



State-Tribal Relations Committee
MACIE Summary
September 2022

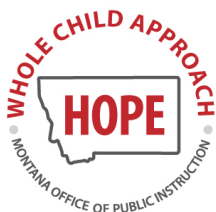
Presentation	MACIE Report
Presenter	Carrie McNab-Gopher
Position Title	AISA Director

The American Indian Student Achievement (AISA) Director oversees MACIE members and provides New Member training which will begin implementation in September of 2022. The AISA director serves as a liaison between the MACIE committee and the Office of Public Instruction.

New Macie Members are Paul Finnicum and Calli Rusche-Nicholson. Paul Finnicum currently serves on the Culbertson School Board as Chairperson. He has served for 20 years, 18 as chairman. He has been on the Montana School Board Association board for nine years, including two terms as President of the association. He has worked on the Fort Peck Reservation as a Tribal Liaison for the USDA- Natural Resources Conservation Service for the past 22 years. Whereas Calli Rusche-Nicholson has recently been hired as the Billings Public Schools Director of Indian Education. Prior to this position, she worked as an elementary literacy coach for the Billings Public Schools. She has worked in the Billings Public Schools since 2006 teaching kindergarten, fourth and fifth grades. Calli has also worked as an Instructional Leader for the Office of Public Instruction under the School Improvement Grant. Throughout her career, Calli has worked to advocate and promote Indian Education for All implementation and infusion. Her work earned her the Teresa Veltkamp Advocacy Award. Calli was also the lead instructional coach for the OPI IEFA Grant, awarding the district additional funding since 2019.

Macie Members consist of is composed of representatives of the eleven tribal groups in Montana and other groups working in the interest of Indian people. Members are Dawn Bishop-Moore, Rodney Bird, Levi Black Eagle, Marcy Cobell, Dugan Coburn, Jason Cummins, Michelle Crazy, Michael Dolson, Jonathan Jay Eagleman, Harold Dusty Bull, Jordan Lankford Forster, Hillary Gourneau, Melissa Hammett, Iris Killeagle, Susie Hedalen, Richard Little Bear, Jeremy MacDonald, and Angela McLean.

The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As an advisory board, and partner with American Indian education improvement the mission is to provide for more effective and meaningful participation by Indian people in the planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.



Goals:

1. Community, family, and parental engagement with the 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, and 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 students' 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.

With the purpose and goals, the MACIE committee created areas of focus that will drive decision-making and recommendations.

✓ Graduate rates/dropouts

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

✓ Mental health

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

From the previous areas of focus, MACIE has recommended the AISA Task Force create a guidance document in the areas of 1) Grief 2) MMIWP 3) Restorative and Trauma Informed Practices.