

# 10<sup>th</sup> Annual

Indian Education for All  
Best Practices Conference

*Building Bridges, Building Relationships.*



**February 21-23, 2016**

Crowne Plaza

Billings, MT



**Indian Education**

Montana Office of Public Instruction  
Denise Juneau, Superintendent

# **TABLE OF CONTENTS**

**Map of Crowne Plaza Meeting Rooms.....1**

**Agenda at a Glance MONDAY.....2**

**Agenda at a Glance TUESDAY.....3**

**Keynote Speaker and Session Summaries.....4**

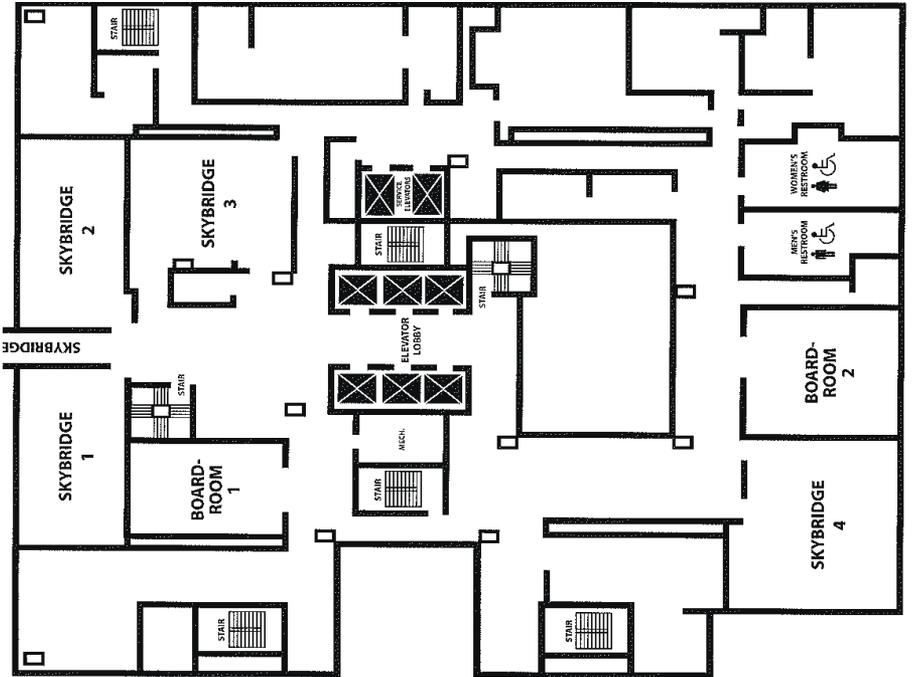
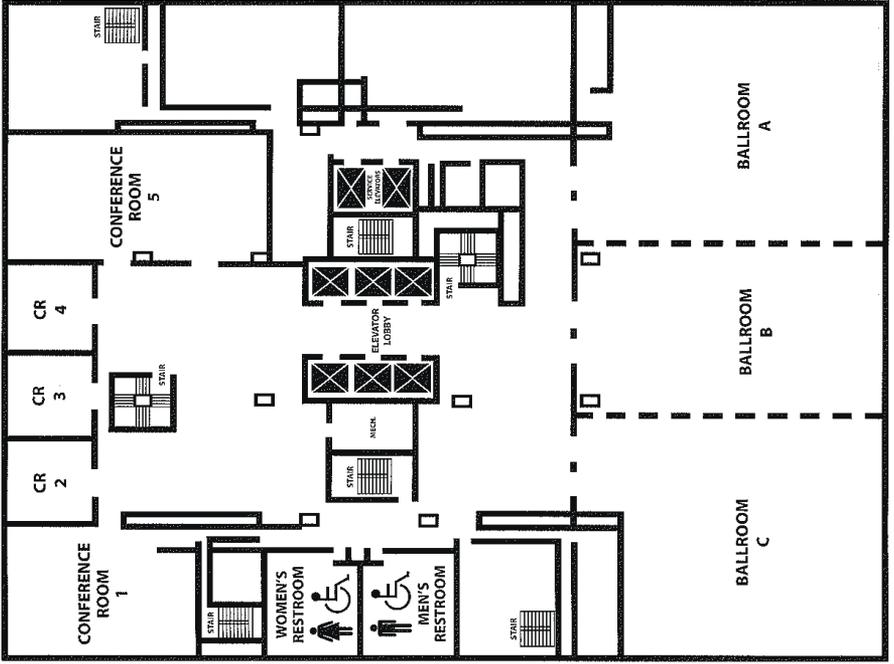
**MCA 20-1-501 Indian Education for All.....15**

In the folders you received at registration you will find a conference feedback form, a personal reflection guide, and credit renewal form. Thank you for taking the time to provide us with feedback. It is extremely useful as we plan for future conferences.

Welcome to the 10th Annual Indian Education for All Best Practices Conference: Building Bridges, Building Relationships. Please let us know if you have any questions while you're here.

**OPI Indian Education Division Staff**

Mandy Smoker Broaddus, Joan Franke, Natalee Hawks, Mike Jetty, Stephen Morsette, Sarah Pierce, Jennifer Stadum, and Donnie Wetzel.



AGENDA AT A GLANCE

**MONDAY, February 22, 2016**  
8:00-5:00

OPENING AND WELCOME – BALLROOMS 3<sup>RD</sup> FLOOR

8:00-9:00 Registration and continental breakfast  
9:00-9:15 Red Elk Drum and Opening Remarks

9:15-9:45 **Teresa Veltkamp Advocacy Award for Excellence in Indian Education for All Presentation**

9:45-10:30 **IEFA Panel Discussion**

10:30-10:45 **BREAK**

10:45-12:00 **SESSION ONE**

SESSION AND TIME	CONFERENCE 1 (3 <sup>rd</sup> floor)	CONFERENCE 5 (3 <sup>rd</sup> floor)	SKYBRIDGE 1 (2 <sup>ND</sup> floor)	SKYBRIDGE 2 (2 <sup>ND</sup> floor)	SKYBRIDGE 3 (2 <sup>ND</sup> floor)	SKYBRIDGE 4 (2 <sup>ND</sup> floor)
ONE 10:45-12:00	L. Scott and L. Bertelsen <u>Understanding and Shifting Mindsets in Mathematics</u>	G. McCarthy <u>Northern Cheyenne Odyssey</u>	J. Calder and K. Guilez <u>Home Visits Welcome, Honor &amp; Connect Families</u>	J. Jeffers <u>Perspectives in American Indian Culture</u>	R. Charette and J. Sanders <u>Building a Medicine Wheel</u>	C. (Bill) McLaughlin <u>Cross Curriculum Science and Culture</u>

12:00-1:15 NETWORKING LUNCHEON (BUFFET) – BALLROOMS 3<sup>RD</sup> FLOOR

1:30 – 3:45 **INTENSIVE SESSION TWO**

SESSION AND TIME	CONFERENCE 1 (3 <sup>rd</sup> floor)	CONFERENCE 5 (3 <sup>rd</sup> floor)	SKYBRIDGE 1 (2 <sup>ND</sup> floor)	SKYBRIDGE 2 (2 <sup>ND</sup> floor)	SKYBRIDGE 3 (2 <sup>ND</sup> floor)	SKYBRIDGE 4 (2 <sup>ND</sup> floor)
TWO 1:30-3:45	B. Taylor/C. Valandra <u>Double Ball and Systems of Equations</u>	J. Moe/S. Doyle/S. Aaberg <u>Archaeology in the Apsaalooke Homeland</u>	G. McCarthy/D. Wilson/J. Robinson <u>Tribal Sovereignty Issues and Perspectives</u>	J. Lind/B. Wendt <u>Water: More Precious Than Gold</u>	K. Schlaht/F. Charette <u>What the French Left Behind</u>	C. Olsen <u>The Power of Place: Place-Based Approaches</u>

4:00 – 4:45 **CULTURAL CONTINUUM** – BALLROOM: Eagle Dancers (regalia and dance demonstration by students)/IEFA Fair  
Cookies and Milk!

AGENDA AT A GLANCE						
TUESDAY, February 23, 2016						
7:30 a.m. - 3:00 p.m.						
7:30 - 8:30 BREAKFAST BUFFET – BALLROOMS 3 <sup>RD</sup> FLOOR						
8:30 - 9:45 SESSION THREE						
SESSION AND TIME	CONFERENCE 1 (3 <sup>rd</sup> floor)	CONFERENCE 5 (3 <sup>rd</sup> floor)	SKYBRIDGE 1 (2 <sup>ND</sup> floor)	SKYBRIDGE 2 (2 <sup>ND</sup> floor)	SKYBRIDGE 3 (2 <sup>ND</sup> floor)	SKYBRIDGE 4 (2 <sup>ND</sup> floor)
THREE 8:30-9:45	C. Sugg <u>Contemporary Indian Art</u>	S. Prinzing <u>Montana Indian Musicians</u>	R. Ferris <u>Creating Trading Cards</u>	N. and J. Stiffarm <u>Respect, in your school/classroom</u>	M. Small/R. Little Plume <u>Traditional Healing</u>	T. Grewell <u>Montana History Interactive Notebooks</u>
10:00-11:15 SESSION 4						
FOUR 10:00-11:15	P.Bartlett/J.Gladstone <u>CMR- CSI</u>	J. Anderson <u>Tan Your Hides with Chemistry</u>	K. Hurin/J. Hinchman <u>Cultural Proficiency</u>	H. Hunts/E. Dratz/ S. Flatlip <u>Academic Achievement/Nutrition</u>	R. Lovec/V. Not Afraid. et.al. <u>Livingston/Pryor: Cross Cultural Exchange</u>	H. Wallace/ K.Spurzem <u>Building Bridges with Social Justice</u>
11:15-11:45 CHECK OUT OF HOTEL/PACK UP CARS BREAK						
11:45 - 1:30 LUNCH AND KEYNOTE ADDRESS						
Served Luncheon and Keynote Speaker: RunningHorse Livingston						
1:40-2:55 SESSION FIVE						
FIVE 1:40-2:55	M. Beaumont <u>IEFA &amp; Holocaust Education: The Writing Project Way</u>	M. Jetty <u>Strategies: Tribal Sovereignty</u>	K. Manley-Coburn, et.al. <u>The Indian Reading Series Revisited</u>	B. Paddock <u>Crafting Community for Equality/Empowerment</u>	D. Meyers <u>Cultural Heritage as Identity</u>	S. Greene/T. Loken/T.Jansen <u>Using Native Medicinal Plants in Life Science</u>
OPI Staff will sign CEU forms upon the completion of sessions attended. Please complete and turn in the feedback form. We always want to improve.						

**Keynote Speaker: RunningHorse Livingston**  
**The Path to Achievement: Together We Will Thrive!**  
**RunningHorse Livingston**

RunningHorse Livingston is the founder and CEO of Mathematize Inc., whose mission is to promote education and educationally related opportunities for Native American people. RunningHorse, a nationally recognized educator and consultant, has spent 14 years helping teachers across the country make sense of their roles in the age of global education standards and making schools more constructive places for Native American children. He is an expert in mathematics instruction and school reform.

A member of the Bad River Band of Lake Superior Chippewa, he has for the past 10 years, provided professional development to teachers, school administration, school boards, and tribes around the nation in the areas of mathematics and school and tribal professional relations. RunningHorse's hundreds of hands-on workshops and conference presentations are known for being thoughtful, practical, and entertaining. He has spoken at dozens of prominent conferences in the United States.

Throughout the year, RunningHorse travels to both public and tribal school districts to assist in the implementation of culturally responsive pedagogy. Most recently, RunningHorse contributed his pedagogical insight to an exploratory study by the Mid-continent Research in Education Laboratory into the effectiveness of teaching approaches on student achievement. RunningHorse believes that in our society, culturally responsive teaching reflects democracy at its highest level. It means doing whatever it takes to ensure that OUR children are achieving and ever moving toward realizing their potential.

**The Path to Achievement: Together We Will Thrive!**

The bridge between research and practice is a work in progress. While research has thoroughly outlined the challenges in our schools and communities, the way to confront and overcome them is largely undetermined. Montana has forged the way in bridging the gap between mainstream and Indian education. Yet, despite decades of initiatives and legislation surrounding Indian Education, Native American students still underperform academically. Why? While there is still much contention toward Common Core, it has afforded Native American communities an opportunity to systemically impact teaching and learning. To take advantage, we must go further than

acknowledging where history has taken us. We must integrate our shared experiences into the epistemological framework of modern education, while maintaining our sovereign identities as tribal nations. We must create from our current and past realities a more familiar, more responsive, safer learning environment for our children. This requires building relationships across cultural, generational, and professional distinctions. We have endured a long path as Native American people, which has prepared us for the long road in front of us. Together, we will thrive.

## **SESSION SUMMARIES**

### **Monday General Session: 9:45-10:30 a.m.**

Perspectives regarding our IEFA Journey: A Panel Discussion Modeling Essential Understandings Two and Six

We will hear from 3 panelists who will share their unique insights and perspectives regarding IEFA...

**Norma Bixby** (Tsetsehesestahase – So'taa'eo'o - Northern Cheyenne) Tribal Education Director for the Northern Cheyenne Tribe and former state legislator.

**Everall Fox** (A'aninin- Gros Ventre) Superintendent, Flandreau Indian School – former OPI Indian Education Director and Montana school administrator.

**Carolyn Rusche** (Nakoda – Assiniboine) Kindergarten Teacher, Billings Public Schools.

### **Monday Session One: 10:45 a.m. - 12:00 p.m.**

Skybridge 1 - Jennifer Calder and Kara Guilez  
Montana KIDS COUNT, Missoula; Indian Student Achievement K-12

#### **Home Visits Welcome, Honor & Connect Families**

All families want to feel welcome in their schools, honored for what they do, and connected to what their children are learning. But how do schools do this? The Parent Teacher Home Visit Project is a nationally recognized model in which teachers reach out to families through home visits in order to build trusting relationships focused on hopes and dreams for the child. Teachers and a parent from Poplar will share their experiences with home visiting and the powerful impacts on teaching and learning for all.

Skybridge 2 - Jacie Jeffers  
Billings Senior High; Social Studies 9-12

### **Perspectives in American Indian Culture**

Students will be able to identify specific federal policies which lead to changes in the American Indian way of life. Students learn tribal sovereignty in Government and structures of society in the 12th grade social science course to understand similarities and differences among, within, and from tribe to tribe.

Skybridge 3 - Reno Charette and Jeff Sanders  
MSU Billings; Social Studies K-12

### **Building a Medicine Wheel**

This presentation will help teachers integrate contemporary American Indian culture, philosophy, and respect for military service through building an actual medicine wheel. We will use the four quadrants of the medicine wheel philosophy to honor Native veterans from WWI through the Global War on Terrorism. This presentation will guide teachers through an experiential activity that builds teams, cooperation, Native pride, and community.

Skybridge 4 - Charles (Bill) McLaughlin  
MSU Bozeman; Science K-12

### **Cross Curriculum Science and Culture**

Small groups of students select a (Montana) plant to study where the plant grows and plant anatomy, use of the plant (and extracts) in Native culture, present day scientific explanation of extract effectiveness, and chemical properties of the key ingredient. This may be adapted to ecology, biology, and chemistry courses. I have been using this in Analytical Chemistry (at MSU) as the first assignment of the semester. Groups do oral presentations of their work. A poster could also be substituted for this. Examples and resources will be presented. Science integrated to IEFA can often be a challenge, but this project has been an effective strategy I have used over the past four years.

Conference Room 1 - Lisa Scott and Lei-Anna Bertelsen  
Math Consultants, Billings; Math/Indian Student Achievement K-12

### **Understanding and Shifting Mindsets in Mathematics**

Building Bridges and Building Relationships because teachers of Native students may have fixed mindsets when it comes to how they teach mathematics that does not fit the ways students learn. Also, Native students may have a fixed mindset about learning mathematics or not being able to learn mathematics. This presentation will help educators

learn about growth mindset and how to recognize their mindset as fixed or growth. It will give teachers tools and resources for shifting their mindset from fixed to growth and how they can assist student in shifting their mindsets about learning mathematics.

Conference Room 5 – Glenda McCarthy  
Billings Public Schools; Social Studies/English Language Arts 6-12  
**Northern Cheyenne Odyssey**

This unit provides powerful texts for history and English teachers, especially as it pairs with Homer’s Odyssey. Developed in partnership with Billings’ Western Heritage Center and Northern Cheyenne people, the texts are rich in Essential Understandings and Common Core opportunities. Fifteen pages of tribal history document the Fort Robinson Breakout. Teachers will explore further perspectives through an online interactive game created by Mission US, Richard Little Bear’s poem “We Are the Spirit of These Bones”, and media coverage. Suggested student responses include a graphic organizer and essay comparing and contrasting Homer’s epic and the Northern Cheyenne Odyssey.

### **Monday Intensive Session Two: 1:30 p.m. – 3:45 p.m.**

Skybridge 1 – Glenda McCarthy, Dana Wilson, and John Robinson  
Billings Public Schools; Social Studies/English Language Arts 6-12  
**Tribal Sovereignty Issues and Perspectives**

Although tribal sovereignty is one of the Essential Understandings Regarding Montana Indians, it can be challenging for teachers because it is complex and typically omitted from textbooks. Billings teachers have used resources created by Julie Cajune and Montana Indian Education Association to give students an introduction to tribal sovereignty, and then worked with Crow and Northern Cheyenne leaders (Dana Wilson, Vice Chair of the Crow Tribe, and John Robinson, former Northern Cheyenne Tribal court Judge and President). Listen to their insights, share the classroom materials created, and explore some articles on “live issues” of tribal sovereignty.

Skybridge 2 - Janna Lind and Bruce Wendt  
Billings Public Schools; Social Studies/English Language Arts 9-12  
**Water: More Precious Than Gold**

In an effort to bridge cross-cultural understandings, two teachers from the Billings School District express their knowledge of Indian culture and rights within Montana as a way to teach the issues of the American

West. This presentation discusses how teachers can incorporate geography, politics, and history in teaching students to understand the complexities of explaining the heritage of Indian people in 2015. Teachers will learn the cutting edge National Standards for the Social Studies (the C3 Framework). The overall emphasis is how water rights issues today stem from the treaty process of the 1850s. The political connection helps teachers and students gain a better understanding of diverse cultures.

Skybridge 3 - Kami Schlaht and Fred “Jiggs” Charette  
Billings Senior High; Social Studies/French/English Language Arts  
6-12

### **What the French Left Behind**

Get “enlightened” on the origins of the Metis language by learning history about the French fur-trappers coming to America and see how they interacted with the Native Americans to create traditions and language that is still alive today, even in Montana! Get ideas on how to incorporate IEFA into a foreign language classroom (highlighting French). Co-presenter Fred “Jiggs” Charrette will share about the history and living culture of the Metis in spite of struggles due to assimilationist policies.

Skybridge 4 – Casey Olsen  
Columbus High School; Social Studies/English Language Arts 6-12

### **The Power of Place:**

### **Place-Based Approaches to Researching Indigenous Montana Histories**

This model student research project is intended to help Montana teachers accomplish this professional responsibility, in a manner that is meaningful and even transformational, by conducting research with their students about local Native American histories in their community. The Power of Place is intended to flexibly guide teachers through the challenging and rewarding process of researching with students in their local landscapes.

Conference Room 1 - Brooke Taylor and Clint Valandra  
Billings Senior High; Math 6-12

### **Double Ball and Systems of Equations**

Participate in a lesson that gets you moving and considers the math behind the game of double ball. We will explore the background of the game, how to make materials, the rules of the game, and the lesson that can be used in a math classroom as a review of systems of equations with extensions.

Conference Room 5 - Jeanne Moe, Shane Doyle, and Steve Aaberg  
Project Archaeology; Bozeman; Social Studies/English Language Arts/  
Science K-12

### **Archaeology in the Apsaalooke Homeland**

Beginning in 2010, members of the Crow Nation worked with archaeology educators to develop a curriculum on the excavations at the Absaroka Agency, the second Crow Agency. The curriculum explores the changing lives of the Apsaalooke people as they transitioned from hunting and gathering to settled reservation life. It was a difficult time and the archaeological record reveals both the changes in Apsaalooke life and the continuities from earlier times. The curriculum and 2011 excavations at the Agency brought archaeologists and members of the Crow Nation together to build powerful new relationships based on honoring Crow history and opportunities for further collaboration.

### **Tuesday Morning Session Three: 8:30 a.m. - 9:45 a.m.**

Skybridge 1 - Ruth Ferris  
Billings Public Schools; English Language Arts/Social Studies/  
Technology K-8

#### **Creating Trading Cards for the Classroom**

Trading Cards are great tools in the classroom. They can be used as a jumping off places for research projects. They can also be used to dig deeper into a topic. Participants will receive a lesson and graphic organizer with one way to use the cards and will create one card of their own.

Skybridge 2 - Nancy C. Stiffarm and John Stiffarm  
Hays-Lodgepole Schools; Indian Student Achievement K-12

#### **Respect, in your school, in your classroom...**

Our students lack respect for themselves and others; this needs to change as this affects us all. As their educators, we play an important role in their life, not only by teaching the required curriculum but teaching them how to interact, role modeling behavior, and just spending time in the class with them each day. Educators will hear our experience with respect in our schools and classrooms as educators, American Indians, and community members. Educators will brainstorm ideas on how to make a positive and effective change when it comes to respect in our schools.

Skybridge 3 - Melody Small and Raquel Little Plume  
Browning Public Schools; Science 6-12

### **Traditional Healing through Indigenous Plants**

This project encompasses culturally congruent information and methods that will support a deeper understanding to Indigenous ideology. Using plants to make tea the Blackfeet people have used for generations, students learn about traditional healing practices and the methods used to cultivate and gather them. Western science is developed throughout the unit that can be tied into botany, photosynthesis, the Calvin cycle, and ecological practices.

Skybridge 4 - Tammie Grewell

Ponderosa School, Billings; Social Studies/English Language Arts K-8

### **Montana History Interactive Notebooks and More**

I have created an interactive notebook for Montana History. It presents ideas from both the European and the Native Perspectives. All learning styles are incorporated. It goes from the basics to the Western Movement/Eastern Invasion. This is based on a textbook that is online and approved by our own Jennifer Smith, IEFA director. I have done four summer sessions to teach other teachers how to build their own and use it in their own classrooms (Funded by IEFA Billings). This goes beyond naming the tribes and reservations, and gives kids the actual history of Native Americans in Montana and how their lives have changed through the years.

Conference Room 1 - Cathryn Sugg

Artist in Residence, Glasgow; Art, Cross Curricular K-12

### **Empowered Teaching through Contemporary Indian Art**

Learn basic pedagogies for visual language inclusion in your classroom. We will cover the importance of student engagement practices that utilize this primary language, which is multi-cultural and cross- disciplinary. Relevant in EVERY subject and grade, a catalyst for empowered discussions on course content, a means to increase cultural awareness and understanding, and a tool for Indian Education for All inclusion in your classroom. Learn basic art integration techniques through the work of contemporary Indian artists who investigate tribal heritage from current and historical perspectives; who examine romanticism, cultural appropriation, social evolution, and tribal preservation through their art.

Conference Room 5 - Scott Prinzing  
MusEco, Billings; Social Studies/English Language Arts/Music K-12

### **Montana Indian Musicians: Diverse & Distinct**

Many Montanans associate American Indian music solely with powwow drumming or the Native American flute. Varieties of both of these musical forms are important to Indians all across America. However, Indians have also contributed to American music in virtually every genre, including traditions often associated with distinctly non-Indian ethnic groups, like rap, reggae, and country western. With particular attention given to the artists profiled in the Montana Indian Musician Profile series (a series produced by the speaker), this presentation will explore the talents, stories, perspectives, and musical contributions of Indian musicians today. Lesson plans will be provided.

## **Tuesday Morning Session Four: 10:00 a.m. – 11:15 a.m**

Skybridge 1 - Katie Hurin and JoLena Hinchman  
Great Falls Public Schools; Cultural Proficiency K-12

### **Cultural Proficiency and IEFA Implementation**

Who has culture? Everyone! This workshop aims at the first step of IEFA implementation: cultural proficiency. Cultural proficiency is all about understanding that everyone has his/her own unique values, assumptions, and beliefs—teachers, students, administrators, parents, etc. In order to effectively implement IEFA lessons and to build meaningful relationships, teachers must first start with an understanding of cultural proficiency. Creating culturally proficient relationships requires an ongoing journey of self-reflection and a commitment to learning about others. Join us for this workshop where we will focus on self-examination so we may deepen our understandings, address inequities, and embrace the rich cultural diversity of our unique community.

Skybridge 2 - Holly Hunts, Ed Dratz, and Scott Flatlip  
MSU Bozeman; Health Enhancement/Science/Family and Consumer Science/Indian Student Achievement K-12

### **Improving Academic Achievement through Nutrition**

Do you know how big a role nutrition plays in academic achievement? Children with optimal nutrition levels have better memory, more focus, and outperform their peers on nearly every measurement of academic achievement. In this session, you will learn about an innovative nutrition project going on at the Crow reservation. Across the

reservation, teachers from middle schools and high schools, along with MSU undergraduate students and researchers, are working together to improve students' nutritional status, academic achievement, traditional food and nutrition knowledge, and increase students' scientific research capacity.

Skybridge 3 - Robin Lovec, Valerie Not Afraid, Vicki Schwarz, and Jessica Hanson

Eastgate Elementary, Livingston and Pryor Elementary, Pryor; Cross Curricular K-12

### **Building Bridges, Building Friendships**

This project is a collaboration between Pryor (Apsaalooke) and Livingston, Montana fifth grade students and teachers. The project encompasses lessons that examine stereotypes, provide initial steps for building a cross-cultural relationship, team building, and constructing background knowledge for creating a sense of place in a local area. Finally, it culminated in a cross-cultural dinner and outdoor field day at a significant historic site. This place-based educational experience aims to rekindle an honored relationship with the people of the past and the land they inhabited and forge new relationships.

Skybridge 4 - Heidi Wallace and Kim Spurzem

National Coalition Building Institute, Missoula; Cultural Proficiency K-12

### **Building Bridges for Implementing IEFA**

This interactive and experiential workshop will: provide participants with an opportunity to identify their own cultural lenses and deepen their understanding of the lenses of others; provide a theoretical framework to understand systematic oppression and identify each individual's role in both perpetuating and interrupting oppression; engage participants in a teach and learn by working in small groups to identify challenges and successes in implementing IEFA; have participants examine a developmental model of identity development; increase self-awareness and foster understanding by exploring messages internalized around race and racism; and develop skills to shift prejudicial attitudes, stop inappropriate behavior, and transform oppressive systems.

Conference Room 1 - Patti Bartlett and Jack Gladstone

Seeley Lake Elementary; English Language Arts/Social Studies/Art/Music K-12

### **Charles Marion Russell - Cultural Scene Investigation**

Charles Marion Russell - Cultural Scene Investigation is a program

designed to introduce students to the work of Charles Marion Russell (1864-1925). Students will be introduced to and inspired by Charlie Russell's masterwork, "When Land Belonged to God," while listening to original lyric poetry composed and performed by Jack Gladstone. Utilizing visual learning techniques, students will analyze and discuss several of Russell's paintings, including how American Indian Sign Language is employed within the artwork. Students will dedicate a short composition inspired by their chosen painting. Their writing should include events that occurred prior to, within, and in the aftermath of the image depicted.

Conference Room 5 – Jessica Anderson, 2016 Montana Teacher of the Year

Powell County High School, Deer Lodge; Science 8-12

### **Use Your Brains: Tan Your Hides with Chemistry**

Brain tanning is the process of softening a hide using the oils found in the brains of an animal. This process, used by Montana American Indians, is embedded in the world of chemistry, specifically phospholipids. In this session, educators will examine the chemistry behind brain tanning and will be given a hands-on opportunity to brain tan a hide. Educators who are not afraid to get their hands dirty and are looking for an opportunity to incorporate IEFA into their curriculum should attend this workshop. The objectives for this sessions are to understand how Montana American Indians used science to tan hides for material items and to incorporate the brain tanning process into the curriculum.

## **Tuesday Afternoon Session Five: 1:40-2:55 p.m.**

Skybridge 1 - Kathy Manley-Coburn

Cayuse Prairie, Kalispell; English Language Arts/Music/Native Languages K-12

### **The Indian Reading Series Revisited**

Teachers will learn the history of The Indian Reading Series, will read one story from the Series, will learn an original song about the story, and will learn American Indian Sign Language to go with the song. This interactive workshop will be taught by Kathy Manley-Coburn, Rob Quist, and Mariah Gladstone and will culminate in a mini concert.

Skybridge 2 - Bridgett Paddock

Billings Public Schools; English Language Arts 6-12

### **Crafting Community for Equality and Empowerment**

The creation of community does more than simply show students their similarities and differences. It does more than just give them a voice. Crafting community is a move to prejudice reduction in the classroom community, the school community, and the society in which we live.

Skybridge 3 - Dominic Meyers

Polson, Montana Behavioral Institute; Indian Student Achievement, K-12

### **Cultural Heritage as Identity**

This presentation will explore the complex topic of identity and identity formation and how the complex histories of each tribe shapes culture and individuals in Montana.

Skybridge 4 - Shirley Greene, Trish Loken, and Tricia Jansen

Billings Public Schools; Science 5-8

### **Using Native Medicinal Plants in Life Science**

Our activities will show how Montana Native Americans use medicinal plants. We will share a dichotomous key, as well as an experiment using black worms to observe the effect of different plants on their heart rate. Students learn how plants can be used as natural remedies.

Conference Room 1 – Marcia Beaumont

Billings Public Schools; English Language Arts/Social Studies K-12

### **IEFA & Holocaust Education: The Writing Project Way**

Participants will learn, write, reflect, and share as they consider the similarities of the Jewish Holocaust and the American Indian experience. Heads and hearts combine in the writing process allowing participants to make sense of past atrocities. The challenge comes in teaching and inspiring students to create classrooms and communities where social justice is an essential ingredient. It is never just about the facts. What we humans do with our knowledge is what matters.

Conference Room 5 – Mike Jetty

Montana Office of Public Instruction Indian Education – K-12 all content teachers

### **Ideas, Resources and Strategies for Teaching about Tribal Sovereignty**

This session will provide examples of IEFA resources, materials, and lessons that support the teaching of tribal sovereignty, federal Indian policy, and current American Indian issues. The workshop will actively engage educators with hands-on activities and strategies for teaching about sovereignty. All Montanans should have an awareness and understanding that American Indians have a unique legal and political relationship with the federal government and know why it is important and relevant today.

## **Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS**

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state 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. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

### **MCA 20-1-501 (Indian Education for All)**

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution: (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments. (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.



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