceled

August 10, 2022 – Working Session

October 5, 2022 – informational Session (in person)

November 9, 2022 – Working Session

December – no meeting

2023 meeting Dates (via Zoom except as indicated)

January 4 – working session

February 1 – informational session

March – no meeting

April 5 – working session (tentative; in person)

May 3 – informational session

June 7 – working session

July 5 – no meeting

August 2 – informational session

September – no meeting

October 4 – working session

November 1 – informational session

December – no meeting

Presentation Request Due Date

July 20

September 14

October 19

December 14, 2022

January 11

March 15

April 12

May 17

July 12

September 13

October 11



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

Golden Feather Award
Montana Advisory Council on Indian Education

Name of District/Program/Teacher/Student _____

Contact Information (e-mail and address) _____

Why do you believe they should be awarded "Golden Feather Award?" Be specific and give examples.

What action/event/activity/deed did they do that positively impacts Indian Education in Montana?

How did their actions impact your school/students/program?

Nominator _____

E-mail _____

Send nominations to Montana Office of Public Instruction American Indian Student Achievement Unit,
PO Box 202501, Helena, MT 59620-2501 or email [Joan Franke](#).



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