



Indian Education for All
&
Indian Language Preservation
Update

State Director of Indian Education
Dr. Brooke Gondara
&
Matt Bell Language and Culture
Spec.





Article X of the Montana Constitution (1972)

(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.



Indian Education for All – MCA 20-1-501 (1999)

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**.

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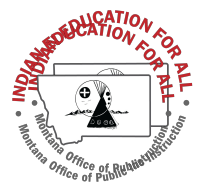
IEFA Unit Update

Increased Accountability and Reporting Requirements

- As a result of legislative updates to 20-1-501, MCA have worked to increase our **IEFA reporting requirements regarding appropriate uses of funds.**
- In addition, as part of accreditation requirements all schools must submit an **Integrated Strategic Action Plan that includes specific examples of how they are implementing IEFA.**

IEFA Professional Development

- IEFA staff are working to support schools based upon the new ISAP data to provide relevant support. We collaborate with a variety of statewide partners to assist in our ongoing implementation efforts.
- Recently revised our PD supports so we can better provide relevant and ongoing IEFA supports for staff beyond the “one and done” workshop.
- IEFA on-line supports include webinars featuring cultural presenters from MT tribes.
- **Approximately 60 in-person and virtual presentations during the last school year for over 2600 teachers and students.**



Indian Education for All Unit
Montana Office of Public Instruction

IEFA Unit Update

IEFA Professional Development

- During the 2024- 2025 school year **323 teachers** took one of our recorded webinars. The IEFA Unit has over **80 on-line** webinars posted on our website that cover a wide range of topics from boarding schools, ethnobotany, tribal sovereignty and teaching about contemporary issues.
- 6 Teacher Learning Hub courses – The Introduction to IEFA Course has had **approximately 10,000 teachers complete it** since 2016. During the 2024/25 school year **1807 teachers** completed IEFA hub courses.
- The 2025 Best Practices had approximately **200 attendees and it featured 47 workshops** that covered a wide range of topics.

IEFA Curriculum Resources


- IEFA YouTube channel hosts **310 videos** with over 50,000 views.
- Over **100 model lesson plans** for various content areas and grade levels. i.e. We have 110 lesson plans just for Social Studies.
- Native Film Club partnership with the Big Sky Film Festival featured 3 Native American documentary films that were viewed by **2,744 students in 42 schools** across Montana.
- Ongoing work to incorporate IEFA into our accreditation and content standards and statewide assessments.



Indian Education for All Unit
Montana Office of Public Instruction

Senate Bill 181 – Updating Indian Education for All

AN ACT GENERALLY REVISING EDUCATION LAWS TO STRENGTHEN THE STATE'S COMMITMENT TO PRESERVING AMERICAN INDIAN CULTURAL INTEGRITY UNDER ARTICLE X, SECTION 1(2), OF THE MONTANA CONSTITUTION; **REVISING INDIAN EDUCATION FOR ALL LAWS TO EMPHASIZE TRIBAL CONSULTATION AND THE ROLE OF INDIAN LANGUAGE AND CULTURAL SPECIALISTS**; PLACING ADDITIONAL REQUIREMENTS ON THE BOARD OF PUBLIC EDUCATION AND THE OFFICE OF PUBLIC INSTRUCTION TO IMPROVE INDIAN EDUCATION FOR ALL AND STRENGTHEN ACCOUNTABILITY:

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- (a) every Montanan, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
 - (b) every educational agency work ~~cooperatively~~ in consultation 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.

New IEFA Legislation SB 181

20-9-329. IEFA Payment



(5) (a) ~~A~~ If a school district ~~that~~ fails to file the annual report required under subsection (4) is ~~ineligible for the funding under this section,~~ the office of public instruction shall reduce the school district's BASE and maximum budget limits and BASE aid funding by the full amount of the Indian education for all payment for subsequent school fiscal years until the report is filed.

(b) If a school district files a report failing to show that all funds received under this section were spent for the purposes of subsection (4)(a), the office of public instruction shall reduce the school district's BASE and maximum budget limits and BASE aid funding under this section for the subsequent fiscal year ~~must be reduced by~~ the amount of funding received that was not spent for the purposes of subsection (4)(a).

(6) (a) The office of public instruction shall publish an annual report on the office's website listing any school districts that fail to report or satisfactorily report under subsection (4) of this section.

(b) When a school district fails to report or satisfactorily report under subsection (4) of this section, this failure must be noted in the school accreditation status reports established by the board of public education pursuant to 20-7-102."

New IEFA Feedback Portal



SB 181 amends sections 20-1-503 MCA.

Section 20-1-503, MCA, adds the requirement for the OPI to create and maintain an online portal to respond to and address feedback for improvement of the quality of American Indian studies. It requires OPI to respond to and address the feedback received in a manner that aims to continually improve the quality of American Indian studies; and report annually to the education interim committee and the state-tribal relations committee on the feedback received, responses provided, and improvements made under this subsection.

Portal Link: https://montanaopi.sjc1.qualtrics.com/jfe/form/SV_73ejad2wE41g6ma

The portal opened on August 12th.

As of August 19, 2025 OPI received 16 comments.

Besides contact info, school info, and comments, we also ask respondents two additional questions:

- Regarding Indian Education for All, have you voiced your concerns and suggestions with local school administrators? Y/N
- Have you visited with classroom teachers regarding their implementation of IEFA in their classrooms? Y/N

IEFA Legislation – Accountability and Funding



SB 181: Generally revise Indian education for all laws

Questions – Comments

Check out the IEFA website for guidance and resources for implementing current and new IEFA requirements.

- 2025
69th Legislature 2025

SB 181



AN ACT GENERALLY REVISING EDUCATION LAWS TO STRENGTHEN THE STATE'S COMMITMENT TO PRESERVING AMERICAN INDIAN CULTURAL INTEGRITY UNDER ARTICLE X, SECTION 1(2), OF THE MONTANA CONSTITUTION; REVISING INDIAN EDUCATION FOR ALL LAWS TO EMPHASIZE TRIBAL CONSULTATION AND THE ROLE OF INDIAN LANGUAGE AND CULTURAL SPECIALISTS; PLACING ADDITIONAL REQUIREMENTS ON THE BOARD OF PUBLIC EDUCATION AND THE OFFICE OF PUBLIC INSTRUCTION TO IMPROVE INDIAN EDUCATION FOR ALL AND STRENGTHEN ACCOUNTABILITY; CLARIFYING THE DUTIES OF THE OFFICE OF PUBLIC INSTRUCTION FOR FINANCIAL ACCOUNTABILITY OF INDIAN EDUCATION FOR ALL FUNDS PROVIDED BY THE STATE TO SCHOOL DISTRICTS; ESTABLISHING REPORTING REQUIREMENTS; REVISING A DEFINITION; AMENDING SECTIONS 20-1-501, 20-1-502, 20-1-503, 20-7-101, AND 20-9-329, MCA; AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, Article X, section 1(2), of the Montana Constitution states: "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"; and

WHEREAS, the Montana Legislature has honored this commitment in several ways, including through the creation of Indian Education for All; and

WHEREAS, accountability for school districts in providing Indian Education for All and for the funding provided by the Legislature for Indian Education for All has been lacking; and

WHEREAS, this lack of accountability has resulted in costly and protracted litigation.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Section 20-1-501, MCA, is amended to read:

Legislative
Services
Division

- 1 -

Authorized Print Version – SB 181

ENROLLED BILL



IEFA Best Practices Conference – 200 attendees from schools across Montana



Indian Education for All Hub Course Feedback



Education is the key to understanding and appreciating one another. By adding Indian education to our classrooms, we open doors for Montanans to learn about the unique perspectives and ways of life of American Indians. **This isn't just about breaking down stereotypes; it's about building respect for the varied histories that shape our state.**

Montana's strength lies in its diverse population, and we have a chance to lead by example in promoting cultural appreciation. In essence, preserving **Indian education in Montana is more than just a curriculum update; it's a commitment to building a society that values and respects every community.**



Current IEFA Hub Courses

- Introduction To Indian Education for All in Montana
- How to Use The Framework: A Practical Guide for Implementing IEFA
- Bison Restoration and Tribal Sovereignty In Montana
- Seamless Integration of IEFA Into Mathematics
- Teaching And Learning About Contemporary Issues In Indian Country

Essential Understandings Regarding Montana Indians

EU 1– Tribal Diversity

EU 2 – Individual Diversity

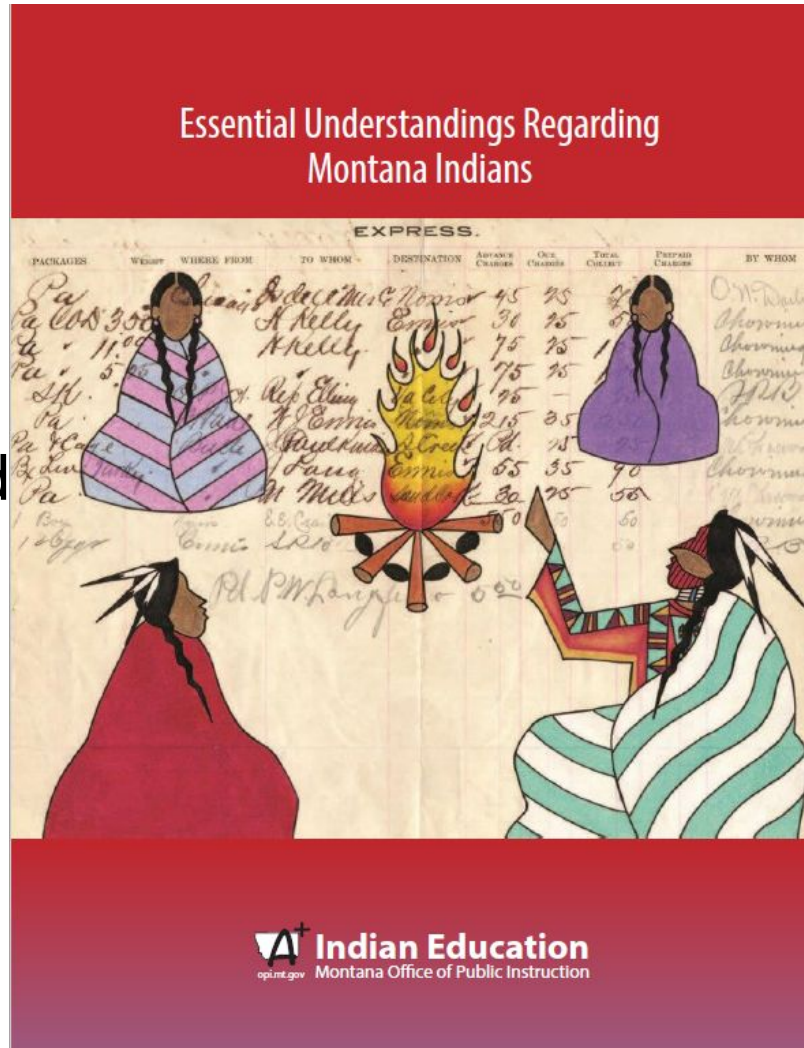
EU 3 – Beliefs, Spirituality, Oral Hist.

EU 4 – Reservations – land reserved

EU 5 – Federal Indian Policy

EU 6 – History from American Indian Perspectives

EU 7 – Tribal Sovereignty



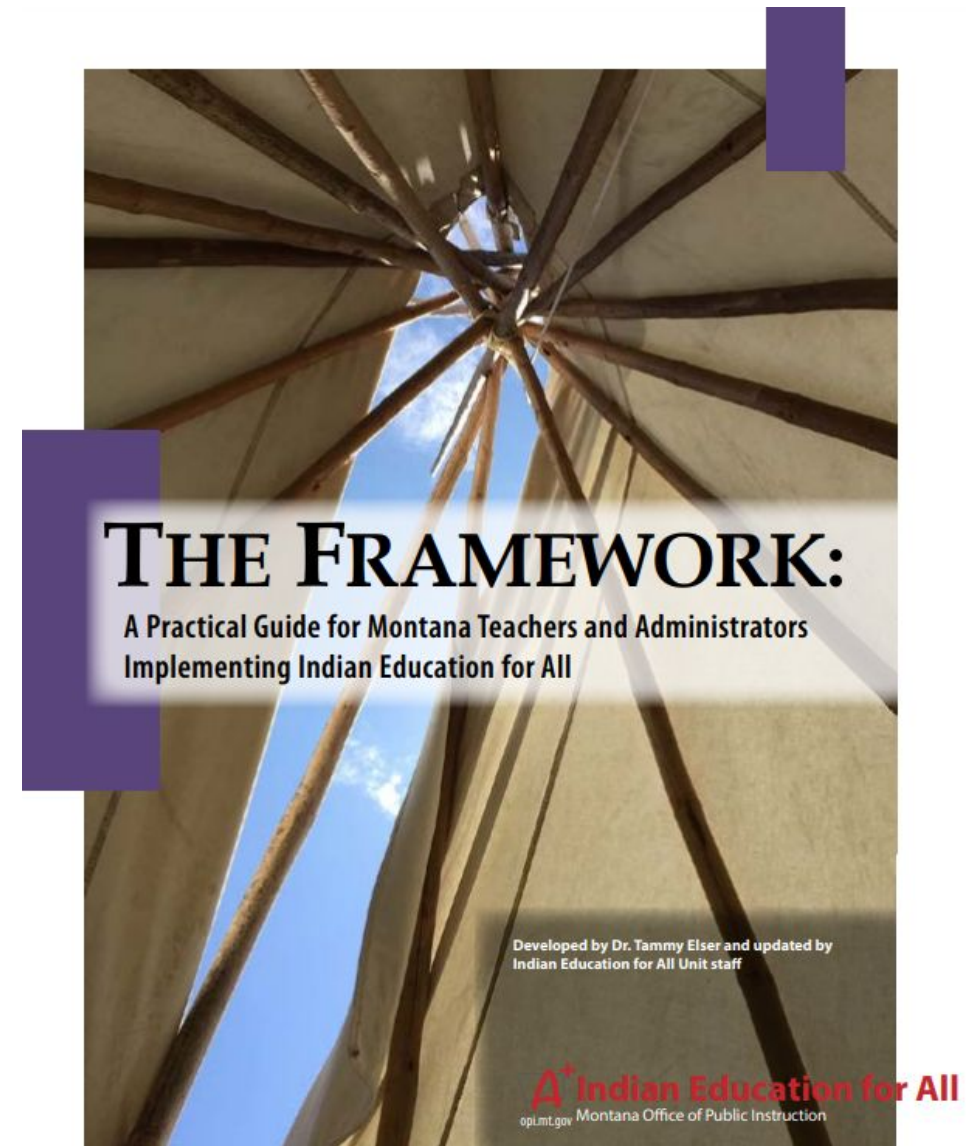
4 Main Themes:

- Diversity
- Culture
- History
- Sovereignty

(IEFA) Framework



- Designed to help school administrators and instructional staff understand and implement IEFA in a practical way
- Can serve as a bridge between theory and practice and between delivery of content and development of skills
- Can help schools move from an either/or to a both and more perspective
- IEFA Framework Hub Course



Framework For IEFA Planning And Integration

Policy and Planning

- Actionable Policy
- Diverse Team
- Shared Journey

Professional Development

- EU Proficiency
- Accurate, Tribally Specific Information
- Bias Recognition Strategies

Materials Review and Selection

- Evaluate for Accuracy and Authenticity
- Weed Out Inaccurate or Unnecessary Materials

ISAP IEFA Reporting

Standard: Academic Requirements				
J. Indian Education for All	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Does the district have policy and an education program aligned to the program area standards, at all levels, that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians?</p> <p> [ARM 10.55.901 (1)] [ARM 10.55.902 (1)] [ARM 10.55.904 (1)] [ARM 10.603.4(d)] [ARM 10.803(c)] [ARM 10.1003.2(a)(ii)] [MCA 20-1-501] [MCA 20-1-502] [MCA 20-1-503] </p>	<input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy AND <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band AND <input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups and made available to all certified and classified personnel	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy AND <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band AND <input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups* and made available to all certified and classified personnel AND <input type="checkbox"/> Integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas from each grade-band	
<p>DEFINITIONS</p> <p>"Content standard" means what all students should know, understand, and be able to do in a specific content area.</p> <p>"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.</p> <p>"Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: English language arts, arts, health and physical education, mathematics, science, social studies, career and technical education, technology integration, computer science, library media and information literacy, world languages, and school counseling.</p> <p>*MCA 20-1-502 3(c) - in-service training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists;</p> <p>GUIDANCE</p> <p>Grade-Bands - K-2, 3-5, 6-8, 9-12 (If you do not have all these grade-bands please submit one for each grade band that you have)</p> <p>Student Participation Evidence - 1 piece of evidence of student work samples reflecting IEFA-integration of evidence from each grade-band.</p> <p>Cooperation with Indian Tribal Groups - OPI curriculum resources for Indian Education for All have been developed in conjunction with the advice and assistance of cultural consultants from Montana Tribal Nations. In addition, members from the Montana Advisory Council on Indian Education have provided input and review of tribal-specific materials that are about the Tribal Nations they represent.</p> <p>Other Recognized Indian education resource specialists include the Office of Public Instruction IEFA team, Montana Indian Education Association, Tribal Education Department</p> <p>SAMPLE EVIDENCE MAY INCLUDE</p> <p>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</p> <p>District IEFA Policy Sample Evidence May Include: Recognition of Native American Cultural Heritage or IEFA Policy (2450) AND/OR other IEFA-related policies</p> <p>Student Participation Evidence for Each Grade-Band May Include: examples of student work from grade-band (K-2, 3-5,6-8, 9-12)</p> <p>IEFA-related Inservice Training Sample Evidence May Include: publication of the PD plan AND/OR school or consortium agendas from 1 PD showing it is being offered AND/OR evidence from consortiums PD AND/OR PD calendar AND/OR Hub courses completions (beyond IEFA 101) AND/OR OPI IEFA trainings AND/OR IEFA Best Practices Conference AND/OR Tribal Education Department professional development AND/OR consortium or district professional development AND/OR other nationally recognized professional development</p> <p>Integration Across All Content Standards Sample Evidence May Include: curriculum maps AND/OR scope and sequence AND/OR crosswalk document showing where the Essential Understandings are being taught from each grade-band (K-2, 3-5,6-8, 9-12)</p>				

Standard: Academic Requirements				
K. Indian Education for All	Deficiency (1)	Advice	Regular MD	Regular (4)
<p><i>Guiding Question:</i></p> <p>Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?</p>	<input type="checkbox"/> School has not assured or identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.	n/a	n/a	<input type="checkbox"/> School has assured and identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.
The information will be submitted within the accreditation platform.				

ISAP IEFA Reporting

Standard: Academic Requirements				
J. Indian Education for All	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Does the district have policy and an education program aligned to the program area standards, at all levels, that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians?</p> <p> (ARM 10.55.901 (1)) (ARM 10.55.902 (1)) (ARM 10.55.904 (1)) (ARM 10.603 4(d)) (ARM 10.803(c)) (ARM 10.1003 2(a)(i)) (MCA 20-1-501) (MCA 20-1-502) (MCA 20-1-503) </p>	<input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy AND <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy AND <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band AND <input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups and made available to all certified and classified personnel	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy AND <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band AND <input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups* and made available to all certified and classified personnel AND <input type="checkbox"/> Integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas from each grade-band


IEFA Curriculum Mapping


	August	Sept	October	November	December	January	February	March	April	May
Theme	Back to School - Harvest -	Native American Heritage Day - Last Friday of the Month	Buffalo	Native American Heritage Month	Celebration, Food, and Family	New Year or Oral and Written Stories	Astronomy	Women's History Month	Powwow Trail	Conservation
K	I Follow Rules	"I Know About Other People" Grades K-2							Bowwow Powwow Prk - 5	
1		I Know About Many Cultures								
2		I Know Who I Am: My Ethnic Heritage 1-2								
3	Crossing Boundaries Through Art: Seals of Montana Tribal Nations 3-5	Tribal Names								Geography of Montana Indian Reservations
4				Who Are the Me'tis?						Using Maps to Learn About Montana Reservations and Tribes
5				Quality of Information: Point of View and Bias						
6			Buffalo Economy and Red River Carts - Lesson 1 Lesson 2 Lesson 3					100 Year Movie		
7				Historical Inaccuracy in Movies - The Pocahontas Myth 7-8				Lily Gladstone		
8		Colonization and American Indian Perspectives 7-8		1621: A New Look at Thanksgiving 6-8				100 Year One Woman's Fight For Justice 8-12		
9				American Indians in the Military - a Warrior's Perspective 9-12						
10		Analysis of American Indians as Sports Mascots 9-12								
11				Analyzing Multiple Viewpoints - The Lewis and Clark Expedition						
12			Bison Restoration - Grades 6-12							
Science										
PreK		Rocks as Tools - Kindergarten								

IEFA Curriculum Mapping


	August	Sept	October	November	December	January	February	March	April	May
Theme	Back to School - Harvest	Native American Heritage Day - Last Friday of the Month	Buffalo	Native American Heritage Month	Celebration, Food, and Family	New Year or Oral and Written Stories	Astronomy	Women's History Month	Powwow Trail	Conservation
English										
PreK			Bowwow Powwow Prk - 5			Indian Reading Series - Ed Northwest PreK - 12				
K					Double! Not Half. K-2	Indian Reading Series - Ed Northwest PreK - 12				
1	Model Teaching Units LA - vol 1 K-2									
2	Model Teaching Units LA - vol 1 K-2									
3	Model Teaching Units LA - vol 2 3-4									
4	Model Teaching Units LA - vol 2 3-4							Thunderous by Writer Mandy Smoker		
5					Birchbark House 5-8					
6				Counting Coup: Becoming a Crow Chief on the Reservation and Beyond 5-8				100 years: One Women's Fight for Justice 6-12		
7						Code Talker a Novel About the Navajo Marines of World War II 6-8				
8						Beaver Steals Fire CSKT				
9						Fools Crow 9-12				
10		Birthright Born to Poetry 9-12								
11				Killing Custer: The Battle of the Little Bighorn and the Fate of the Plains Indians 11-12						
12								Two Old Women An Alaska Legend of Betrayal, Courage and Survival 6-12		

New IEFA Resources in Development


Your Guide to Understanding and Enjoying Powwows



Students from Ronan Native American Club – 2025
Best Practices Conference



What's in a name? Cars, Helicopters, Motorcycles and American Indians

Fast Facts

Curriculum Area: Auto Shop / Social Studies
 Grade Level: High School
 Suggested Duration: 2-3 Class Periods



Stage 1 Desired Results

Established Goals

- (4) The history content standards for ninth through twelfth grade are that each student will:
- (g) analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives;
 - (k) evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes.
- CTE.9-12 Career and Technical Education Standards for ninth through twelfth grade
 CTE.9-12.1.12 work productively in teams while using cultural/global competence by collaborating to address geographic, economic, cultural, or political issues considering multiple perspectives

Understandings

- Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a bias, and/or stereotype is basic to changing your perception and point of view.
- Stereotypes, and biases originate from misinformation, misperception, omission, and the distortion of information and ideas.
- Stereotyping, and biases end when people learn the origin of the misinformation/ distortion and actively participate to prevent it from continuing.
- Be aware of how American Indians have been misrepresented in American culture using Native American imagery and names of products.
- Students will further their knowledge of the [Essential Understandings Regarding Montana Indians](#).

Essential Questions

- What purpose does a product logo and/or name serve?
- What are some general stereotypes and biases regarding American Indians?



New IEFA Resources in Development

Resources for Teaching about Missing and Murdered Indigenous Peoples



Native Americans in Montana are four times more likely to be reported missing than their counterparts, according to a state Department of Justice report. And while Indigenous people comprise 6.5% of Montana's population, in 2025, they accounted for 24% of the state's active missing persons reports. More than 80% of people reported missing in 2023 were under the age of 18.



Established Goals - Montana Social Studies Standards

SS.CG.9-12.5 [evaluate](#) how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.

SS.H.9-12.3 identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts.

SS.CG.9-12.7 [explain](#) the foundations and complexity of sovereignty for federally recognized tribes in Montana.

SS.CG.9-12.12 evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels.

Understandings

Students will develop an understanding regarding contemporary American Indian issues and how the issues relate to the seven [Essential Understandings Regarding Montana Indians](#).

Students will understand how difficult it can be for tribal governments, state governments, local governments and the US government to work through contemporary issues such as MMIP.

American Indian people are continuing to navigate the legal system to ensure their people are thriving.

The issues surrounding MMIP are complex and understanding the contemporary and historical context is necessary for taking informed action to address this topic in a relevant manner.

Note: As you teach about this issue, be aware of possible emotional triggers and provide guidance where students could go for emotional support at the school and loop in school counselors/other support staff. If possible, consider utilizing local tribal knowledge keepers to provide cultural supports for students.

Indian Education for All Unit

More Like Her Model Lesson Plan

Indian Education for All Model Teaching Unit – Health Enhancement, English Language Arts and Social Studies

Introduction

This book and accompanying lesson plan explore the Missing and Murdered Indigenous People (MMIP) crisis present in Montana and elsewhere in the United States and Canada. It's anecdotally known that every Indigenous person in Montana knows someone who has gone missing and/or has been murdered. For this reason, the Office of Public Instruction hopes to bring more awareness and information about MMIP to prevent the loss of more Indigenous people. It is also for this reason that we recommend educators be mindful and observant of classroom interactions and ensure mental health services are available to students during class activities related to this book and any other proceeding MMIP awareness activities that may occur. If possible, [awe](#) recommend collaborating with counselors and Tribal Knowledge Keepers, if available in your community, to assist with administering this lesson plan and supporting students and school staff.



Discussing MMIP and related issues may be difficult for both students and school staff. Please be sure to practice self-care and ensure access to supportive services for student and staff while delivering this lesson. The skills and strategies the students learn will help with maintaining a safe and supportive learning environment.

Thank you for working with us to help prevent MMIP and keep our students safe.

Synopsis

Through a series of questions, *More Like Her* explores the MMIP crisis and gently asks readers to reflect on some of the factors contributing to the growing MMIP epidemic, including the differential treatment of cases involving Indigenous people as compared to non-Indigenous people. *More Like Her* was designed to create opportunities for discussion and purposely leaves space for students and educators to determine the depth and breadth of the discussion and exploration on the topics raised, making it appropriate for students grades 3-12. Note: Lesson could be adapted for younger grades with just a reading of the book along a discussion about the importance of safe behaviors and where to access support from adults in the school.

This lesson also includes an interview with *More Like Her* author, Jen Murphy. Jen describes her reason for writing the book and provides encouragement to others to pursue their passions, especially passions to help others.

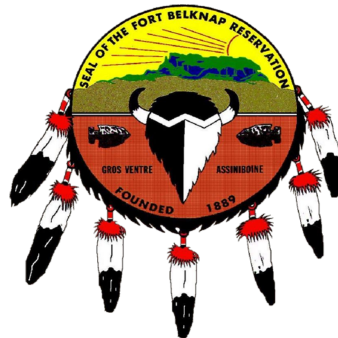
Tribal Flags



Tribal Flags – Red Lodge High School

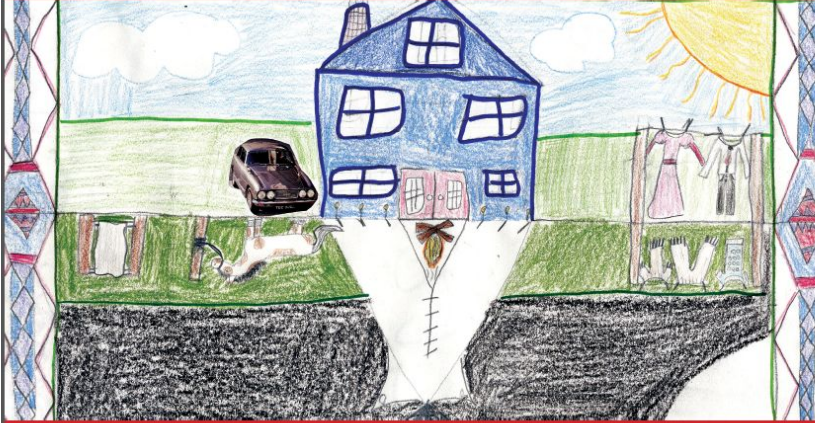


Central Elementary School - Helena



East Helena High School – Tribal Seals

Evaluating American Indian Materials and Resources for the Classroom



1. Which tribe or tribes are identified in this resource?
2. If the creator of this resource is not a tribal member, were tribal members, cultural committees, or knowledgeable experts consulted about the American Indian content in this resource?
3. Has this resource been reviewed by a tribal cultural committee, tribal historian, or other well qualified reviewer?
4. Is there anything about this resource that leads you to question the validity, accuracy, or authenticity of the information it presents about American Indians?



INDIAN EDUCATION FOR ALL



TRADITIONAL GAMES UNIT
Developed by the International Games Society

 Indian Education Division
api.mt.gov Montana Office of Public Instruction

Chapter 3

Theme

Sacred Plants

Location

Top of Big Horn Mountains

Storyline & Objectives

The student meets the Golden Eagle who guides them to collect 4 golden feathers that unlock the power of *Keen Sight*, finds a root digger to collect prairie turnips, plants and ultimately finding the mystical Chokecherry Tree.



Chapter 5

Theme

Buffalo Jump

Location

Grapevine Creek

Storyline & Objectives

The student meets a dog who offers the player help and guidance to lead a successful buffalo jump. The student finds and builds piles of stone, lights incense, and drives the buffalo over the cliff edge earning them hides which will be used in the following levels.



- New interactive Crow role play video game based upon a traditional Crow story.



Questions – Comments

Visit our website and check out our IEFA webinars & hub courses!

Indian Language Preservation

Class 7

In 1995, the Montana Office of Public Instruction supported the Class 7 Indian language and culture specialist license.

This rule was initially assigned as ARM 10.57.407 and was changed to ARM 10.57.436 as the brief history outlines: 10.57.407 Class 7 American Indian Language and Culture Specialist (Transferred). [History: 20–4-102, MCA; Imp, 20-4-103, 20-4-106; MCA; NEW, 1995 MAR. p. 2803, Eff. 12/22/95 to ARM 10.57.436, 2002 MAR. p. 3309, Eff. 11/28/02.]. (ARM, [Citation2002](#), 10-57-436, p. 3309)

2015, the Cultural Integrity Commitment Act (Senate Bill 272).

State Senator Jonathan Windy Boy introduced Montana's first-ever language immersion bill in 2015, the Cultural Integrity Commitment Act (Senate Bill 272). This legislation created a two-year window for using one-time-only state funds to initiate Native language immersion programs in public school classrooms.

The act provided a one-time-only appropriation of \$45,000 through the 2017 biennium for Indian language immersion programs in schools with American Indian student enrollment of at least 10 percent. The program made Montana the first state after Hawaii to fund tribal language immersion in public schools.

2015 Indian Language and Immersion Program (ILIP):

Indian Language and Immersion Program (ILIP): The program is established in 2015 to support efforts of Montana tribes to preserve and perpetuate Indian languages in the form of spoken, written, sung, or signed language and to assist in the preservation and curricular goals of Indian education for all pursuant to Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5.

In the first year of funding, Browning School District's KW Bergen Elementary, located on the Blackfeet Reservation, was the only school to develop a Native language immersion program

Browning began its immersion program with a single, full-day kindergarten class in which half the day was taught in Blackfeet and the other half in English. The school paired a teacher with regular elementary school certification and a teacher with a Class 7 Native American language and culture certification.

In the second year of funding, Browning first-graders who participated in the program as kindergarteners had the same Class 7 language teacher, and the program was offered to another kindergarten class. In addition, two schools located on the Crow Reservation, Wyola Elementary and Crow Agency Elementary, received funding to develop Native language immersion programs.

ILIP Recipients:

2021 (FY 2022):

Browning Public School District

Hardin Public School District

2022 (FY 2023):

Browning Public School District

Hardin Public School District

Hays-Lodgepole

Box Elder Public School District

2023 (FY 2024)

Browning Public School District

Hardin Public School District

2024 (FY 2025)

Browning Public School District

Box Elder Public School District

Hardin Public School District

ILIP Funding Formula

MCA 20-7-1404

(2) In acknowledgment of Article X, section 1, of the Montana constitution, the educationally relevant factors for the school funding formula under [20-9-309](#)(3), and the increased costs associated with language immersion programs, a district creating an Indian language immersion program is entitled to the following in addition to the school funding formula in Title 20, chapter 9:

(a) (i) *subject to subsections (3) and (4), for every Indian student participating in an Indian language immersion program, an additional American Indian achievement gap payment, as calculated in [20-9-306](#), multiplied by 2; and*

(ii) *for every non-Indian student participating in an Indian language immersion program, an additional Indian education for all payment, as calculated in [20-9-306](#), multiplied by 2; and*

(b) *for every full-time American Indian language and culture specialist teaching in an Indian language immersion program, a quality educator payment as calculated in [20-9-306](#).*

2013: Montana Indian Language Preservation (MILP):

In 2013, the Montana Legislature established the Montana Indian Language Preservation Pilot Program, providing \$2 million to support language preservation efforts by tribal governments and maintained in the Department of Commerce.

The Legislature extended the program in 2015 with \$1.5 million and in 2017.

The initial pilot program was created to help preserve Native languages that are traditionally spoken in the state.

Each of the eight tribal nations produce preservation products that help memorialize their languages while at the same time help to perpetuate language usage.

Each of the tribes has their own schedule and prioritization of goals and activities for the year.

The activities include digitizing language products, recordings of stories and book publishing, online classes, development of interactive language dictionaries and other language learning activities and summer language immersion classes among other priorities.

2021: MILP moves under the Office of Public Instruction:

Rep. Sharon Stewart Peregoy, a D-Crow Agency, Rep. Jonathan Windy Boy, D-Box Elder, and Rep. David Bedey, R-Hamilton, worked together to craft a plan to restore the funding and move the program under the Office of Public Instruction instead of the state Department of Commerce.

The subcommittee's unanimous voice vote restored the full \$750,000 in funding and requested the program move under the OPI's budget.