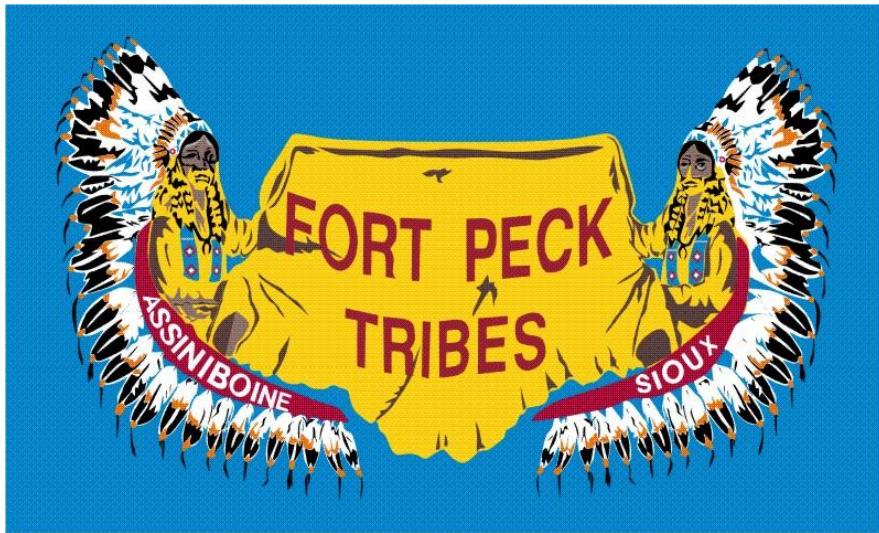


State of Reservation
Education Report
(SRER)
January, 2014



The Fort Tribes Education Department
State of Reservation Education Report 2014

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Introduction

The Fort Peck Tribes (FPT) has prepared its 2014 State of Reservation Education Report (SRER) with the assistance of many local tribal and non-tribal entities. This report has been prepared using information provided directly from the Assiniboine and Sioux reservation programs, reservation public schools and the Montana Office of Public Instruction (OPI) and the Fort Peck Community College (FPCC). The Fort Peck Tribal Education Department (FPTED) is grateful to all the organizations for their cooperation and information. This qualitative and quantitative information provides a baseline for determining the future for Indian children on the Fort Peck Indian Reservation. The ongoing cooperation and collaboration on the part of all stakeholders in the education of our children will be the means by which Native American students meet Tribal, State, and Federal educational goals.

The 2014 SRER presents a statistical analysis of the current state of education on the Fort Peck Indian Reservation from pre-school through grade 12, undergraduate and graduate programs, and vocational education. The first SRER was completed in 1995 and for ten years the FPTED issued a SRER. Each report grew and addressed new and challenging recommendations. From the 2006 to 2013 there was not SRER issued. There are many variables that arise when viewing those years when the Fort Peck Tribal Executive Board (TEB) and the Fort Peck Education Board of Directors (FPEBOD) functioned without an existing SRER. Those causes are not the aim of this 2014 SRER. The 2014 SRER for the FPT is intended to update the TEB, the FPEBOD, the five reservation and one off-reservation school (Culbertson School District), the Fort Peck Head Start Program, the FPCC and any other Tribal, State or Federal department or agency with concern of the education of Native American students who attend those school systems. The SRER, through the Tribal Education Department (TED), is designed to track progress, evaluate continuing problems, and determine priority needs. The SRER will be made available to individuals, programs, schools, and agencies for use in single and cooperative efforts toward educational assessment, planning, and improvement.

Readers will be able to identify specific data about a particular school or about a school district. Information includes, but is not limited to:

- Student enrollment trends at a particular school, in a particular program or in a specific grade in a school;
- Staffing information for a school or program;
- Statements of a school or program's philosophy, mission, goals, and objectives;
- Results of state mandated test scores;
- The school's status for meeting Adequate Yearly Progress (AYP).

All five public schools on the Fort Peck Reservation are accredited by the Montana Department of Education; all use the Iowa Test of Basic Skills and as of April, 2004 all schools also use the Montana Criterion-Referenced Tests (CRT). Student count for enrollment purpose is completed the first Monday of October each year and testing is completed in April of each year.

History of Fort Peck Education

This short narrative gives an overview of the history of education for the Assiniboine and Sioux people. Prior to the Reservation Period, Tribes took all responsibility for educating their children and for making whatever changes were necessary to improve their lives and to perpetuate the Tribes. Children were taught through the extended family. They were given continuing, daily instruction in survival skills, in living in harmony with other people and with nature; in spiritual values and in family, kinship and tribal relationships. Certain children learned special healing, spiritual and leadership skills under certain adult tribal members who had the special knowledge and abilities and who practiced those special skills. For all children, they watched and learned from adults as adults met and counseled each other on changes that had to be made when the Tribes encountered new circumstances or forces that would or could alter their lives.

Formal western education on the Reservation began when a government boarding school program was established in 1875 at the Wolf Creek Sub-agency. The Indian agent at that time reported that the school had "very humble operations." When the Fort Peck Agency (at the old location upstream from the mouth of the Milk River) moved to Poplar River (Creek), a day school was also established there. By 1880 the Methodist Church, part of President Grant's Peace Policy, exercised their education efforts at Wolf Point Sub-agency and Poplar Agency days-schools. The boarding school closed in the 1920's. Missionary schools were run periodically by the Mormons and Presbyterians in the first decades of the 20th century, but with minimal success.

Among the Santee, missionaries as provided in the Treaty of Traverse des Sioux, conducted formal education in 1851. Among the Teton Tribes (1868), formal education began as provided in the Laramie Treaty of 1868, which took the educational responsibility away from the Tribes and tribal education changed forever. The U.S. Government took over that responsibility and did so for its own purposes. "As stated in the 1878 Annual Report of the Commissioner of Indian Affairs, "...education of their children was seen as the quickest way to civilize Indians and that educating could only be given to the children removed from the example of their parents and the influence of the camps and kept removed from the examples of their parents and the influence of the camps and kept in boarding schools", (see "Teaching the Native American", Hap Gilliland, page 79).

In the Treaty of 1868, (Treaty of Fort Laramie) the United States promised schools and teachers for the Tribes. This promise was kept with the off-reservation public schools, federal boarding schools and with the on-reservation parochial schools. From 1886 to 1940, every school-aged member of the Tribes was taken out of the home and sent to boarding schools. Admonished to not speak their Assiniboine and Sioux languages, our languages, religion, family structures and tribal identities suffered irreparable harm. An attempt was made to "civilize" the Tribes, and replace the void with English driven mainstreaming. Members of the Tribes were assigned to various religious denominations with the intent to acculturate the Tribes through religion and parochial education.

After the off-reservation federal boarding schools proved unsuccessful, the government began establishing boarding schools on the Reservations. At that time, all U.S. Government boarding schools were organized along military lines with military style discipline, with students

organized into "companies" and with students required to wear uniforms, to march, and to follow a military type schedule.

Between 1880 and 1920, many students began attending public schools on the Fort Peck Reservation. In each of the school districts, educational programs followed the federal government's Indian educational trends. The schools have changed their emphasis from vocational education to predominately academic programs over the 120 years of formal education on the Reservation. There have been many "models" of education introduced and piloted on the Fort Peck Reservation. In evaluating education all these years, it can only be acknowledged that the systems that were used have failed the majority of Indian children.

The educational system has been imposed upon Indians. Indian people feel no ownership in their educational systems. With the advents of President Nixon's Self-Determination plan for American Indians in the mid 1970's, education became one area that the Fort Peck Tribes decided to emphasize. In the Self-Determination Act of 1975, Congress "recognize(d) the obligation of the United States to respond to the strong expression of the Indian people for self-determination by assuring maximum Indian participation in the direction of educational as well as other federal services...." P.L 83-638, s 3, Jan. 4, 1975.

Courses in higher education were first introduced to the reservation by two state funded Montana community colleges. In 1969, Dawson Community College, Glendive, Montana, offered the first extension courses; services continued until the spring of 1986. A cooperative agreement for offering on-reservation courses was formed in 1977 with Miles Community College, Miles City, Montana when they received a Title III Grant for developing institutions. In 1977 the Fort Peck Tribes established the Fort Peck Education Department which engaged in the development of Fort Peck Community College (FPCC). FPCC was officially chartered by the Tribal Executive Board in 1978.

Fort Peck Reservation currently hosts 5 public schools (Brockton, Frazer, Frontier, Poplar, and Wolf Point), a Head Start Program, and a Tribal Community College.

Tribalization of Indian Education Project

In 1994 the Tribes sponsored an effort to increase the participation of the Indian community and improve the state of education on the Reservation. This effort was named the Tribalizing Indian Education Project. The goals of the Project were to develop a Tribal Education Code (TEC), improve the Tribal Education Department (TED) and implement the TEC.

The process for the development of the TEC was Tribal Government directed with maximum community involvement and input. The desired benefits of the TEC included the following:

- Ensure tribal input into all Reservation education,
- Implementation of relevant education standards,
- Monitoring of student attendance and performance,
- Improvement in the quality of Reservation education, and
- Perpetuation of the Tribes through the preservation of culture and language.

Fort Peck Tribal Education Code (TEC)

This section of the SRE summarizes the development activities of the TEC which began in November 1993. This information is included in order to give readers the background information on the project and explain the actions that were taken until adoption of the TEC.

Purpose

There had been much discussion about the Tribes regulating education on the Fort Peck Reservation. Concern and support were both expressed by Indian people, non-Indian people, tribal members, non-tribal members, people whose children attended school on the reservation and people who work for reservation entities.

The TEC was established to set up an education governance system for the Assiniboine and Sioux Tribes of the Fort Peck Reservation. The system was to regulate and coordinate formal education on the Fort Peck Reservation. The TED was charged with administering and overseeing the TEC. The Tribal Executive Board was recognized as the governing and policy determining body for the TED. It was the intent and purpose of the TEC to: preserve, protect, and perpetuate the Tribes; promote intra-government understanding and coordination; and make education a good experience for Indian children and good preparation for life.

Development of the Education Code Draft

Since 1991, the Fort Peck Education Department Board of Directors had investigated the possibility of expanding the Fort Peck Education Code to include provisions related to education of Indian children on the Fort Peck Reservation. The Tribal Education Department's efforts included compilation of statistics related to the recruitment of Indians into the teaching profession. These statistics were reported to the Tribe on October 8, 1993.

Tribal Resolution

On November 22, 1993, the Fort Peck Tribes passed **Tribal Resolution #169-93-11** which stated:

WHEREAS, the Tribal Executive Board has become aware of the Native American Rights Fund (NARF) being the recipient of an Indian Education Legal Support Project for Indian Tribes, and

WHEREAS, the goals of the project, Tribalizing Indian Education, are to promote the following:

- 1) To promote sovereign tribal rights and responsibilities in education and increase the government-to-government interactions between the tribal, state, and federal governments;
- 2) To increase the number of tribal governments that assess their education situation, develop education goals, and exercise sovereign rights through developing and implementing tribal education laws, tribal education standards, and tribal education plans;
- 3) To increase the number of tribal government that take more education responsibility, control and accountability;
- 4) To assist the federal and state governments in increasing their government education work with tribal governments and in monitoring that increase within their federal and state agencies and federal and state funded education funded programs; and
- 5) To assist tribes in reforming federal and state Indian education laws and policies and in passing new laws and adopting new policies which enable tribal decision-making , direct funding, block grant funding, set-asides, and other improvements in Indian education.

NOW, THEREFORE, BE IT RESOLVED that the Tribal Executive Board does hereby request that assistance of NARF to accomplish the above stated goals on behalf of the Fort Peck Tribes and does further request that NARF give favorable consideration in the selection of the Fort Peck Tribes, as one of the Tribes to be selected for their project.

Fort Peck Tribal Education Department

The Fort Peck Tribal Education Department (TED) has been designated to oversee the implementation of the TEC as well as complete the SRE annually. The TED is staffed by a Tribal Education Director (Director) and full time Administrative Assistant. Responsibilities of TED also include administration of the following:

- 638 Contracts:
- 1) Higher Education (Scholarships)
 - 2) Adult Vocational Education (AVT) * **No longer under TED**
 - 3) Direct Employment (DE)
 - 4) Johnson-O'Malley (JOM) * **No longer under TED**

- Tribal Programs:
- 1) Graduate Achievement Program (post-graduate degree)
 - 2) Incentive Award Policy
 - 3) Completion Awards
 - 4) Student Travel Assistance
 - 5) Fort Peck Tribal Incentive Award Policy
 - 6) Youth Donation
 - 7) Youth Leadership
 - 8) Class 7 (Native Language Instructor Certification)
 - 9) Boarding School Applications
 Circle of Nations Grades 5-8, Wahpeton, ND
 Flandreau Indian School Grades 9-12, Flandreau,
 SD Chemawa Indian School, Grades 9-12, Salem,
 OR
 - 10) Fort Peck Tribes Education Department Conference (October)

Tribal Chairman

Education
Committee

Tribal Education
Department Director

Education Department
Board of Directors

638 Contracts

Higher Education (Scholarships)
 Adult Vocational Training (AVT)
 Direct Employment (DE)
 Johnson O'Malley (JOM)

Tribal Programs

Summary Description of the Fort Peck Reservation Schools and Educational Programs

This section provides the summaries of the school districts and other educational programs that are located on and serve students from the Fort Peck Reservation. More than 2,500 students attend pre-school through twelfth grade on the reservation and nearly 2,200 of those students are Native American. The data collected for each school is for the academic year (AY) 2005-06 and will be updated each year by the month of July.

Each school must now complete a Report Card which is available to the public. Reports Cards may include Vision Statements, Mission Statements, District Goals, Percentage of Public Student/Teacher Ratios, Graduation Rates, AYP status, Attendance Rates, Ethnicity Enrollments, Enrollment Trends, and CRT and ITBS Scores. Data reported is available to access online at <http://www.opi.state.mt.us>.

AI	American Indian
AY	Academic Year
AYP	Adequate Yearly Progress
CRT	Criterion-Referenced Test (Mandated by OPI)
H.S.	High School
IEP	Individual Education Plan
ITBS	Iowa Test of Basic Skills
ITED	Iowa Test of Basic Education
JOM	Johnson-O'Malley
LEA	Local Education Agency
LEP	Limited English Proficient
NA	Native American
NCLB	No Child Left Behind
OPI	Office of Public Instruction (Montana)
SRE	State of Reservation Education
TEC	Tribal Education Code
TED	Tribal Education Department
WIN	Windows
WP	Word Processing

Note: Indian, Native American (NA), and American Indian (AI) are used interchangeably in this report.

Indian Education for All

In 1972 Montanans rewrote one of the most progressive state constitutions in the country. In Article X, Section 1(2) recognized the “distinct and unique cultural heritage” of Montana’s Indian tribes. However, that mandate had little to back up those extraordinary words. For nearly 35 years, the state of Montana did little to live up to its commitment to Indians by promoting and teaching their cultures in K-12 schools. At the Montana State Constitutional Convention in that year, two **Fort Peck Reservation high school students** testified before the Bill of Rights committee. Those two young ladies, **Mavis Scott and Diana Leuppe**, were major influences in the including of that provision in the Montana Constitution. (Denise Juneau & Mandy Smoker Broadus. *And Still the Waters Flow: The Legacy of Indian Education in Montana*. Phi Delta Kappan. November, 2006. P. 193)

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 28 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 not 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.)

The 2009 Regular Legislative Session provided a continuation of school funding directed toward the implementation of Indian Education for All (IEFA). This guidance is designed to provide suggested activities through which schools can meaningfully utilize this funding to meet the Legislature's intent. This list is not exhaustive and is purposely open-ended. It is meant to spark discussion and imagination – the actual decision is a local one.

Implementing change such as this takes time and we should not expect that the mission of including Indian content in classrooms will happen overnight. It will take all of Montana's educators, working together over several years, to make this constitutional promise a reality. The key is to take small bites of the apple, and, above all, do not fear trying new ideas or including new content.

A good place to begin is to survey school staff (survey available at <http://www.opi.mt.gov/PDF/IndianEd/SchoolSurvey.pdf>) to measure their content knowledge and readiness to teach about Indians. Professional development should be ongoing and designed to increase teacher knowledge about Indian topics. As teacher knowledge increases, expand the

professional development opportunities to reflect their needs. Applying the survey again will yield new results that would assist with this process.

A good beginning also includes positive leadership. Superintendents and school board members must understand the basis of IEFA and carry its message with optimism and confidence in order for implementation to be successful. Take the time to read about the issues and take advantage of professional development opportunities related to Indian education. Find suggested conferences and resources about Indian education on the Office of Public Instruction (OPI) Web site: <http://www.opi.mt.gov/IndianEd>. If your school receives a small amount of funding, think about collaborating with other schools in the area to carry out this responsibility. Work with educators who have successfully implemented Indian content into their classrooms. Collaborate with tribal education departments and Indian educators. Watch the OPI Indian Education Web site for continuous updates and new information. If your school is fortunate to receive a large amount of funding, it is paramount to develop a sequential plan for IEFA in your district that includes integrated and interdisciplinary curriculum in addition to ongoing, job-embedded professional development for your staff.

During the 2009 Legislative Session, the Montana Legislature provided continued funding of \$20.40 per-ANB for the 2009-11 biennium. This continuing payment goes into the school's general fund and must be allocated within the biennium to implement IEFA in the district. One-Time-Only Appropriation. In August 2007 and August 2008 districts received \$10 per ANB one-time-only (OTO) payments, with a minimum of \$500 per district. These payments were deposited in the miscellaneous programs fund (15) using revenue source code 3650 and may not be transferred to any other fund. There is no time limit on the expenditure of these funds.

Accountability Language for all IEFA Appropriations

Expenditures for all IEFA funds should be tracked using program 365. School districts are required to file an annual report to the OPI that specifies how the IEFA funds were expended. The OPI will collect this annual report through the Annual Trustees Financial Summary.

Additionally, during the 2007 Special Legislative Session, expenditures for all IEFA funds were limited to "curriculum development, providing curriculum materials to students, and providing training to teachers about the curriculum and materials." This means that districts may expend IEFA funds for any activities related to developing, implementing, or delivering IEFA related materials, curriculum, or training to school district staff and students. For example, a district could hire and/or supplement a curriculum specialist to spend time on IEFA curriculum integration; provide stipends to staff who attend IEFA related professional development opportunities; buy IEFA appropriate books for the classroom and/or library; or take students on an IEFA related field trip.

If your school receives \$100 - \$1,500

- Survey staff to find out immediate needs for materials, professional development, and content knowledge of Indian history, Indian contemporary issues, etc.
- Update your library with American Indian fiction, non-fiction, poetry, anthologies, reference materials, tribally specific materials, DVDs, CDs, teacher guides, instructional aids, etc.(see the Resource Guide on the OPI Web site: <http://www.opi.mt.gov/indianed>).
- Offer IEFA- related professional development in the form of online or in-person presentations, workshops, or training.
- Arrange student field trips to American Indian cultural events or historical areas.
- Develop/refine local student assessments to determine proficiency with Montana Content and Performance Standards specific to American Indian content.

If your school receives \$1,500 - \$5,000

- Invite guest speakers to do presentations or workshops for students or staff that corresponds to IEFA.
- Develop a comprehensive professional development library for staff.
- Send staff to regional and statewide professional development focused on IEFA.
- Pay costs for substitutes and travel so that teachers can visit schools and classrooms that are currently implementing IEFA throughout their curriculum.
- Set up groups or committees to review existing curriculum and resources, and provide stipends to those staff members who participate.

If your school receives \$5,000 - \$10,000

- Pay tuition for staff to take IEFA related course work and/or classes offered by institutions of higher learning.
- Create classroom lesson plans or learning trunks/footlockers for teachers to use and share.
- Create teacher handbooks that include information about incorporating Indian topics into the classroom and develop an in-service process for new teachers to the district to catch them up to speed on the district's efforts.

If your school receives \$10,000 and up

- Pay your teachers to research programs and curriculum to find appropriate material they can use to best integrate Indian education topics into their classroom.
- Create student exchanges, both online and in-person, with neighboring districts. The best way to break down myths and stereotypes is through interpersonal relationships.
- Hire staff to assist efforts through research, assistance to teachers, and professional development.
- Include Indian content in the hallways and classrooms, including treaties and other historical and cultural documents, portraits of Indian leaders, and Indian artwork.

As of the 2013-2014 school year, each school district in Montana receives \$20.40 per student for IEFA funding.

No Child Left Behind Act (NCLB)

A Quality Education for Every Child in America

President George Herbert Walker Bush signed the *No Child Left Behind Act* (NCLB) January 8, 2002; the most controversial reform of federal education policy in a generation. The legislation, which closely follows the President's agenda to improve America's public schools, passed Congress with overwhelming partisan majorities.

No Child Left Behind is designed to enhance the academics of America's schools by closing the achievement gap, offering more flexibility, giving parents more options, (i.e. parents of children in schools in need of improvement have the choice to direct district funds toward transportation costs to a better public school or toward supplemental services- tutoring or after-school programs – for their child) and teaching students based on what works.

Under the act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is operated.

Montana's Office of Public Instruction requires all schools receiving federal funding to complete a Five-Year Comprehensive Plan. A comprehensive education plan includes these five sections:

1. a school district level education profile;
2. district educational goals;
3. a description of planned progress toward implementing all content, performance, and program areas standards;
4. a description of strategies for assessing student progress toward meeting all content and performance standards; and
5. a professional development component.

Schools are expected to meet or exceed academic standards by the year 2014. Until that time, each school district and school is evaluated on Adequate Yearly Progress (AYP). Schools that are making measurable improvement but experience a one-year dip in academic achievement are given a fair chance to demonstrate that the decline is out of the ordinary. Schools that do not demonstrate adequate yearly progress for two consecutive years are identified as needing improvement and subject to immediate interventions-beginning with technical assistance and then more serious corrective actions if the school continues not to make Adequate Yearly Progress.

School Districts are identified by their funding sources. On the Fort Peck Reservation each K-8 is a "district" and each high school, grades 9-12 are identified as a "district." Districts can have different AYP ratings; schools within district (K-3, 4-6, 7-8) can have a different AYP status.

To determine if a school is making Adequate Yearly Progress, schools are evaluated on 5 different areas and 11 subgroups for each area (a total of 55 areas evaluated).

Five Areas

1. Reading Proficiency (Percent of students who scored proficient or above)
2. Reading Participation Rate (Percent of enrolled students who tested)
3. Math Proficiency (Percent of students who scored proficient or above)
4. Math Participation Rate (Percent of enrolled students who tested)
5. Attendance Rate (K-8) or Graduation Rate (9-12)

11 Subgroups for each area:

1. All students
2. White
3. Black
4. Hispanic
5. Native Hawaiian/Pacific Islander
6. American Indian/Alaskan Native
7. Asian
8. Other Race/Ethnicity
9. Economically Disadvantaged
10. Limited English Proficient
11. Students with Disabilities

A school is identified for improvement after it has not made AYP for two consecutive school years. A school moves to the next "step" or "year" if it continues not to make AYP:

School Improvement (Year One). In general, schools identified for improvement must receive technical assistance that enables them to specifically address the academic achievement problem that caused the school to be identified for improvement. The Local Education Agency (LEA) is required to provide technical assistance as the school develops and implements the plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation. In addition, the following must take place:

1. All students are offered public school choice.
2. Each school identified for improvement must develop or revise a two-year school improvement plan, in consultation with parents, school staff, the local educational agency, and other experts, for approval by the LEA. The plan must incorporate research - based strategies, a 10 percent set-aside of Title I funds for professional development

extended learning time as appropriate (including school day or year), strategies to promote effective parental involvement and mentoring for new teachers.

School Improvement (Year Two). Make available supplemental educational services to students from low-income families. In addition, the LEA continues to offer technical assistance to implement the new plan, and offer public school choice.

Corrective Action (Year Three). Corrective Action requires an LEA to take actions likely to bring about meaningful change at the school. To accomplish this goal, LEA's are required to take at least one of the following corrective actions, depending on the needs of the individual school:

1. Replace school staff responsible for the continued failure to make AYP;
2. Implement a new curriculum based on scientifically based research (including professional development);
3. Significantly decrease management authority at the school level;
4. Extend the school day or school year;
5. Appoint an outside expert to advise the school on its progress toward making AYP in accordance with its school plan; or
6. Reorganize the school internally.

In addition, the LEA continues to offer technical assistance, public school choice and supplemental educational services.

Restructuring (Year Four). During the first year of restructuring, the LEA is required to prepare a plan and make necessary arrangements to carry out one of the following options:

1. Reopen school as charter school.
2. Replace principal and staff.
3. Contract for private management company of demonstrated effectiveness.
4. State takeover.
5. Any other major restructuring of school governance.

In addition, the LEA continues to offer public school choice and supplemental educational services.

Implementing of Restructuring (Year Five). Implement alternative governance plan no later than first day of school year following year four described above.

For more information on the President's initiative, visit www.whitehouse.gov or NCLB at <http://www.ed.gov/nclb/landing.jhtml>. For more information on Montana requirements go to www.opi.state.mt.us/

Fort Peck Head Start Program

The primary pre-school service provider on the Reservation is the Fort Peck Head Start Program. Head Start is a comprehensive early childhood development program designed to meet the needs of children primarily from low-income families, through the integration of five major components.

1. Health. A child who is in poor health will function at a level considerably lower than that of a well-child. Head Start coordinates complete medical exams, including vision, hearing, dental screenings, immunizations and follow-through to ensure corrections.
2. Nutrition. Hungry children cannot learn. The nutrition program in Head Start provides breakfast/lunch and a lunch/snack depending on the session.
3. Education. Children need to feel good about themselves. Head Start supports this through educational opportunities for children to experience success while determining the individualized needs of the children to meet their developmental needs. Children receive 4 hours of classroom instruction five days per/week alternating Fridays. Sessions run from September through May.
4. Parent Involvement. Parents are the prime educators for their children. Head Start includes the families in all areas of a child's development, as well as the decision-making and operations of the program. In addition, Head Start allows opportunities for parents to participate in educational learning sessions and develop activities which they can take part in.
5. Social Services. Recruitment and enrollment of children, including handicapped children, is a necessary part of Head Start. Also, Head Start provides families with supportive services and links families to available community resources.

Head Start promotes school readiness for children, ages three to five, in low-income families by offering educational, nutritional, health, social and other services. Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Programs actively engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs.

The Fort Peck Head Start program was established in 1966. On September 24th, 2013 the Fort Peck Tribes authorized a 2014 operating budget of \$1,733,031.00 that will serve 237 pre-school children.

Mission Statement

Head Start is committed to providing comprehensive early childhood services to economically and educationally disadvantaged preschoolers and their families on the Fort Peck Reservation. Through a team approach, the program works to bring about a greater degree of social competence in children. To achieve social competence, Head Start performance standards provide for:

- Improvement of the child's health and physical abilities, including appropriate steps to treat present physical and mental problems.
- Development of seasonal cycle menus and introduction of new foods to enhance every child's access to an adequate, nutritious diet.
- Improvement of the family's attitude toward future health care and physical/mental abilities.
- Encouragement of self-confidence, spontaneity, curiosity and self-discipline that will assist the development of the child's social and emotional health.

- Enhancement of the child's mental processes and skills, with particular attention to conceptual and communication skills.
- Establishment of patterns and expectations of success for the child that will create a climate of confidence for present and future learning efforts and overall development.
- Enhancement of the ability of the child and family to relate to one another and to others.
- Development of a sense of dignity and self-worth within the child and his/her family.
- Transportation to ensure child's attendance and foster the family's responsibility with time management in preparation for Kindergarten.

Head Start recognizes parents as the primary teachers and should therefore be made active in their child's education. Collaborative agreements with local agencies allow services to be coordinated effectively and on a timely basis.

Administration & Staff

Viola Wood - Director	Joyce Simon - Secretary
Arlene Small - Bookkeeper	Cathy Wetsit - Education Coordinator
Rusti Kirn - Fam. Ser. Coord. Poplar/Ft. Kipp	Chelly Harada - Fam. Serv. Coord. Frazer/WP
Vanessa Starr - Nutrition Coordinator	

Head Start Centers: Ft. Kipp, Poplar (2), Wolf Point (2), Frazer
 Students (25 slots for children w/disabilities, up to 25 slots for high income)
 Admin. Personnel: Director, Bookkeeper, Asst. Bkkpr/Computer Spec., Secretary
 Classrooms
 Teachers
 Teacher Aides
 Component Specialists
 Health/Disabilities Technicians
 Bus Drivers/Janitors
 Cook, Cook Assistant

Fort Peck Tribes Language & Culture Department

Ramey Growing Thunder, Director (768-3520)

Del First, Language Specialist / Jackie Christian, Language Specialist

nakonadakotalanguagescultues@gmail.com

Vision Statement (Cultural Perspective)

The vision of our department is to increase the language revitalization and cultural restoration with our Nakona and Dakota communities as the first steps to planning and developing a Tribal Immersion School. This vision foretells our youth being embraced daily with our cultural ways of knowing, speaking our language, hearing our elder stories, hearing our creation stories, understanding and perpetuating our history, singing our traditional songs, sharing our ways of dance, living and perpetuating our seven sacred rites of Pte San Win (White Buffalo Calf Woman) and Traditional rites. Our respectful approach addresses the historical accuracy of our people's education past and present, community-based curriculum development, language revitalization, cultural restoration, and learning strategies for the sake of our children and future generations.

Mission Statement (Academic Perspective)

The Fort Peck Tribal Department of Languages and Cultures is committed to the restoration and revitalization of the Nakona/Nakoda and Dakota languages and cultures. This initiative will serve as the active venue for addressing the complex family, educational, spiritual, cultural, health, and societal issues facing the Nakona/Nakoda and Dakota people of the Fort Peck Indian Reservation. The department envisions the emergence and acceptance of our traditional languages and cultures, into the daily lives of the people to instill a rebirth of their cultural identity, which is dignified to become an integral part of their contemporary lives.

"Let us put our minds together to see what life we can make for our children" - Tatanka Iyotanke
"Wakanyeja Nitawa Woyuonihan!" (Honor your Sacred Little One's!)

Short Term Goals:

-Phrase of the day on KVCK, Wolf Point FM/AM radio station both Nakona and Dakota for the general public to hear our language being spoken.

-Montana Indian Language Pilot Program Advisory Board and Fort Peck Community Assessment on Language and Culture Resources available and to draw upon for future gatherings.

Long Term Goals:

-Community gatherings in Frazer, Oswego, Wolf Point, Poplar, Brockton and Ft. Kipp to increase language revitalization and cultural restoration with our Nakona and Dakota people.

-Pre K-12 grade curriculum development with Tribal ways of knowing and by Tribal members. (MILPP tangible and department resources for entire reservation.)

-Tribal Immersion School (research of possible location, feasibility, funding sources, planning and development.

Objectives:

-Responsibility to Tribal Government, Community Services and Partnerships involvement. (Education Committee, Cultural Resources, Education and Head Start, Tobacco Coalition [Tribal Health, Roosevelt County, Boys & Girls Clubs and HPDP], Montana Indian Language Pilot Program, Tribal Action Planning Committee, Brockton, Poplar, Frontier, Wolf Point and Frazer Schools.

-Language engagement and Cultural Restoration.

-Maintain, development and restoration of Nakona & Dakota Languages.

Brockton Public School District

www.brockton.mt.us

215 N 5th Street Brockton, MT 59213 (406) 786-3195

Background

The Brockton Public School District (#55 & #55F) was organized and established as a public school in 1911, the same time as the establishment of Roosevelt County. Brockton school district offers a K-12 program and has a school board membership of three on staggered three-year terms. The chief administrative officer of the School District is the Superintendent, who is hired by and is responsible to the Board. The Superintendent is assisted by the District Clerk/Business Manager.

District Level Demographics

Brockton School District is made up of an elementary and secondary school located just off Highway 2 in Brockton, Montana. The school is located approximately 65 miles west of the North Dakota border and is on the eastern portion of the Fort Peck Reservation. Brockton has a city population of approximately 500 and school enrollment of 117 (Elementary & Jr. High - 99 students; High School - 18 students). Employment is limited and the school is the primary employment opportunity in town. The school district operating budget for 2012-13 was \$. Impact Aid was \$. There are minimal local taxes that contribute to the district's budget. Approximately 98% of the student population is American Indian and 94% of the student count participates in Free and Reduced Lunch program.

Mission

Brockton Schools will ensure that every student is in a safe and relevant environment, has the opportunity to learn, and to develop to his/her highest capabilities and potential in a changing world.

Philosophy Statement

We believe the Brockton Public School will ensure a quality learning environment for all children regardless of race, gender or ability. Brockton Public School will promote mutual respect and pride within our school and all human beings, including ourselves.

We believe learning is a continuous process as demonstrated by elders. Highly trained staff will teach within a bilingual and cultural structure to stress open mindedness and use of wise decision making skills. Students will learn to positively express the unique talents of self and others as well as learning coping skills to strengthen weaknesses. Through role models, leadership will be developed so that students will take on elder leadership qualities.

We believe that Brockton School community will have a firm commitment to Brockton Public Schools' Mission, Vision and Philosophy so that every student will be prepared for life.

Performance Goals by 2014

1. **Academic Goals:** 100% of students will achieve scores in math and reading at proficiency or advanced levels as measured by achievement test results in all subgroups. Brockton schools will utilize the services of the Title funded support programs and other programs to ensure adequate yearly progress. Progress will be measured through achievement test scores with an increase of 3% to the year 2014, and as directed in Individual Education Plans.
2. **Highly Qualified Teachers Goal:** 100% of the students will be taught by highly qualified, certified teachers & paraprofessionals.
3. **Limited English Proficient Goal:** 100% of the students will be proficient or better in the English language.
4. **District Climate Goal:** A positive, clean learning environment with 0 frequencies of discipline and bullying incidents.
5. **Safe School Goal:** Learning environments will be safe, violence-free, weapon-free, drug-free monitored environment conducive to learning with 0 numbers related to incidents.
6. **Inclusive Goal:** All special education students will be mainstreamed into regular education classrooms and receive special services as necessary for learning barriers or challenge opportunities for gifted and talented students.
7. **Graduation Goal:** 100% of students will graduate from high school at the level of proficiency or advanced levels, with summer school available to those who require extra credits to graduate.
8. **Technology Goal:** 100% of teachers, administrators, and students will improve their technological skills to proficient as measured by Taglit.
9. **Parent Involvement Goals:** 100% of parents will be involved with decision-making and attending school functions.

Special Services

Brockton School District provides special services to students which include college tutors in math/science from JOM funds and meals are provided to all students without charge during the summer months.

Special Education services are furnished for students with special needs that are tied to physical handicaps/disabilities, learning disabilities, emotional difficulties, and gifted/talented capabilities. A counselor is employed to aid each student in utilizing his/her abilities to the fullest, in making sound choices, and in developing self-understanding. The counselor assists with counseling, testing, class scheduling, referral services, post-secondary opportunities, employment assistance, and financial aid applications.

Curriculum, Assessment and Professional Development

Curriculum. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

Brockton school district is a member of the Golden Triangle Curriculum Cooperative (GTCC). Master teachers from the Brockton district participate in a collaborative process with master teachers from member districts. The process forms a Master Curriculum Committee for the specific curriculum content area being reviewed and aligned to Montana Content and Performance Standards.

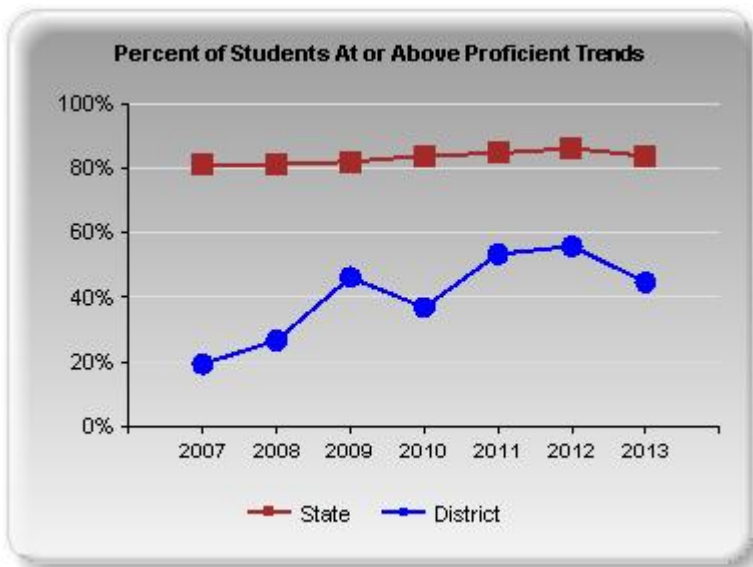
Assessment. Assessment work has and is being completed following the same format as curriculum alignment. Once the curriculum is aligned to standards, teachers gather to write a Criterion-Referenced Test by selecting assessments that best assess specific curriculum objectives.

Professional Development. As a member of GTCC many opportunities for professional development are offered to the teachers. The actual writing, reviewing, and alignment of curriculum to standards are a professional development experience that includes in-depth training based on research-based criteria that is facilitated by the GTCC Curriculum Director.

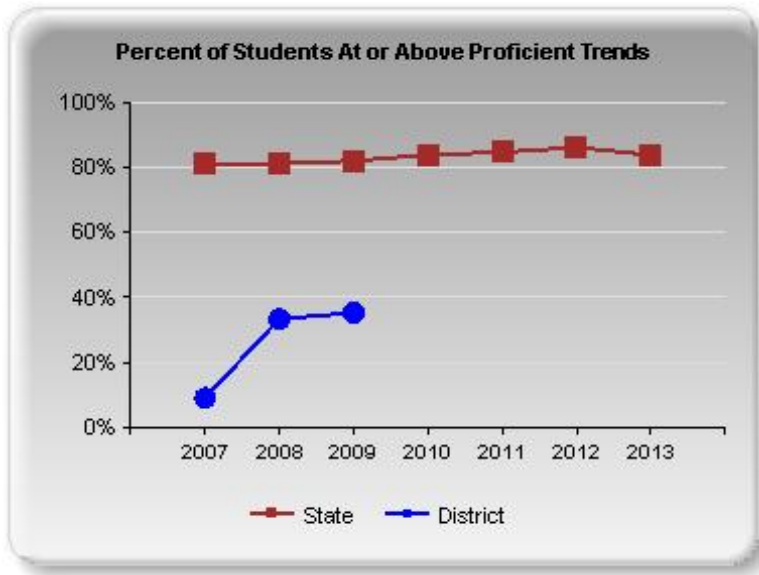
Integration of Native American Culture in the Curriculum

There is no reference to incorporating culture into the curriculum in the 5 Year Comprehensive Education Plan.

AYP Chart Brockton Elementary Enrollment 99 students



AYP - Brockton High School Enrollment 18 students



Extra-Curricular Activities

Activities are offered for boys and girls and often included varsity, junior varsity, junior high and elementary levels.

Boys: Basketball, Cross Country, Football, Track, Golf
Girls: Basketball, Cross County, Volleyball, Track, Golf

Administration & Staff

Kurt Anderson - History	Linda Benocha - 3 rd Grade
Lina Buchanan - Kindergarten	Kelly Cathey - Counselor
Jeanine Granada - Health/P.E.	Susan Hanson - Business
Claudia Harris - 4 th Grade	Judy Heupel - Jr. High
Angi Iverson - 1 st Grade	Olivia Johnson - 6 th Grade *
Don Linthicum - Special Ed.	Terrence Johnson - Home School Coordinator *
Mike Radakavich - Superintendent	Roaxnn Smith - Business *
Peter Succi - Math	Jacob Turcotte - English *
Coy Weeks - 5 th Grade *	Clint Whitmer - Science
Bernadette Wind - Dakota Language *	

*American Indian Teacher

Frazer Public School District

frazer@frazer.k12.mt.us

325 6th Street Frazer, MT 59225 (406) 695-2241

The Frazer Public School District (#2 & #2B) was organized and established as a public school in 1931. Frazer school district has a school board membership of 5 on staggered three- year terms. In 1985 a new school was built which houses both the elementary and high school student population.

District Level Demographics

Frazier School District is a K-12 school located just off Highway 2 in Frazer, Montana. The school is located approximately 120 miles west of the North Dakota border and is on the western portion of the Fort Peck Reservation. Frazer has a city population of approximately 450 and school enrollment of 121. Employment is limited and the school is the primary employment opportunity in town.

Mission

The mission of Frazer School is to develop respectful, culturally aware citizens with the academic, social, and emotional skills necessary to maintain a successful life. Our collaborative, flexible, and dedicated staff, in cooperation with parents and community will teach a relevant curriculum aligned with the tribal and state standards and assessments in a safe environment that is conducive to learning.

Philosophy Statement

(Not Reported)

Performance Goals by 2014

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14.
2. All limited English proficient students will become proficient in English.
3. Highly Qualified Teachers will teach all students by 2005-06
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.
6. The entire staff will participate in appropriate professional development geared toward the incorporation of Native American culture into the curriculum.

Special Services

Special Education services are furnished for students with special needs that are tied to physical handicaps/disabilities, learning disabilities, emotional difficulties, and gifted/talented capabilities. A full time counselor is employed to aid each student in utilizing his/her abilities to the fullest, in making sound choices, and in developing self-understanding. The counselor assists with counseling, testing, class scheduling, referral services, post-secondary opportunities, employment assistance, and financial aid applications.

Curriculum, Assessment and Professional Development

Curriculum. Frazer School District aligned their curriculum to state content and performance standards in 2004. Classroom and program assessment training are provided to instructional staff. The curriculum in grades K-12 reflects the distinct and unique, cultural heritage of the Assiniboine and Sioux of the Fort Peck Indian Reservation. The district continues to engage in an ongoing process of assessment, revision, and updating of Native American culture into the curricular programs. The curriculum offers students the opportunity to learn about and be exposed to Native American culture through readings, class activities, Native American language classes, and guest speakers. These activities develop within students the ability to apply and incorporate Native American culture into their daily lives and understand how their culture relates to that of other Montana tribes.

Assessment. The district plan incorporates a multiple assessment method, which is aligned with and measures student progress toward meeting and/or exceeding state content and performance standards and identified district and school goals.

Professional Development. Professional development are aligned with the School Improvement Goals. Activities will include training in Reading Excellence, training in computer assisted math and reading programs, staff development for curriculum alignment as needed, training by the math coach, training on new math and reading curriculum materials, professional development for integrating Native American culture and history into the curriculum, training in implementing a Positive Indian Parenting Program, teaching study skills, attend summer reading institutes, and professional development on teacher mentoring and the home-to-school connection.

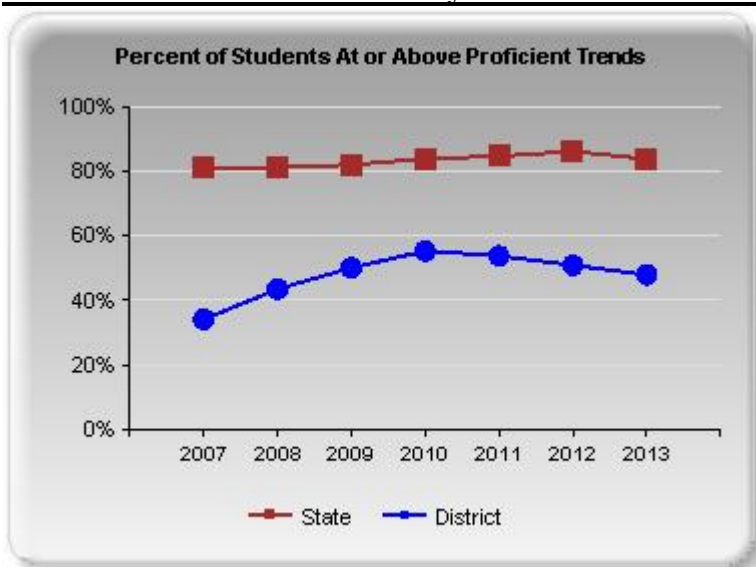
Schools of Promise

In 2010, the U.S. Department of Education launched an ambitious effort to address that challenge, investing \$3.5 billion to fund the School Improvement Grant's (SIG) Recovery Act program. As part of that, funded under a combination of American Recovery and Reinvestment Act of 2009 (ARRA) and Title I School Improvement funding of the Elementary and Secondary Education Act, Montana received \$11.57 million to support SIG-eligible schools. The Montana Schools of Promise – School Improvement Grants Initiative is a partnership between schools, communities and the Office of Public Instruction to improve Montana's most struggling schools. In communities across Montana, parents, families and caregivers share the hope that their children will graduate from high school and be prepared to go on to college or enter the workforce. Montana Schools of Promise was established in 2009 under the leadership of State Superintendent Denise Juneau to significantly improve the educational experience and outcomes for students attending SIG eligible schools. OPI hired 22 employees in this unprecedented effort. Instructional leaders were hired and placed in each school. Districts planned to provide longer school days, with some choosing to extend the school year to include more days. All SIG Schools of Promise adopted the same mathematics and language arts programs. A teacher and principal evaluation system known as the Schools of Promise Performance Appraisal System (SOPPAS) was developed and implemented. Collaboration

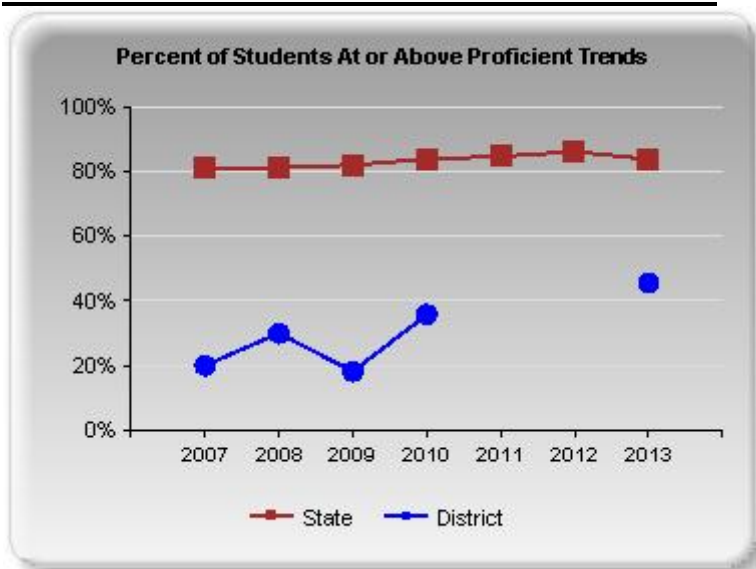
time was established, in the form of professional learning communities and job-embedded professional development and learning. Particular support was provided to ensure high fidelity of program implementation. Summer school and after school learning opportunities were added.

Each School Improvement Grant district was required to organize a team of staff, administration, school board members and students to develop a plan of improvement using designated funds. The plan design is used across all 50 states, but each team develops their own specific needs and how they will work toward an increase in student achievement and graduation. Each identified district created a team of teachers, administrators, school board members, parents and students to create a District Action Plan (DAP). Based on the Federal Guidelines, teams analyzed data and created plans of improvement unique to their district and schools. New principals (Melanie Blount – Frazer) were hired at the four Schools of Promise. Transformation Leaders were hired and placed in each school. OPI’s onsite teams led planning meetings to prepare a district action plan and budget for Year 1 activities. District planning teams were convened, including students, teachers, administrators, community members, board members, and parents. Teams were established by the district and approved by OPI. School Board Coaches were hired and placed in each community. All Schools of Promise administrators participated in monthly training focused on instructional leadership in a school reform process.

AYP Chart Frazer Elementary Enrollment 106 students



AYP Chart Frazer H.S. Enrollment 35 students



Administration & Staff

Melanie Blount - Principal *
Sonya St. Marks - Kindergarten *
Jeanine Granada - Health/P.E.
Shane Braun - 4th Grade
Sherri Bassett - 1st Grade
Don Linthicum - Special Ed.
Corrina Guardipee-Hall - Supt. *
Dan Crotty - Math
Jasmine Durnam - 5th Grade
Kael Hollowell - Social Studies

Dorothy Morrison - 3rd Grade
Teresa Heil - Art
Lanette Harmash - Music
Jim DeCouteau - Jr. High
Holly Kincaid - 6th Grade
Kathleen Goosen - Business Computers
- Business
Amamda Gasvoda - English
- Science
Melissa Andreas - 2nd Grade

*American Indian Teacher

Frontier Elementary School District

Montana Hwy # 25 Wolf Point, MT 59201 (406) 653-2501

The Frontier Elementary School District (#3) was built in the 1960's when many rural schools were being closed. In the early 1980's an addition to the school was built. Frontier Elementary School has a school board membership of 5 on staggered terms. Most of the taxpayers are ranchers or farmers.

District Level Demographics

Frontier Elementary School District serves K-8 and is located just off Highway 25, 3 miles southeast of Wolf Point, Montana and is located on the Fort Peck Indian Reservation. The district has a school enrollment of 138 students. There are 12 teachers (all Non-Indian women), 2 full time aids, 8 tutors who assist students for one hour in the mornings, 1 Home School Coordinator (Male, American Indian) and a Superintendent/Principal (Male, Non-Indian). Highly Qualified Teachers teach 81.5% of the classes. Approximately 46% of the student population is American Indian and 44% of the student count participates in the Free and Reduced Lunch program. One third of the students attend Frontier because of mandatory tuition agreements with northern McCone County (south of Roosevelt County). Approximately 15% of the students are out of district and pay tuition to attend. Most students who graduate from 8th grade enroll at Wolf Point High School.

Mission

Frontier School, in partnership with the community, will provide a secure climate where the students will strive to reach their highest potential by actively participating in learning experiences to gain knowledge, grow in wisdom, develop confidence and value a life-long education.

Philosophy Statement

Our philosophy of education holds to the belief that each student, regardless of race, color, caste, creed, sex or level of ability is entitled to receive an education which will meet or exceed the current standards and learner goals suggested in the Montana School Accreditation Standards and Procedures manual, will comply with established legal requirements and will reflect the desires of the community.

Performance Goals by 2014

1. Improve Reading comprehension test scores by one full year for all 2nd and 3rd graders as measured by STAR.
2. Goals for Math to include 1) increasing proficiency, 2) focusing attention on Mathematics as a life-long skill, 3) increase Math confidence, 4) involve family in learning Math, and 5) increase ITBS scores in Math. (90% of students in grades 4-8 will

meet 3 of these goals by the end of 2003-04, 4 of these goals by 2006-07 and all 5 of these goals at the end of five years.)

Special Services

A full time Special Education teacher is available for students in all grades who have special needs that are tied to physical handicaps/disabilities, learning disabilities, emotional difficulties, and gifted/talented capabilities. Two full-time aids assist with special education students. Tutors are hired under a Reading tutorial grant to offer one-on-one or two-on-one assistance to select students in K-4 grades. SOAR, an after-school tutoring service, was available for students. A part-time School Guidance Counselor is available to assist students in understanding self, developing effective communication skills, learning study skills, and exploring school and career choices.

Curriculum, Assessment and Professional Development

Curriculum. In 2002 stakeholders met and decided on Math and Reading as areas of improvement. It was decided that Saxon Math would be purchased and implemented to improve math. In the area of Reading, a grant was written and program developed to meet the needs of the students. A list of Native American literature used for 2nd grade was provided. Other books, lists of activities and samples of Teacher Created Materials, Inc. were included in 5 Year Comprehensive Plan but grade levels were not indicated. Reference is made to the Curriculum Handbook in the library and copies of learner outcomes for K-3 Science, learner outcomes for K-8 Math, Library Learner Goals for K-8, Visual Arts Learner Outcomes, Health Curriculum for 5-8, and Technology Curriculum for K-8, Social Studies Learner Outcomes for 5-8, Music Curriculum for K-8, and Reading/Literature learner outcomes for intermediate grades,

Assessment. Math assessments are available in 5 Year Comprehensive Plan. Materials related to "Placement Inventory and Decoding Assessment" were on file but not explained.

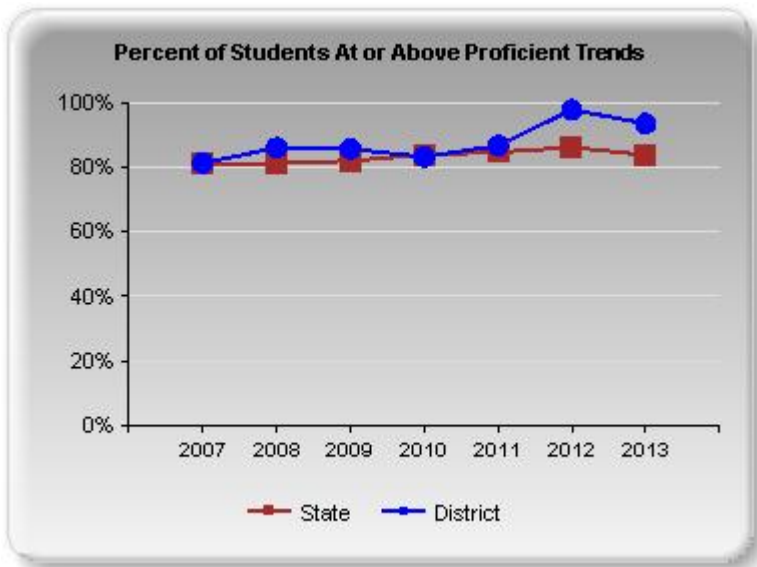
Professional Development. Frontier incorporated a three year teacher training program called Ventures, funded by the National Science Foundation and offered through Fort Peck Community College, in August 2003. Teachers will improve their ability to use technology and have networking throughout the entire school. Teachers will have the opportunity to take online classes, especially those that train teachers to teach to the strengths of Native American students.

Extra-Curricular Activities

Frontier School District offers several activities for boys and girls. Boys: Basketball, *football, *track, *cross country, music festival. Girls: Basketball, volleyball, *track, *cross country, music festival.

*Activities co-sponsored with the Wolf Point School District.

AYP Chart Frontier Elementary Enrollment 139 students



Poplar Public School District

www.poplar.k12.mt.us

404 4th Ave. W Poplar, MT 59255 (406) 768-6600

The Poplar Public School District (#9 & #9B) was organized and established as a public school in 1903. Poplar school district has a school board membership of 5 on staggered three-year terms. Poplar has a population of over 3,000, including surrounding areas. Primary employers in the area include the Fort Peck Tribes, Bureau of Indian Affairs, Indian Health Service, Poplar Community Hospital and the school.

District Level Demographics

Poplar Public School District is located on Highway 2 in Poplar, Montana, approximately 120 miles west of the North Dakota border and in the south-central portion of the Fort Peck Reservation. Poplar Public School District has 559 elementary students, 116 jr. high students and 220 high school students. The district primarily operates in 3 buildings: K-4 elementary school, 5-8 middle school, and 9-12 high school. There is a small building across the street that houses the alternative school.

Mission

The Mission of the Poplar Public Schools is to prepare exemplary students through enthusiastic and knowledgeable guidance and instruction in a culturally rich district that inspires each individual to attain the excellence within and share that gift with society.

Philosophy (Belief) Statement

Poplar School Districts Believe —

Learning is a lifelong process.

All people can learn.

Each individual is unique.

In respect for people, our environment, and all living things.

In a drug and alcohol free school.

In a safe and secure environment.

Trust builds community support.

Education is the dual responsibility of the family and society.

Early childhood development is the foundation of the learning process.

Community support is vital to our mission.

Increasing expectations yields higher achievement.

In the universal opportunity to receive an education.

In a healthy body, mind and spirit.

Learning language and culture increases self-esteem and achievement.

Children are our most precious resource.

Performance Goals by 2014

1. The number of students achieving the proficient or advanced level in Mathematics will increase by 27% by the year 2008 as measured by ITBS/ITED scores.
2. The number of students achieving the proficient or advanced level in Reading will increase by 25% by 2008 as measured by ITBS/ITED scores.
3. The number of students achieving the proficient or advanced level in English Language Arts will increase by 25% by 2008 as measured by ITBS/ITED.
4. The frequency of students receiving discipline referrals will be reduced by 10% per year as shown by the annual totals recorded in School Master.
5. The number of students in grades 7-12 dropping out of school will decrease 2% per years as measured by annual School Master data and/or OPI dropout reports.

Poplar Special Services

(Not available.)

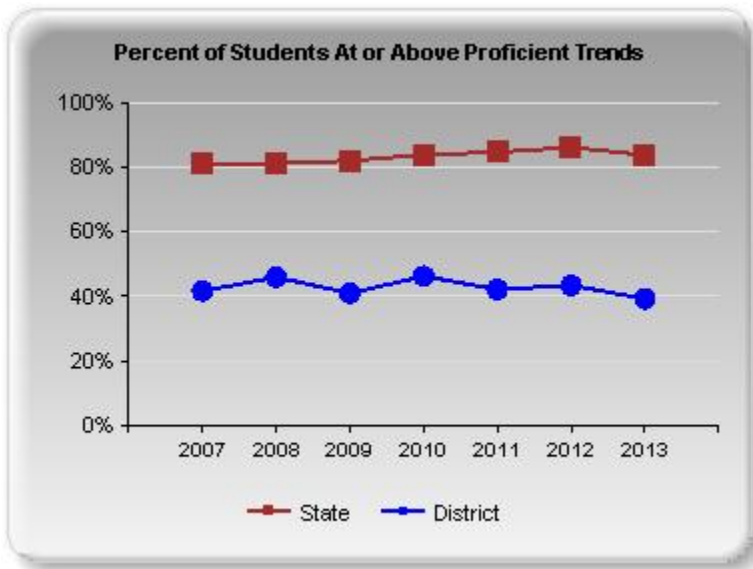
Curriculum, Assessment and Professional Development

Curriculum. Curriculum planning and development have been significant activities at the Poplar Schools for the past 20 years. Content-area committees consisting of teachers, administrators, and, when volunteers step forward, examine student performance data, state and national standards, and local needs to develop articulated K-12 curricula for each subject area taught in local schools.

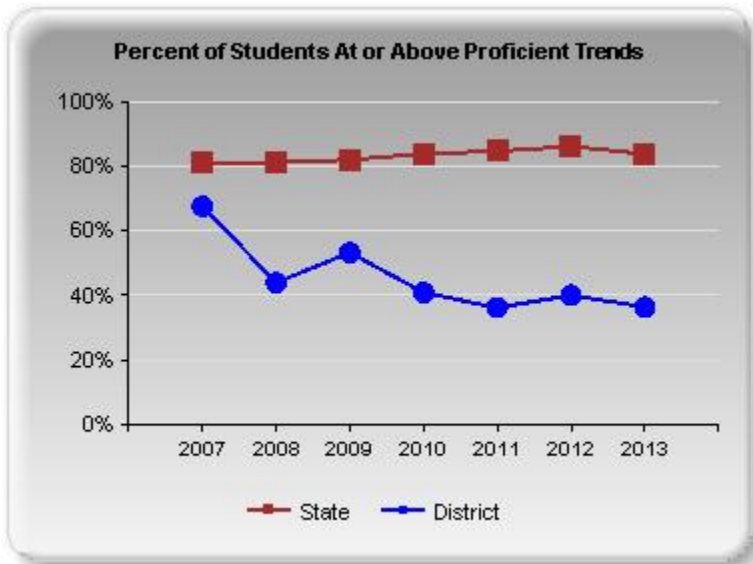
Assessment. Teachers and administrators have adopted and developed assessment procedures to measure student achievement relevant to district objectives. Several additional assessment strategies are used to measure students' progress relevant to state and national standards. Development and review time lines for curriculum and assessment are a part of the 5- year plan.

Professional Development. During the past several years, all of the staff have taken training in numerous programs adopted by the schools as a result of the strategic plan or building plans. The programs and the related training activities include Tough Kids, a behavioral modification program, Reading Renaissance, Success For All, a reading and language program, COMPASS, a digital K-8 curriculum program for student practice, PLATO, a 9-12 curriculum program for student practice, 6-Trait Writing Assessment, a strategy for addressing K-12 writing skills, Accelerated Math, a K-12 math program for student practice, STAR Reading and Math, a digital, self-administered reading and math assessment for K-12 students, Ventures, an instructional strategy focusing on writing across the curriculum, Curriculum and Assessment Development, Technology Tools, training on a broad variety of technology tools and digital programs, and Exploratory Activities, self-selected teacher development activities.

AYP Chart Poplar Elementary Enrollment 675 students



AYP Chart Poplar H.S. Enrollment 220 students



Administration & Staff

- | | |
|---|--|
| Akers, Genelle - 3 rd Grade | Alui, Olabinjo - Math |
| Anders, Steve - Counselor | Andersen, Angela - 2 nd Grade |
| Azure, Debbie - 2 nd Grade * | Azure, Jeri - Kindergarten * |
| Azure, Luanne - Family Science * | Barron, Terry - Special Ed. |
| Bauer, Myra - Elem. Technology | Bear Cub, Twilia - Special Ed. * |
| Benton, Noralee - 8 th Grade Science | Berg, Rochelle - Librarian |
| Bigler, Dduane - Asst. Principal | Black, Patti Jo - Asst. Principal * |
| Block, Dana - Jr. High History | Boadle, Loren - Alternative Ed. |
| Boyd, Val - 3 rd Grade | Bucholtz, Roman - H.S. History |
| Briggs, James - H.S. English | Brooks, Jonathan - H.S. Music |
| Cheek, Angela - 5 th Grade | Cheek, Charlene - 5 th Grade |
| Christian, Teri - H.S. Physical Ed. & Health * | Crowley, Katie - Elem. Counselor |

Culbertson, Charlene - 2nd Grade
 Erickson, Keith - Elem. Asst. Principal *
 Exstrom, Karen - 1st Grade
 Failing, Allison - Speech Pathologist *
 Dunford, Charles - H.S. Special Ed.
 Farver, Jill - H.S. Family Science
 Fuhrman, Loren - H.S. Math
 Gaustad, Lawren - 4th Grade
 Goss, Janet - Reading Coach
 Gourneau, Frank - 4th Grade *
 Gourneau, Greg - Jr. High History *
 Gramling, Owen - Elem. Physical Ed.
 Granbois, Manny - Elem. Phys. Ed. & Health *
 Granbois, Tom - Elem. Principal *
 Hammar, Joe - Industrial Arts
 Hess, Kathy - Elem. Special Ed.
 Hirst, Greg - H.S. English & History *
 Hovan, Molly - 6th Grade
 Kennaugh, Kevin - 3rd Grade
 LaRoche, Collene - Elem. Reading
 Ley, Karen - H.S. Special Ed.
 Longden, Jon - Jr. High Science
 McGeshick, Doreen - School Nurse
 Miller, Lisa (Alta) - AltaCare Counselor
 Moran, Lesley - Kindergarten
 Norgaaard, Morgan - Jr. High English
 Perry, Barb - Jr. High English
 Powell, Rebecca - 1st Grade
 Ray, David - Dean of Students
 Ricker, Griffin - H.S. Basketball Head Coach *
 Ruffatto, Lynette - Kindergarten
 Sadler, Traci - Jr. High Math
 Schiedermayer, A. - H.S. Counselor
 Sherman, Lana - Elem. Art
 Snyder, Aaron - H.S. Science
 Tande, LeeAnn - Elem. Instructional Coach
 Tran, Mary - Jr. High Information Tech.
 Wall, Greta - 5th Grade
 Wilson, Kara - 6th Grade
 Young, Chandra - 6th Grade *

Cutia, Katherine - H.S. English
 Escarcega, Sarelle - 1st Grade *
 Exstrom, Kevin - 1st Grade
 Falcon, Terry - Asst. Principal *
 Fiedler, Karen - Jr. High Math
 Fladager, Shelia - Speech Therapist
 Galloway, Meghan - Elem. Music
 Gorder, James - H.S. Vocational Ed.
 Gossage, Sheri - IT Director
 Gourneau, Goergie - Kindergarten *
 Gourneau, Hillary - 5th Grade
 Granbois, Colette - 3rd Grade
 Granbois, Melissa - 4th Grade
 Haggard, Dwain - H.S. Principal
 Hay, Robert - Business & IT
 Hinojosa, Mary - Elem. Art
 Holen, Lucille - Home-School Coordinator
 Joscelyn, Nancy - School Psychologist
 Kohl, Karolyn - H.S. Math
 Leder, Forrest - Elem. Music
 Linder, Haven - 2nd Grade
 Marcwick, Shirley - Grade 1
 Miller, John - Jr. High Principal
 Moore, Brent - H.S. Science
 Morger-Miller, Lisa - 4th Grade
 Payne, Patricia - 1st Grade
 Pickett, Nancy - Jr. High Counselor
 Raab, Brad - Elem. Special Ed.
 Remington, Matt - H.S. Art
 Rickley, James - Superintendent
 Ryan, Richard - Jr. High Special Ed.
 Scarr, Kelly - Jr. High Librarian
 Sherman, Michelle - Special Ed.
 Smoker, Alice - Elem. Counselor
 Swartz, Olivia - 6th Grade
 Thompson, David - H.S. Counselor
 Turnbull, Suzanne - Kindergarten *
 White Eagle, Janice - Elem. Teacher's Aid *
 Wofford, Zane - H.S. History
 Youngman, Isabelle - H/S Coordinator *

* Native America Teacher

Wolf Point Public School District

www.wolfpoint.k12.mt.us

213 6th Ave. South Wolf Point, MT 59201 (406) 653-2361/653-1200

The Wolf Point Public School District (#2 & #2B) was organized and established as a public school in 1880. Wolf Point school district has a school board membership of 8 on staggered three-year terms.

District Level Demographics

Wolf Point School District is made up of 4 locations: Southside (grades K-3), Northside (grades 4-6), Wolf Point Jr./Sr. High School (grades 7-12), and Opportunity Learning Center (alternative school). The district's student enrollment is: 637 elementary students, 131 jr. high students, 205 high school students. Wolf Point is located approximately 90 miles west of the North Dakota border and is in the west/center of the Fort Peck Reservation. The population is estimated at 2619 according to the 2003 U.S. Census and school enrollment is 903. Wolf Point is considered the trade center of northeast Montana and is the largest town on the Reservation. Major employers are Chief Redstone Indian Health Clinic, Northeastern Montana Health Services, School District, and Roosevelt County Offices.

Mission

Wolf Point School District will provide a safe environment which promotes innovation and gives all individuals the opportunity to gain and utilize the skills needed to pursue a successful future.

Philosophy (Belief) Statement

The Wolf Point Junior/Senior High School believes:

- All students are entitled to a safe and supportive environment.
- All students can develop to their highest individual level of academic achievement.
- All students can demonstrate effective and positive interpersonal relationships as well as technological and life skills.
- All students, staff, and the community can adapt, collaborate, and cooperate in new ways to better educate all children to be successful adults in an ever-changing society.
- All students and staff can create an environment that models and promotes positive self-concept, human potential, and respect for all people and cultures.

The Southside and Northside Schools believe:

- That, as a community, education is the foundation for a successful life.
- Every child has the right to feel safe, to feel welcome, and to succeed in their education.
- All students, regardless of race or economic status, will have fair and equal treatment.
- Student will appreciate their unique qualities, their cultures, and their role as valued members of their school community.

Learner Goals

Wolf Point Junior/Senior High School:

1. Students will develop and demonstrate critical thinking and life skills.
2. Students will develop and demonstrate respect for other people, property, and cultures.
3. Students will become lifelong learners.
4. Students will demonstrate skills and knowledge in the core subject areas.

Wolf Point Southside and Northside Schools:

1. Students will develop the skills and attitudes necessary to be a productive member of society.
2. Students will develop a sense of responsibility for self, others, and the environment.
3. Students will master basic skills to become a life long learner.
4. Students will develop the skills to communicate effectively, think critically, and solve problems.
5. Students will develop their highest potential by realizing their individual talents, well-being, and sense of worth.

Special Services- Southside, Northside, Jr. High, H.S.

Special Education / School Psychology / Speech Pathology / 504 Services / Title I School-wide / READ Bilingual Program / 21st Century Centers / GEAR UP / Altacare, CST / Behavior Learning Center / Counseling / Career Counseling / Family-School Coordinator / Safe & Drug Free / SAFE Programs (Gr. 5-9) / Nurse / Tutoring Program / White Wolf Song & Dance / Huffing Education Class / DARE / Second Step / SMART Moves / NAS

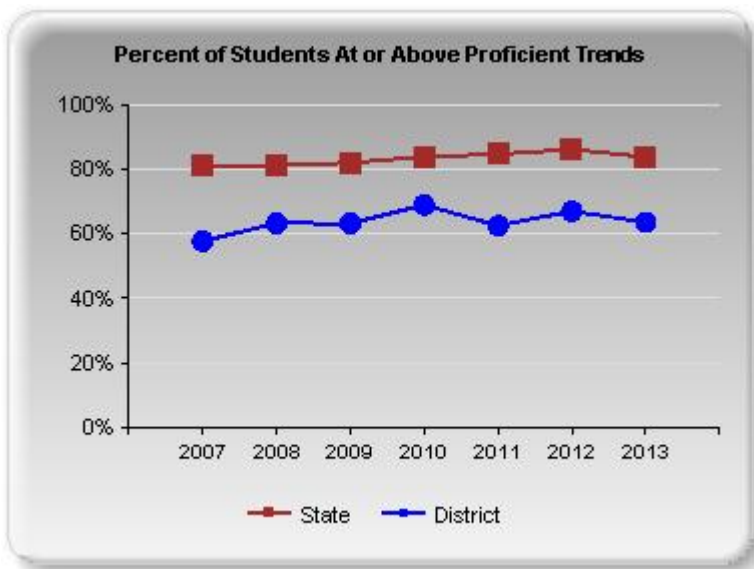
Curriculum, Assessment and Professional Development

Curriculum. Curriculum content and performance alignment was completed in 1999 for Reading, Writing, Literature, Speaking & Listening, and Science. Alignment for Social Studies and Health Enhancement were completed in 2003. Alignment for Media Literacy, Library Media, Fine Arts, Technology, Workplace Competencies, and Career & Vocational Technical Education will be completed 2004.

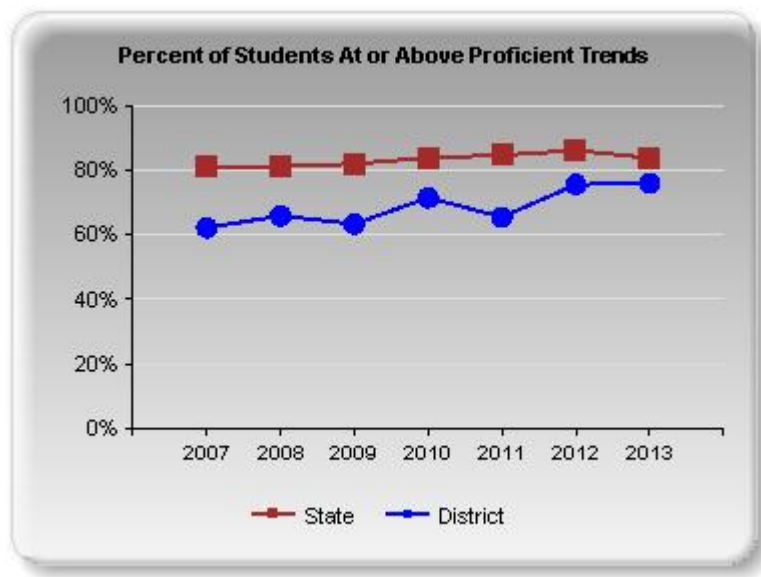
Assessment. Assessment alignment is to be completed in the same years as the alignment of curriculum. Assessments to be worked on in 2004 are still being worked on.

Professional Development. The District is working with the Fort Peck Community College and Rural Systemic Initiative to fund staff training and development in technology math, and science. The District is also working to incorporate Native American culture into the curriculum.

AYP Chart Wolf Point Elementary Enrollment 768 students



AYP Chart Wolf Point H.S. Enrollment 205 students



Administration & Staff

Joseph Paine - Superintendent	Susan C. Brown - Elem. Principal *
Jennifer Medicine Cloud - Pre- School Teacher *	Rebecca Fritz - Kindergarten
Kathy Rauch - Kindergarten	Paige Vinton - Kindergarten
Edith Allen - Kindergarten	Rainey Azure - 1 st Grade *
Cathy Madison - 1 st Grade	Kathy Adkins - 1 st Grade
Kelli Vine - 1 st Grade	Kim Beckers - 2 nd Grade
Jocelyn Peters - 2 nd Grade	Daisha Douglas - 2 nd Grade
Dianne Hoversland - 2 nd Grade	Connie Bergen - 3 rd Grade
Maureen Piersak - 3 rd Grade	Shanna Hopson - 3 rd Grade
Ashley Fleming - SFA Facilitator	Vicky Boysun - Elem. Special Ed.
Judy Leddige - ALC	Jane Janssen-Huber - Librarian
Joelle Page - Elem. Special Ed.	Stephanie Paine - Health Enhancement
Catherine Peterson - Elem. Special Ed.	Vicki Bisbee - Counselor *
Diane Strand - Speech & Language Teacher	Connie Zimmermam - Elem. Music
AJ Allen - Elem. Teacher's Aid	Angela Bates - Elem. Teacher's Aid
Lana Jackson - Elem. Teacher's Aid *	Kathy Denny - Elem. Teacher's Aid *
Rosalie Juve - Elem. Teacher's Aid	Rosie Kurokova - Elem. Teacher's Aid
Ruby Nygaard - Elem. Teacher's Aid	Penny Olson - Elem. Teacher's Aid
Corrine Smith - Elem. Teacher's Aid *	Leanne Smith - Elem. Teacher's Aid
Linda Martinez - Elem. Teacher's Aid	Taunya Wasser - Elem. Teacher's Aid
Julie Wehbe - Elem. Teacher's Aid	Hannah Nieskens - Elem. Principal *
Colleen Roll - 4 th Grade	Amanda Damon - 4 th Grade
Raymond Fleming - 4 th Grade	Melissa DeWitt - 5 th Grade
Katherine Hari - 5 th Grade	Holly Girard - 5 th Grade
Lee Vandall - 5 th Grade *	Mary Baumgartner - 6 th Grade
Emily Hamilton - 6 th Grade *	Rona Stevens - 6 th Grade
Jim Marmon - Elem. Counselor	June Petrik - Elem. Librarian
Tommy Olsen - Elem. Special Ed.	Barbara Olson - Elem. Special Ed.
John Sweet - Elem. Health Enhancement	Sharri Vandall - SFA Facilitator
Chris Windchief - ALC *	Fern Follett - Elem. Teacher's Aid
Darlene Hanks - Elem. Teacher's Aid	Sonia Hawk-Martell - Elem. Teacher Aid *

Eric Smith - Elem. Teacher's Aid
Pat Vine - Elem. Teacher's Aid
Clarice Charette - Elem. Teacher's Aid *
Brett Scott - Jr. High Asst. Principal
Michael McDonald - H.S. Government/English
Megan Helmer - Jr. High Social Studies
R.C. Page - Jr. High English/Industrial Arts
Robin Hayes-Hernandez - Jr. High English *
Sharon Kolstad - Jr. High Math
Bryan Stormer - H.S. Math
David Booke - H.S. Science
Theresa Romo - H.S. Science
Vivian Schultz - H.S. Art
Wade Kauth - Vocational Education
Judy Anderson - School within a School
Pam Murawski - Jr. High/H.S. Librarian
Eric Peterson - Health Enhancement
Maxine Stader - H.S. Special Ed.
Myrle Zilkoski - Jr. High Counselor
Carol Walette - Jr. High/H.S. Tchr Aid *
Kristi Lepper - Speech/ Lang. Pathologist
Cheri Nygaard - Business Manager *
Kim Azure - Asst. Cook *

Cheryl Taylor - Elem. Teacher's Aid *
Christa Wagner - Elem. Teacher's Aid
Kim Hanks - H.S. Principal
KD Madison - H.S Social Studies *
Jeff McMorris - Jr. High Social Studies
Patrice McDonald - H.S. English
Jessica Sweet - H.S. English
Richard Denny - H.S. Math
Math Simley - Jr. High Math
Lacey Dickinson - Jr. High Science
Karla McGill - Jr. High Science
Lynne Monson - Jr. High/H.S. Band/Chorus
Erin Fosland - H.S. Business/Yearbook
Debra Greenwood - H.S. NAS *
Melissa Cromwell - Health Enhancement
Mike Erikson - Athletic Director/Transport.
Keri Sansaver - H.S. Counselor
Patricia Toavs - Jr. High Special Ed.
James McDonald - Jr. High/H.S. Tchr Aid
Richard Desch - Date/Testing Coordinator
Joyce Ragland - OLC Teacher
Carrie Manning - H.S. Attendance
Michael Bearhill - Asst. Custodian

*Native America Teacher

Nashua Public School District

www.nashua.k12.mt.us

P.O. Box 170 Nashua, MT 59248 (406) 746-3411

Nashua School District 13E consists of a K-12 public school located in the town of Nashua which is approximately 17 miles east from the county seat of Glasgow, 100 miles south of the Canadian border and 100 miles west of the North Dakota border.

Students who attend the school reside not only in Nashua, but in the towns of Frazer, Fort Peck and rural Glasgow. Nashua is a Class C school with 131 K-12 students. Nashua School has 17 teachers and 13 administrative/classified staff members.

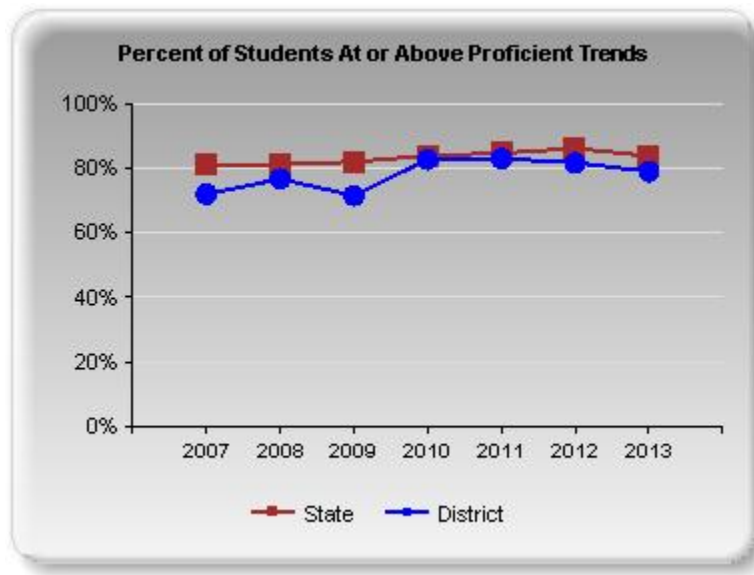
The school sponsors many student activities such as Academic Olympics, Student Council, Science Olympiad, Honor Society, Football, Basketball, Volleyball, Track and Field, Golf, Cheerleading, TSA, FCCLA and Annual. These activities are considered to be apart from the regular classroom. In addition, Nashua offers Band, Chorus, Math Contests, Spelling and Geography Bees. These are part of the classroom and may be required for a classroom grade. Nashua co-ops with Glasgow's football program and competes in the District 3C and Eastern C Division in other sports. Nashua is the home of the Porcupine, the prickly animal called "Pawnee" by the Native Americans, which serves as the school's mascot. It is believed to be the only school with this mascot. The school colors are purple and gold.

The first school in Nashua was started in 1899 in a log building. The first teacher was Miss Mabel Peck. She had eight pupils and taught for two terms. The building was destroyed in a fire and a new one built in 1902 on the north side of town. That building became the Nazarene church and a two-room school was built and moved west of town. It soon became overcrowded and high school classes were held in the original Lutheran church building. As the school had no gym, the basketball games were held in the small Opera House. The first brick school building was completed in 1918 and was torn down in 1960. A second brick building was built in 1935 with numerous additions at the school's present location. The first graduating class was in 1921 and consisted of Charles H. Brocksmith and Norman A. Brocksmith.

Mission

The mission of the Nashua School District is to provide an educational program that expects excellence and accommodates individual needs, interests, and abilities providing the highest quality educational program to the children and adults of our school district.

AYP Chart Nashua Schools K-12 Enrollment 131 students



Administration & Staff

Carolyn Anderson - Instructional Aide
Betty Barnett - Instructional Aide
Norm Braaten - H.S. History / P.E. K-12
Jennifer Cunningham - Superintendent
Ryen Falkenstern - Accounting/Business
Gregg Fromdahl - Industrial Arts/History
Jamie Hanson - Family Consumer Sci./Art
Jenna Johnson - Music K-12
Stephanie Meier - School Sec.
Linda Parpart - Business Manager/Clerk
Thelma Riggan - Instructional Aide
Janice Rovik - Counselor/Health
Vicki Tolzien - Asst. Cook

Cyndi Baillargeon - 3rd Grade
Verlin Borgen - Maintenance
Pam Bryson - Head Cook
Lorraine Eiland - Librarian/ J.H. Title I
Suzanne Flint - English
Sue Hallett - 1st Grade
Elizabeth Hoeksema - 6th Grade
Ashley Kemmis - Science
Jessica Nagy - Kindergarten/A.D.
Shelia Peterson - 5th Grade
Matthew Richie - Math
Doug Stein - Custodian
Megan Wersal - 4th Grade

Culbertson Public School District

www.culbertson.k12.mt.us

P.O. Box 459 Culbertson, MT 59218 (406) 787-6241

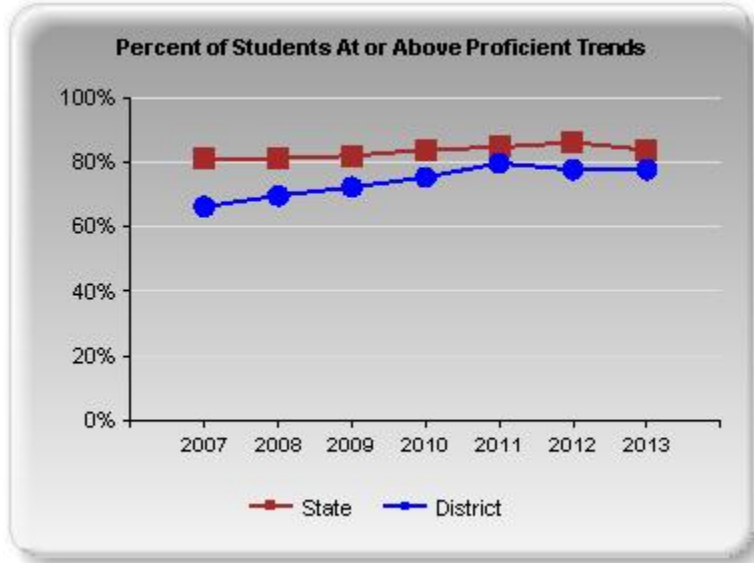
Culbertson is located in northeastern Montana, 23 miles from the North Dakota line and 60 miles from the Canadian border. The Lewis & Clark Trail goes through the area and is major wheat shipping point on the BN/Santa Fe RR. The clerk at old Fort Union, Major Alexander Culbertson, became the namesake for the town. The town was founded in 1887 when the Great Northern RR railroad arrived. The town soon became a center for cattle ranching and horse ranching. After a couple of decades, homesteaders began to arrive in the area and break up the land for wheat farming. Recent oil production has brought an increase in economic development. The area supports a new sports complex, swimming pool, public library and senior citizen’s center, a hospital/nursing home, National Guard complex and water treatment plant.

The first school in Culbertson was organized in 1896. It was a one-room log building donated by William McBride. In 1903 a new \$15,000 school was built and dedicated in on Christmas night of that year. Up until 1983, many buildings have been built over the years, and now the school is modern school with a gym and many classrooms with new additions in 1983 and 2012.

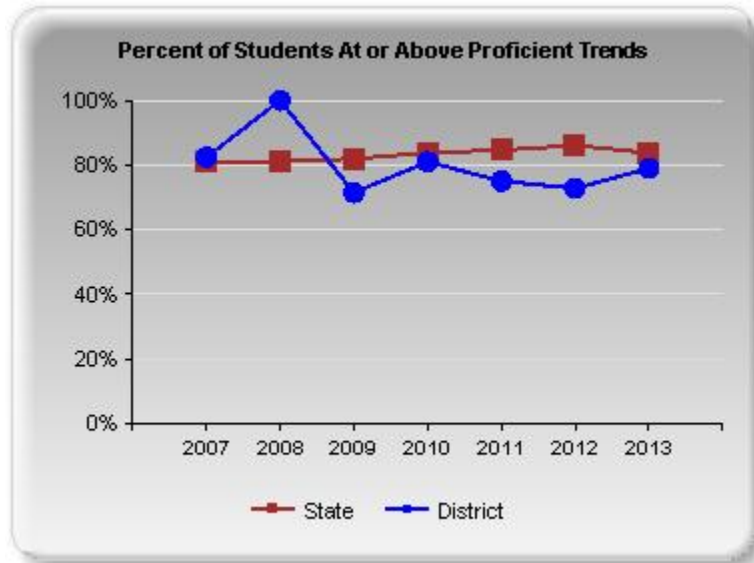
Mission Statement

Culbertson Public Schools are committed to providing opportunities for students in a safe and productive environment, to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in an ever changing world.

AYP Chart Culbertson Elementary School Enrollment 225 students



AYP Chart Culbertson H. S. Enrollment 81



Administration & Staff

Tara Adams - K-6 Title 1
 Janelle Ator - JH/HS Special Education
 Evelyn Carlisle - Speech
 Paula Dehner - Aide
 Lora Finnicum - District Clerk
 Jeri Gustafson - JH/HS Title 1
 Lana Hekkel - Music, JH & HS Chorus/Band
 James Herson - 6th Grade
 Joy Johnson - K-12 Art
 Steve Larsen - Maintenance Director
 Mary Machart - Jobs for Montana Graduates
 Tiffany Marchwick - Special Education Aide
 Sande Marchwick - Wix Aide HS Mathematics
 Theresa McDonald - 1st Grade
 Jens Nielsen - Agricultural Education
 Mike Olson - K-12 Principal
 Stacia Schipper - JH Science
 David Solem - 7-12 Social Studies
 Ashley Sullivan - JH Math/English
 Candy Thorpe - Custodial
 DeAnne Weeks - Business Education

Pam Anders - School Secretary
 Lanette Bidegaray - 3rd Grade
 Larry Crowder - Superintendent
 Amy Fink - 4th Grade
 Kim Francis - Kindergarten
 Norine Haugland - Custodial Director
 Jill Herness - Reading Coach/Librarian
 Kris Hubeek - Guidance Counselor
 Dianne Larsen - 2nd Grade
 Chelsey Ligon - 5th Grade
 Nancy Mahan - Head Cook
 Jimie Lou Marchwick - Wix 2nd Grade
 Doreen Martin - Asst. Clerk/Admin. Sec.
 Wendy Nickoloff - 1st Grade
 Christina Olson - Hlth Enhancement /P.E.
 Martha Rudolph - Cook's Helper
 Paula Schledewitz - HS Science
 Erin Solem - Kindergarten
 Tara Swanepoel - K-12 Spanish
 Karen Toavs - HS English
 Cassie Williams - Activities Secretary

Fort Peck Community College

www.fpcc.edu

605 Indian Ave. P.O. Box 398 Poplar, MT 59255 (406) 768-6300

Fort Peck Community College (FPCC), a tribally-controlled community college, was chartered by the Fort Peck Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation in 1978. Educational and support services are available and tailored to the needs of 11,000 residents of the rural, northeastern Montana reservation. FPCC was granted full accreditation by the Northwest Commission of Colleges and Universities (NWCCU) in December 1991. This accreditation was reaffirmed following an Interim Report and site visit in 2006, and allows FPCC to continue to offer a variety of certificates, associates, and inter-college bachelor's degrees. Additionally, FPCC was granted full accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC) in 2009. Also, as a 1994 United States Department of Agriculture Land Grant Institution, FPCC has successfully administered agriculture education and research programs responding to local problems and opportunities.

Mission Statement

FPCC serve the people of the Fort Peck Indian Reservation and northeastern Montana as a medium of Indian awareness enabling increased self-awareness.

The College offers an academic program that enables students to earn credits in college courses designed to transfer to other institutions of post-secondary and higher education.

The College serves the constituency of the reservation populations by maintaining an occupational training program based on the needs of the people living on and near the reservation and on potential employment opportunities available in the region.

The College serves the people by initiating and supporting community activities and organizations based on the needs and wishes of community members.

History

FPCC's 1978 charter was followed by a 1977 Tribal Executive Board resolution creating the Fort Peck Tribal Education Department, which in turn set the foundation for establishing the college. These two actions secured the Assiniboine and Sioux Tribes as national leaders for tribally controlled education and placed the college on its path to becoming an effective and successful community based institution of higher learning.

A nine member Board of Directors, of which seven must be enrolled members of the Fort Peck Assiniboine and Sioux Tribes, governs the college. The Board of Directors is committed to advancing institutional development through critical thinking, strategic planning, and the application of resources consistent with fulfillment of its mission. This commitment, joined with the inclusion of faculty and staff in establishing policy and performance standards, and institutional assessment criterion, has resulted in a creative approach to addressing student success and community involvement.

The college is recognized for outstanding academic and vocational education offerings, innovative student services initiatives, and comprehensive community service programs. All of which began when higher education courses were initiated through extension services offered by Dawson Community College, Glendive, Montana in 1969. A cooperative agreement

between the Tribal Executive Board and Miles Community College, Miles City, Montana in 1977, provided for the first reservation based courses. This arrangement was funded through a Title III Grant for Developing Institutions.

Significant FPCC milestones include the 1987 acceptance by the Northwest Association of Schools and Colleges, Commission on Colleges for accreditation candidacy, followed by full accreditation in December of 1991. Accreditation was reaffirmed following the 2001 Interim Report, and site visit. Tribal Colleges received United States Department of Agriculture Land Grant status in 1994. As a 1994 Land Grant Institution, FPCC has successfully administered agricultural programs designed to enhance agriculture and community services throughout the area.

Recent years has witnessed extensive campus growth and development, with acquisition, construction and renovation of campus facilities in both Poplar and Wolf Point. The Wolf Point campus facility was completed for the start of the Fall semester, 2003. The new facility provides 12,000 square feet of classroom, office, and multi-purpose space, all of which is equipped with the finest in technology and distance learning capability. This beautiful structure graces the Wolf Point community from its location at the corner of Third and Benton Streets.

James E. Shanley Tribal Library

The James E. Shanley Tribal Library was dedicated in September 2012. This new facility houses the tribal library and computer lab. The facility was named in honor of Dr. James E. Shanley, long-time FPCC President, who was instrumental in Indian Country Higher Education for over 40 years.

The Library opened in September 2012 in a brand new facility which will be expanded during the next year to include IT training area and archives. The expanded library computer lab provides word processing and World Wide Web access, as well as subscription databases free of charge to students and the community. The Library has been designated a Tribal Library by the Tribal government and, as such, serves the whole reservation population as the major resource/research center for students, faculty, community and professionals. As an academic library, the Library will provide services and support for all courses offered at Fort Peck Community College.

The Library collection includes over 10,000 titles and 123 periodicals with periodical support being added by an online database funded by the Montana State Legislature. The Library is automated and materials are as close as a keystroke. Interlibrary loan is provided by a statewide consortium, which has made World Cat available online. World Cat makes library holdings from all over the U.S. available to Fort Peck library patrons. Anyone who resides on or near the Fort Peck Reservation or is a student at FPCC can obtain a card at Fort Peck Tribal Library. Children under 18 must have signed permission from a parent or guardian to use the Fort Peck Tribal Library. The Library has received funding and support from various charitable, federal and state resources. The Library has competed for and received federal grants. These grants have assisted the Library in full automation and several collection development projects with other libraries on the reservation and statewide. All these resources, as well as material contributions from individuals and other organizations and a general fund budget continue to enhance the Library resources and service capabilities.

Degrees & Programs

FPCC offers three associate degree programs. The Associate of Arts (AA) degree and Associate of Science (AS) degree can be awarded as terminal degrees or as degrees that include courses for transfer to four-year institutions.

The AA degree and the AS degree contain general education core requirements similar to requirements at Montana colleges and universities. However, each institution also has degree requirements that may be unique to that institution. Students intending to transfer must consult the intended transfer institution and plan their programs of study accordingly.

The Associate of Applied Science (AAS) degree is granted to a student who intends to enter immediate employment upon graduation from FPCC. The AAS degree requires related instruction requirements (not recommended for transfer credit). Students intending to graduate with an AAS degree must declare an occupational objective and pursue a vocational/technical program of study.

If general education courses are required in a program area, the courses can be counted towards fulfilling the general education core as well as the program requirement. However, students need to be aware that the number of credits for the course only counts once toward the total credits of the degree. In other words, if a course is counted as fulfilling a general education core and a program requirement, additional credits need to be found to meet the specific degree total. Students are urged to consult their academic advisor and the course requirements for their degree prior to selecting courses in general education.

The Associate of Arts (AA) degree requires a minimum of 60 credit hours of coursework. The AA degree is appropriate for students intending to transfer to a four-year institution in disciplines such as business, elementary education, human services, humanities, literature and psychology. Students who wish a broad base of learning experiences should select the General Studies program of study.

AA Degrees offered at FPCC: Business Administration/Education/General Studies/Human Services/Native American Studies/Psychology

The Associate of Science (AS) degree requires a minimum of 60 credit hours of coursework. The AS degree plan includes the general education requirements and an additional four semester credits in mathematics or science for graduation. The AS degree is recommended for students planning careers in computer technology, mathematics, hazardous materials, health, nursing and science. Students who wish a broad base of learning experiences should select the General Studies program of study.

AS Degrees offered at FPCC: Biomedical Science/Environmental Science/Environmental Technology and Compliance/General Studies/Pre-Health/Pre-Nursing

The One-Year Certificate Programs are intended to provide students with entry-level skills in specific occupations. Students intending to earn a certificate need to identify an occupational objective and follow the certificate programs of study as outlined in this catalog. The one-year certificate programs require related instruction.

Accounting Tech./Automotive Tech./Building Trades/Business Asst./Desktop Support Tech./ Electrical Line Worker/ Graphic Web Design – Pilot/Heavy Equipment/ Truck Driving/ Welding Tech.

Certificate programs are intended to provide the student with training for immediate employment upon completion of one year of study. Certificates are terminal and not intended to transfer to other institutions. They tie into AAS degrees in business, computer technology, automotive technology, and business technology. Because of the concentrated training in the specific vocation, a minimum of ten credits in Related Instruction is required.

Community Services

The long-term goal of the FPCC Community Services Department is to provide residents of the Fort Peck Indian Reservation with access to quality life-long learning experiences in the areas of agriculture, health awareness, K-12 youth development, and Assiniboine and Sioux arts, language, and tradition preservation. The Equity in Education Act of 1994 granted Land Grant status to tribally controlled colleges, which provided Fort Peck Community College access to a number of programs within the United States Department of Agriculture (USDA).

Student Support Services

The goals of FPCC's Student Support Services are to increase college retention and graduation rates by providing support services. Services include: counseling/grant aid scholarships and gas vouchers/college visits/cultural enrichment activities/study skills assistance/educational opportunity awareness/college preparation courses/ tutoring/individual and group tutoring/ASSET testing/transfer assistance/scholarship searches/information searches/learning styles inventory/educational planning/multiple intelligence inventory.

To be eligible for these services students must show: low income/first generation higher education/documentated special needs.

Total Student Count - Spring 2014

386 students

FPCC Graduates by Degree and Program 2007-2012

<u>AA Degree</u>	<u>Year</u>	07	08	09	10	11	12	Total
American Indian Studies		-	2	3	-	3	-	8
Business Administration		1	4	2	1	3	-	11
Education		-	1	1	8	2	-	12
General Studies		7	6	3	5	7	9	37
Human Services		3	4	2	-	-	-	9
Psychology		-	1	1	4	-	-	6
Visual Fine Arts		-	1	1	-	-	-	2
Total AA Degrees		11	19	13	18	15	9	85

<u>AS Degrees</u>	<u>Year</u>	07	08	09	10	11	12	Total
Computer Technology		-	3	-	1	2	1	7
General Studies		1	4	1	1	-	-	7
Hazardous Materials/Waste Management		-	-	-	-	-	-	-
Science (biomedical, environmental)		-	-		1	-	-	2
Pre-Health/Pre-Nursing		-	1	2	3	1	3	9
Total AS Degrees		1	8	3	6	3	4	25

<u>AAS Degree</u>	<u>Year</u>	07	08	09	10	11	12	Total
Automotive Technology		3	1	3	-	2	2	11
Building Trades		1	1	2	2	6	1	13
Business Management		-	-	-	-	1	-	1
Business Technology		1	4	6	2	3	9	25
Education: Paraprofessional		-	1	-	-	-	-	1
Computer Technology		1	4	5	1	-	-	11
Hazardous Materials/Waste Management		-	-	-	3	-	-	3
Small Business Management		-	-	-	1	-	-	1
Total AAS Degrees		6	11	16	9	12	12	66

<u>Certificate</u>	<u>Year</u>	07	08	09	10	11	12	Total
Accounting/Bookkeeping Technician		2	1	2	3	1	-	9
Automotive Technician		3	-	1	1	1	1	7
Building Trades		2	3	1	-	2	-	8
Business Assistant		5	3	2	1	1	2	14
Computer/Network/Desktop Technician		3	2	6	4	0	-	15
Electrical Line Worker		-	-	4	6	3	3	16
Health & Fitness		-	-	1	1	0	-	2
Heavy Equipment		-	-	6	-	4	2	12
Truck Driving		-	-	5	3	1	2	11
Welding		-	-	-	1	3	5	9
Total Certificates		15	9	28	20	16	15	103

Administration & Staff

Abbott, Margaret - English	Archdale, Jerry - Truck Driving
Archdale, Andi - Tchrs of Native Nations Project	Atkinson, Jalee - Students
Atkinson, Rose - Business Manager	Azure, Jackie - Bookstore Manager
Belton, Randie - Gear Up	Berg, Zara - Science/Hazardous Materials
Berger, Melissa - Accounts Payable	Cain, Craig - Maintenance
Clark, Lanette - Financial Aid	Collins, Gloria - Student Support Services
Day, Michelle - Payroll	DeCelles, Richard - Service Learning
Dimas, Mike - Line-worker	Firemoon, Ingrid - Admin. Asst.
Follet, Tyrus - Maintenance	Fourstar, Bob - Cultural Liaison
Gourneau, Gwen - Registrar Office	Gourneau, Haven - President
Grinnell, Orin - DeMand	Hansen, Linda - Registrar
Harada, Steve - Auto Mechanics	Holecek, Teena - Psychology
Holler-Dinsmore, Christine - Science	Hopkins, Elijah - Student Services
Iwen, Brad - Building Trades	Koscho, Mike - IT
Laubach, Brandi Lynn - English	Linthicum, Judy - Wellness
Magnan, Jodi - Business	McAnally, Bob - Amer. Indian Studies
McAnally, Terry - Student Support Services	McGowan, Deb - Library
bourne, Leigh - Distance Learning	Menz, Gale - Maintenance
Murray, Jessica - Student Support Services	Murray, Patty - Online Ed. Coordinator
Nesbitt, John - Line-worker	Norgaard, Billie - Business
O'Brien, Michael - Math/Science	Ogle, Judy - Computer Science
Olson, Marvin - Auto Mechanics	Paulson, Rodney - IT

Reed, Dennis - Distance Learning
Sande, Lori - Instructor Coordinator
Sansaver, Noel - Facilities Supervisor
Sheetz, Anita - Librarian
Smith, Craig - Director of Institutional Dev.
Sprague, Jack - IT Director
Toavs, Joy - Admin. Asst.
Two Bulls, Wayne - VP Academic Affairs
Wetsit, Larry, VP Community Services

Runs Through, Ember - Admin. Asst.
Sansaver, Mark - Business Office
Sather, Sandra - English
Smith, Cindy - Admin. Asst.
Smoker, Scott - DeMand
Sprague, Loy - Psychology
Turcotte, Mike - Amer. Indian Studies
Wehbe, Ali - Math

The Nationwide School-to-Prison Pipeline

The term "school-to-prison pipeline" is a phrase that is used by some people to describe what they view as a widespread pattern in the United States, particularly on Montana's Indian reservations and on the Fort Peck Indian Reservation, of pushing students, especially those who are already at a disadvantage, out of school and into the tribal, state and federal criminal justice systems. They argue that this "pipeline" is the result of public institutions neglecting to properly address students as individuals who might need extra educational or social assistance, or being unable to do so because of staffing shortages or statutory mandates. The resulting lack of education and mass incarceration are said to create a vicious circle for individuals and communities.

In 2013, then law student and now attorney, Melina Angelos Healey addressed the "school-to-prison pipeline" in her paper, *The School-to-Prison Pipeline Tragedy on Montana's American Indian Reservations*. Ms. Healey claimed that her statistical evidence and the tragic stories recounted in her report clearly demonstrated that American Indian students on the Fort Peck Indian Reservation, as well as the other six Montana Indian reservations, are experiencing the "school-to-prison pipeline" pattern at a distressing rate. All four reservation schools (**Frazer, Wolf Point, Poplar and Brockton**) are plagued with low academic achievement, increasing dropout/suspension/expulsion rates and an abnormal association with the juvenile and criminal justice system. The author of the study used freedom of information requests to the Montana Office of Public Instruction and the Montana Board of Crime Control and coupled her findings with narratives, perspectives and attitudes of public defenders, officials at OPI, tribal council members, professors, tribal members, students, parents, teachers and school staff on the Fort Peck Indian Reservation.

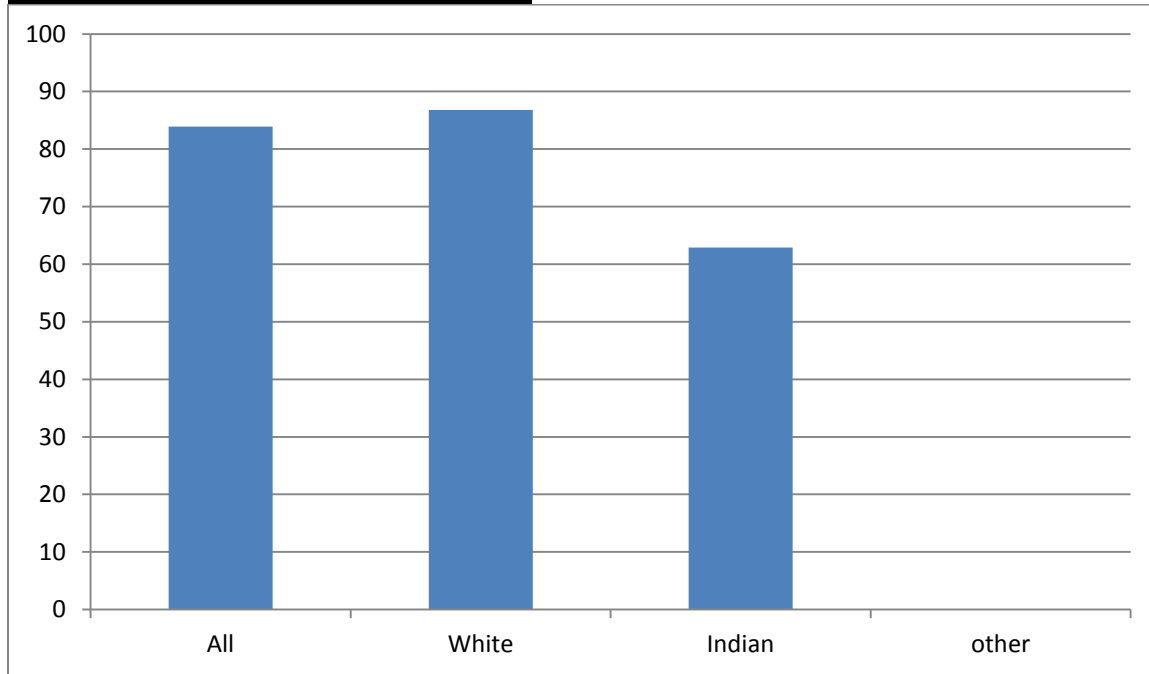
One disturbing aspect of the report is the relationship between the "school-to-prison pipeline" and the acute rate of youth suicide on the Fort Peck Indian Reservation.

"Troubling evidence exists of links between this suicide epidemic and the zero tolerance policies and harsh arbitrary disciplinary practices at some the public schools on the [Ft.Peck] reservation. High levels of discipline, frequent juvenile delinquency charges, a dearth of American Indian teachers and administrators, and a lack of instruction to promote pride in their heritage all contribute to the increased risk of self-harm [and suicide] on the reservation. The high suicide rate can be characterized as yet another tragic symptom of the school-to-prison pipeline."(p.24)

Sadly, Montana students are at higher risk of suicide than the rest of the country. Montana ranks first in nationwide rates of suicide and been in the top 5 for the past 30 years. Forty-five percent of Montana counties are at or above the 80th percentile for suicide rates compared to the national rate. Those rates are exacerbated in Montana's American Indian communities.

For example, 21.5% of middle-school students in Roosevelt County actually made a plan for how they would kill themselves (OPI, Roosevelt County Youth Risk Behavior Survey) and 5 out of 153 students at Poplar Middle School committed suicide in the 2009-2010 school year. Over the past four years many more American Indian, as well as non-Indian, students on the Fort Peck Indian Reservation have turned to suicide to deal with problems at home, school and among their peers. These critical issues must be addressed and action taken or continued despair, prison and untimely death will be the ending places for our children.

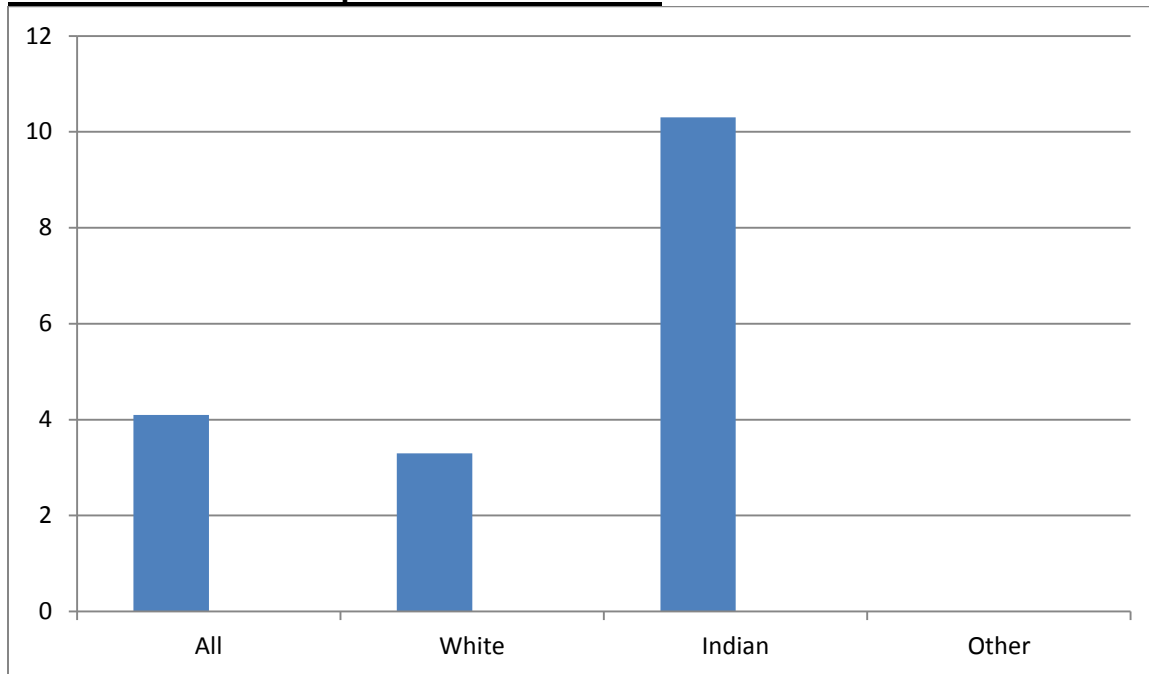
2011-2012 Montana Graduation Rates



(opi.mt.gov)

All Students – 83.9%
White – 86.8%
American Indian – 62.9%

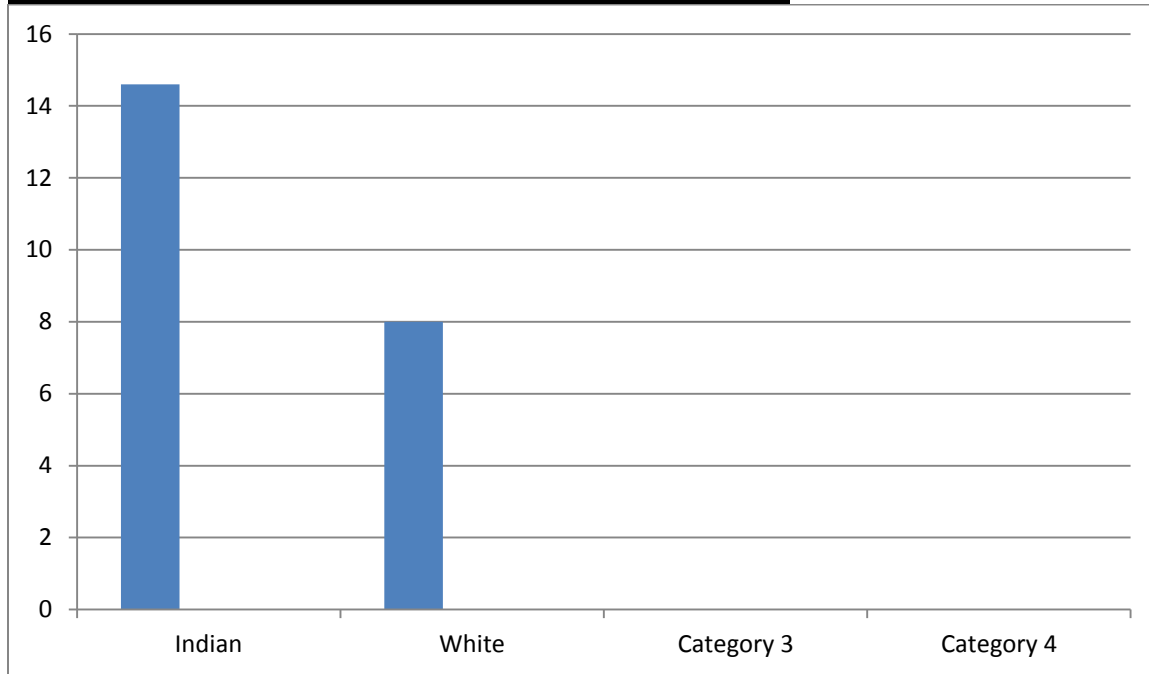
2011-2012 Montana Dropout Rates Grades 9-12



(opi.mt.gov)

All Students – 4.1%
White – 3.3%
Indian – 10.3%

% Rate Student Suspensions Montana - On Reservation



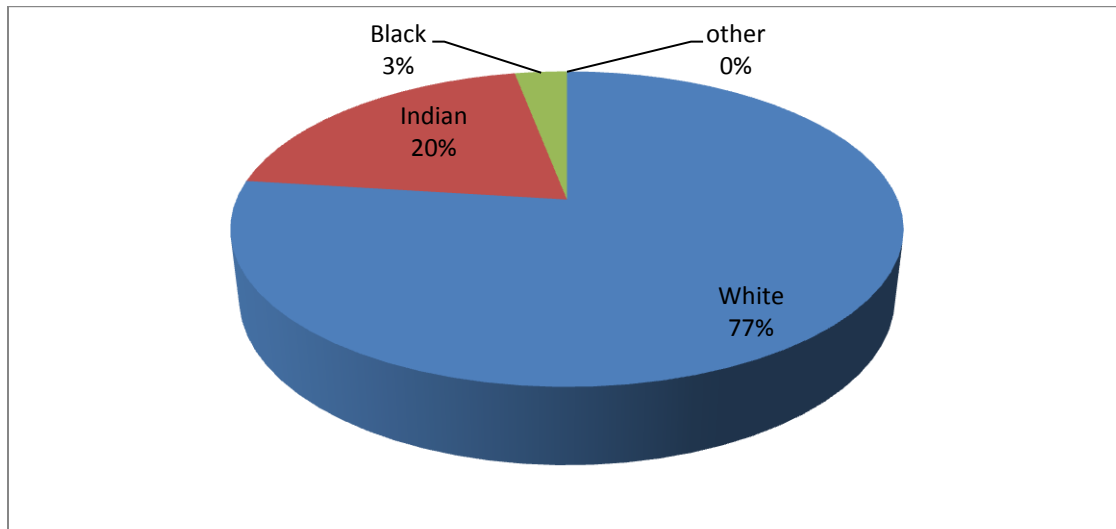
(opi.mt.gov)

Indian - 14.6%

White – 8.0%

2013 Montana Dept. of Corrections Biennial Report

One out of every five incarcerated male offenders is Native American. That is almost three times higher than the rate at which natives are represented in the general Montana population. The proportion of the prison population that is native has changed little since 2008, but increased from 15.1 percent to 20 percent since 1997.



(www.cor.mt.gov)

Federal Prison Inmates January 2014

Native Americans make up almost 2% of the total inmates in federal prison, yet they only make up .01% of the total US population.

Race	# of Inmates	% of Inmates
Asian	3,042	1.5%
Black	76,961	37.1%
Native American	3,860	1.9%
White	123,457	59.5%

(www.bjs.gov)

Overall Recommendation for Fort Peck

Reservation School Districts

Fort Peck Education Department Board of Directors

*Move Adult Vocational Training & Johnson-O'Malley (JOM) back to Tribal Education Department (TED).

*Focus more language opportunities and efforts toward Head Start, K-12, grades 1 & 2.

*Go into schools push truancy committee (principals or superintendent) from schools / JOM representative from each school.

TRIBAL RECOMMENDATIONS

Increase and promote tribal membership to be elected for schools boards.

-Support all levels of community involvement for school board elections.

Encourage and promote American Indian representation in the schools.

-Promote and support more American Indian teachers, school administrators and schools officials.

Have an Education Summit reservation wide to help address the educational needs of all tribal members and institutions.

-Develop, design and explore a wrap around approach to the educational processes on the Reservation.

Prevent truancy and increase graduation rate.

-Create a *School Advocate to visit schools on a weekly basis to help monitor absents, disciplinary and suspensions of students.

Develop a tracking system for tribal members in K-12 schools system.

-Design a monitoring system to assist in improving the K-12 education process on Fort Peck Reservation.

Promote career education and job shadowing.

-Promote technical and cooperative education for all students. This includes, but not limited to, school to work, dual credit, and early college.

Indian Education Committees (JOM) meet once a month reservation wide.

-Increase parent, grandparents and community involvement in the entire education process on the Fort Peck Reservation.

Develop a perennial after school programming and year around youth activities.

-Create reservation and community wide youth activities for all seasons.

-Infuse Fort Peck Tribal curriculum into the schools system.

Explore options to help create a tribal school.

-Develop a wrap around for tribal education school system.

TRIBAL RECOMMENDATIONS FOR THE PUBLIC SCHOOLS

1. School boards to review Indian Policies and Procedures to ensure that:
 - a. it is in a position to ensure that all statutory requirements are met,
 - b. it is able to oversee the quality of the school's academics as is planned,
 - c. the highest quality is provided in the areas of teaching, assessments and recording, curriculum, professional teachers and non-teaching staff, resources for learning, effective libraries, and links with parents and the community.

2. School boards to:
 - a. incorporate Native American heritage into their existing curriculum to promote educational achievement,
 - b. recruit Native American administrators and teachers to enhance Native American student learning, and
 - c. ensure that administration has relevant school assemblies on a regular basis.

3. Schools to review their curriculum to ensure that:
 - a. all subjects taught receive sufficient time,
 - b. an appropriate balance between work and relaxation is achieved, and
 - c. individual lesson plans are supported and appropriately directed.

4. Administration and teacher delivery of lesson plans need to further improve its focus on improving educational outcomes, especially in priority subjects and courses.
 - a. School administration to ensure that students and staff have the opportunity to review and monitor the school's philosophy, goals, and objectives on a regular basis.
 - b. School administration work with staff to develop a staff/faculty evaluation instrument to be completed by both the administrative staff and students.
 - c. Staff to update and expand teacher handbook and continue to review and update as necessary.
 - d. Staff to establish regular time lines for curriculum evaluation, revision and updating, especially in the area of Indian Education for All.
 - e. School administration and staff work to develop ways to monitor and evaluate staff, including teachers, non-certified teaching staff (paraprofessionals), and full and part-time staff to ensure quality performance is being accomplished.

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