



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

MACIE Meeting
November 10, 2021
Approved Minutes

Members Present

Dawn Bishop-Moore	Indian Impact Schools of Montana
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribe
Jason Cummins	Class 7
Michael Dolson	Confederated Salish & Kootenai Tribes
Jordann Forster	Montana Federation of Public Employees
Susie Hedalen	Board of Public Education
Angela McLean	Montana University System
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings

Guests

Tricia Seifert	Montana State University
----------------	--------------------------

Office of Public Instruction/
Board of Public Education

Sharyl Allen	McCall Flynn
Joan Franke	Sage Golisano
Zach Hawkins	Michelle Henson
Crystal Hickman	Anna Marsicano
Stephanie Iron Shooter	
Julie Murgel	Evelyn Paz
Donnie Wetzel	Annette Young

Members Absent

Rodney Bird	Bureau of Indian Education
Norma Bixby	Northern Cheyenne Tribe
Levi Black Eagle	Crow Tribe
Harold Dusty Bull	Blackfeet Tribe
Megan Gourneau	Fort Peck Tribes
Melissa Hammett	Urban - Missoula
Iris Kill Eagle	Little Shell Tribe
Dr. Richard Littlebear	Tribal College
Jeremy MacDonald	School Administrators of Montana
Riley Werk	Youth - Reservation

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 9:03 a.m. Roll call was taken, and the Pledge of Allegiance was said.

Minutes

The minutes of the October 6, 2021, MACIE meeting were reviewed. Changes made were 1) the last paragraph on page two changed from “. . . determined that a statement gets written . . .” to “. . . determined that a statement of support would come from MACIE, . . .” and 2) page three,

second paragraph, first sentence from “Chairperson Smith asked members to explore regarding this issue.” to “Chairperson Smith requested members explore local dress code policies.”

Dugan Coburn made a motion to approve the minutes as amended and Dawn Bishop-Moore seconded the motion. Approved by All.

Ex-officio Reports

➤ Montana University System – Angela McLean

The American Indian and Minority Achievement (AIMA) Council is looking forward to the December meeting with MACIE.

A toolkit has been developed for American Indian Heritage Month and is on the website. A resource list has also been developed for land acknowledgement statements.

The grand opening of American Indian Hall at Montana State University Bozeman was on October 17.

Ms. McLean highlighted data from the Montana University System (MUS).

- There was an eight percent increase in American Indian Student enrollment across the Montana University System (MUS). They make up six percent of overall population, up from five point eight percent.
- When a campus gets to ten percent of the population being Native American, it qualifies to be a Native serving non-tribal institution. This status is held at Montana State University Northern.
- On the Apply Montana application, applicants need to check a box regarding race. Fourteen point three percent of the applications this fall were from American Indian students.
- There was a seven point nine percent retention across the MUS of American Indian students.
- There has been an increase in dual enrollment.
- Eighty to 90 students a year transfer from the tribal colleges. The Office of the Commissioner of Higher Education (OCHE) has worked with the tribal colleges common course numbering since 1999 with Blackfeet Community College. In the last two years this has happened at Fort Peck Community College. In the last two weeks affiliation agreements have been made with Stone Child College and Aaniiih Nakoda College.

➤ Superintendent Report – Sharyl Allen

Deputy Allen reported on behalf of the Superintendent.

Bill Stockton, teacher of the year, will be recognized next Saturday at the Montana State University Bozeman – University of Montana Missoula football game.

Secretary of Education Cardona spoke at the Council of Chief State School Officers Policy Forum on the importance of the voice of indigenous people being heard and at the table at all levels of the work that is done.

Thanks were given to Jennifer Smith on the work on Chapter 58.

The Montana Executive Leadership Academy was formed, and the first meeting was at the end of October. To ensure that Indian Education for All (IEFA) means all, they have committed, with the help of Don Wetzel, Mike Jetty, and Zach Hawkins, for each session to start with a tribal elder sharing a message to the attendees. The message at the first one was how quickly people opened up, communicated, and engaged. And as they reflected back on that, the only thing that has been different in the process of starting was to honor and recognize the important of our tribal elders and the power and influence. They worked on solving conflict resolution at the first weekend.

Jennifer Smith indicated in previous years MACIE was involved in the selection of the Teacher of the Year but has not been the last several years. She is excited that Misty Kuhl's input was provided this year. Deputy Allen will check on this.

The American Indian Culture and Language Immersion Specialist was created due to the transfer from the Department of Commerce to the Office of Public Instruction (OPI) of the Montana Indigenous Languages Program (MILP). The OPI is also looking to see how MILP and Indian Language Immersion Program (ILIP) can interweave. The person who was offered the position declined the position. Additional candidates are being interviewed. The American Indian Student Achievement Director position is in the process of being filled.

Indian Education Units Reports

- Tribal Relations and Resiliency Report – Donnie Wetzel, Stephanie Iron Shooter, Crystal Hickman

The first Elder and Cultural Wisdom Council was held to mirror traditional tribal protocols as much as possible. The unit is working to keep work on the relationship level with the tribes. They were brought in because on unfamiliar ground of what needs to be done, so looking to those who have the knowledge.

Looking to have local level Resilience in Something Else (RISE) groups along with the state level one. This is to provide skills to youth. They are working at recruitment for RISE. Youth voice must lead to action.

The goals of the Trauma Informed Care portion of the Wraparound project, using culturally appropriate practices since 2011. The project meets with schools that primary serve Native American students on all the reservations (except Flathead). This training was provided virtually through a third party, Resolutions Northwest and the University of Montana Missoula OPI is gathering all the information and experience to develop our own training and put it in our own narrative, what the challenges and strengths are. Crystal Hickman is the one developing this training.

This is a three-hour training, two hours of interactive participation and training and one hour of modeling a circle on restorative practices. There are four parts of the training: 1) restorative mindset – changing the way we approach service delivery on our approach youth and their families; 2) restorative inquiry – problem solving in situations encountered and how to move from what is wrong to what happened; 3) restorative dialogue – how to bring people together

in a manner that restores relationships; and 4) talking circles. The talking circles is to process and learn about the other three parts and used throughout the training.

This training can be provided to any group, not just schools.

➤ Indian Education for All – Zach Hawkins

Two webinar series are being held. The first is previous Advocacy Award Recipients discussing current issues in Indian country. The second one is on ethnobotany. These are recorded so people who are not able to attend the live sessions are able to receive the information and renewal units.

A brief overview with resources is available on the website for Native American Heritage month. There are also lessons available for Veterans Day.

Bainville Elementary is piloting some K-5 lessons.

The unit has talked with the Council of Deans regarding information for teacher candidates on IEFA.

Language was added to the Chapter 58 standards regarding the importance of language for students, communities, and tribes.

Jennifer Smith would like to have an urban Indian forum regarding IEFA. Zach indicated OPI has an IEFA in action for what schools are doing around the state.

Informational Presentations

➤ Montana Rural Teacher Project – Master of Arts in Teaching – Tricia Seifert

This grant funded program supports living wage stipends to individuals living in the community who have a bachelor's degree and want to become teachers. Individuals in this program complete the degree in 12-15 months, mostly online. There is follow up mentorship for two years.

MACIE members can help in two ways: 1) help recruit applicants for the program and 2) encourage schools to hire graduates. There are 16 graduates teaching already and 16 more will graduate in May, 2022. There are 620 schools eligible to hire graduates.

➤ English Learners as it Relates to Native Students - Evelyn Paz

[Guidance for Servicing English Learners](#)

OPI is including the term [\\state.mt.ads\opi\Share\Divisions\Indian Education\MACIE\2021\2021, 11-10 Info\Guidance for Serving English Learners](#) Multilingual Learner (ML) here to reflect the latest research and pedagogical practices implemented by WIDA. In legal language it will still be English Learner (EL). You may see both used throughout the OPI site.

Currently Montana has 3,605 EL, 1981 of which are American Indian (55%). Ninety percent report only speaking English at home. American Indians are eligible for the supports to develop academic English.

There are three linguistic aspects for teaching English: 1) elevate the register of speaking English students bring, the English in their communities is another dialect that needs to be honored and has to be elevated in a way that is seen as not as something that is inferior to the academic English that are developing but that it exists and at the same time; 2) have models that create heritage language exposure; 3) and create programs that support academic English growth. This is a paradigm shift supported through research where students should be able to code switch between these three ways of speaking.

On the website are modules for how to determine if a student is EL and how to serve students more effectively.

Work needs to be done on programs for Native American ELs to acquire academic English. Growth is not being seen per the Elementary and Secondary Schools Act on the WIDA test EL students take yearly.

A Home Language Survey must go out when a student registers in a school. There is also a tool for teachers to use if there is still a question regarding student's academic English if the Home Language Survey is not showing another language use or influence. Question 4 on the survey is an attempt to get around parents saying talked English when actually talk a dialect, such as res-English. This could be updated if anyone has an idea on how to better ask that question.

Old Business

➤ Regalia Committee Update – Jordann Forster

A draft proposal was provided for support of regalia use. Jordann Forster indicated she has not found any evidence that dress codes would supersede the regalia law. She will be adding some information that was just sent to her. If you have anything to add, please let her know. [Jordann Forster](#)

Public Comment

No comments.

Jordann Forster motioned to adjourn the meeting and Dawn Bishop-Moore seconded the motion. Passed by all.

The meeting was adjourned at 12:06 p.m.

/s/ Dawn Bishop-Moore

Approved January 5, 2022