

**Suggestions for Academic Improvement and Inclusion for  
Urban Indian Students of Great Falls Public Schools  
By Parent Advisory Committee of Great Falls Title VII Program  
(for administrators, teachers, school staff, and community members)**

- Set aside student council positions for minority students (8% to 10% representation) in all schools that have student councils.
- Establish a Great Falls Public Schools a Indian or minority "Youth Advisory Council" to advise administration and staff. Two meetings per year with a set agenda comprised of items submitted by both sides.
- Have every activity coach/sponsor actively recruit at least two Native American students for the club/team.
- Recognize a minority advocate for every building.
- Seek ways to include Native American students in honors classes, award assemblies, and recognition events such as home coming, parades, etc. Place at least two Native American culture awards into recognition events.
- Chose in-class plays, projects, or processes that are not stereotyped by certain races or else feature multicultural products.
- Seek local, state, and national Native American heroes as examples of courage, leadership, talent, or honor. Do not always chose (as some text books offer) European descent examples.
- Take up-dated Native American classes in literature, history, and culture.
- Seek friendship with a Native American family.
- Care deeply about connecting Indian students to you and the classes you teach.
- Recognize when you are thinking negatively about a student (behavior or potential). Think of two positive things you can do. It takes 50 positives to make the difference.
- Go to a Native American event: hand game, pow wow, art show, feast, funeral, benefit, ceremony, family gathering, give away.
- Play Native American music in class once in awhile (modern and ancient)
- Read: Bury My Heart at Wounded Knee, Perma Red, The Sacred Pipe, Black Elk Speaks or other great American Indian books.
- Encourage community service for all your students. Give them chances to help in class.
- Allow summative projects to be expressed through varied expressions.

**Suggestions to State of Montana Office of Public Instruction, Office of Civil Rights,  
and Montana High School Association:**

- Continue research on different needs of urban vs. reservation school students
- Acknowledge the unique culture and heritage of Montana Indians in academic and activity programs.
- Continue to support the hiring of American Indian teachers and administrators