



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

**Montana Advisory Council on Indian Education
January 4, 2023**

Agenda – Informational Session

[Zoom Link](#)

Meeting ID 869 2576 0579

Password 430906

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.

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| 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. |
| ❖ November 9, 2022, Minutes | |
| Item 3: Ex-officio Reports (10 minutes each) | 9:25 a.m. |
| ❖ Superintendent of Public Instruction – Elsie Arntzen | |
| ❖ Montana University System – Jeannie Origbo | |
| Item 4: American Indian Education Administrative Reports (10 minutes each) | 9:45 a.m. |
| ❖ American Indian Student Achievement – Carrie Gopher | |
| ❖ Indian Education for All Unit – Zach Hawkins | |
| ❖ Tribal Relations and Resiliency Unit – Don Wetzel | |
| Item 5: Chairperson Report | 10:15 a.m. |
| ❖ Nominations for Tribal College President Ex-officio Member | |
| Break | 10:30 a.m. |

Item 6: Informational Presentations

10:45 a.m.

- ❖ Montana Digital Academy Indigenous Language Program – Anna East and Jason Neiffer, Montana Digital Academy
- ❖ Feedback on Seal of Biliteracy Native Language Memo of Understanding – McCall Flynn, Board of Public Education

Item 7: Public Comment

11:15 a.m.

This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

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

Item 8: Adjournment

11:30 a.m.

Times are approximate

The next meeting is February 1, 2023, via Zoom.



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**MACIE AGENDA
INFORMATIONAL SESSION
January 4, 2023
ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft November 9, 2022 minutes



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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MACIE Meeting
November 9, 2022
Minutes - Draft

Members Present

Norma Bixby	Northern Cheyenne Tribe
Levi Black Eagle	Crow Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribes
Michael Dolson	Confederated Salish & Kootenai Tribes
Jonathan Eagleman	Chippewa Cree Tribe
Jordann Forster	Montana Federation of Public Employees
Carrie Gopher	Office of Public Instruction
Megan Gourneau	Fort Peck Tribes
Susie Hedalen	Board of Public Education
Iris Kill Eagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Angela McLean	Montana University System
Callie Rusche- Nicholson	Billings Public Schools

Office of Public Instruction/
Board of Public Education

Matthew Bell	McCall Flynn
Joan Franke	Don Wetzel
Annette Young	

Members Absent

Rodney Bird	Bureau of Indian Education
Dawn Bishop-Moore	Indian Impact Schools of Montana
Marcy Cobell	Montana Indian Education Association
Harold Dusty Bull	Blackfeet Tribe
Paul Finnicum	MTSBA Indian School Board Caucus
Hilary Gourneau	Tribal Head Start
Melissa Hammett	Urban - Missoula
Dr. Richard Littlebear	Tribal Colleges

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jordann Forster at 9:04 a.m. The Pledge of Allegiance was said and roll call was taken.

Minutes

The minutes of the September 7, 2022, meeting were reviewed. Dugan Coburn motioned to approve the minutes. Levi Black Eagle seconded the motion. Passed by all.

Chairperson Report

The council did not meet in October as several members were attending the National Indian Education Conference.

Chairperson Forster will be discussing with Angela McLean Indian fee waivers and having a presentation at the next MACIE meeting based on public comment.

The Great Falls Public Schools has renamed to Indigenous Education Department and Indigenous Education for All. Billings Public Schools are planning on this change also.

Old Business

❖ Model lesson Review – Carrie Gopher

Draft documents for lessons/information on Missing and Murdered Indigenous People, Trauma Informed/Restorative Practices, and Grief were reviewed. MACIE members should get comments regarding the documents to Carrie Gopher by Friday.

New Business

❖ Election of Vice-Chairperson

Jeremy MacDonald withdrew his nomination for vice-chairperson. Mr. MacDonald motioned to elect Michael Dolson as vice-chairperson and Dugan Coburn seconded.

Jordann Forster, Calli Rusche-Nicholson, Iris Kill Eagle, Michelle Crazy, Levi Black Eagle, Dugan Coburn, Jeremy MacDonald, Megan Gourneau voted in favor of his nomination. Jonathan Eagleman was opposed.

Michael Dolson was elected by majority vote.

❖ Election of Secretary

Since there are no nominations at this time Levi Black Eagle motioned to table this item until the next meeting and Iris Kill Eagle seconded. Passed by all.

❖ Teacher Residence Demonstration Project – Carrie Kouba

The Teacher Residence Demonstration Project is to address workforce re-design and retention in the state. It gives teacher candidates the opportunity to be in a school for a whole year, along with support to schools on and near reservations and rural schools which have recruitment and retention issues. The teacher candidates are paired up with teacher leaders, who attend and an academy. The academy meets regularly, and the participants have assignments, get support, and bring that support back to the teacher candidates. Those candidates also participate in an academy. Stipends for both the teacher candidates and the teacher leaders receive a stipend.

The Office of Public Instruction (OPI) is taking applications for schools to participate next year. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP-ESSR) is being used through 2024. Looking for support in future after those are done.

Norma Bixby suggested asking the legislature for funding. Ms. Kouba said she believes this may be on the list of funding requests, but she is not absolutely sure.

Ms. Bixby also suggested school boards should provide mentors for new teachers.

❖ New Academic Priorities – Carrie Gopher

The OPI is asking for more priorities that may be worked on, especially regarding academic priorities.

Breakout rooms were done. Jonathan Eagleman indicated tribal languages, culture, and history should be considered as part of what proposed.

The suggestions from the breakout rooms were:

- 1) Language preservation and promotion;
place-based education; dropout prevention and early intervention techniques (connection to culture);
test preparation/test taking strategies for students
- 2) Digital literacy;
four Cs – culture, critical thinking, communication, civic responsibility (5th C – creativity);
attendance
- 3) Connections to community and tribal strengths to make sure students' education is relevant to them – important activities going on in tribes, connections to community;
apprenticeship work with local businesses – vocational/industrial opportunities

Michael Dolson also added financial literacy should be part of education.

Public Comment

Michael Dolson, Confederated Salish and Kootenai Tribes, thanked Donnie Wetzel for coming to Flathead Reservation.

Levi Black Eagle, Crow Tribe, indicated he is taking a political science class which has students add questions to a Mountain States (Montana) Poll, where each students add a question. His questions regarded Indian Education for All (IEFA). [Link to results](#)

Norma Bixby, Northern Cheyenne Tribe, indicated there is currently a lack of data and information to make decisions and what has happened regarding previous goals.

Jonathan Jay Eagleman, Chippewa-Cree Tribe, indicated there is an Inter Tribal Language Summit December 8-9. [Flyer](#)

The next MACIE meeting is scheduled for January 4, 2023.

Levi Black Eagle motioned to adjourn the meeting and Jeremy MacDonald seconded the motion. Passed by all.

The meeting was adjourned at 11:00 a.m.



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**ITEM 3
EX-OFFICIO REPORTS**

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

- ❖ **Montana University System – Jeannie Origbo**
 - Handout 3.1
 - Presentation Summary

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

January 4, 2023_ Meeting

Presentation	Montana University System Updates
Presenter	Jeannie Origbo
Position Title	TRIO Pre-College Programs Director
Overview/Talking Points for Presentation	<p><u>AIMA</u> is working on new recommendations from the Council. The recommendations are currently in draft form with the ARSA Deputy Commissioner. As the ARSA Deputy Commissioner position is in an active recruitment, the recommendations may not move forward until the new individual begins the position.</p> <p><u>OCHE-Educational Opportunity Center</u> is working on a <i>This is College</i> campaign to increase the awareness of the vast array of credentialing available to Montana residents with a goal of changing the narrative of what college means in Montana. A four-part video series has been completed so far, with one of the videos focused on experience of Native American Students and their advice to fellow students. Other videos included a walkthrough of the Apply Montana Portal, Non-traditional Students, and Veteran Students.</p> <p><u>Montana Educational Talent Search</u> is working with its new cohort of student leaders on civic engagement topics, including local, tribal, and state leaders. Additionally, METS has started up its social media live programming again with <i>Careers in Sight</i> and College Admission interviews.</p> <p><u>Montana GEAR UP</u> is recruiting a new director for the Program. Dr. Anderson received an amazing opportunity with the Department of Corrections and transitioned to the position at the end of the year. Additionally, the GEAR UP Summer Camp RFP is open and applications are due January 27. GEAR UP Goes to College Programming begins February 2 with Salish Kootenai College and University of Montana Western.</p>
Requested Decision	None.
Issue(s) Related to MACIE Goals	Goal 1
Recommendation(s)	None
Handouts	EOC Video Link: https://www.youtube.com/watch?v=v3mQQQSkggU GEAR UP RFP Link: https://mus.edu/gearup/summercamps.html



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ITEM 4

AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

- ❖ **American Indian Student Achievement Unit Report**
 - Handout 4.1
 - Presentation Summary
 - ✓ Shared Strategies to Support American Indian Students

- ❖ **Indian Education for All Unit Report**
 - Handout 4.2
 - Presentation Summary

- ❖ **Tribal Relations & Resiliency Unit**
 - Handout 4.3
 - Presentation Summary

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

January 4, 2023 Meeting

Presentation	AISA Unit
Presenter	Carrie Gopher & Morgan Smith
Position Title	American Indian Student Achievement Director
Overview/Talking Points for Presentation	AISA Task Force
Requested Decision	None
Issue(s) Related to MACIE Goals See second page for list of goals	Student achievement
Recommendation(s)	None
Handouts	Best Practice



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Shared Strategies to Support American Indian Students






Through a series of conversations with staff from the Office of Public Instruction, Tribal Leaders and community members, school staff, and youth, we collaborated to identify effective strategies schools may consider implementing to support youth now, and strengthen school and community supports for years to come. This document features strategies that have braided the placed-based, traditional strategies of success with supporting evidence for their rationale. Research citations can be found at the end of the document.

Indians Strength, Pride, Health, and Wellness

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

























































- **Cultural engagement:** Opportunities for involvement in traditional activities, identification with culture, and traditional spirituality^{1,7,9}
- **Goals and aspirations:** Possessing goals and feelings of self-efficacy^{1,7}
- **Positive activities:** Opportunities to participate in positive activities such as sports teams and clubs^{1,9}
- **Positive role models:** Positive American Indian role models³
- **Positive self-identity:** Possessing a positive self-image^{1,5,9}
- **Supportive relationships:** Supportive family relationships (using local definitions of family and kinship)^{1,5,7,9} and supportive non-familial relationships^{5,9}
- **Welcoming Spaces:** School spaces with prominent displays of indigenous culture^{2,6,8}

Strategy Categories

Strategy Category and Brief Description	
	<p>Connect Students to Culture, Tradition, and Indigenous Knowledge</p> <p>Cultural connectedness includes any aspect of a student’s life that is uniquely influenced by his or her connection and engagement with culture, tradition, and indigenous ways of knowing. Schools can support American Indian students by honoring the importance of cultural connectedness and recognizing connectedness to culture may look different for each student; schools can create opportunities for students to make connections in ways that are meaningful to each individual student. Many Montana schools are currently working across a spectrum to begin immersing students back into their traditional culture and ways of knowing. Wherever schools currently lie on the spectrum of immersion, steps can be taken to further each school on their paths towards full immersion and an evolution of indigenous education.</p>
	<p>Create Opportunities to Strengthen Positive Self-identity</p> <p>American Indian youth should <i>always</i> feel proud of their heritage and identity as American Indians. A positive self-identity promotes better wellness and higher academic achievement.^{1,5,9} Schools can support the development of strong student self-identity by creating opportunities for developing and displaying student skills, such as creativity and leadership, and positively reflecting the community history and values.</p>
	<p>Foster School and Community Connections</p> <p>Relational strengths have contributed to the flourishing of Montana tribes for thousands of years and continue to be a source of strength today. By fostering connections between the school and community, schools can leverage the strengths of relationships^{5,9} to support students in, and outside of, the classroom.</p>
	<p>Social, Emotional, and Relationship Skill Building</p> <p>Helping students develop social, emotional, and relationship skills increases their academic performance and wellness. These skills help students better manage stress and reduces feelings of depression both as students and as adults.</p>
	<p>Support Student Mental Health and Wellness</p> <p>Addressing mental health concerns across a spectrum of care is essential to supporting student wellness. Regardless of location and resources, schools can take steps to support student behavioral health by strengthening in-school support and leveraging the systems of support within the community.</p>






Strategy Quick Guide






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

Strategy	Page #					
Create spaces that positively display indigeneity and reflect the student population	4					
Incorporate indigenous language into everyday school and out-of-school activities	4					
Incorporate traditional stories and indigenous ways of knowing into the learning process	5					
Incorporate welcoming routines that promote positive self and community identity	6					
Invite Elders and holders of indigenous knowledge to aid in the learning process	6					
Leverage the tradition of athletics to promote positive self and community identity	7					
Sponsor community-wide events that promote positive self and community identity	7					
Strengthen and expand wraparound services for youth and families	8					
Work with community leaders to develop mentorship programs	9					
Actively involve students in the creation and delivery of teaching materials	9					
Ensure youth and families know how to access community resources and mental health services	10					
Support student and staff mental health by strengthening in- and out-of-school support services	11					

Strategies to Support American Indian Student Enrichment, Mental Health, and Build Social, Emotional, and Relationship Skills

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

Create spaces that positively display indigeneity and reflect the student population (promising practice)					
<p>As Cajete (2004) states, a person’s spirit is <i>actively situated in the environment</i>. By working with local artist (including youth artist) and local tribal cultural departments, schools can create spaces that prominently display the culture of the American Indian students attending the school. Visual representation of indigeneity can foster connection to culture and a positive self-identity which will positively impact the health and wellness of students. By working with local members of the community and honoring the beauty and strength of local culture and tradition, schools can strengthen the relationships between the school and community.</p>					
<p>Example of this strategy in action:</p> <ul style="list-style-type: none"> In Heart Butte, school administrators prioritized creating a learning space that was reflective of the Blackfeet students that attend the school. 					
<p>Resources to put this strategy into practice:</p> <ul style="list-style-type: none"> To learn more about the cultural resources in your community, use the OPI Montana Tribal Resource guide and search by category under “culture.” 					

Incorporate indigenous language into everyday school and out-of-school activities (promising practice)					
<p>Indigenous world view and ways of knowing are best conveyed through indigenous languages. Engaging pedagogy and sense-making, rooted in indigenous world view delivered through traditional language promotes cultural connections, opportunities to strengthen a positive self-identity, and social, emotional, and relationship skill building. Cultural engagement within the school through incorporating indigenous languages can promote relationship building between the school and community and promotes better mental health and wellness for student and staff.</p>					
<p>Examples of this strategy in action:</p> <ol style="list-style-type: none"> Schools can create signage in the traditional language(s) of the community. <ul style="list-style-type: none"> Many Montana schools, including schools in Hays Lodge Pole, Crow Agency, Browning, and Lame Deer have created signage within the school. Big Sky High School is supporting a student-lead project to incorporate the Salish language in the school through signage. Through this work, students from Big Sky High School are working 					

with holders of traditional knowledge within the Missoula and Salish tribal communities to develop the language and signs that will be displayed at the school.

2. Schools can develop a language kit for students and staff.

- Browning schools has created kits for students and staff.

3. Schools and out-of-school programs can incorporate language.

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

4. Schools can utilize existing Native language apps in lessons and school activities.

Resources to put this strategy into practice:

- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “culture.” You may also visit the [OPI’s American Indian Language and Culture website](#).
- **Piegan Institute** provides resources and training to develop fluent speakers and teachers of Native languages, as well as technical training and on-site workshops at the Cuts Wood Blackfoot Language School in Browning, Montana. Visit www.pieganinstitute.org.
- Teacher/Student Language Kit Development and Training. Contact Darren Kipp & Jessie DesRosier (dk.pieganinstitute@gmail.com jessedesrosier@gmail.com); Sean Chandler (White Clay Immersion School); Echo Brown and Chaney Bell ([Nk’usm Salish Language School](#)).
- Many Montana tribes have resources to aid in teaching and using Native languages ([CSKT Fish and Wildlife Apps](#)).

Incorporate traditional stories and indigenous ways of knowing into the learning process

(promising practice)



Traditional knowledge and indigenous ways of knowing have contributed to the success and identity of American Indians since time immemorial and can be leveraged within schools and classrooms today, to accomplish the same intent. Incorporating traditional stories and indigenous ways of knowing into the learning process will provide opportunities for students to connect with their culture and positive self-identity development; engaging pedagogy and [sense-making](#) rooted in indigenous world view promotes social, emotional, and relationship skill building. Cultural engagement within the school can promote relationship building between the school and community and promotes better mental health and wellness for student and staff.

Example of this strategy in action:

1. Schools can interview elders and create media for school and community learning to maintain oral traditions

- The Fort Peck Community College [Chante Project](#) worked with Rezkast Media to interview local elders and community thought leaders on their own life paths (college + career) as well

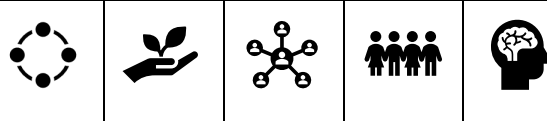
as on tribal values, culture, and historical sites. You can find samples of this work on Chante’s YouTube page: <https://www.youtube.com/c/ChanteProjectFPCC/videos>.

- Hays-Lodgepole High School cultural inclusion efforts bring strength and healing to students: [Centering Native Culture for Strength, Healing, and Student Success](#).
- A recently completed School Climate grant provided direct experience and practice around the incorporation of traditional and placed based knowledge into our schools while also respecting the uniqueness of our Tribal Nations.

Resources to put this strategy into practice:

- The OPI’s [Indian Education for All](#) provides schools and staff with knowledge, skills, and content to ensure cultural enrichment, academic engagement, and equitable pedagogy for students. The [Indian Education Featured Resources](#) page and [Classroom Resources](#) page contains tools, guides, and resources for schools.
- To learn more about the cultural resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by category under “culture.”

Incorporate welcoming routines that promote positive self and community identity (promising practice)



Welcoming each student as he or she enters the school building is a simple yet very impactful strategy. Welcoming routines are a common social, emotional, and relationship skill building strategy and several research studies have shown that greeting each individual student every school day can increase student behavioral health as well as academic achievement. Schools can further maximize the potential benefits of welcoming routines by incorporating the local community’s culture and traditional greetings which will foster connection to culture, a positive self-identity, and reflect the strengths and positive identity of the community.






Examples of this strategy in action:






1. Develop a welcoming routine for students, staff, and community members to welcome them to the school

- In Heart Butte, students are offered the opportunity to smudge as they enter the school building. This strategy leverages the power of traditional culture and social, emotional, and relationship skill building to create a learning environment that is welcoming to both students and community members.

Resources to put this strategy into practice:

- Veronica Decrane - National Native Trauma Center, MTSS and Indigenous MBI specialist can provide various training to support these efforts as she respects the uniqueness of the Tribal Practices of each individual school.
- [Smudging Protocols and Guidelines for Schools](#): This guide, developed in Canada, provides information on smudging and outlines how schools can implement smudging protocols to support students.

Invite Elders and holders of indigenous knowledge to aid in the learning process (promising practice)					
<p>Traditional knowledge and indigenous ways of knowing have contributed to the success and identity of American Indians since time immemorial and can be leveraged within schools and classrooms today, to accomplish the same intent. By inviting Elders and knowledgeable community members into the school to contribute to the learning process, indigenous ways of knowing and traditional learning can occur and provide opportunities for students to connect with their culture. Seeing members of their community in the school sharing knowledge will help promote a positive self-identity and sense-making rooted in indigenous world view promotes social, emotional, and relationship skill building. Engagement with community members can promote relationship building between the school and community while cultural engagement promotes better mental health and wellness for students and staff.</p>					
<p>Examples of this strategy in action:</p> <ul style="list-style-type: none"> • The Fort Peck Community College Chante Project created a Leaders/Speakers Directory that they shared out with school administrators and teachers. To build this directory Chante invited local elders and thought-leaders to lunches in each community across the reservation. The lunches included activities demonstrating the power of storytelling. At the end of the lunch Chante asked the attendees if they would be willing to share some of their own stories to students across the Fort Peck Reservation. Almost every attendee agreed to be added to the speakers bureau list. The information on the list includes Name, Contact Information, Location, and Speaker Story Topics. • Heart Butte Schools has provided opportunities for Cultural Knowers and Elders to speak to students, offer support to students, and provide lessons to students from the stories and pride of their Tribe. Beginning of year celebrations and healings have been consistent to create a sense of connection and inclusion to the students interested in their ancestry and heritage. • RISE is a virtual, American Indian youth leadership group comprised of students from across the state. Students take a leadership role in planning and delivering meetings and often invite Elders to speak as honored guests. 					
<p>Resources to put this strategy into practice:</p> <ul style="list-style-type: none"> • To learn more about the cultural resources in your community, use the OPI Montana Tribal Resource guide and search by category under “culture.” 					

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

1. Host community events to promote positive identity and collective pride

- The Native American Student Services Department of Missoula Public Schools sponsored a community-wide event to commemorate the end of the school year and featured both traditional games (double ball) and contemporary sports (basketball) to recognize the on-going tradition of health and athleticism of American Indians.
- Host a family and cultural gathering centered on holistic aspects or basketball as it connects to the pride and strength of the community. Invite past basketball players and coaches to address the discipline of success, staying on track in life and encourage healthy living. Create an honor wall to lift success and accomplishments of many student athletes.
- Hays-Lodgepole created an event with families and students to offer an opportunity to sit with Cultural Teachers and receive their tribal names.

2. Create awareness through athletics.

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

3. Build student skills set and connection to community

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

Resources to put this strategy into practice:

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

Sponsor and support community events that promote positive self and community identity

(promising practice)



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

Example of this strategy in action:

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

Strengthen and expand wraparound services for youth and families (can be directed toward promising practices)



Wraparound services support students and their families to fulfill their academic and non-academic needs. Wraparound coordinators are trusted members of the community who are familiar with formal and informal systems of support at the local level, including cultural healing and support services. Wraparound coordinators actively work to connect students and their families with resources and support services to promote mental health and wellness

ESSER Categories: enrichment, mental health supports, SEL learning supports, tribal/community engagement, wraparound






Example of this strategy in action:





1. The OPI's [System of Care Tribal Wraparound Project](#) can train and support wraparound project implementation. The local coordinators, knowledgeable in local support systems and resources, enables them to connect youth and families directly to services in a sustainable way:

- Wraparound project created intergenerational spaces for cultural-knowers, elders, and youth to gather in and share culturally relevant social teachings.
- The Wraparound Project provided training to youth about restorative practices and trauma-informed care that strengthens the youths' social and emotional intelligence.
- Wraparound Facilitators teach and model a strengths-based model of engagement with youth, school staff, teachers, and other community stakeholders to increase youth's self-efficacy and motivation to achieve objectives.
- Project staff supports schools to create a referral team and processes to refer students to wraparound and other supportive services. The project staff works closely with the referral team on an ongoing basis.
- Wraparound project provides training for all school staff about the MiiWrap mindset, principles, and process.
- Project staff aligns with community stakeholders to provide training for community members around youth wellness and mental health issues that improves the quality of life for students.
- Wraparound facilitators practice evidence-based relational and behavior change skills to improve identified youths' ability to manage mental and emotional wellness.
- Wraparound facilitators work with students and their families to create a team of supports that work incrementally alongside the youth to achieve the goals they have identified for themselves.
- In Heart Butte, school administrators absorbed the Wraparound Project staff and created a position to sustain the project's work in that community.

Resources to put this strategy into practice:

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

Work with community leaders to develop mentorship programs (can be directed toward promising practices)					
<p>Establishing and expanding mentorship programs has been identified as a top strategy for fostering strong community relationships. By connecting youth with positive role models from within their community, schools can strengthen student mental health, provide opportunities for positive self-identity development, and strengthen social support networks within and outside of the school. These programs can also be used to create opportunities for cultural connections and expand opportunities for learning outside of the school setting.</p>					
<p>Examples of this strategy in action:</p> <ul style="list-style-type: none"> • Local and state youth advisory teams across Montana work to bring youth voice to the table in educational meetings and foster leadership skills. Through the network of youth and their advisors across the state, youth have opportunities to communicate their educational needs to the people serving them so that they can reach their highest potential in and out of the classroom. • Tribal Leadership and Tribal department shadowing and apprenticeship programs provide students the opportunity to shadow Councilmembers, engage in tribal government, and identify relevant careers in their communities. • Apprenticeship programs connecting to shop, woodworking, beading, drum making, and other school courses can provide opportunities for skill development and career engagement. Industrial arts crews can provide community updates and construction. 					
<p>Resources to put this strategy into practice:</p> <ul style="list-style-type: none"> • Montana Career Lab • Tribal Relations and Resiliency and Indian Student Achievement Units • Rocky Mountain Tribal Leaders Council 					

Actively involve students in the creation and delivery of teaching materials and enrichment (can be directed toward promising practices)					
<p>Each school day, students bring their unique lived experiences and skillsets with them to class. Schools can tap into and leverage these strengths by actively involving them in the creation and delivery of teaching materials. Such activities will strengthen student self-identity and create opportunities to develop social, emotional, and relationship skills. Schools can further strengthen the potential benefits by providing opportunity for students to incorporate their culture and world view into the materials they develop and providing the opportunity to share materials with the community and/or other students in other schools.</p>					
<p>Examples of this strategy in action:</p> <ol style="list-style-type: none"> 1. Converse with students on their interests and supporting their drive to develop opportunities they are vested in to build life-skills, self-identity, and create cultural support opportunities. <ul style="list-style-type: none"> • Music studio development: Hays Lodgepole worked with Montana State University Billings in establishing a music studio within the school. Equipment and training were provided to create 					

an opportunity for students to record their music, drum groups and to make beats to sing and rap to.

- Recently in the Youth RISE group, music was again an interest. [Shadow Devereaux](#) developed a mentorship program in conjunction with his studio for local access and enrichment. He has also developed an opportunity to meet with youth across the state and set time to work online through beat development, lyrical and song writing.
- [Unreserved](#) is a state-wide student empowerment and identity project where each student gets to use photos or hand-drawn images to tell his or her story, including his or her history (incorporating aspects of traditional storytelling) and future aspirations. The four thematic areas of the program, *Heritage, Happiness, Hurdle and Hope* are designed to build empathy, understanding, and provide opportunity for creative expression.

Resources to put this strategy into practice:

- Reach out to [Shadow Devereaux](#) for information on music studio development and student engagement.
- Reach out to [Dani Phillips](#) for more information on the student-led, art empowerment project, [Unreserved](#).

Ensure youth and families know how to access to community resources and mental health services

(can be directed toward promising practices)



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

Example of this strategy in action:

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

Resources to put this strategy into practice:

- To learn more about the resources in your community, use the [OPI Montana Tribal Resource guide](#) and search by location or by specific resource type.

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

Support student and staff mental health by strengthening in- and out-of-school support services (can be directed toward promising practices)



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

Examples of this strategy in action:

1. Provide in-school mental health services.

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

2. Build local capacity using learned experience to help each other and the community.

- Peer Support Specialists - The [Montana Peer Support Network](#) provides information, education, training, peer support and resources across the state using their own lived experience. A national shift from a maintenance model of behavioral health and support to a recovery model, where every individual has access to care, choices, and the message that recovery is possible. Becoming a Peer Support Specialist also provides a sustainable avenue of support because it is Medicaid reimbursable.

Resources to put this strategy into practice:

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

*Add promising practices definition

Promising Practices are those practices that are culturally derived and relevant.

-Educators need to seek out and utilize promising practices.

-Best practices may not be the best practices for Indigenous youth.

Supporting Evidence and Rationale

Sources:

1. Allen J., Mohatt G., Rasmus M., Hazel K., Thomas L., Lindley S. (2006). The Tools to Understand: Community as co-researcher on culture-specific protective factors for Alaska Natives. *Journal of Prevention & Intervention in the Community*. 32(1–2):41–59.
2. Brown, K. (2019). Creating Culturally Safe Learning Spaces and Indigenizing Higher Education. *Journal of Learning Spaces*. Retrieved from: <https://core.ac.uk/download/pdf/234819864.pdf>
3. Covarrubias, R., Fryberg, S. (2015). The Impact of Self-Relevant Representations on School Belonging for Native American Students. *Cultural Diversity and Ethnic Minority Psychology*. 21: 10-18.
4. Dee, T. (2005). A Teacher like Me: Does Race, Ethnicity, or Gender Matter? *The American Economic Review*. Retrieved from: <https://www.jstor.org/stable/pdf/4132809.pdf?refreqid=excelsior%3Ae6007905d4c922fceb5a47cce2d1f98>
5. LaFromboise, T., Hoyt, D., Oliver, L., Whitbeck, L. (2006). Family, community, and school influences on resilience among American Indian adolescents in the upper Midwest. *Journal of Community Psychology*. 32(2):193–209.
6. Lipe, K. (2018). Toward Equity and Equality: Transforming Universities into Indigenous Places of Learning. *Reclaiming Indigenous Research in Higher Education*. Edited by Robin Starr Minthorn and Heather J. Shotton. Rutgers University Press, Newark, New Jersey. Pp 162-177.
7. Pharris, M., Resnick, M., Blum, R. (1997). Protecting against hopelessness and suicidality in sexually abused American Indian adolescents. *Journal of Adolescent Health*. 2:400–406.
8. Windchief, S., and Joseph, D. (2015). The Act of Claiming Higher Education as Indigenous Space: American Indian/Alaska Native Examples. *Diaspora, Indigenous, and Minority Education*. 9:4, 267-283.
9. Whitbeck L, Hoyt D, Stubben J, LaFromboise T. (2001). Traditional culture and academic success among American Indian children in the upper Midwest. *Journal of American Indian Education*. 40(2):48–60.

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

January 4, 2023

Presentation	Indian Education for All PD Efforts and Impact/Upcoming Plans and Initiatives
Presenters	Zach Hawkins/Mike Jetty/Jennifer Stadum
Position Title	Director Indian Education for All/Indian Education for All Specialists
Overview/Talking Points for Presentation	<p>Jennifer Stadum</p> <ul style="list-style-type: none"> • Overview and impact data from Fall webinar series on boarding schools and tribal sovereignty • IEFA Best Practices Conference March 17th & 18th <p>Mike Jetty</p> <ul style="list-style-type: none"> • Update on in person professional development offerings Fall 2022 • Partnership with Big Sky Film Institute <p>Zach Hawkins</p> <ul style="list-style-type: none"> • Strategic efforts to assess and provide support for IEFA implementation in targeted and comprehensive schools
Requested Decision	None
Issue(s) Related to MACIE Goals	<p>Goal 3: Meaningful integration of cultural and language content</p> <p>Providing in-depth, virtual, background knowledge building opportunities using Native voices and expertise is creating an impact with Indian Education for All implementation.</p>
Recommendation(s)	<p>Please support future IEFA background knowledge building webinars.</p> <p>Please provide guidance on effective strategies when working with comprehensive schools.</p>



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

Montana Advisory Council on Indian Education

Ex-officio and Indian Education Units Presentation Summaries

January 4, 2023

Presentation	Updates
Presenter	Donnie Wetzel, Jr.
Position Title	TRRU Updates and initiatives
Overview/Talking Points for Presentation	Youth Leadership Tribal Consultation – and upcoming initiatives Language and Culture Student wellness
Requested Decision	Support and guidance in our efforts
Issue(s) Related to MACIE Goals See second page for list of goals	Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.
Recommendation(s)	
Handouts	



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**MACIE AGENDA
INFORMATIONAL SESSION
January 4, 2023
ITEM 5
CHAIRPERSON REPORT**

- ❖ **Nominations for Tribal College President Ex-Officio Member**
 - Handout 4.1
 - Sean Chandler nomination
 - Handout 4.2
 - Eva Flying nomination
 - Handout 4.3
 - Haven Gourneau nomination



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Please fill out this form and return to:

Joan Franke
Administrative Assistant
jfranke@mt.gov

Yes, our tribe/organization wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Sean_Chandler
Address: P.O._Box_1114_____
City, ZIP Harlem,_MT_____
Phone Work:_406-353-2607_____
Cell Phone 406-580-0386_____
Email schandler@ancollege.edu_____

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

Dr. Sean Chandler, an enrolled member of the Aaniiin (Gros Ventre Nation), is the President of Aaniiih Nakoda College (ANC) located on the Fort Belknap Indian Reservation in north-central Montana. He is also the Co-Director of the White Clay Immersion School (WCIS) at ANC. In 2016, Dr. Chandler was appointed to the Montana Arts Council. Additionally, in April of 2018, Sean received the Montana Indian Education Association's Indian Educator of the Year Award. For the past 20 years Sean has been employed with ANC, serving mostly as an Instructor and Director of American Indian Studies, until 2017 when he began to fill the role of Academic Dean and later as President in 2020. In addition to his administration duties, he also instructs the Aaniiih (Gros Ventre) Language to grade school aged children within the WCIS. Sean acquired a Bachelor of Arts in Art in 1997, as well as a Master of Arts in Native American Studies in 2003 from Montana State University-Bozeman. In 2014, he attained a Doctor of Education in Educational Leadership from The University of Montana with his dissertation entitled, The Identity of Indigenous Lifeways.

Yes, I have contacted our nominee who has agreed to represent our tribe/organization as an active member of MACIE.

No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe/Organization: Aaniiih Nakoda College_____

President/Chairperson/Director signature:

Date: 12/13/22_____



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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Please fill out this form and return to:

Joan Franke
Administrative Assistant
jfranke@mt.gov

Yes, our tribe/organization wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Eva M. Flying
Address: 1 College Dr
City, ZIP: Lame Deer 59043
Phone: 406-402-8020
Cell Phone: _____
Email: eva.flying@cdkc.edu

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

President of Chief Dull Knife College, on the Northern Cheyenne Reservation. President Flying has
substantial years working in higher education and advocating for access in education of native
education.

Yes, I have contacted our nominee who has agreed to represent our tribe/organization as an active member of MACIE.

No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe/Organization: Northern Cheyenne

President/Chairperson/Director signature: _____

Date: 12/14/22



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Please fill out this form and return to:

Joan Franke
Administrative Assistant
jfranke@mt.gov

Yes, our tribe/organization wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Haven Gourneau
Address: 605 Indian Ave.
City, ZIP: Poplar 59253
Phone: 406-768-6310
Cell Phone: 406-650-2603
Email: hgourneau@fpcc.edu

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

• TCU (Fort Peck Community College) President - 7yrs.
• FPCC - employed higher education - 33yrs.
• EdD - ABD Candidates

Yes, I have contacted our nominee who has agreed to represent our tribe/organization as an active member of MACIE.

No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe/Organization: Fort Peck Com. College

President/Chairperson/Director signature: Haven Gourneau

Date: 12/13/22



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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**MACIE AGENDA
INFORMATIONAL SESSION
JANUARY 4, 2023**

**ITEM 6
INFORMATIONAL PRESENTATIONS**

- ❖ **Montana Digital Academy**
 - Handout 6.1
 - Presentation Summary

- ❖ **Board of Public Education – Seal of Biliteracy**
 - Handout 6.2
 - Presentation Summary

MACIE AGENDA PRESENTATION REQUEST

Name and title of person presenting	Anna East, Ed.D., Student Support and Content Specialist Jason Nieffer, Ed.D., Executive Director
Contact information: phone	406-203-1812
Contact information: e-mail	jason@mtda.org
Organization	Montana Digital Academy
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	MTDA Indigenous Language Program
Description of presentation	The Montana Digital Academy, the state virtual school, has been tasked by the MT Legislature with building, staffing, and offering online courses in the Indigenous languages of Montana for the tribes that want the classes. Drs. Jason Neiffer and Anna East will present to MACIE our approach, our progress, and our goals.
How does this relate to the MACIE goals (next page)	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.
Action requesting the advisory council take	No action requested
Handouts (send with presentation request)	None
Technology requirements	None



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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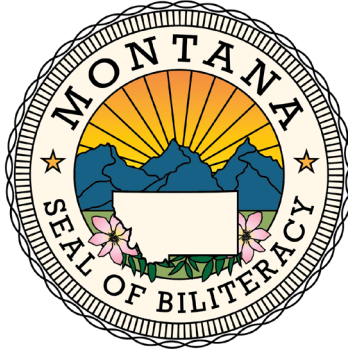
MACIE AGENDA PRESENTATION REQUEST

January 4, 2023

Name and title of person presenting	McCall Flynn, Executive Director, Board of Public Education
Contact information: phone	406-444-0300
Contact information: e-mail	mflynn@mt.gov
Organization	Board of Public Education
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Feedback on Seal of Biliteracy Native Language MOU
Description of presentation	The Board of Public Education is requesting feedback from MACIE on the Seal of Biliteracy MOU between the Board of Public Education and Tribal Governments related to native language offerings.
How does this relate to the MACIE goals (next page)	The Seal of Biliteracy exists to honor students who have studied and attained proficiency in two or more languages by high school graduation. Most awards are certified by testing students on their proficiency in world languages. Native languages are different, and should be treated as such. This directly relates to MACIE's goals by promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported, as well as advocating for the meaningful integration of culture and indigenous language in Montana schools.
Action requesting the advisory council take	No action requested.
Handouts (send with presentation request)	Seal of Biliteracy Application Seal of Biliteracy Memorandum of Agreement
Technology requirements	none



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
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Student Application for Native Languages for the Montana Seal of Biliteracy

The Seal of Biliteracy is an award issued by the Board of Public Education to recognize a student who has attained proficiency in English and at least one additional language by high school graduation. A Platinum Seal is awarded to those attaining the Advanced Low level of proficiency. A Gold Seal is awarded to students attaining the Intermediate Mid level of proficiency. Verification that the criteria in both languages are met becomes part of the student's high school transcript. The Seal of Biliteracy serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college and for engagement as a global citizen.

Directions to Applicants:

1. Complete all sections of the application. Type or print all information legibly.
2. If the student would also like to be recognized for proficiency in an additional language, please fill out the common application for the Montana Seal of Biliteracy and submit both together.
3. Submit application and documentation of qualifying scores to a high school official no later than May 1st.

Name of Student: _____ Today's Date: _____

Current Grade Level: _____ Expected Year of Graduation: _____

Name of School: _____

Name of School Official: _____ Position: _____

School Address: _____

Criteria

Native Languages of Montana: Montana tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for the awarding of the Montana Seal of Biliteracy.

Name of Native Language: _____

Description of evaluation process and brief illustration of what the student is able to do in the language:

Assessment information used to document proficiency in English:

Language	Name of Assessment	Date Completed	Score*
English			

*Attach copy of score report

OR

This student has completed 4 units of English Language Arts.	<input type="checkbox"/> Yes
--	------------------------------

Assessment Options	English	Score / Proficiency Level
* WIDA ACCESS for ELLs	English - Advanced Low	IM: Completion of 4 units of English language arts, as required by the Montana Board of Public Education AL: 4.7
* ACT (ELA Composite Score)	English - Advanced Low	AL: 20
Montana BPE ELA Graduation Requirements	English - Intermediate Mid	IM: Completion of 4 units of English Language Arts

**Additional testing options for attaining the Platinum Award (Advanced Low) in English*

By signing below, I indicate I have provided accurate information and understand that school officials will verify the information before the Seal of Biliteracy is awarded.

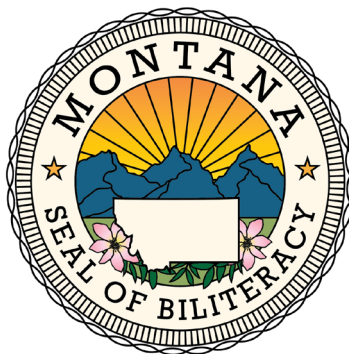
Student Signature: _____ Date: _____

School Official Signature: _____ Date: _____

Please submit all application materials to the Board of Public Education at bpe@mt.gov or 46 N Last Chance Gulch, Suite 2B, Helena, MT 59620 by May 1st.

**For school official use only
Qualifications Checklist for a Montana Seal of Biliteracy:**

<input type="checkbox"/> Eligible for graduation		
<input type="checkbox"/> Acceptable evidence of proficiency in English	<input type="checkbox"/> Intermediate Mid	<input type="checkbox"/> Advanced Low
<input type="checkbox"/> Acceptable evidence of proficiency in a Second Language	<input type="checkbox"/> Intermediate Mid	<input type="checkbox"/> Advanced Low



**Montana Seal of Biliteracy Tribal Government
Memo of Agreement
Draft**

The Board of Public Education understands that it is the duty of each Tribal Council to negotiate with the Federal, State, and local governments on behalf of their individual Tribe. The Board believes that one of the most effective ways to invest in present and future generations is through education, which includes language and cultural perpetuation. The Board recognizes Montana's constitutional promise in Article X, Section 1 that "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." In establishing the Seal of Biliteracy, the Board hopes to provide additional support to Montana Tribes in the preservation of their native languages and culture.

The Seal of Biliteracy recognizes students who have studied and attained proficiency in two or more languages by high school graduation. The Board has determined that the process for establishing the proficiency measures and criteria of eligibility for students who may be verified for the Seal of Biliteracy in native languages is the responsibility of each tribe.

QUALIFICATIONS

The applicant for the Montana Seal of Biliteracy must meet the eligibility requirements listed below and upon meeting the qualifications, must submit an application ([link to application](#)) to the Board of Public Education for approval and certification.

Eligibility requirements:

1. Student is enrolled in a Montana public school;
2. Student is on the path to graduate; and
3. Student shows proficiency in the native language.

Competency Standards:

1. Tribe determines native language(s) to be eligible for the Seal of Biliteracy;
2. Native language proficiency is solely determined by the Tribe;
3. Tribe determines the student's proficiency level in native language(s); and
4. Student completes English graduation requirements, as set by the Board of Public Education.

CERTIFICATION

Montana Tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for awarding the Montana Seal of Biliteracy. The designated official must describe the evaluation process and give a brief illustration of what the student is able to do in the language.

The undersigned parties agree to uphold this agreement.

ATTEST:

Chair Tribal Council Date

Chair Board of Public Education Date