

# Montana State Legislature

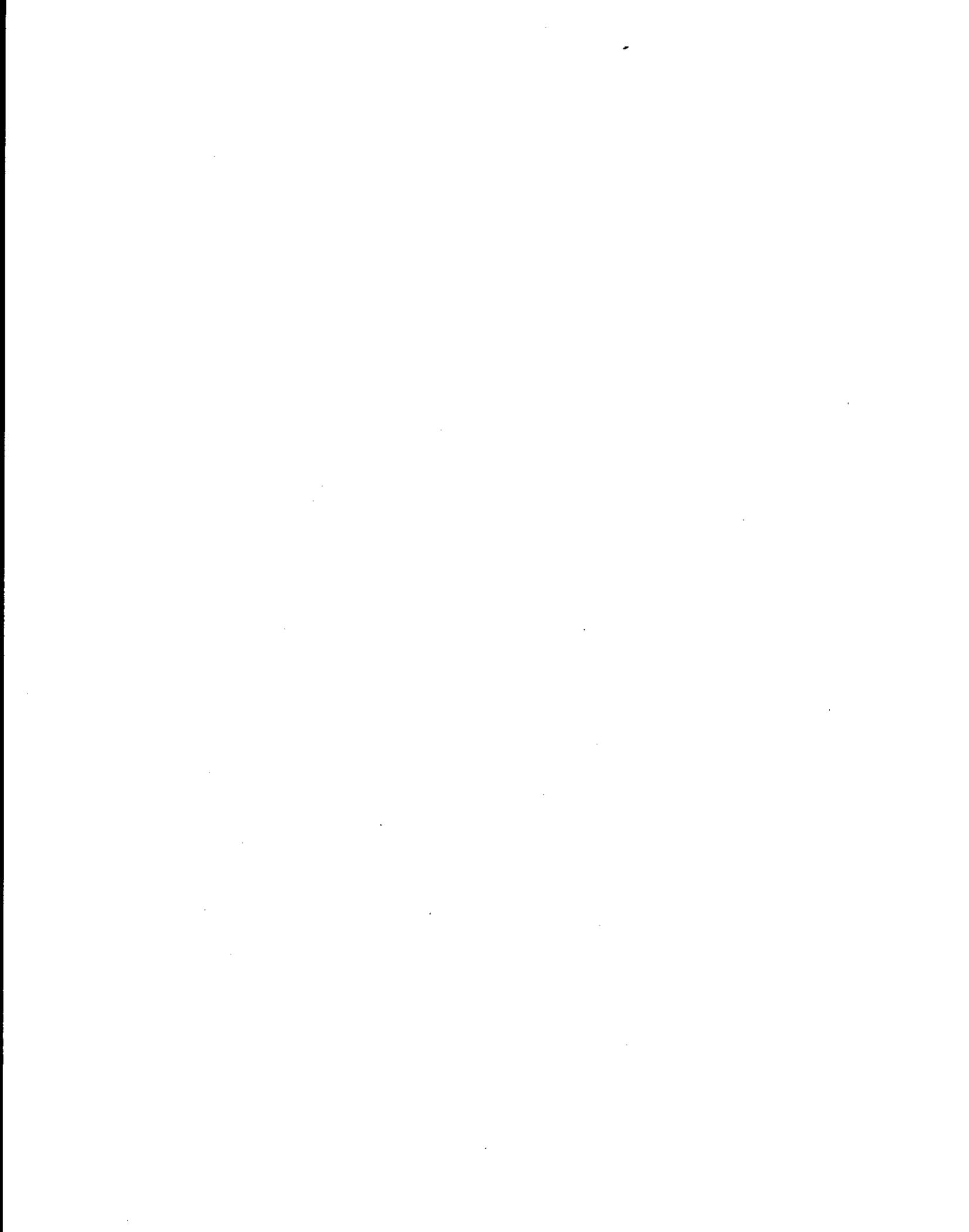
**Exhibit Number:**

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Havre Public Schools  
New Employee  
Indian Education For All  
And  
Indian Education Program  
Orientation Packet

## **Havre Public Schools**

### **Native American Education Program Description**

Havre Public Schools (HPS) is able to offer tutoring services, cultural activities, and family assistance to Native American students at all grades levels. There is a full time tutor (6 hours per day) at Havre High School (HHS) available to assist Native American students with their academic needs. There is a full time tutor that serves Highland Park and Lincoln-McKinley elementary schools. These staff focus is on serving Native American students with the greatest academic need. Basic school supplies for Native American students with a financial need are also available through the program. At both HHS and HMS there are Culture Clubs that focus on activities that enrich the Native American culture for students at those schools. The program helps "seed" their activity fund each year so that they are not required to much, if any fund raising. The HPS Native American Education Program also has a part-time (3 hours per day) of a Program Coordinator. This person assists the Director in implementation of some of the program elements and in implementation of MCA 20-1-501 Indian Education For All. There is a Parent Committee that meets 3 times per year. The meetings for this group are advertised in the school newsletters and are held in the evening to accommodate schedules of parents.

Native American Education Program Director is Dennis J. Parman, Asst. Superintendent  
265-4356 ext.329



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**OFFICE OF PUBLIC INSTRUCTION**

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

At the end of the 1999 legislative session, Indian Education was re-energized with the passage of House Bill 528 (HB528), which has become MCA 20-1-501. HB528 outlined the legislative intent of Article X, section 1(2) of the Montana Constitution that has been in place since 1972.

Article X, Section 1(2) of the Montana Constitution:

**“The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.”**

Although this language was established and placed into the Montana Constitution 29 years ago, little has been done to fulfill this commitment and incorporate it into educational agencies, including public schools. Many programs and projects regarding the public school system have been implemented in order to improve our educational systems and assure students are receiving a quality education. However, a quality education does not necessarily translate into a fair and equitable education. This specific constitutional language outlining the inclusion of American Indian heritage in educational goals has not been turned into action. Indian students still attend schools where they do not see themselves present in classrooms, policies, or the curriculum. Non-Indian students still attend schools where they do not learn about their Indian peers with whom they will continue to live and work with.

In 1996, the Legislative Services Division published a report titled To Promote a Better Understanding: The 1995-96 Activities of the Committee on Indian Affairs. This report derived from a resolution requesting the Committee on Indian Affairs to study:

1. the degree to which Montana’s public schools are in compliance with Article X, section 1, subsection (2) of the Montana Constitution;
2. the role of American Indian studies in the overall curriculum of the Montana University System and other institutions of higher learning in the state, with special attention to the teacher education curriculum; and
3. the level of knowledge of the general public about historical and contemporary American Indian issues.

The report set out to discover the legislators’ intent in including this language in the constitution. The responses from the legislators indicated that the purpose of the provision was to recognize the value of the American Indian culture and traditions. It was also to encourage the legislature and public schools to develop appropriate policies and programs to keep that culture

alive through the education of both Indians and non-Indians. It was placed into the education article because the legislators believed that it was in the education of the youth that Montana would begin to make positive differences in race relations.

The study revealed that despite the constitution's educational guarantees, many school districts and schools, including those adjacent to Montana's seven reservations, had no policy or information in their school curricula recognizing the cultural heritage of American Indians and that the small number of Indian teachers and administrators in public schools resulted in Indian students with no role models and in a lack of cultural awareness and sensitivity among non-Indian students.

This past legislative session (1999), Article X, section 1, subsection (2) was again revisited, this time to outline the legislative intent and to implement the constitutional obligation. In HB528, which is now law (MCA 20-1-501), the Legislature recognizes that the history of Montana and the current problems of the state cannot be adequately understood and the problems cannot be addressed unless both Indians and non-Indians have an understanding of the history, culture, and contemporary contributions of Montana's Indian people.

#### **MCA 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.*

Upon the passage of this new law, many educational organizations, (including the Montana Education Association, Montana School Boards Association, Montana-Wyoming Indian Education Association, Montana Advisory Council on Indian Education, Board of Public Education, Board of Regents, Office of Public Instruction) committed themselves to successful implementation of 20-1-501. Governor Marc Racicot directed the Montana Board of Education to create a committee to address the issue of implementation. After many meetings and public hearings, the committee presented a report and recommendations to the Board of Education and they were approved March 22, 2000. As a result, specific guidance and direction has been given to Montana educational agencies. For example, the Office of Public Instruction has been directed to develop a five-year professional development plan for 20-1-501. A draft professional development plan is being developed with input from all stakeholders including classroom teachers since it is teachers who will make the biggest difference in this effort. The OPI is also directed to create curriculum guides, aligned to the standards, to assist teachers in integrating American Indian content into their classroom lessons.

With 20-1-501 now in MCA, an impetus to move forward toward an equitable education for all students has emerged. It is now up to state educational agencies and local districts to take advantage of this new law to assure that Montana's non-Indian students are given the opportunity to learn about the rich heritage of their neighbors and peers and that Indian students are able to locate themselves within their schools.

Successful implementation of Article X and 20-1-501 is dependent upon the entire educational community, not just schools with high populations of American Indians. The Montana Tribal nations and tribal colleges must also take a more proactive role in assisting with implementation efforts. Although it will take hard work as well as a thoughtfully planned and collaborative effort, we believe that equality and fairness can be achieved as part of a quality education. We do not want to revisit this issue in another 29 years wondering where we went wrong. It is time to take bold steps forward to support and finally institutionalize our constitutional and moral obligation to Indian Education in order to realize the four R's of education: Reading, 'Riting, 'Rithmetic, and Racial Equality.

Attached are pages for the accreditation standards and content and performance benchmarks teachers are asked to incorporate into their lessons regarding Indian Education.

# References to Indian Education in Accreditation, Program and Content Standards

## Accreditation Standards

### 10.55.603 Curriculum Development And Assessment

(2) For content and performance standards in all program area standards in accordance with ARM 10.55.602(8), school districts shall:

(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians;

### 10.55.701 Board Of Trustees

(3) Each school district shall have in writing and available to staff and public:

(n) a policy that incorporates the distinct and unique cultural heritage of American Indians that is aligned with district educational goals;

### 10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall:

(b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources taking into account the unique needs of American Indian students and other minority groups;

### 10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall:

(c) develop an understanding of the values and contributions of Montana's American Indians for all students;

### 10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall:

(h) provide books and materials which reflect authentic historical and contemporary portrayals of American Indians;

## Program Foundation Standard

Incorporate in all curricular programs the distinct and unique cultural heritage of American Indians.

## Social Studies Standards

Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.

#### Grade 4

Recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president). *[Standard 2; Benchmark 2]*

Identify major responsibilities of local, state, tribal and federal government. *[Standard 2; Benchmark 3]*

Recognize that people view and report historical events differently. *[Standard 4; Benchmark 6]*

Explain the history, culture and current status of American Indian tribes in Montana and the United States. *[Standard 4; Benchmark 7]*

Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices. *[Standard 6; Benchmark 3]*

Identify characteristics of American Indian tribes and other cultural groups in Montana. *[Standard 6; Benchmark 4]*

Identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks). *[Standard 6; Benchmark 5]*

#### Grade 8

Identify the basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government). *[Standard 2; Benchmark 2]*

Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments. *[Standard 2; Benchmark 3]*

Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, U.S., and world history. *[Standard 4; Benchmark 4]*

Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians. *[Standard 4; Benchmark 6]*

Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States. *[Standard 4; Benchmark 7]*

Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns. *[Standard 5; Benchmark 2]*

Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity. *[Standard 6; Benchmark 1]*

Explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world. *[Standard 6; Benchmark 5]*

## Grade 12

Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments. [*Standard 2; Benchmark 4*]

Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. [*Standard 4; Benchmark 4a*]

Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts). [*Standard 4; Benchmark 6*]

Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction). [*Standard 4; Benchmark 7*]

Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments). [*Standard 6; Benchmark 4*]

Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world. [*Standard 6; Benchmark 5*]

## **Arts Content Standard 5**

Students understand the role of the Arts in society, diverse cultures, and historical periods.

### Rationale

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana's American Indians.

### Grade 4 Benchmark 1

Recognize ways in which the Arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.

### Grade 8 Benchmark 1

Demonstrate how history/culture and the Arts influence each other.

### Graduation Benchmark 1

Identify and describe the role of the artist in cultures and society.

## **World Languages Standards**

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections.

...Classical languages and some American Indian languages will often have a different communication focus than modern languages. The standards and benchmarks, designed to encompass all aspects of language learning, are applied as they fit the recognized purpose of the study of a particular language. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

# HPS Indian Education For All Action Plan

Action	Person Responsible	Projected Completion Date
<b>IMPLEMENTATION</b>		
The HPS Title VII Program will continue to fund a specialist with knowledge of and experience with Indian education to work with all HPS schools as a program coordinator.	Assistant Superintendent, Title VII Parent Committee, and Indian Education Advisory Council	Ongoing
HPS will continue its annual efforts toward implementation of American Indian Heritage Day outlining various resources and materials available to schools and teachers.	Assistant Superintendent and Indian Education Program Coordinator	Annually by September 10
An Indian Education Advisory Council will be established to provide guidance and oversight to this action plan and other related issues to the Indian Education Program.	Assistant Superintendent and Indian Education Program Coordinator	July 30, 2004
HPS will develop and maintain a partnership with area and state NAS Departments/ Tribal Colleges in it's efforts to implement Indian Education For All.	Assistant Superintendent and Indian Education Program Coordinator	Ongoing
<b>AWARENESS</b>		
HPS will continue awareness effort with the community through 2 public awareness activities in the 2004-05 school year	Assistant Superintendent and the Indian Education Program Coordinator	April 30, 2004
HPS will continue awareness efforts with the local law makers through personal invitations to public awareness activities.	Assistant Superintendent	Ongoing
<b>CURRICULUM</b>		
Curriculum guides with American Indian content aligned to the content and performance standards have been developed by the OPI – beginning with social studies. These guides will be disseminated to the Social Studies Curriculum Committee for it's use during it's review process.	Assistant Superintendent and Curriculum Specialist	September 30, 2004
Each HPS content area scheduled for curriculum review will present a report on its efforts toward implementing Indian Education For All to the Assistant Superintendent along with it's curriculum document. This report will be shared with Trustees and the Indian Education Advisory Council.	Assistant Superintendent and Curriculum Specialist	Annually for each 2 content areas listed on the approved 5 year review cycle.