



Board of Public Education

MEMORANDUM

EXHIBIT 2
DATE 1/31/2005
HB _____

Working Group

BOARD MEMBERS

APPOINTED MEMBERS:

Dr. Kirk Miller, Ed.D. - Chair
Havre

Diane Fladmo - Vice Chair
Glendive

Storrs Bishop
Ennis

John Fuller
Whitefish

Randy Morris
Butte

Patty Myers
Great Falls

Joyce Silverthorne
Dixon

Derek Duncan, Student Rep.
Deerlodge

EX OFFICIO MEMBERS:

Dr. Richard Crofts, Ph.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Judy Martz, Governor

EXECUTIVE SECRETARY:

Steve Meloy

TO: Workshop Participants/ MIEA 2004 Conference, Missoula, MT
FROM: Steve Meloy/ Executive Secretary
RE: 20-1-501 *[Signature]*

Please find attached language, which addresses the Board of Public Education's intent, since House Bill 528 passed, to implement the requirements of the Montana State Constitution in regard to Indian Education For All.

In addition, the Board has been actively engaged in writing and adhering to its own action plan, which calls for strategies for successful promotion and implementation of 20-1-501 into the year of 2008.

The Board of Public Education is also an active co-creator and participant in the Board of Educations P-20 and Indian Education for all Committees. The P-20 committee recently hosted a partner wide symposium on developing and overall message regarding the value of an education and its contributions to economic development. The difference in this plan as we will all unite with our resources to create one over-arching message. In the workshop we were asked about our visions for the future. In regard to Indian Educational concerns the wishes in ten years were as follows:

1. The trends among American Indian Students graduation rates are reversed
2. Ten percent more American Indian students attend our universities
3. There exists a better formal relationship between the State and Tribes.
4. Indian Education for all P-20 is fully funded and implemented
5. The graduation rate of American Indian high schools is in proportional parity with white students
6. The unemployment rate on Reservations is equal to non-Reservation locations

The Board of Education has strongly suggested that all of the educational partners involved with setting policy develop one single "master plan" in order to facilitate progress in all of the above listed areas. The committee has met actively since the last Board of Education meeting and hopefully will have recommendations when the Board meets again in July.

As you know our partner, the Office of the Superintendent of Public Instruction, has included reporting on progress with Indian Education of all in each school district's five-year comprehensive plan. Also the Board will actively support any legislation, which creates additional funding for the dissemination of curriculum materials or course instruction to all the state's k-12 schools.

Much has been done in the past two years and much remains to be done. The Board of Public Education is committed to do its part in keeping on course the implementation strategies of not only its Board but those plans of its partners.

Board of Public Education
Implementation Status of MCA 20-1-501
January 1, 2004

2004

2004

Agency Policy Statements and Monitoring

1. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop a policy statement and action plan that expresses its intention to implement MCA 20-1-501.

Response: The Board has recently developed a set of goals, MCA 20-1-501, which reiterates its commitment to implement the provision. The goals when finally adopted will form the bases of a policy statement and action plan to assure that the Board will actively support provisions of MCA 20-1-501. The specific goals relating to MCA 20-1-501 will be cited in the appropriate sections of this report. In addition, the Certification Standards and Practices Advisory Council (CSPAC) adopted a motion at its last meeting on July 15, 2003, that directed its administrative officer to advise the Board on implementation of 20-1501 as it relates to issues regarding to certification.

2. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop develop a policy statement and action plan that expresses its intention to implement MCA 20-1-501.

Response: The goals include the development of work plans, time lines and a system of accountability for staff and board members for all of the stated goals, including those relating to MCA 20-1-501.

3. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop develop a policy statement and action plan that expresses its intention to implement MCA 20-1-501.

Response: One of the provisions of the goals is that they be reviewed and, if necessary, be revised annually.

4. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop develop a policy statement and action plan that expresses its intention to implement MCA 20-1-501

Response: The Board has actively supported public awareness of MCA 20-1-501 and will

continue to do so. In addition, CSPAC has included issues related to HB 528 in its Summer Forum which has had considerable involvement and input from the educational community. Finally, the Board and CSPAC are members of the Education Forum and will continue to further the interests of HB 528 in that venue.

5. *Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will encourage tribal-state cooperative agreements, as defined within MCA 18-11-101, that will allow for state and local education leadership and tribal governments to work together to determine appropriate and culturally responsive educational goals for citizens of the Montana reservation communities.*

Response: While the Board would not normally be involved with local districts in this manner, should the occasion arise, the Board would encourage tribal-state cooperative agreements.

6. *Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will expand professional development and other educational opportunities so that administrators, staff, and students will have a better understanding of American Indian culture and history. Annual reports identifying these activities will be developed by agency staff and reviewed by the Board of Regents and the Board of Public Education.*

Response: CSPAC has contracted with MGT of America to is conduct a study on professional development and to recommend beneficial changes to professional development in Montana. One of the instructions to the contractor was that special attention be directed to the needs of Native Americans as well as the need to improve teacher and administrative skills in the education of Native American children. On the basis of this study, CSPAC may recommend changes to pertinent rules and statutes pertaining to inservice opportunities for Montana educators.

II. Agency Policy Statements and Monitoring

1. The Montana Board of Public Education should adopt Social Studies Content Standards that specifically address the topics of Montana and American Indian history, culture, and contemporary issues. The following are examples of content and performance standards that may meet this objective:

- *Identify and describe important events and famous people in Montana and United States history.*
- *Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana.*

Response: The Board at its July 2000 meeting adopted the draft of the social studies

content standards which included several benchmarks relating to American Indians. Among these are:

Rule VII Benchmark For Social Studies Content Standard 2 For End of Grade 8 "(b) identify and describe 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);
(c) identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments;"

Rule XIV Benchmark For Social Studies Content Standard 4 For End of Grade 4 "(d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g. Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;
(g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States."

Rule XXIV Benchmark For Social Studies Content Standard 6 For End of Grade 8 "(d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;
(e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States and the world;"

2. *The Office of Public Instruction and Board of Education will develop a process to ensure that all content standards reflect the constitutional commitment to American Indian culture, heritage, and contemporary issues.*

Response: See the above response.

3. *The Office of Public Instruction and the Board of Education will develop a process to ensure that the state's accreditation guidelines include the recognition of and commitment to Montana's Constitutional language in Article X, Section 1, Paragraph 2.*

Response: One of the specific goals adopted by the Board under the general area of school improvement is: 10.6 - "Implement the requirements of HB 528 in school accreditation." Also pertinent are: 10.3 - "Use assessment of accreditation status to effectively measure progress and determine directions for schools;" and 10.2 - "Establish a more frequent review of accreditation standards."

III. Teacher Training/Professional Development

1. *The Board of Regents, Office of Public Instruction, and Board of Public Education will assure that Montana's Teacher Education Program Standards include relevant coursework requirements, such as American Indian Education or its equivalent, that serve to educate all prospective teachers in teaching American Indian students and enhance their awareness of American Indian*

culture, language, history and contemporary issues, including tribal sovereignty.

Response: In the goals recently drafted by the Board is: 9.9 - "Implement the requirements of HB 528 in educator certification." Also pertinent is: 9.3 - "provide leadership in recruiting Native Americans and other minorities in the education profession." In the newly adopted revisions of Chapter 58 of the teacher education program standards are requirements to provide coursework to familiarize students with the special needs of Native American students as well as special strategies to teach these children in the various disciplines.

2. *The Office of Public Instruction and Board of Public Education will continue to work with teacher education programs in the Montana University System to pursue the development of alternative, portfolio assessments for teacher certification.*

Response: At its regular meeting on July 6-7, 2000 the Board adopted an alternative to the teacher licensure test which will allow individuals who have been unsuccessful in passing the test to substitute a combination of college course work, administrator recommendations, and a portfolio for this requirement.

IV. Other

1. The Office of Public Instruction, Board of Public Education, and Board of Regents will encourage that all school districts and university units within Montana observe American Indian Week each September.

Response: As it has in the past, the Board, in conjunction with the Office of Public Instruction, the Office of the Commissioner of Higher Education, and the Governor's office, will participate in encouraging the observance of American Indian Week.

I. Agency Policy Statements and Monitoring

- A. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop a policy statement and action plan that expresses its intention to implement HB 528.
- B. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will develop a system to periodically monitor and evaluate its progress toward the implementation of HB 528.
- C. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will review and revise existing policies and consider new policies that will assist the implementation of HB 528.
- D. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will support a public awareness effort to better inform the Montana public about HB 528.
- E. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will encourage tribal-state cooperative agreements, as defined within MCA 18-11-101, that will allow for state and local education leadership and tribal governments to work together to determine appropriate and culturally responsive educational goals for citizens of the Montana reservation communities.
- F. Each Montana State educational agency (Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, and Board of Regents) will expand professional development and other educational opportunities so that administrators, staff, and students will have a better understanding of American Indian culture and history. Annual reports identifying these activities will be developed by agency staff and reviewed by the Board of Regents and the Board of Public Education.

II. Agency Policy Statements and Monitoring

- A. The Montana Board of Public Education should adopt Social Studies Content Standards that specifically address the topics of Montana and American Indian

history, culture, and contemporary issues. The following are examples of content and performance standards that may meet this objective:

Identify and describe important events and famous people in Montana and United States history.

Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana.

- B. The Office of Public Instruction and Board of Education will develop a process to ensure that all content standards reflect the constitutional commitment to American Indian culture, heritage, and contemporary issues.
- C. The Office of Public Instruction and the Board of Education will develop a process to ensure that the state's accreditation guidelines include the recognition of and commitment to Montana's Constitutional language in Article X, Section 1, Paragraph 2.

III. Teacher Training/Professional Development

- A. The Board of Regents, Office of Public Instruction, and Board of Public Education will assure that Montana's Teacher Education Program Standards include relevant coursework requirements, such as American Indian Education or its equivalent, that serve to educate all prospective teachers in teaching American Indian students and enhance their awareness of American Indian culture, language, history and contemporary issues, including tribal sovereignty.
- B. The Office of Public Instruction and Board of Public Education will continue to work with teacher education programs in the Montana University System to pursue the development of alternative, portfolio assessments for teacher certification.

IV. Other

- A. The Office of Public Instruction, Board of Public Education, and Board of Regents will encourage that all school districts and university units within Montana observe American Indian Week each September.

1. Adoption of OPI's proposed social studies standards.
2. Assure participation of American Indians in developing academic content standards and curricular requirements at both state and local levels.
4. Require instruction in Montana history/Montana Indian studies through specific content standards (not yet developed) and/or accreditation standards. Assist in providing materials for districts to meet these standards.
5. Integrate an American Indian language and cultural component within Montana curriculum standards.
6. Courses (6 credits) in tribal history, culture and contemporary issues should be required for Montana teaching certification.
7. Assure the participation of American Indians in the development of teacher education program standards.
9. Designate one of the currently state mandated PIR days (out of seven total) for professional development activities identified above.
13. Continue to pursue the development of portfolio assessments for teacher certification instead of a test.
14. Continue to support Class 7 certification.
16. Develop and incorporate research and data management systems that provide adequate information to monitor and assess the level of implementation of HB 528 in educational systems. This system should monitor what is being taught to students and professional staff, as well as provide an analysis regarding how much full implementation will cost.
17. Develop a student achievement instrument reflecting implementation of HB 528.
18. Continue to foster input of the American Indian Task Force on Assessment to insure appropriate guidance to the educational leadership in developing assessment strategies and guides that will determine the progress and achievement of students in their knowledge and skills of American Indian/Montana Indian history, culture and contemporary issues.
22. Encourage tribal-state cooperative agreements that will allow for state education leadership and tribal governments to work together to determine appropriate and culturally responsive educational goals for citizens of the Montana reservation communities.

24. Ensure that all school districts within Montana observe Native American Week each September.
26. Encourage local school boards to hire more American Indian teachers and support staff.
27. Request that CSPAC conduct research on why American Indian children are not achieving at the same level as non-Indians within our public school system.

