



Montana Advisory Council on Indian Education

July 14, 2020

Agenda

Mission: To provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

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| Item 1: Call to order: | 9:00 a.m. |
| ❖ Welcome - Jennifer Smith, Chairperson | |
| ❖ Roll Call | |
| ❖ Pledge of Allegiance | |
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| Item 2: Approval of Minutes | 9:10 a.m. |
| ❖ May 6, 2020 Minutes | |
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| Item 3: Ex-Officio Reports (5 minutes each) | 9:15 a.m. |
| ❖ Superintendent of Public Instruction – Elsie Arntzen | |
| ❖ Board of Public Education – Mary Jo Bremner | |
| ❖ Montana University System – Angela McLean | |
| ❖ Tribal Colleges – Dr Richard Little Bear | |
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| Item 4: American Indian Education Administrative Reports (10 minutes each) | 9:45 a.m. |
| ❖ Tribal Relations and Resiliency Unit Report- Todd Hanson | |
| ❖ Indian Student Achievement Unit Report- Dan McGee | |
| ❖ Indian Education for All Unit Report- Zach Hawkins | |
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| Break | 10:15 a.m. |
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| Item 5: Informational Presentations | 10:30 a.m. |
| ❖ University of Providence- Indigenous Inclusion into curriculum- Leslie Lott | |
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| Item 6: Old Business | 11:00 a.m. |
| ❖ Language Preservation Act statement- Jason Cummins- Action IEFA | |
| ❖ Implementation for pre-service teacher- Jordann Lankford-Forster- Update | |

Lunch----- 12:00 p.m. – 12:30 p.m.

- ❖ Outstanding Schools Recognition- Jeremy Macdonald - Action

Item 7: New Business 1:00 p.m.

- ❖ MACIE Board Constitution Overview & Strategic Planning- Discussion

Item 8: Public comment 2:10 p.m.

This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

- The public may not discuss items on the current agenda at this time.
- The public may only discuss matters within jurisdiction of the Council.
- No action may be taken on a matter raised during the open agenda.
- The public may not comment in a boisterous, disorderly, hostile, or aggressive manner.
- Each member of the public may address the Council once.

Item 9: Next Regular Board Meeting 2:20 p.m.

- ❖ Date
- ❖ Future Agenda Items

Item 10: Adjournment 2:30 p.m.

Times are approximate.

Approval of Minutes

- ❖ Handout 2.1
 - Draft May 6, 2020 minutes



MACIE MEETING
May 6, 2020
Helena, Montana

Morning Session

Members Present

Joe Arrowtop	Montana Indian Education Association
Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Mary Jo Bremner	Board of Public Education
Marcy Cobell	Urban – Great Falls
Jason Cummins	Class 7
Jordann Forster	Montana Federation of Public Employees
Iris Killeagle	Little Shell Tribe
Richard Littlebear	Tribal Colleges
Angela Mclean	Montana University System
Jeremy MacDonald	School Administrators of Montana
Lona Running Wolf	Office of Public Instruction
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings
Viola Wood	Tribal Head Start

Office of Public Instruction

Elsie Arntzen	Leo Davis
Joan Franke	Todd Hanson
Zach Hawkins	Mike Jetty
Dan McGee	Julie Murgel
Don Wetzel	Annette Young

Members Absent

Yancey Beston	Montana Indian School Boards Caucus
Harold Dusty Bull	Blackfeet Tribe
Melissa Hammett	Urban – Missoula
Kaci Walette	Fort Peck Tribes

Guests

Pat Armstrong	Browning Public Schools
Mandy Smoker	Education Northwest
Broaddus	Board of Public Education
Pete Donovan	Heart Butte K-12 Schools
Mike Tatsey	National Indian Education Association
Judi Urquhart	

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 9:09 a.m. A roll call of members was done and the Pledge of Allegiance was said.

Review of Minutes

The minutes were reviewed by the members.

Voyd St. Pierre moved the minutes be approved as written. This was seconded by Dawn Bishop-Moore. Passed by all.

Ex-officio reports

◇ Superintendent office – Elsie Arntzen

Superintendent Arntzen discussed the opening of schools now that phased reopening is happening. Some smaller schools will be opening for onsite teaching.

The Montana Learn Taskforce application will be posted to the website today. This taskforce will work on what schools will look like when they open and what happens if Covid-19 peaks again.

Funding will go out to schools to address issues regarding the pandemic. Although schools will provide information on what they will use the funding for, this will be fluid and schools will not be held to actually spending funding on what is in the plan submitted.

It is teacher appreciation week.

◇ Board of Public Education – Mary Jo Bremner and Pete Donovan

The regular meeting will be tomorrow via Skype. Pete Donovan gave an overview of the agenda.

There will be a one-year extension of Class 5 provisional licensure for taking the Praxis test.

◇ Montana University System – Angela McLean

The statewide ACT assessment for this year's juniors would be moved to October. Although the necessity for an ACT/SAT is not being waived for admission, other items, such as GPA in math and other curricular areas, will be considered. The plan is for university system units to be open in the fall and this is being stressed by all programs such as GEAR UP and Educational Talent Search. College signing week was virtual this year.

All American Indian Success programs have a single point of contact and follow up to students to ensure they have the necessary resources for finishing the school year.

There will be a presentation regarding the portal for higher education at the Board of Public Education (BPE) regarding growing access to post-secondary education across the state. The portal will help students explore careers and campuses. In September there will be one application for applying to all schools in the Montana University System.

Angela reviewed the [American Indian Student Success Dashboard](#).

◇ Tribal Head Start – Viola Wood

There have been challenges in getting food to the students while the head starts have been closed. There is also the challenge of getting parental involvement in student learning. At Fort Peck there have been partnerships with the commodity food and buffalo food programs.

◇ Tribal Colleges – Dr. Richard Littlebear

Dr. Richard Littlebear indicated that most colleges haven't met except by electronic delivery since March 17. There have been connectivity issues at Chief Dull Knife College which are probably the same for all the colleges. The meeting in Albuquerque was postponed.

American Indian Education Administrative Reports

◇ Tribal, Family, and Community Unit – Don Wetzel

Over the past several weeks, Don Wetzel has been in contact with tribal leaders, school leaders, and students. The current focus has been on wellness. There is a lack of support at home and students need a safe place to go.

Don has been trying to get the tribal voice to the table and how to support school boards across the state. He wants to be outreach to OPI division leaders and get elder inclusion support in the OPI programs.

◇ Indian Student Achievement Unit – Lona Running Wolf

Lona Running Wolf presented a draft framework that was used in Heart Butte and hope to use across the state, both on and off the reservation. Heart Butte is moving out of comprehensive support.

For student success schools must focus on the whole child and include cultural and emotional curriculum.

Lona hopes to have a plan for what the Indian Student Achievement Unit will be doing going forward by the next MACIE meeting.

◇ Indian Education for All Unit – Zach Hawkins

The unit plans on having presentations at the Fall Educator Conference in Great Falls. There will be a session by the Montana Traditional Games Society.

There has been a huge influx of people taking the Indian Education for All (IEFA) Hub courses.

Unit staff have been developing lessons for students that do not need teacher preparation.

Zach presented the Framework model for IEFA support and implementation of Montana districts based on demographic considerations. This would allow IEFA to be more focused at schools on or near reservations and in urban settings where there would be more resources available.

There was discussion that teacher education programs need to have preparation that includes cultural trauma information. There also needs to be strengthening of student tribal identity. Angela McLean indicated that all teachers at the university system do take professional development regarding IEFA.

Informational Presentations

◇ Driving Outcomes for American Indian Students Through the Sig Model – Superintendent Mike Tatsey (Heart Butte), Dan McGee, Todd Hanson, Leo Davis, Pat Armstrong (Browning Public Schools)

Heart Butte is in the fifth year of the School Improvement Grant (SIG). A framework has been developed that drives what is done at the school. This framework mirrors the community. The framework includes health & wellbeing, safety, and self-identity & culture. These three items need to happen before the fourth part, Instruction, can happen. Heart Butte has come out of the bottom five percent of schools in Montana based on this framework. Each section of the framework has a committee which developed a goal and action plan with a timeline for completion. The committees meeting weekly or bi-weekly.

Dan McGee is the transformational leader under SIG. He helps the district implement routines and practices. He also helps with data and ensuring an appropriate testing environment.

Todd Hanson has been school board coach. He assists the school boards so they have a better idea of their role as leaders in impacting student achievement. He has helped to create an indigenous-focused policy manual which complements the regular policy manual for school boards. Todd attends all board meetings and the members lean on him regarding policy and state law.

Heart Butte has an alternative high school for those students identified as high risk of dropout. There are referrals from teachers and administrators. Parents also may request placement. There is direct instruction on three days with project based work on Monday and Friday. There are currently two staff members. There may be an increase with a math instructional aid.

◇ National Indian Education Association Grant – Montana Native Veterans curriculum – Mike Jetty and Judi Urquhart.

The National Indian Education Association (NIEA) and Library of Congress are writing a social and economic development grant proposal to the Administration for Native Americans, U.S. Department of Health and Human Services. This grant would be for collecting oral histories, artifacts, and stories of Native veterans in Montana for the purpose of writing curriculum that

would be part of the IEFA curriculum base. Judi Urquhart asked that MACIE members work as liaisons to find veterans who would be willing to share stories and artifacts and also be willing to have those stories be part of the curriculum of teaching with primary sources. She is also asking for a letter of support. Once the stories are recorded NIEA would also like help in finding educators to write the curriculum. There would be funding provided for work through the grant. This grant proposal is due in July. The grant period would be three years. The collection of stories and curriculum writing would be done in the first 24 months and then roll out and test the curriculum in the next year.

Jordann Forster motioned that MACIE write a letter of support for this NIEA grant work through Warrior Spirit. Norma Bixby seconded the motion.

Jason Cummins said MACIE should support it but that the project should make sure to differentiate our own Native American, warrior, views which isn't always the mainstream view. Judi indicated this will be from a Native American perspective with tribal consultation throughout the grant. This is part of the grant requirements.

Jeremy MacDonald asked for what questions would be asked the veterans and guidelines for the letter writing. Judi will get this information to Mike for distribution.

The more letters of support and tribal resolutions that can be included in the grant application, the stronger it will be for funding.

Jordann Forster amended her motion that collectively MACIE is in favor of writing a letter of support for the NIEA grants with the contingency that those who are interested will meet and collectively decide what the letter says. Norma Bixby seconded the amendment. No further discussion was provided. Passed by all.

Afternoon Session

No longer in attendance:

Members: Angela McLean, Voyd St. Pierre

OPI Employees: Elsie Arntzen, Leo Davis, Mike Jetty, Dan McGee

Guests: Mandy Smoker Broaddus, Mike Tatsey, Judi Urquhart

Old Business

◇ Language Preservation Act Statement and Celebration Planning – Discussion & Possible Action

There was discussion regarding a MACIE statement regarding Native language use in schools. Members expressed the need for the statement to be both encouraging and also a statement that federal and state laws prohibit the suppression of Native language use. It is our place to support the revitalization of language.

Todd Hanson said it is possible for districts to write into policy that they recognize and protect the use of Native languages in the local school.

Jason Cummins asked about informational pamphlets from OPI to give out regarding this.

Jennifer Smith asked what MACIE would be asking The Office of Public Instruction (OPI) and BPE to do. Mary Jo Bremner gave a brief overview of what needs to happen for BPE adoption of changes. Jennifer will send an email to Pete Donovan and Elsie Arntzen to inquire of the steps to take for presentation and adoption of language by BPE.

Jason indicated he believes a statement will help communities that are trying to do revitalization work and tying it to laws and policies already in place.

Jordann Forster made a motion for MACIE to develop a statement in support of efforts to move forward with language preservation revitalization and protection. Dawn Bishop-Moore seconded the motion. Discussion followed. Some points were:

- If IEFA is being done with fidelity there would be language support.
- Need to said culture and language in the school
- Being able to have leverage with documentation in implementing language and culture is needed

Pete Donovan indicated one thing BPE does on special occasions is ability to adopt resolutions. This would be one option to consider to build on what is in Class 7 and reinforce that.

A vote was held. Passed by all.

The committee was formed. Jason Cummins, Pat Armstrong, Lona Running Wolf, Marcy Cobell, Zach Hawkins

◇ Indian Education for All Implementation for Pre-Service Teachers

Some of the university system schools are starting to do this, but student teachers are being told they need to do an IEFA lesson so not being given appropriate background and are being told that IEFA is a lesson. There needs to be better understanding from the instructors at the university level that it is a journey for historic and contemporary background. Another concern is for teachers on or near reservations, how much information is being presented regarding other tribes.

Jordann Forster wrote the draft. This would be a letter to the university system to be an advocate for pre-service teachers. She is concerned that pre-service teachers are not receiving the tools to navigate the resources that are provided. Looking for strategic planning on behalf of the university system to better prepare the teachers to infuse IEFA throughout the curriculum and year and throughout a student's entire K-12 experience.

Jordann is asking for support in the developmental stages so eventually this letter can go out to the university system to encourage them to develop a strategic plan of how they are furthering the advancement of pre-service teachers in this area and then once they return that strategic

plan to MACIE that could open the door to say that plan is great, this also is available, or we would suggest other items be added.

All teachers need to be teaching IEFA, not just on the reservation. All new people being licensed in the state need to take the IEFA 101 HUB course. It would be good for the college teachers to understand the Framework regarding IEFA.

Mary Jo Bremner indicated that for university system units when getting accredited they are careful to write IEFA in accreditation standards they are teaching in each class. When they are evaluated and if there is a lack regarding what is included, they are called on that. So this is in their curriculum, it is just implementation. The how it is going to be implemented needs to be addressed.

Jason Cummins indicated there are principals who knowingly and intentionally ignore IEFA and encourage their staff to do so.

The university system needs to provide their instructors with IEFA training.

Annette Young indicated that through the work with University of Providence in restarting their elementary education teacher preparation program that a template for integrating restorative practices in teacher preparation programs will be developed.

The Montana School Board Association has been having conversations with colleges on trying to get teachers prepared on how to teach Native students. They have summer symposiums regarding how to use IEFA funds so it is used productively.

Norma Bixby made a motion to convene a group to revise draft to develop a statement for MACIE to approve to forward it to the Board of Public Education. Jason Cummins seconded the motion. A vote was taken and it was passed by all.

The group will consist of Jordann Forster, Jeremy MacDonald, Zach Hawkins, Marcy Cobell, Jason Cummins, Don Wetzel, and Jennifer Smith.

New Business

◇ Outstanding Schools Recognition Process and Procedures

Previously MACIE discussed developing a protocol for recognizing schools of excellence. Lona Running Wolf hoped it would be a regular item on the agenda and bring in media to get the information out to the public.

Suggestions are:

- schools that are recognized to do a video that can be shared on the Indian Education website. This would allow the schools to showcase themselves.
- Plague

- Competition
- Need to develop criteria of qualitative evidence such as using trauma informed or use of data

Team: Jennifer Smith, Don Wetzel, Lona Running Wolf, Jeremy MacDonald, Marcy Cobell, Zach Hawkins, Jordann Lankford

◇ MACIE Constitution Overview and Strategic Planning

It was decided that MACIE members should review the Constitution and Bylaws regarding the goals and there would be further discussion regarding it's updating.

Public Comment

There was no public comment provided.

Next Regular Board Meeting

It was decided to have the next meeting on Tuesday, July 14, starting at 9:00 a.m. The next BPE meeting is July 15-17. Agenda items will include goals and objectives for the constitution, language preservation act statement, IEFA Implementation for pre-service teachers letter, and outstanding schools recognition process and procedures.

Lona Running Wolf asked about informational presentation and it was decided that informational presentations should be limited for the agenda.

Norma Bixby motioned to adjourn the meeting and Marcy Cobell seconded the motion. Passed by all.

The meeting was adjourned t 3:32 p.m.

Ex-Officio Reports

- ❖ **Superintendent of Public Instruction – Elsie Arntzen**
 - Handout 3.1
 - Reopening Montana Schools Guidance
- ❖ **Board of Public Education – Mary Jo Bremner**
- ❖ **Montana University System – Angela McLean**
- ❖ **Tribal Colleges – Dr Richard Little Bear**



REOPENING MONTANA SCHOOLS GUIDANCE

PUTTING MONTANA STUDENTS FIRST

JULY 2, 2020





July 2, 2020

Dear Montana students, families, and educators,

Thank you for going above and beyond to successfully complete this school year in the face of extraordinary circumstances. I am proud and inspired by your leadership. COVID-19 showed that no matter the challenges that our schools face, communities will step up to ensure students continue to receive the excellent education that they deserve while keeping safety at the forefront.

As your Superintendent of Public Instruction, I committed to bringing together diverse task forces to create high-quality guidance and resources for reopening Montana schools this fall. I am pleased to be able to share this guidance document and I want to thank the students, parents, educators, health officials, Office of Public Instruction (OPI) specialists, and other dedicated individuals who came together to create it.

In this document, you will find various scenarios under which education might be operating this coming school year. It includes guidance and resources in the areas of:

- Safe physical environments.
- Academic programming.
- Social-emotional support.
- Flexibilities within state rules and statute.
- School nutrition.
- Special education.
- A variety of other issues related to education.

The OPI will continue to update this document based on your feedback and the evolving health situation in our state. While there is much uncertainty with what the coming school year will look like, we must all work together to put Montana students first.

Please continue to visit the OPI's "Reopening Montana Schools" [webpage](#) for the latest information.

Sincerely,

Elsie Arntzen

Montana Superintendent of Public Instruction



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Overview of School Reopening Guidance

Superintendent of Public Instruction Elsie Arntzen launched the Montana Flex 2020 and Montana Learn 2020 Task Forces (see [Appendix F](#) for a list of task force members) to assist in developing K-12 public schools reopening guidelines for the 2020-2021 school year. Superintendent Arntzen has consistently shared that the new normal in Montana's K-12 schools will look different because of COVID-19. She has begun organizing the internal and external flexibilities the OPI and schools will need to serve students in this new environment.

In May and June 2020, the Task Forces were charged with drafting school re-opening guidance that is reflective of safety factors, family needs, student learning, and teacher professional development. The guidance is intended to reflect the flexibility necessary for local control and decision-making, while providing a framework of options for local communities.

These task forces, in collaboration with the Montana Office of Public Instruction (OPI)'s *Montana School Safety Advisory Committee*, represented by the Office of Public Instruction Superintendent's Office, OPI-Health Enhancement & Safety Division, Montana Disaster and Emergency Services, Montana School Boards Association (MTSBA), MT Department of Health and Human Services, University of Montana Safe Schools Center, Salish Kootenai College, Montana School Counselor Association, Lewis & Clark Public Health, U.S. Department of Homeland Security, Montana Department of Justice, School Administrators of Montana (SAM), Montana Rural Education Association, Montana Small Schools Alliance, Governor's Office of Community Service, National Center for Health Care Informatics - Praxis Center, Kalispell Police Department, Butte Central, T.E.S.T., Inc., Office of the Commissioner of Higher Education(OCHE), Reflex Protect, and the Region 17 Comprehensive Center at Education Northwest, developed the following guidance.

**Disclaimer: Any information appearing in this document regarding COVID-19 is subject to change. This document is a guidance document composed by Montana education stakeholders. The guidance is dynamic and will change and grow as the impact of COVID-19 changes. This document is not a legal document or an exhaustive list of actions that will need to be considered. This document is for general informational purposes only and should not be construed as advice, requirements, or mandate. The information, samples, templates, tips, and techniques provided in this document are intended solely as examples of practices, do not impose, or imply legal or regulatory requirements, and may not apply to all situations based upon circumstances. This document does not substitute for any law, or regulations, Centers for Disease Control and Prevention (CDC) or other public health messages or guidance.*

Montana is a "local control" state. The best and final public education decisions are made by school district administrations, local school boards, and community stakeholders who know the context and unique needs of their local communities.



Per the Governor's directives ([Appendix A](#)), and in coordination with local public health departments who are authorized to announce the process for recovery, the school district working with authority of the local school board may begin the preparations for the reopening of schools. The local health department should also be a partner in ensuring schools are reopened in a healthy and safe manner.

As we approach the beginning of the school year, we encourage school leaders to plan for multiple scenarios and consider the different consequences of each. Concurrently, we want to ensure, regardless of the scenario, when we re-engage with students that schools continue to take safety precautions to ensure the health of their students, staff, and greater community.

It is recommended that you form a reopening planning team including your school's/district's "Emergency Operation Team" (EOP), school leadership, staff, local tribal leaders, and community stakeholders, and assign a lead, at minimum, for the following recovery areas:

a) Social, Emotional, and Behavioral

b) Academic Programming

c) Physical & Structural Safety

Additional planning teams may be needed to address local needs beyond the above three.

As COVID-19 impacts are fluid, we anticipate that multiple scenarios may occur when schools re-open in the fall of 2020 or may occur throughout the school year. Four scenarios are included as guidance examples for you. Following state directives, individual districts in consultation with local health authorities should determine which scenarios best fit their local situations.

- **Scenario 1:** Buildings Closed: All students remote learning.
- **Scenario 2:** A limited number of students present in school building, with remote learning occurring for students who are off-site.
- **Scenario 3:** Increased capacity/number of students in the school building, limiting number of activities to allow for continued physical distancing, and continued remote learning for students who are off-site.
- **Scenario 4:** Near full capacity and full operations, continued vigilance in health and safety best practices, with remote learning for students who are off-site.

Much of the guidance provided under Scenarios 1 and 2 is applicable to Scenarios 3 and 4. You will see overlap, to ensure appropriate gravity is given to individual considerations within each scenario. Additionally, Scenario 2 recommendations include logistical items for schools to consider prior to reopening school buildings after a prolonged closure. **Therefore, we recommend reviewing the document beginning with Scenario 1 and reading through each scenario's guidance.**

As plans are developed, school leadership should include their local health department, students, families, school boards, community members, local tribal leaders, teachers' unions or other collective bargaining units to ensure all stakeholders are informed of the safety planning and decision-making process. School leaders can start by reviewing the [CDC's Schools Decision Tool- Public Health Considerations for Reopening Schools During the COVID-19 Pandemic](#) to determine readiness for reopening.



This document will provide guidance for where flexibilities exist within code and statute and could be beneficial as you reopen your schools and navigate potential complexities presented by COVID-19 (See [Appendix C](#)).

You can use the questions below to direct you to guidance specific to the topic for which you are searching.

Guiding Questions	Relevant Guidance
Will you be providing any remote learning opportunities to students?	<ul style="list-style-type: none"> Utilize guidance for Scenario 1.
Do you anticipate a blended learning model with some students on campus at times and other students receiving distance instruction?	<ul style="list-style-type: none"> If yes, first visit the Academic Programming guidance in Scenario 1 and then visit the Academic Programming guidance for Scenario 2. Utilize Social, Emotional, and Behavioral and Physical and Structural Recommendations from Scenario 2.
Are you anticipating an increased need to assess students for purposes of determining current levels of proficiency?	<ul style="list-style-type: none"> If yes, visit Scenario 1's guidance on Assessment.
Is physical distancing still a necessity?	<ul style="list-style-type: none"> If yes, first visit Physical and Structural Recommendations from Scenario 2.
Do you anticipate it necessary for cleaning, sanitation, and hygiene precautions to be more stringent than normal?	<ul style="list-style-type: none"> If yes, first visit Physical and Structural Recommendations from Scenario 2.
Are you looking for guidance related to services for students with disabilities?	<ul style="list-style-type: none"> Visit the Special Education guidance.
Are you looking for flexibility in the law to better allow you to provide support for students?	<ul style="list-style-type: none"> Visit the identified Flexibilities.

In each scenario, schools are encouraged to follow current [CDC](#) guidelines (see [Appendix B](#)) and other safety measures to prevent a re-emergence of COVID-19.

As schools reopen, the district's planning team can monitor the progression within the phases. **In all scenarios**, all staff are encouraged to monitor for re-emergence of COVID-19 symptoms. School administration should remain in constant contact with the local health department for continued updates on community re-emergence indicators. Regardless of the state's current phase status, it is recommended that school leaders review the guidance provided for each scenario to determine which conditions for student learning and safety need to be addressed in their schools. **Student safety and well-being is the number one priority.**

Additional resources related to school re-opening are provided by the Montana University System and the Montana Public Education Center (MT-PEC). Please see [Appendices D and E](#).



Scenario 1: Buildings Closed: All students remote learning.

All students remote learning model: This model will only occur if the state of Montana is under a complete stay-at-home order and/or school buildings are closed.



Scenario 1: Buildings Closed: All students remote learning.

Social, Emotional, and Behavioral

Student, Staff, and Family Considerations

- Create a plan to communicate with and support students.
- Identify and provide access to well-being and mental health support for students, families, and all staff.
- Notify teachers, staff, students, and parents about support services available.
- Access mental health and healthcare providers for support. Activate mental health/student support service team (school counselor, community Mental Health Partners, CSCT) to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Facilitate collaboration with local tribal resources and indigenous support systems.
- Facilitate the provision of wrap-around services to all students and families in need.
- Ensure that all student groups are receiving equitable services per [Montana's ESSA plan](#).
- Establish consistent schedules and routines to ensure stability for students and families.
 - Provide structured time for students to meet with teachers.
- Include students in planning conversations with administration and school boards.
 - Create focus groups of students to provide input and feedback on school opening plans/processes.
- Modify school traditions that promote engagement to continue in a remote format. Examples include assemblies, celebrations, lunch with the principal, etc.
- Include families and the community in planning conversations with administration and school boards.
 - Create focus groups of family and community members to provide input and feedback on school opening plans/processes.
- Provide guidance and support to families to support their student's education.
 - Ensure learning/instructional environments that do not rely on parents to act as the teacher.
- Post information on the school district website and on social media for parents regarding helping children cope with tragedies (i.e., "Teaching Children How to Respond to Tragedies" from the National Association of School Psychologists).
- Offer Trauma-informed resources.
- Implement a social-emotional learning curriculum.
- Facilitate opportunities for students to socialize with peers in a safe manner.



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- Facilitate student engagement in elective courses.
 - Align approaches for afterschool programs.
 - Provide training and resources for classroom teachers on recovering from traumatic events.
 - A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, is encouraged to be provided to the EOP and/or school administrator each day. This report can include the mental status of students and staff to determine if additional mental health services are needed.
 - Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team. These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self-care practices upon return to school.
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Acceptable Use of Technology and Online Ethics

- Update acceptable use plan for the use of district devices and technology.
 - Including policies/procedures for educators using social media and personal texts/cell phones to communicate with students.
 - Develop a plan to communicate the acceptable use plan to all students and families.
 - Ensure student data privacy protections are in place
 - Require a signed consent of agreement with the policy.
 - Use current digital citizenship or acceptable use agreements, and include language describing usage of district-issued devices at home.
 - Create a clear, succinct statement describing safe, successful online learning interactions, including basic digital citizenship.
 - Develop protocols to recognize and report cyberbullying.
 - Provide professional development for teachers in online guidelines, including mindfulness about what is in the background of webcams when working from home and using recordings to document one-on-one student interactions, as necessary.
-

Communication

- Post all information from the district and school levels in a centralized location for all community members to access ([Example](#)).
 - Create a spreadsheet, district-wide, for all codes, etc. to access all learning platforms and programs.
 - Employ a consistent communication plan and platform (SeeSaw/Google/Slack/cell phone/email) between:
 - Staff and Families
 - Staff and Student
 - Student and Student
-



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- Staff and Administration
 - Staff and Staff
 - Administration and Community
-
- Ensure and facilitate use of the communication platform throughout the district.
 - Document all direct communication and communication attempts with families.
 - Update all parent contact information.
 - Develop communication protocol at a classroom, school, district and community level.
 - Ensure communication is necessary and not excessive. Assign groups of students to one specific educator so all students have one adult in the building that they expect to receive consistent communication from, and facilitate weekly check-ins of students with limited access to technology and/or students with low engagement.
 - Post weekly [learning plans for each classroom](#) in a centralized location for students and families to access.
 - When communicating with parents of middle school and high school students via email, include the student email in the communication when appropriate.
 - Provide guidance to families on the structure of the school day.
 - Provide consistent opportunities for families to provide feedback to teachers.
 - Set norms for how students can reach out to teachers, and help empower students to connect with each other, by:
 - Developing norms for a reasonable time limit for responses to student questions.
 - Allowing for flexibility of schedules of both teachers and families while maintaining appropriate boundaries.
 - Considering setting up an appointment-making program that allows teachers and students time to meet in response to student questions and needs (e.g., standardized electronic calendar platform).
 - Make sure support staff are briefed and participating in communication attempts and protocol.
 - Develop a protocol for notifying families when changes to learning plans occur.
 - Ensure that all Limited English Proficient parents have access to all communication in their [primary language](#).
 - Make all materials and communications [accessible](#).
-

Roles and Responsibilities

- Define teacher role and parent expectations at the beginning of the year through community meetings (virtual or face-to-face back-to-school night or printed/electronic communication).
 - Provide opportunities for parents to download apps and to attend training on necessary technology tools at the start of the school year.
 - Each student should have a designated contact person, particularly for students receiving Individual Education Plan (IEP), English Learner (EL), and 504 services.
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- Determine a plan for all members of a student team for delivering and providing accommodations in IEPs, 504s, and EL status.
 - Create and share district-wide guidelines with families to help with reasonable academic remote work time.
 - Teachers should provide weekly opportunities for office hours, community meetings for the whole group, small group, and 1:1 instruction for all students.
-

Equity Considerations

- Create a clear attendance plan and communicate with all families, students, educators, and staff.
 - Consider extenuating circumstances and maintaining equitable access for students.
 - Allow for one-on-one meetings for students having difficulty accessing online platforms.
 - Allow for small meetings for student tutoring.
 - Allow for flexibility in staff hours for students who only have access to online resources outside of typical school-day hours.
 - Consider classes that may require an increase in supply budget to provide and send home lab materials.
 - Evaluate course placement/prerequisites on a case by case basis.
 - Consider that technology is not available for everybody.
 - Every effort should be made to ensure internet and Wi-Fi accessibility for teachers, students, and families.
 - Consider hotspots or satellite for the internet, if the internet for all is not a possibility, and rely on the postal service to connect with all families.
 - Explore the possibility of a school bus mobile internet hotspot.
 - Provide access to technology and devices for student use.
 - Collaborate and coordinate with community businesses, providers, and members to facilitate phone line, internet, and computer access for all families/students/teachers.
 - Provide teachers with professional development.
-



Academic Programming

*When implementing remote learning, note available flexibility provided by MCA [20-1-101 \(5\)\(14\)](#) and [20-7-118](#) that offsite learning is specifically authorized as a means of meeting the aggregate hours of instruction.

Remote Learning Platforms

- Consider using online learning platforms previously used in the face-to-face classroom setting.
 - Ensure all teachers and administrators sustain usage of the agreed upon platform.
 - Provide professional development for teachers on the selected learning platform ([Example](#)).
 - Collaborate with teachers to ensure required professional development is within negotiated contracts.
 - Provide parent professional development and education on different grading models, technology, platforms, educational philosophies, and reasoning.
 - Provide mentor programs for teachers new to the profession, or any teacher who is facing challenges with technology or platforms.
 - Provide tutorials for all utilized technology for staff, families, and students.
 - E.g., how to access, check, submit instructional materials.
-

Instructional Delivery: Remote Learning

- Educational leadership identifies steps to ensure instructional integrity.
 - Develop guidelines for teachers in synchronous and/or asynchronous delivery, keeping in mind equity with internet access and device availability ([Example](#).)
 - Create guidelines for asynchronous instructions including the use of teacher made videos, professional videos, etc.
 - Create guidelines for synchronous instructions including recording length and attendance, and by providing multiple synchronous opportunities so families can juggle multiple schedules, etc.
 - Provide all synchronous instruction in optional asynchronous formats.
 - Provide teacher training in best practice in delivery methods virtually.
 - Communicate standards and expectations for lesson delivery to parents and students.
 - Provide students and staff with materials (technology, lab supplies, paper copies) for remote learning.
 - Provide guidelines for length of instruction and activities per day/week (note minute recommendation under roles and responsibility).
 - Provide consistent expectations and equitable policy for late work.
 - Identify priority standards and incorporate previous grade content into grade level standards. Grade level content should always be the focus.
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- Find ways to assess and formatively assess students regularly to confirm essential benchmarks.
 - Facilitate teacher engagement in standards (benchmark) priority work during the summer of 2020 to ensure delivered learning is focused and efficient (consult contract negotiations).
 - Consider forming a committee of teachers to unpack and prioritize standards across content areas and grade levels.
 - Develop appropriate scope and sequence for the 2020-21 school year.
 - Adjust scope and sequence as needed based on student beginning-of-year benchmark assessments.
 - Be flexible and open to new grading systems (e.g., proficiency-based, standards-based grading; Personalized/proficiency-based learning both at the individual level and as an exception to aggregate hours of instruction are allowed under MCA [20-9-311 \(4\) \(d\)](#) and Rule [10.55.906](#)).
 - Be consistent and communicative in implementation of the grading system.
 - Update grading platforms/tools.
 - Ensure assessments match the grading system.
 - Provide professional development to teachers on any newly adopted grading system.
 - Communicate to families and students any changes and implications of newly adopted grading systems.
 - Provide professional development on how to differentiate instruction in remote settings.
 - Provide time for co-planning with teachers.
 - Teachers should include group work so that students can communicate and get to know each other.
 - Provide families with clear, concise, essential standards and/or benchmarks for each grade level or course.
 - Encourage teachers to provide families with options to individualize learning experiences that best suit their family needs.
 - If adopting new textbooks, consider ones with easy-to-use online access and accommodations (e.g. read aloud capabilities).
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Student Assessment

- Develop a yearlong plan for assessing student proficiency
 - Plan to conduct diagnostic assessments.
 - Communicate and organize all assessments prior to lesson design.
 - Assess students at the beginning of the school year to identify current student proficiency.
 - Ensure assessments align with Montana content standards.
 - Establish procedures to check weekly for student proficiency. Adjust instruction accordingly.
-

Physical and Structural Safety

Safety Considerations for Remote Learning

- Limit the use of paper packets. Consider alternative methods to passing paper assignments and projects back and forth between teachers and students.
 - Provide training and/or resources on how to clean personal items such as laptops and keyboards if they are shared and for home use.
 - School staff will disseminate to students current and medically accurate information regarding infectious and communicable diseases; including the transmission and prevention of diseases, as required by the [Montana Health Enhancement Standards](#).
-



Scenario 2: A mixed model of traditional and off-site learning.

In Scenario 2, a limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite. This will require a blended approach for the planning and delivery of learning opportunities for students.



Schools that plan to reopen should consult the Governor’s school reopening guidelines provided in [Appendix A](#). **In all phases**, all staff are encouraged to monitor for the re-emergence of COVID-19 symptoms with school administration in contact with the local health department for continued updates on community re-emergence indicators. School leadership should monitor daily attendance for increases in absenteeism.

If schools plan to reopen they should consider:

- Implementing an alternative educational delivery model that includes a mix of in-person and remote learning.
- Providing focused individual education, especially for at-risk students.
- How to reconnect and meet the educational needs of students who fall behind in a remote learning environment.
- The importance of maintaining the connection between students, teachers, and parents.
- The important role that schools play in the health of students, families, and communities.

If relaxed restrictions are resulting in a new wave of infections, **schools may need to return to Scenario 1**. Continue to work in collaboration with local health officials who can help determine any level of transmission in the community.

CONFIRMED or **SUSPECTED** case of COVID-19

- Collaborate with public health to ensure each school has a plan for reporting, contact tracing and both short-term or extended closures in the case of a positive COVID case related to the school or community.
- Utilize [CDC guidelines](#).
- Schools may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. Please refer to the [Interim Guidance for Administrators of US K-12 Schools and Childcare Programs-Confirmed Case](#) for more information. See also [Appendix B](#) Confirmed Case of COVID-19 in the Building: School Decision Tree.



Social, Emotional, and Behavioral

Student, Staff, and Family Considerations

- School districts planning for students and staff to return following COVID-19 closures must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring that staff feel their physical and mental health needs are supported. Districts should ensure all policies or recommendations are culturally sensitive and ensure equity and access for all youth. For more information, see the ASCA and NASP [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#).
- Activate the mental health/student support service team to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Provide training and resources for classroom teachers on recovering from traumatic events. This information will be provided in a separate document to provide guidance and support.
- Post information broadly for parents regarding helping children cope with tragedies
- A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, is encouraged to be provided to the school administrator each day. This report can include the mental status of students and staff to determine if additional mental health services are needed.
- Notify teachers, staff, students, and parents about support services available.
- Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team. These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self-care practices upon return to school.
- Create a plan to communicate with and support students if school does not return to “normal” in the fall.
- Facilitate collaboration with local tribal resources and indigenous support systems.
- Facilitate the provision of wrap-around services to all students and families in need.
- Establish consistent schedules and routines to ensure stability for students and families.
 - Provide structured time for students to meet with teachers.
- Include students in planning conversations with administration and school boards.
 - Create focus groups of students to provide input and feedback on school opening plans/processes.
- Include families and the community in planning conversations with administration and school boards.
 - Create focus groups of family and community members to provide input and feedback on school opening plans/processes.



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- Provide guidance and support to families to support their student's education.
 - Ensure learning/instructional environments that do not rely on parents to act as the teacher.
 - Offer trauma-informed resources.
 - Implement a social-emotional learning curriculum.
 - Facilitate opportunities for students to socialize with peers in a safe manner.
 - Facilitate student engagement in elective courses.
 - Align approaches for afterschool programs.
 - Provide training and resources for classroom teachers on recovering from traumatic events.
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Acceptable Use of Technology and Online Ethics

- Develop an acceptable use plan for the use of district devices and technology.
 - Develop a plan to communicate the acceptable use plan to all students and families.
 - Require a signed consent of agreement with the policy.
 - Use current digital citizenship or acceptable use agreements, and include language describing usage of district-issued devices at home.
 - Create a clear, single-page statement describing safe, successful online learning interactions, including basic digital citizenship.
 - Develop protocols to recognize and report cyberbullying.
 - Provide professional development for teachers in online guidelines, including mindfulness about background content when working from home and using recordings to document one- on-one student interactions, as necessary.
-

Communication

- Post all information from the district and school levels in a centralized location for all community members to access ([Example](#)).
 - Create a spreadsheet, district-wide, for all codes, etc. to access all learning platforms and programs.
 - Employ a consistent communication plan and platform (SeeSaw/Google/Slack/cell phone/email) between:
 - Staff and Families
 - Staff and Student
 - Student and Student
 - Staff and Administration
 - Staff and Staff
-



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- Administration and community
 - Ensure and facilitate use of the communication platform throughout the district.
 - Document all direct communication and communication attempts with families.
 - Update all parent contact information.
 - Develop communication protocol at a classroom, school, and district level (e.g. weekly newsletter, bi-monthly phone calls).
 - Ensure communication is necessary and not excessive. Assign groups of students to one specific educator so all students have one adult they expect to receive consistent communication from.
 - Facilitate weekly check-ins of students with limited access to technology and/or students with low engagement.
 - Post weekly [learning plans for each classroom](#) in a centralized location for students and families to access.
 - When communicating with parents of middle School and high School students via email, include the student in the communication when appropriate.
 - Provide guidance to families on the structure of the school day.
 - Provide consistent opportunities for families to provide feedback to teachers.
 - Set norms for how students can reach out to teachers, and help empower students to connect with each other by:
 - Developing norms for a reasonable time limit for responses to student questions.
 - Allowing for flexibility of schedules of both teachers and families while maintaining appropriate boundaries.
 - Considering setting up an appointment-making program that allows teachers and students time to meet in response to student questions and needs (e.g., standardized electronic calendar platform).
 - Make sure support staff are briefed and participating in communication attempts and protocol.
 - Develop a protocol for notifying families when a teacher is sick and unable to attend to remote/blended learning responsibilities.
 - Ensure that all Limited English Proficient parents have access to all communication in their [primary language](#).
 - Make all materials and communications [accessible](#).
-

Roles and Responsibilities

- Define teacher role and parent expectations at the beginning of the year through community meetings (virtual or face-to-face back-to-school night or printed/electronic communication).
 - Provide opportunities for parents to download apps and to attend training on necessary technology tools at the start of the school year.
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- Each student should have a designated contact person, particularly for students receiving IEP, IL, and 504 services.
 - Determine a plan for all members of a student team for delivering and providing accommodations in IEPs, 504s, and EL status.
 - Create and share district-wide guidelines around “minutes” with families to help with reasonable academic remote work time.
 - Teachers should provide weekly opportunities for office hours, community meetings for the whole group, small group, and 1:1 instruction for all students.
-

Equity Considerations

- Create a clear attendance plan and communicate with all families, students, educators, and staff.
 - Consider extenuating circumstances and maintaining equitable access for students.
 - Allow for one-on-one meetings for students having difficulty accessing online platforms.
 - Allow for small meetings for student tutoring.
 - Allow for flexibility in staff hours for students who only have access to online resources during the evening.
 - Provide a space for students to meet for guided study hall, and in-person access to tutors.
 - Identify community partners to provide childcare options for hybrid models to provide guided study halls.
 - Place tutors and laptops at lunch distribution sites.
 - Identify classes that lend themselves more to online learning and which classes may require more in-person time.
 - Consider classes that may require an increase in supply budget to provide and send home lab materials.
 - Evaluate course placement/prerequisites on a case-by-case basis.
 - Consider that technology is not available for everybody.
 - Every effort should be made to ensure internet and Wi-Fi accessibility for teachers, students, and families.
 - Consider hotspots or satellite for the internet.
 - Explore the possibility of a school bus mobile internet hotspot.
 - Provide for access to technology and devices for student use.
 - Collaborate and coordinate with community businesses, providers, and members to facilitate phone line, internet, and computer access for all families/students/teachers.
 - Provide teachers with professional development.
 - Allow flexibility for more sick days in student attendance requirements.
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Academic and Extracurricular Programming

**When providing remote learning to students, please review [Scenario 1's Academic Programming](#) prior to reviewing recommendations for Scenario 2

Program considerations

- Accommodations for students, teachers, and staff in an at-risk group:
 - Schools that reopen will need to take into consideration that some teachers and staff will fall into a health risk category. These individuals should have additional accommodations including teaching classes remotely, utilizing a larger classroom where physical distancing can be maintained, or given an option not to return until the risks are reduced.
 - Students who are high risk or who have family members who are high risk, should not be penalized for failing to attend and should continue to receive remote support.
- Accommodations should also be extended to students and staff who are required to quarantine due to exposure or potential exposure.
- Modify extracurricular activities.
- Refer to the [Guidance for Opening up High School Athletics and Activities](#) from the National Federation of State High School Associations (NFHS) and Sports Medicine Advisory Committee (SMAC) for more information on safety precautions for athletic training and events for Scenario 2.
- Blended learning should allow for learning in the classroom with meaningful practice at home (purposeful discussions/activities through an online platform).
- Health enhancement teachers should provide to students current and medically accurate information regarding infectious and communicable diseases; including the transmission and prevention of diseases, as required by the [Montana Health Enhancement Standards](#).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights.
- Organize pre-developed study packets and suggested activities for students and parents in case of a second closure of schools due to re-emergence of the virus and/or for students who remain in the remote learning environments due to individual/family high-risk categories.
- Consider alternative schedules for class instruction.
- Alter the bell schedule to limit the number of students in transit between classes at any one time.
- Realign a bell schedule to include times for hand washing/sanitizing. School districts should create a unique plan that is appropriate for their school size.
 - Example: stagger transition times by wing/area of the school/last name initial/grade level, etc.
 - Example: create specific sanitation times during the school day.



Physical Education (PE)

- Make time for wiping down and sanitizing areas.
- Be thoughtful of passing areas between classes and allowing for corridors that maintain physical distancing recommendations.
- Develop practices that address class size.
- Ensure handwashing occurs before and after PE class.
- Take home clothing used for PE class; clothing should not be kept in locker rooms.
- Allow time for cleaning of shared equipment between classes.
- Promote physical distancing in areas of congregation (e.g., locker rooms).
- Consider the current phase of the pandemic and whether competition is appropriate per MHSA guidelines. This would include potential isolation and quarantine measures that could arise because of travel, and additional screening that may be required because of travel.
- Encourage outdoor and individual activities when possible.

Music – vocal, instrumental, and general

- Emphasize physical distancing for vocal and instrumental music classes according to spatial allowances and room size.
- Allow for the cleaning and sanitizing of equipment before and after use.
- Provide instruction for healthy practices to use when cleaning personal instruments.

Career and Technical Education (CTE) and Career and Technical Student Organization (CTSO)

- Sanitize materials/tools before and after competitions and entrance to classrooms.
 - Instruct students to clean devices and space before and after class.
 - Limit equipment sharing by students to include both hand tools, power equipment, culinary tools, computers, etc. as well as protective gear, safety glasses, welding helmets, shop coats, smocks, ear protection, etc.
 - Some CTE equipment may have many small pieces that may require use of differentiated sanitization methods.
 - Limit class sizes to reduce the number of items used by multiple students.
 - Adjust class size and classroom layouts to comply with physical distancing recommendations.
-



Physical & Structural Safety

Sanitation/Hygiene

- Ensure that hand sanitizer stations are easily available and located throughout the school, especially entrance areas.
 - Demonstrate proper hand washing protocol and sanitation practices for hand sanitizing and cleaning of personal space and shared equipment.
 - To minimize possible exposure at water fountains, turn-off drinking fountains and only allow use of bottle fillers, if available, or water bottles to be brought from home.
 - Disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily; use other staff to assist. Clean all hallways, common areas, and the outside of lockers daily to a level of sanitation prescribed by the CDC. Refer to [CDC/EPA Cleaning and Disinfecting Guidance](#) for best practices and approved disinfectants list.
 - School office staff are encouraged to continually wipe down counters, faxes, copiers, telephones, keyboards, and use sanitized pens in the main office.
 - Follow [CDC guidelines](#) for guidance to appropriately clean and disinfect buildings, busses, and playgrounds.
 - Consider ways to minimize sharing of high-touch materials.
 - Keep each student's belongings separated from others' in individually labeled containers, cubbies, or areas.
 - Ensure ventilation systems operate properly. Increase circulation of outdoor air by ensuring outdoor air exchange through air handlers are functioning properly throughout classrooms and by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students using the facility.
 - Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.
 - Maintain a status update for facilities not ready for occupancy.
 - Prepare an isolation area within the school building, and supply the isolation area with personal protective equipment.
 - Consult with your local county health department to develop an approved meal service plan for individual school sites.
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Physical Health

- Develop communication systems with county health for potential COVID exposure to school buildings, students, or staff.
 - Require anyone (student and staff) with [COVID-19 symptoms](#) to stay home.
 - Continue procedures compliant with applicable privacy laws, FERPA, HIPAA, and the ADA.
 - Recommend school nurses or designated staff compile frequent health reports for the Emergency Operations Planning (EOP) Team.
 - Recommend [CDC Practice good hygiene guidance posters](#) (hand washing, cover while sneezing/coughing, physical distancing) be visible in classrooms and common areas.
 - [The CDC recommends cloth face coverings](#) when physical distancing is not possible. This recommendation may be challenging for students (especially younger students) to wear in all-day settings such as school. If schools require face coverings, they should provide instructions to students and staff on the [proper use, removal, and cleaning of cloth face coverings](#).
-

Physical Distancing

- Consider ways to convert outdoor space into learning space for months when weather is accommodating.
 - Keep students in the same groups or classroom, with teachers rotating when practical.
 - Students may alternate school days. Allow for cleaning time in classrooms between groups.
 - Space seating/desks at least six feet apart when feasible. Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
 - Prohibit congregation in hallways and lunchrooms; if possible, serve lunches in classrooms to avoid gathering of students in the cafeteria; stagger class changes to avoid large groups of students in the hallway; stagger dismissal for the same reason.
 - Install physical barriers, such as sneeze guards or partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (e.g., reception desks, bathroom sinks).
 - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
 - [Consider CDC guidance on pupil transportation](#). Schools should consider the need for more buses or alternative schedules to safely transport students. When physical distancing on buses is not possible, schools should consider cloth face masks and other mitigation strategies.
-



Scenario 3: A mixed model of traditional and remote learning with an increased number of students in school buildings.

In Scenario 3, there will be an increased capacity/number of students in the school building. This coincides with the governor's Phase 2, which increases permissible group size to 50 persons. Additionally, during this scenario schools will limit the number of activities to allow for continued physical distancing and will continue to provide remote learning opportunities for students who are not onsite.



Corresponding governor's orders for this scenario increase permissible group size to groups of 50 and states to:

- Avoid GATHERING in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing. It is recommended to continue physical distance in gatherings of any size. Groups larger than 50 people should be canceled unless physical distancing can be maintained.
- ALL VULNERABLE INDIVIDUALS should continue to adhere to stay home guidance. Members of households with vulnerable residents should be aware that by returning to work or other environments where distancing is not practical, they could carry the virus back home. Precautions should be taken to isolate vulnerable residents.
- It is recommended that gatherings occur in shifts (recess, cafeteria and hallway passing). Larger school events that draw in-person crowds are discouraged (sports, assemblies, dances etc.).
- All staff are encouraged to continue monitoring for re-emergence of COVID-19 symptoms and be in contact with local health departments and local hospitals/health providers for continued updates on community re-emergence indicators. Continue to monitor attendance for increases in absenteeism.

If relaxed restrictions are resulting in a new wave of infections, schools may need to return to Scenario 1 or 2. Continue to work in collaboration with local health officials who can help determine any level of transmission in the community. If a confirmed case has entered a school, all decisions should be made locally, in collaboration with the local public health department. Follow the [CDC Consideration for School Closures](#) recommendations.

COVID-19 may come in waves, so understand that the recovery process may repeat several times. It is highly recommended that you **always be prepared** for school cancellations. Additional considerations are below:

**If during Scenario 3, you will be providing remote learning, review [Scenario 1's Academic Programming](#) guidance.

**Review [Scenario 1](#) and [Scenario 2's Social, Emotional, and Behavioral](#) guidance for more information related to screening, monitoring, and promoting the wellness of students, families, and staff.



Social, Emotional, and Behavioral

- Continue to monitor/screen staff and students for any need of additional support services.
 - Continue the time for staff/student check-ins and promotion of wellness strategies.
 - Continue to refer for support services as needed.
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Academic and Extracurricular Programming

- Organized youth activities should avoid gathering in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing.
 - Pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities. Limit gatherings, events, and extracurricular activities to those who can maintain physical distancing, and support proper hand hygiene.
 - Refer to the [Guidance for Opening up High School Athletics and Activities](#) for more information on safety precautions for athletic training and events for Scenario 3.
 - If reinstating indoor physical education for students, ensure frequent disinfecting of articles such as mats and athletic equipment BEFORE and BETWEEN classes.
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Physical and Structural Safety

- It is recommended to continue physical distancing in gatherings of any size.
 - Sanitation guidelines established in [Scenario 2 continue](#).
 - Continue to collaborate with your local health department.
 - Continue to limit communal spaces, such as cafeterias and playgrounds with shared playground equipment. If this is not possible, stagger use, and disinfect between uses.
 - Outdoor areas, like playgrounds, generally require normal routine cleaning but do not require disinfection. (Source: [CDC](#))
 - Consult with your local health department to develop an approved meal service plan for individual school sites.
 - For school meal service options and considerations, reference OPI's Planning Checklists for a) [Meals Delivered to and Eaten in the Classroom](#); b) [Meals Served in the Cafeteria and Eaten in the Classroom](#); and c) [Meals Served in the Cafeteria](#)
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Scenario 4: Near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.

- For ALL INDIVIDUALS there is no limit on group size, however, everyone should observe physical distancing and minimize contact time with others, and limit time spent in crowded environments.
- VULNERABLE INDIVIDUALS may still need to take precautions, and remote learning for students not onsite should be available.
- Continue to follow the Governor’s Guidelines for Phase Three.

Continue monitoring for re-emergence of COVID-19 symptoms and be in contact with the local health department for continued updates on community re-emergence indicators.

During this time, schools are encouraged to review the school EOP plan and adjust their Emergency Operations Plan Infectious Disease annex as gaps are identified.

The Readiness and Emergency Management for Schools (REMS) technical assistance center offers free training: [SCHOOL EOPS IN-DEPTH: PLANNING FOR INFECTIOUS DISEASES](#)

**If, during Scenario 4, you will be providing remote learning, review [Scenario 1’s Academic Programming](#) guidance.

**Review [Scenario 1, Scenario 2, and Scenario 3’s Social, Emotional, and Behavioral](#) guidance for more information related to screening, monitoring, and promoting the wellness of students, families, and staff.



Special Education Considerations for All Scenarios

The Office of Public Instruction (OPI) is committed to supporting students, schools, and families during this unprecedented time. We are committed to continued efforts to be flexible and consider a wide range of delivery methods and modalities in order to make good faith efforts in providing services to students with disabilities in accordance with the intent of the Individuals with Disabilities Education Act (IDEA).

The OPI has compiled the guidance, resources, and tools below to assist districts, IEP teams, and families as they work together to provide the most appropriate services in light of the unique individual circumstances of students, schools, and communities. Information can be found at [COVID-19 Special Education Information](#).

When reopening school buildings after extended closures due to COVID-19, there are several things that need to be considered regarding special education programs. The following is a list of things to consider:

Special Education

- Establish a committee or team to outline the steps necessary to implement the district's reopening plans regarding special education.
- Consider how to facilitate the transition back into the school environment to limit the impact of a student's disability.
- Consider what professional development staff may be needed to support student mental health, physical health, and altered learning environment needs.
- Plan for staffing, depending on the Scenario.
- Determine who will be the district point of contact communicating with special education staff and parents.
- Review facility plans to ensure physical distancing and ADA compliance.
- Consider if/how new cleaning procedures may adversely affect any student such as those with chemical sensitivities.
- Determine a process for conducting evaluation, reevaluation, and developing IEPs.
- Review the information and data collected prior to and during the school building closure, including observations and information provided by parents.
- Implement a process for determining whether progress has been made towards IEP goals or loss of learning specific to IEP goals occurred which may require a different approach.
- IEP teams should use information collected from a variety of sources to determine whether additional services are required and what those services will be.



Nutrition Considerations for All Scenarios

Schools participating in OPI School Nutrition Programs have options for serving students when re-opening in the fall. Programs should contact your [regional specialist](#) directly for school nutrition questions and concerns. The [OPI School Nutrition Guidance for Schools and Families](#) page provides resources for school re-opening.

The federal school nutrition programs administered by the Montana Office of Public Instruction has approved flexibility to support local communities during COVID-19 school site re-opening. Follow precautions to ensure the safety of school food service professionals and families by considering the following guidance:

Food Safety

- For food safety guidance, reference [OPI's Meal Service Procedures During a Pandemic](#).
 - Consider remote meal service options that maximize safety and physical distancing, such as grab and go breakfasts and lunches. Reference OPI's [Planning Checklist for Remote Meal Service](#).
 - No self-serve stations or buffets.
 - Staff wear masks and gloves while interacting with individuals.
 - Establish hours of operation that allow for facility occupancy that meets physical distancing requirements.
 - Develop traffic flow patterns and seating arrangements for each venue.
 - Adopt school breakfast in the classroom strategies for lunch.
 - Designate entrances for those leaving campus for lunch.
 - Consult with your local health department to develop an approved meal service plan for individual school sites.
 - For additional school meal service options and considerations, reference OPI's Planning Checklists for a) [Meals Delivered to and Eaten in the Classroom](#); b) [Meals Served in the Cafeteria and Eaten in the Classroom](#); and c) [Meals Served in the Cafeteria](#)
 - Identify additional staff to monitor the designated entrance for off-campus lunch students.
 - Stay six feet apart from others, including coworkers and families.
 - Set up prep stations, work areas, carts, and tables so that people stay six feet apart.
 - Wash hands frequently using [proper handwashing methods](#).
 - [Sanitize hands](#) when hand washing is not possible.
 - Wear disposable gloves and change them frequently.
 - Wear aprons that are single-use or laundered daily.
 - Clean and sanitize high-touch surfaces regularly.
 - Follow CDC recommendations on using [face masks](#) and [hand hygiene](#).
-



Flexibilities Available to Schools

Federal waiver information:

The OPI has applied, received, and is continuing to seek flexibility through waivers under the Elementary and Secondary Education Act (ESEA) of 1965 as amended as the Every Student Succeeds Act (ESSA) in 2015. The 2020 and pending state and federal waivers are important as they provide school districts with some relief and the ability to focus locally on the basic educational services and needs of students.

To date, the OPI has received waivers for the following requirements (see the [USED Waiver Granted Letter](#)):

- [Assessment requirements](#) in section 1111(b)(2) for the school year 2019-2020.
- [Accountability and school identification requirements](#) in sections 1111(c)(4) and 1111(d)(2)(C) - (D) that are based on data from the 2019-2020 school year.
- [Report card provisions](#) related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year.

Additionally, the OPI received approval for the [Fiscal Flexibility](#) waiver, which provides flexibility in the use of funds and other requirements covered under ESEA including the Title I, Parts A–D, Title II, Title III, Part A, Title IV, Parts A–B, and Title V programs.

The [Montana Waivers](#) page is intended to provide information to the public on what the waivers mean today, and in the future, and how the public can engage in the discussion through the Public Comment Process.

Pursuit of additional flexibilities

The Montana FLEX 2020 task force provided recommendations for flexibilities to pursue which may reduce policy burden or provide relief to schools. The final recommendations from the Task Force were within five focus areas:

- Strengthening existing policy flexibility
- Evaluating progress and impact of state graduation, credit, funding, licensure, and accreditation policies
- Maximizing flexibilities in assessment, accountability, and reporting systems
- Fostering and supporting local innovation
- Leveraging federal flexibilities and resources

Task Force members and OPI staff outlined **draft** action plans to consider why, what, when, how, and who could implement the new flexibilities that were identified as crucial-do now. Those draft plans are in the *Montana Flex2020 Task Force Report: Recommended New Flexibilities* report located at this [link](#).



Additional Resources

Social, Emotional, and Behavioral

[OPI School Mental Health](#)

- Use the resources on this page to learn more about resources and supports for promoting school mental health.

[ASCA and NASP School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#)

- A document from the American School Counselor Association and the National Association of School Psychologists with recommendations for supporting student social and emotional learning and mental and behavioral health amidst COVID-19.

[Trauma-Informed Care for Schools Before, During and After Emergency Events](#)

- Presentation from the Readiness and Emergency Management for Schools technical assistance center, covering (a) Trauma and Retraumatization, (b) Manifestations of Trauma in Students, (c) Trauma-Informed Approach, and (d) Considerations for Preparedness Planning.

[Addressing Barriers to Learning: Plan ahead to support the transition back of students, families, and staff](#)

- The Center for Mental Health in Schools and Student/Learning Supports quarterly e-journal from Summer 2020 focused on school reopening for Fall 2020.

[CASEL Leveraging SEL as you Prepare to Reopen and Renew your School Community](#)

- In this guide, CASEL shares a framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults during the upcoming transition into summer and the beginning of the new school year. While this guidance is written for school leadership teams, states and districts will play critical roles in ensuring schools have the resources, support, and guidance needed to carry out these actions. This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.

[CDC Checklist for Parents](#)

- Parents can use this guide to help protect your family from COVID-19 by practicing and promoting everyday healthy habits. If an outbreak occurs in your community, your school may dismiss students to prevent further spread of the virus. Use this checklist to plan and take action if COVID-19 outbreak occurs in your community.

[CDC Checklist for Teachers](#)

- Teachers can use this checklist to plan and take action if COVID-19 outbreak occurs in your community.

Acceptable Use of Technology and Online Ethics

[Montana Department of Justice: Students and Technology](#)

- An article outlining safety precautions teachers should take regarding students and technology.



[Great Falls: Computer Acceptable Use and Internet Agreement](#)

- An example of acceptable use and an internet agreement.

Communication

[OPI Family and Community Engagement](#)

- The home page for OPI Family and Community Engagement resources.

Equity

[OPI Empowerment and Equity Resources](#)

Academic Programming

Remote learning Platforms

[OPI Online Learning Resource Page](#)

[EdReport's Instructional Materials During Remote Learning: Reflection and Planning Tool](#)

- Use this tool to reflect on the availability, accessibility, and use of high-quality instructional materials to ensure your district has what it needs for re-entry in the fall and the return to in-person learning in the future.

[TNTP Learning Acceleration Guide](#)

- The New Teacher Project created the following guidance, organized around a few key questions, to help school and district stakeholders responsible for learning acceleration planning:
 - How do we create a plan to accelerate student learning?
 - How do we accelerate student learning in the next two years?
 - What other challenges should we be anticipating as we plan to accelerate student learning?

Student Assessment

[KY: COVID-19 Considerations for Reopening Schools Evaluating Students' Academic Readiness](#)

- Kentucky guide for how to identify student gaps in learning and need.

Physical and Structural Safety

Physical Health

[FERPA and the Coronavirus Disease 2019 \(COVID-19\)](#)

- The purpose of this guidance is to answer questions that school officials may have had concerning the disclosure of personally identifiable information from students' education records to outside entities when addressing the Coronavirus Disease 2019 (COVID-19).

Physical Distancing

[CDC recommendations on social distancing](#)

Guidance for Opening up High School Athletics and Activities

[National Federation of State High School Associations guidance for High School Athletics](#)

[Montana High School Association \(MHSA\) May 18-19 Board Decisions related to Athletics](#)

The guidance addresses the waiver of bricks and mortar requirement, incomplete extensions for eligibility, and Music Festival changes for the 2020-21 school year.



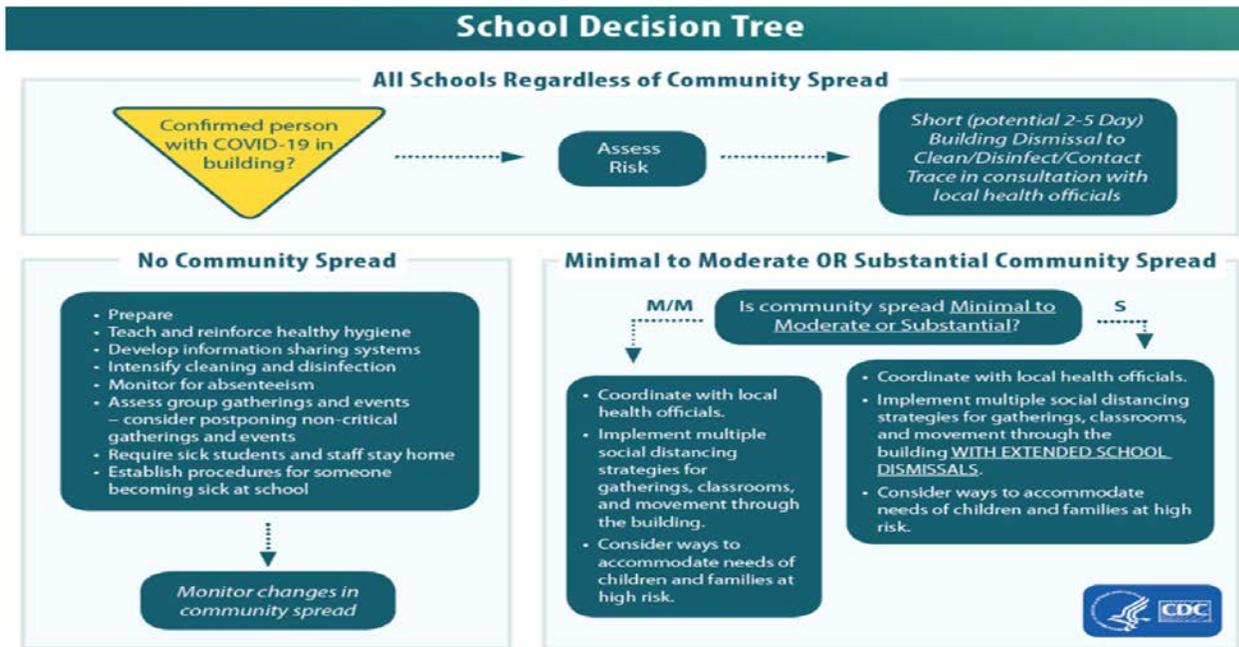
Appendix A: Governor's Guidance on Reopening Montana's Schools: April 22, 2020

[Guidance for the Phased Reopening of Montana, Phase One](#)

[Montana Reopening the Big Sky Phased Approach](#)

Appendix B: CDC Guidance for Resuming School Considerations for Schools

Updated May 19, 2020





Appendix C: Existing Flexibilities/Innovations in Code and Rules

	FLEXIBILITY	FINANCIAL	PROGRAMMATIC	LINK
1	Personalized/proficiency-based learning both at the individual level and as an exception to aggregate hours of instruction	20-9-311 (4) (d)	10.55.906 (3) & (4)	Proficient Student Guidance
2	Offsite learning is specifically authorized as a means of meeting the aggregate hours of instruction and generating ANB	20-1-101 (5)(14) 20-7-118		
3	Trustees have the authority to use transportation funds through individual contracts with offsite learning students' families, to reimburse the cost of meals ("board and room" is what the statute provides) and provision of correspondence (aka offsite) courses	20-10-101		
4	Use of the tuition fund to cover the full costs of IDEA that are not funded by (general fund budget per pupil + state and federal special education payment)	20-5-324 (5)(a)(iii)		Tuition Calculator link coming
5	The authority to enroll and admit children under the age of 5 and generate ANB when there are exceptional circumstances in the discretion of the trustees that merit waiver of the age requirement	20-5-101(3)		
6	The authority to continue to serve and generate ANB from a student who has graduated but who has not yet reached the age of 19	20-5-101	10.55.906(1)	
7	Eligible use of Adult Education funds for anyone who is 16 years of age or older who is not a regularly enrolled full-time pupil of the district.	20-7-701		
8	Multi-district agreements	20-3-363		
9	Transfer and flexible use of state funds	20-9-208		



10	Transfers for school safety	20-9-236 ; 20-9-502 ; 20-9-525		
11	Look back allowance	20-9-308		
12	Non-voted increases of base general fund by borrowing \$\$ from non-voted levies	20-9-308(2)(b) .		
13	Ability to leverage major maintenance funds for loans from the Board of Investments or the private sector	20-9-471 ; 20-9-525(2)		
14	Flexibility to transfer donated funds that were not earmarked	20-9-604		

Note: The identified flexibilities were provided by The Montana School Boards Association's Executive Director, Lance Melton.



Appendix D: Montana Public Education Center (MT-PEC) Guidance for School Reopening

- MT-PEC partners developed [Back to School: A Roadmap for Safely Reopening Montana's Public Schools using Emergency School District Policies](#) to assist public school leaders in preparing for the start of the 2020-2021 school year.
 - **Model Emergency Policy 1900 Series** can aid districts in selecting and adopting appropriate policies and options that will enhance and support school district operations ([Montana Public Education Center](#)).
 - Examples of Adopted 1900 series policies.
 - [Clinton Elementary School District](#)
 - [Missoula County Public Schools](#)

Appendix E: Montana University System (MUS) Healthy Fall 2020: Planning Guidelines for Campuses

[MUS Healthy Fall 2020: Planning Guidelines for Campuses](#)



Appendix F: Montana Flex and Learn Task Force Member List

Flex2020 Task Force Members

- Task Force Facilitator: Dr. Julie Murgel, The OPI ESSA Accountability Director
- Representative Bruce Grubbs, Education Interim Committee
- Tammy Lacey, The Board of Public Education Vice-Chair
- Peter Donovan, The Board of Public Education Executive Director
- Lance Melton, The Montana School Boards Association Executive Director
- Kirk Miller, School Administrators of Montana Executive Director
- Dianne Burke, Montana Quality Education Coalition Executive Director
- Tracy Moseman, The OPI Chief Program Officer
- Kristine Thatcher, The OPI Director of Licensure
- Dustin Shipman, Big Sky Schools Superintendent
- Allison Evertz, Joliet Public Schools Superintendent
- Tom Korst, Hamilton Public Schools Superintendent
- Laurie Barron, Evergreen Schools Superintendent
- Corinna Guardipee-Hall, Browning Schools Superintendent
- Loverty Erickson, Wolf Point Schools Superintendent
- Kim Anthony, Billings Public Schools K-8 Executive Director
- Jon Martin, Noxon Schools Superintendent
- Jon Konen, Great Falls Public Schools Principal
- Godfrey Saunders, Belgrade Public Schools Superintendent
- Wade Sundby, Glasgow Public Schools Superintendent
- Greg Dern, Roy Public Schools Superintendent
- Heather Hoyer, Great Falls Public Schools Assistant Superintendent
- Joe Steele, St. Regis Public Schools Superintendent
- Monte Silk, Sidney Public Schools Superintendent
- Dinny Bennett, Forsyth Public Schools Superintendent
- Les Meyer, Fairfield Public Schools Superintendent
- Tobin Novasio, Lockwood Public Schools Superintendent
- Sharyl Allen, The OPI Deputy Superintendent
- Anne Bauer, Project Manager at the OPI
- Lona Running Wolf, Director of American Indian Student Achievement at the OPI
- Jason Butcher, Outreach Director, Reach Higher Montana
- Heather Jarrett, Reed Point Public Schools Superintendent
- Mike Perry, Hot Springs Public Schools Superintendent
- Pad McCracken, Montana Legislative Education Interim Committee Staff Member



Montana LEARN 2020 TASK FORCE

- Meghan Ascherman – Billings Parent & Special Needs Assistant
- Anna Baldwin – Arlee School Grants Manager & 2014 MT Teacher of the Year
- Molly Barta – Billings CTE Teacher
- Thomas Baty – Helena High School Fine Arts Teacher
- Sandra Beal – Ronan Middle School Principal
- Chad Berg – Bozeman Special Education Director
- Laurie Bishop – Livingston Legislator & Afterschool Alliance Director
- Dana Bremner – Browning Elementary Teacher
- Kim Chouinard – Yellowstone Boys and Girls Ranch
- Alyssa A. Cliver – Golden Triangle Curriculum Cooperative Director
- Paige Cooper-Cole – Plevna Guidance Counselor & Art Teacher
- Susan Davis – Belgrade Elementary English Learner Coordinator
- Tylene Eaton, RN – Prairie County Health Department
- Laurie Enebo – Glasgow Middle School Social Studies Teacher
- Jennifer Erdi Hickok – Colstrip Special Education Director
- Kelly Fedge DuBose – Bozeman Parent & Decoding Dyslexia CEO
- McCall Flynn – Education Policy Advisor to Governor Bullock
- Bob Griffith – Great Falls Education Association
- Bruce Grubbs – Bozeman Legislator
- Reginald Hageman – Helena High Health Enhancement Teacher & SHAPE MT
- Krista Hertz – Education Foundation for Billings Public Schools Director
- Dylan Huisken – Bonner Social Studies Teacher & 2019 Teacher of the Year
- Anne Keith – Board of Public Education
- Connie Keogh – Missoula Legislator
- Ellen Livers – Shodair Children’s Hospital
- Lorie Martinez – Columbus Family & Consumer Science & PE Teacher
- Kristina McGee – Glasgow High School English Teacher
- Ben Meyer – Stevensville School Board Trustee
- Haley Moseman – Capital High School Student
- Kelley Myer – Livingston Elementary Teacher
- Gary Myers – Helena School Technology Coordinator
- Sara Novak – Great Divide Special Education Cooperative Director
- Patrice O’Loughlin – Hardin School Nutrition Director
- Tricia Owens – Missoula Elementary Teacher
- Merrick Parnell – Power High School Social Studies Teacher
- J.R. Pierce – Sheilds Valley High School Agriculture Education Teacher
- Bianka Rock Above – Pryor Principal
- Linda Rost – Baker High Science Teacher & 2020 MT Teacher of the Year
- Sheryl Scheafer – Montana PTA President
- Mike Tatsey – Heart Butte Superintendent
- Brooke Taylor – Billings High School Math Teacher
- Lorie Thex – Ashland Elementary Teacher
- Sarah Urban – Helena High School Science Teacher



- Sue Vinton – Billings Legislator
- Christy Wright – Wyola Schools Superintendent

Office of Public Instruction Facilitators:

- Colet Bartow – Content Standards and Instruction Division Administrator
- Camille Biazzo – Assistant School Nutrition Director
- Carli Cockrell – Professional Learning Coordinator
- Susan Court – Youth Risk Behavior Survey Coordinator/Health Enhancement
- Marisa Graybill – Mathematics Instructional Coordinator
- Dick Trerise - Assistant Special Education Director
- Donnie Wetzel, Jr. - Indian Education for All Program Manager
- Holly Mook - Coordinated School Health Unit Director
- Dylan Klapmeier- OPI Communications Director

This document was prepared by Jacob Williams with Education Northwest and Tammy Lysons with the Montana Office of Public Instruction



ITEM 4- American Indian Education Administrative Reports

❖ **Tribal Relations & Resiliency Unit Report**

- Handout 4.1
 - Lifting Tribal Voices
 - Improving Holistic Supports
 - Bridge Building
 - School Board Support

❖ **Indian Student Achievement Unit Report**

- Handout 4.2
 - The American Indian Student Achievement is in the process of completing a research project to gather insight from all stakeholders that play a role in American Indian education, to identify variables that contribute to the American Indian student achievement gap. Finding these variables and narrowing the focus will help guide policy and action from the State to the classroom to streamline and focus the scope of work that will improve the trajectories of American Indian student proficiency in reading and math achievement, graduation rates, and drop-out rates.

❖ **Indian Education for All Unit Report**

- Handout 4.3
 - Video Project
 - Publications/Resource Update
 - Planning Guides

Summary of Tribal Relations and Resiliency Report MACIE Meeting 7-14-20

We are working diligently to meet and connect to many of the resources within OPI. Understanding where we can help and serve our Tribes, Districts, Communities and State. There has been great support from both OPI and our Tribal Nations as we find ways to collaborate and braid the strengths of both worlds to benefit our Youth. Direct Tribal Consultation will begin in August. Below is a few of our directions.

- Lifting Tribal Voice
 - Inviting Tribal Voice to the table on all issues dealing with our work and Youth
 - Indigenous educational presentations for OPI
 - Including Youth Voice whenever possible
- Improving Holistic supports
 - MT Learn discussion on Social/Emotional Supports
 - Wrap Around program
 - Providing Restorative Practice trainings
 - Providing Suicide Prevention trainings
- Bridge Building
 - Connecting OPI divisions to our American Indian discussion and contacts
 - Indigenous discussions with Higher Ed
 - Teacher Preparedness, Course Work
 - Council of Deans Presentation
 - Juvenile Justice – Crime Control Bureau
 - Inclusion of Tribal Supports & Contacts to support youth
 - Creating an open space to learn from and about each other
- School Board Support
 - Indigenous Policy Potential
 - Local Control discussions
 - Educational opportunities to train community members and youth



American Indian Student Achievement Action Research Plan 2020-2021

Purpose: The purpose of this research study is to gather insight from all stakeholders that play a role in American Indian education, to identify variables that contribute to the American Indian student achievement gap. Finding these variables and narrowing the focus will help guide policy and action from the State to the classroom to streamline and focus the scope of work that will improve the trajectories of American Indian student proficiency in reading and math achievement, graduation rates, and drop-out rates.

Question: What are the variables in American Indian student education that contribute to gaps in overall American Indian student achievement? Is there a difference in those variables from off-reservation American Indian students and on-reservation American Indian students?

Methods: This study will use mixed methods approach using qualitative and quantitative data to generate factors affecting student achievement of American Indian students. We will first use focus group methodology to gather qualitative data that will be coded and analyzed to determine common themes that emerge from participants. These themes will be used to develop a focused survey and interview questions that will allow us to gather quantitative data on causal variables that feed the themes. All data will then be triangulated to produce focus recommendations for all stakeholders involved in the effort at increasing American Indian student achievement.

PHASE 1 Research Process

Timeline:

Focus Groups

June 5, 2020 – First draft of research plan completed

June 8 – Aug 7, 2020 – Focus groups are conducted and completed

August 8-20, 2020 – Data is coded & analyzed/Rough Draft

August 21, 2020 – Final draft sent to Data Team

Focus Group Participants

Non-Native Schools

Billings Senior High

Havre High School

Helena High School

Cut Bank High School

Great Falls High School

Harlem High School

Native Schools

Hays-Lodge Pole

Heart Butte

Browning

Popular

Rocky Boy

Box Elder

Demographic Representation of Focus Groups

- (1) Students (recent graduates) – Donnie Wetzel Facilitator
- (2) Parents & Community – Pat Armstrong Facilitator
- (3) Superintendents – Dan McGee Facilitator
- (4) Boards of Trustees – Todd Hanson Facilitator
- (4) Principals, Deans, Program Directors – Lona Running Wolf- Facilitator
- (5) Teachers/Paraprofessionals – Dan McGee Facilitator

Focus Group Questions

As reported in the 2019 statewide education program statistics, both drop-out and graduation rates in Native School Districts as compared to non-Native school districts indicate students in non-Native schools graduate at a higher rate and drop-out at a lower rate than their counterparts in Native schools

Question 1:

Part A - What influence do you believe instruction, classroom environment, or other factors has upon the difference in drop-out and graduation rates between native and non-native schools?

Part B -If you could change anything about the educational experience in your school you believe would impact the number of students who complete all four years of high school and graduate, what would it be?

Part C – When students in your school drop-out or fail to graduate, what do you believe are the reasons? Why are those reasons a problem here?

As reported in the 2019 statewide education program statistics, both reading and math proficiency levels in Native School Districts as compared to non-Native school districts indicate students in non-Native schools consistently demonstrate a higher level of proficiency than their counterparts in native schools.

Question 2:

Part A – Which reasons do you think influence reading and math test scores at your school?

Part B – What things do you believe the school can do to improve reading and test scores at your school?

Question 3:

If we were to ask students in your school about the things they believe prevent them from succeeding, what do you believe they would say?

Question 4:

Do you believe students who are at Native schools face different challenges to success than students at non-Native schools? What is the difference?

Question 5:

The Oprah effect – If someone like Oprah Winfrey came to your community and wanted to give the school district hundreds of millions of dollars in support of student achievement, what top three (3) things would you want your community to use the money for in improving your school(s)?

PHASE 2 Research Process

Timeline:

Survey

Sept 1 – 30 – Develop survey and interview questions with data team

Oct 5 – 30 – Complete individual interviews

Oct 5 – Nov 30 – Send out survey to communities (goal is to collect 543 completed surveys)

Dec 1 – 30 – Data analysis and drafting of the full report

Jan 15 – Completed report submitted to Data Team

Survey Data Set

Population of Montana American Indian students- 29,000

Confidence Level- 95%

Confidence Interval- 4.21

Data Set- 532 (completed surveys)

Interview Participants – 36 interviews (non-saturation)

Non-Native Communities	Native Communities
6 school employees	6 school employees
6 students	6 students
6 parents	6 parents

Literature Review (four areas: American Indian student achievement reading, math, graduation, drop out) APA Style with citation

- American Indian High School Student Persistence and School Leaving: A Case Study of American Indian Student Schooling Experiences, Fortuin, Kevin. (2012)
- Bureau of Indian Education and Tribal School Leaders' Perceptions of School Level Factors Leading to Academic Achievement for Native American Students Amiotte, S. (2008)
- Exploring Educational Challenges Among Economically Disadvantaged Native American/Alaskan Native Families Plevney, V. K. (2012)
- Native American Dropout Prevention Initiative: Year Three Evaluation Report LeCroy & Milligan Associates, Inc. (2009). Native American dropout prevention initiative: Year three evaluation report. Tucson, AZ: Author.
- Virtual High School: Learning Communities for American Indian Students Grant, V. A. (2011).
- Native Alaskan Dropouts in Western Alaska: Systemic Failure in Native Alaskan Schools Freed, C. D., & Samson, M. (2004).
- School Achievement and Dropout among Anglo and Indian Females and Males: A Comparative Examination James, K., Chavez, E., Beauvais, F., Edwards, R., & Oetting, G. (1995).
- The Native American Student Drop-Out Rate at 50% (26% Higher Than for White Students): A Persisting Problem in Search of a Solution Payment, A. A. (2011).
- Collaboration, Research and Change: Motivational Influences on American Indian Students Radda, H. T., Iwamoto, D., & Patrick, C. (1998)
- Cultural and Parental Influences on Achievement among Native American Students in Barstow Unified School District Leveque, D. M. (1994).
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- A Study of Resiliency of American Indian High School Students Thornton, B., Collins, M., & Daugherty, R. (2006).
- Resilience among Urban American Indian Adolescents: Exploration into the Role of Culture, Self-Esteem, Subjective WellBeing, and Social Support Stumblingbear-Riddle, G., & Romans, J. S. C. (2012).
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- The Tribal College Movement: Ensuring That Native American Students Successfully Complete an Associate Degree and Persist to Earn a Four-Year Degree Kicking Woman, C. L. (2011).

- Effects of a Developmentally Based Intervention With Teachers on Native American and White Early Adolescents' Schooling Adjustment in Rural Settings Hamm, J. V., Farmer, T. W., Robertson, D., Dadisman, K. A., Murray, A., Meece, J. L., & Song, S. Y. (2010).
- Dropping Out Among American Indians and Alaska Natives: A Review of Studies, Karen Swisher and Michelle Hoisch *Journal of American Indian Education* Vol. 31, No. 2 (JANUARY 1992), pp. 3-23
- The Dropout/Graduation Crisis Among American Indian and Alaska Native Students: Failure to Respond Places the Future of Native Peoples at Risk, Susan C. Faircloth and John W. Tippeconnic, III The Civil Rights Project/Proyecto Derechos Civiles at UCLA and The Pennsylvania State University Center for the Study of Leadership in American Indian Education January 2010.
- Research in American Indian and Alaska Native Education: From assimilation to self-determination. Deyhle, Donna., & Swisher, Karen. (1997). In Michael W. Apple (Ed.), *Review of research in education* (Vol. 22, pp. 113-194). Washington, DC: American Educational Research Association.
- A review of the research literature on the influences of culturally based education on the academic performance of Native American students. Demmert, W. G., Jr., & Towner, J. C. (2003). Northwest Regional Educational Laboratory, Portland Oregon [Online] Available: <http://www.nwrel.org/indianed/cbe.pdf>.
- Native American children: the gap in academic achievement and research. Grissmer, D., Demmert, W., Chun, J., Towner, J., Eiseman, E., & Cressell, R. (2004). Prepared for National Center for Educational Statistics, U.S. Department of Education, RAND Education.
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- An Analysis of the Performance Gap Between American Indian and Anglo Students in the New York State Fourth and Eighth Grade Mathematics Assessments Richard Marchand, Jamar Pickreign and Keary Howard This study explores differences in mathematics assessment results between American Indian students in Western New York and their Anglo peers.
- Enhancing Native American Mathematics Learning: The Use of Smartboard-generated Virtual Manipulatives for Conceptual Understanding Frank J. Zittle, Ph.D. Center for Educational Evaluation & Research (CEER) frankz@ceer.info www.ceer.info
- How America Is Failing Native American Students *Punitive discipline, inadequate curriculum, and declining federal funding created an education crisis*, by [Rebecca Clarren](#) JULY 24, 2017

Summary of IEFA Agenda Items for MACIE Meeting 7-14-20

We Are One Video Project

In response current events, OPI IEFA and Indian Education staff are working on a video message of unity and hope. It will include video clips of tribal members and youth offering messages of unity and stating that we are all related/we are one in their Native languages.

IEFA Publications/Resources Update

The IEFA Unit continues to diversify their publications and resource offerings to meet the demand for remote teaching and learning tools. Here is a list of recently completed resources:

- Essential Understandings Key Concepts Flipbooks for dissemination to schools upon request
- [American Indians in the Military-A Warrior Spirit](#)
- [Ancient Islands in the Sky-Archaeology in the Beartooth Ice](#)
- [Blackfeet and Crow Star Stories](#)
- [Crazy Mountain Cathedral](#)
- [A Resource Evaluation Tool for Educators to Provide Feedback Regarding Utilized IEFA Resources](#)

IEFA Planning Guides

In order to facilitate school IEFA planning appropriate for their size, location, and student demographics, the IEFA Unit has created planning guides that allow schools to identify gaps in their IEFA implementation and planning and address them. These are aligned with the school type IEFA elements in the OPI Framework and will be sent out to schools in the Fall and made available via the OPI IEFA website.

Item 5- Informational Presentation

- ❖ **University of Providence- Indigenous Inclusion into curriculum- Leslie Lott**
 - Handout 5. 1
 - University of Providence Trauma and Restorative Practices Focus
Programmatic Curriculum Map and Implementation

UP Trauma and Restorative Practices (TRP) Focus Programmatic Curriculum Map and Implementation using the [NIRN Hexagon Tool](#)

ELE & HPE Course & Timeframe	Course Description	Course Outcomes	TRP Content & Circle Strategy	TRP Outcome	Additional Information (Resources, speakers, etc.)
<p><u>EDU 200</u> (FR Fall 2020) Introduction to Education Shawn Clark</p>	<p>Introduction to Education provides a broad overview and introduction to issues relevant to K-12 education in the United States for candidates considering the teaching profession and teaching licensure in the state of Montana. Along with a twenty-hour K-8 field practicum, candidates will explore the developme</p>	<p>1. Demonstrate knowledge of classical philosophies as related to a variety of educational theories. 2. Trace the historical development and organization of education in the United States and in MT. 3. Demonstrate knowledge of legal and financial foundations of education in the United States and in MT. 4. Articulate professional ethics and conduct required and expected of teachers. 5. Demonstrate knowledge of</p>	<p>Article (Montana research): Healey, M.A.--<i>The School-to-Prison Pipeline Tragedy on Montana’s Indian Reservations</i> (https://socialchangenyu.com/review/school-to-prison-pipeline-tragedy-on-montanas-american-indian-reservations-the/)</p> <p><i>Circle Forward</i> Module 1 and Module 2—possibly remove from EDU 200 (as appropriate)</p> <p><i>Leslie – 1.2-1.6 & 4.10</i></p>	<p>Article: Developing emotional connections between pre-service candidates with their future K-12 students.</p> <p>Help pre-service candidates develop, or enhance, the passion for choosing education as a career.</p>	<p>Article “School to Prison Pipeline”</p> <p>Possible Elder speakers</p> <p>Possible Indigenous Youth speakers</p>

	<p>nt and organization of public education through knowledge of its history and philosophies. Ethical issues; pertinent laws; current governance, funding and structure will also be topics of discussion in this course. The importance of a safe school community will be discussed. Curriculum approaches and lesson plan design will be introduced. This class is required for all education majors as well as for degreed students seeking licensure.</p>	<p>current issues in education. 6. Develop a personal philosophy of education.</p>		<p><i>Circle Forward:</i> Provide background and purpose behind the use of circles.</p> <p>Ensure that circle norms are modeled, taught, and used</p>	
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<p>EDU 260 (FR Spr 2021) Multicultural & American Indian Education</p>	<p>Multicultural Education will prepare candidates to create a classroom learning environment to effectively meet the needs of all students. With increasing diversity in student populations, appropriate, informed, and sensitive approaches are necessary to create equitable experiences. This course will help candidates examine how race, ethnicity, and culture influence students' school experiences and how the beliefs, biases, and</p>	<p>1.Examine and reflect upon different theoretical perspectives on the nature of inter-group relations in U.S. society in order to shed light on the causes and complex dynamics of racism, classism, sexism, and other forms of discrimination and inter-group conflict.</p> <p>2.Promote the study of the historical and contemporary experiences and contributions of people of color, women, American Indians, and other underrepresented groups and incorporate that information into lesson planning.</p> <p>3.Develop a sound philosophical rationale for multicultural education and critically examine the role</p>	<p>Leslie – 4.1, 4.8-4.9, 5.8, 6.12-6.14, 7.10</p> <p>Introduce and discuss Lateral Oppression/ Colonized Mindset</p> <p>*possible speaker—Lona Running Wolf (Lona.RunningWolf@mt.gov) has an excellent hour-long series</p> <p>Explore the IEFA on the OPI website</p> <p>Introduce the IEFA 7 Essential Understandings</p> <p>*possible speaker Dr. Jason Cummings jason.cummins@hardin.k12.mt.us</p> <p>http://montanatribes.org/earl-barlow/</p> <p>https://montanatribes.org/</p>	<p><i>Circle Forward:</i> Provide background and purpose behind the use of circles.</p> <p>Ensure that circle norms are modeled, taught, and used</p>	<p>*Possibly where pre-service candidates purchase the <i>Circle Forward</i> book</p> <p><i>Neither Wolf nor Dog:</i> https://www.amazon.com/Neither-Wolf-nor-Dog-Forgotten/dp/1577312333</p>
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	<p>background candidates bring to the classroom impact your teaching.</p> <p>Indian Education for All (IEFA) is a primary topic for this course as candidates explore the distinct and unique cultural heritage of American Indians, particularly tribes that reside in Montana. The seven Essential Understandings Regarding Montana Indians and additional IEFA resources will be studied and integrated into student planning.</p>	<p>of multicultural education in school reform and social change.</p> <p>4. Demonstrate how teachers can incorporate the history, cultural heritage, and contemporary status of American Indian tribes in Montana lesson planning.</p> <p>5. Articulate how students within different populations differ in their approaches to learning.</p> <p>6. Examine the historical, political, economic or cultural dimension of global issues</p> <p>7. Demonstrate an increased understanding of how communal and social factors support and/or undermine respect for</p>			
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		<p>human dignity through reflection on real-world problems</p> <p>8. Demonstrate skills and dispositions that predict high candidate success in the k-12 learning environment.</p>			
<p><u>EDU 290</u> (SO Fall 2021) Educational Psychology Leslie Lott</p>	<p>Candidates explore the nature of human growth and development from the viewpoint of learning, discuss factors that contribute to academic success, and connect effective teaching and the positive impact it has on student motivation and learning. Theoretical knowledge, educational research,</p>	<p>New Course – still needs outcomes.</p>	<p>Leslie – 3.9, 5.1, 5.3, 6.1, 6.3, 6.5, 6.9</p> <p>*speaker Lona Running Wolf (Lona. RunningWolf@mt.gov): Maslow's work with the Blackfeet Nation which defined his definition of self-actualization</p>		

	and practical applications are stressed.				
HPE 188 (SO Fall 2021) Personal Health Tom Raunig	<p>Focuses on health issues that confront individuals, parents, and educators. Critical thinking about personal health issues is vital to this course. Some topics included are: nutrition, safety, conflict resolution, drugs, self-concept, stress, communicable disease, and physical fitness. Health issues are examined from these perspectives: mental, society, physical, emotional,</p>	<p>Students will identify and describe specific circumstances that effect the mental, emotional and social health of individuals.</p> <p>Students will use critical thinking to examine health risks within their lives and/or the lives of K-12 students</p> <p>Students will identify the effects that exercise has on the human body.</p> <p>Students will suggest teaching strategies that will promote health social interaction of K-12 participants.</p> <p>Students will report examples of how religious belief and/or spirituality may impact a</p>	<p>Leslie – 4.7, 4.11, 10.7</p> <p>Website resources:</p> <p>1) https://sportsconflict.org/applying-restorative-justice-high-profile-sports/</p> <p>2) https://www.hoopcoach.org/building-team-culture-restorative-practices-circles-and-conversations/</p> <p>3) https://pdfs.semanticscholar.org/3729/708e76330181d64b97eb5b99c14a635a8d97.pdf</p>		

	<p>spiritual, and environmental.</p>	<p>person's overall health.</p> <p>Students will know and accurately apply nomenclature in the field of Health and Physical Education.</p> <p>Students will employ effective oral and written communication skills to express valid personal and community health issues.</p> <p>Identify, select, and implement appropriate learning/practice opportunities based on developmental needs, expected profession, level of readiness, understanding the student, the learning environment, and the task.</p> <p>"Demonstrate skills and dispositions that predict high candidate success in the k-</p>			
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		12 learning environment”			
<p><u>EDU 315</u> (SO Spr 2022) Curriculum Design & Assessment of Learning</p> <p>Leslie Lott</p>	<p>Curriculum, Instruction and Assessment will guide candidates in the development and design of curriculum, instruction, and assessment based on state standards and incorporating best practices for meeting the learning needs of K-12 students. A student-centered approach to learning will be emphasized with candidates developing teaching/learning cycles that are clearly aligned to curriculum outcomes using</p>	<p>1. Identify the guiding principles and importance of sound classroom assessment of and for students</p> <p>2. Unpack content standards by what students should know, understand, and be able to do.</p> <p>3. Write measurable objectives and clear, sequenced learning targets</p> <p>4. Design pre-assessments, formative assessments, and summative assessments that align to standards and objectives</p> <p>5. Create rubrics and scoring guides that encourage student involvement</p> <p>6. Understand and be able to explain</p>	<p>Leslie – 3.1, 3.2, 7.7</p>		

	<p>formative and summative assessment results to inform evaluation, remediation, and instructional planning. Candidates will also develop assessment literacy in understanding standardized measures and data driven decision making.</p>	<p>assessment results to students and parents</p> <p>7. Demonstrate skills and dispositions that predict high candidate success in the k-12 learning environment.</p>			
<p>EDU 320 (JR Fall 2022) Exceptionalities Shawn Clark</p>	<p>Exceptionalities will introduce candidates to the range of exceptionalities students will encounter in the general education classroom and methods for intervention. Candidates</p>	<p>New Course – still needs outcomes.</p>	<p>Leslie – 8.8, 10.1-10.5</p>		

	<p>will gain understanding in characteristics of exceptionalty and explore legislation guiding policy for students with disabilities as well as students identified as gifted and talented. Practical application will include planning and teaching strategies for differentiating instruction, universal design, and working with families. The Response to Intervention (Rti) and Multi-Tiered Systems of Support (MTSS) will</p>				
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	be examined.				
EDU 325 (JR Spr 2023) Classroom Communities & Management Shawn or Leslie	Candidates learn how to create a classroom community plan that establishes an orderly, safe, and inclusive classroom. They will develop communication techniques that motivate students, ensuring that what is communicated is relevant, meaningful and engaging. Strategies are also shared that develop positive and trusting peer-to-peer, teacher-to-student, and teacher-to-parent relationships.	New Course – still needs outcomes.	Leslie - 2.2 - 2.5, 2.7, 4.2, 11.3, 12.2		

<p>EDU 462 (JR Spr 2023) Field Experience Elementary Leslie Lott</p>	<p>Elementary Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a classroom setting. Candidates spend 60 hours in a K-6 classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before placement and to</p>	<p>1. Plan, implement, assess, and reflect on instruction based on knowledge of the subject matter, curriculum goals, and appropriate use of current and emerging technologies.</p> <p>2. Modify curriculum for student needs by considering their individual strengths, interests, and learning styles.</p> <p>3. Design, write, or plan various materials that relate to real-world teaching responsibilities.</p> <p>4. Develop strategies for involving parents in the school setting.</p> <p>5. Demonstrate respect, rapport and effective communication with individuals, small groups, and classes.</p>	<p>Leslie – 4.3-4.5, 4.17, 5.2, 6.2, 7.8, 12.4</p>		
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	<p>reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their K-6 classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. Must be within 2 semesters of student teaching.</p>	<p>6. Demonstrate skills and dispositions that predict high candidate success in the k-12 learning environment.</p>			
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<p>EDU 472 (SR Fall 2023) Field Experience Middle School</p> <p>Shawn Clark</p>	<p>Middle School Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a middle school classroom setting. Candidates spend 60 hours in a 7th or 8th grade classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before</p>	<p>1.Explain essential professional behaviors expected of teachers and key legal issues educators may encounter including how and when to report abuse or neglect.</p> <p>2.Create lessons that actively engage students and incorporate brain-friendly practices.</p> <p>3.Create a comprehensive classroom management plan that incorporates dealing with social/emotions issues of students and constructively interacting with parents.</p> <p>4.Investigate risks of adolescence such as substance abuse, suicide and bullying and be able to list resources to</p>	<p>Leslie – 3.8, 4.6, 4.12, 5.4, 6.2, 6.22, 12.3</p>		
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	<p>placement and to reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their middle school classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. This is a Writing Intensive</p>	<p>support students with these issues.</p> <p>5. Employ principles of Writing Across the Curriculum to communicate ideas</p> <p>6. Assignment will be written for a specific audience and real-world application</p> <ul style="list-style-type: none"> • Samples will be discussed and analyzed • Evaluation criteria will be presented prior to assignments • Lessons will employ a backward design model • Cross-curricular 			
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	<p>class. Candidates will be developing a Classroom Management Plan to include with their portfolio.</p>	<p>standards are incorporated (reading, language arts, speaking and listening, writing)</p> <ul style="list-style-type: none"> • Assignment will be submitted for feedback and then revised <p>7. Demonstrate skills and dispositions that predict high candidate success in the k-12 learning environment.</p>			
<p><u>EDU 489</u> (SR Spr 2024) Student Teaching Seminar Leslie Lott</p>	<p>The internship seminar provides candidates with opportunities to learn how to complete certification requirements and</p>	<ol style="list-style-type: none"> 1. Apply for teacher certification. 2. Develop a teacher placement file if desired. 3. Demonstrate knowledge of legal aspects of teaching in Montana. 	<p>Leslie – 5.7, 6.6, 6.15-6.18, 6.24, 8.3, 9.1, 12.6</p> <p>Formal Reports: Kennedy Report Miriam Report</p>		

	<p>necessary materials, how to prepare for an interview and complete an electronic portfolio, and how to complete an application for a teaching position. Discussion includes various aspects of classroom management, techniques for helping students learn, and methods of instruction for effective delivery.</p>	<p>a) identifying and reporting child abuse; b) professional ethics and conduct; c) appropriate classroom management</p> <p>4. Demonstrate knowledge of Current Issues in Public Education. 5. Demonstrate competence in teaching internship.</p>			
<p><u>Other Courses</u></p>	<p>EDU 356 – 3.3, 3.7; EDU 357 – 3.4; EDU 338 – 3.6; EDU 358 – 6.8, HPE classes – 4.13-4.16</p>				

NIRN Hexagon Tool

Before Implementation

1. Gather a group of stakeholders. Our stakeholders include representation from the following groups: University faculty, K-12 leadership experience, American Indian representation, K-12 MT licensed teachers, an implementation specialist, restorative practices specialists, Office of Public Instruction representatives, and an educational technologist.
 - a. Define and compose at least one problem statement such as: Students graduating from the UP Education Program are not fully prepared to deal with trauma in the classroom. Students graduation from the UP Education Program struggle with effective classroom management.
 - b. Who are we missing from our team? UP staff member? Someone from athletics? Someone from admissions?
2. Determine community perceptions of problem. This came from students and from mentor teachers.
 - a. Do we need to conduct more inquiry on this? Why or why not? If so, where should we start?
3. Root Cause Analysis: This looks more like a needs analysis.
 - a. How do we know this is a gap? What are the indicators? Look at the “5 Whys” and the “Fishbone Diagram Analysis”
4. Complete an Initiative Inventory of current initiatives or programs. https://modules.fpg.unc.edu/sisep/hexagon-tool/story_content/external_files/Initiative%20Inventory%2010.12.18.pdf
5. Review of clearinghouses or literature. One example, What Works Clearinghouse - <https://ies.ed.gov/ncee/wwc/>
6. Review and agree upon program options.

During Implementation

1. Examine the **evidence**. Use the following questions:
 - a. Are there data to available to demonstrate program effectiveness? If yes, provide citations or links. What is the strength of the evidence? Under what conditions was the evidence developed?
 - b. What outcomes are expected upon implementation? How much of a change can be expected?
 - c. If research data is not available, are there evaluation data to indicate effectiveness? Is there practice-based evidence or community defined evidence? If yes, include citations or links.
 - d. Is there a well-developed theory of change or logic model that demonstrates expectations of long and short-term outcomes?
 - e. Do the studies provide data specific to the setting in which it will be implemented?
 - f. Do the studies provide data specific to the effectiveness for culturally and linguistically specific populations?
2. **Usability** of program is determined using the following questions:
 - a. Is the program or practice clearly defined? Are core feature of the program or practice identified, listed, and named?
 - b. Is each core feature well operationalized? Is there guidance on core features that can be modified or adapted to increase contextual fit?
 - c. Is there a fidelity assessment that measures practitioner behavior? If yes, provide citations, documents, or links.
 - d. Has the program or practice been adapted for use within culturally and linguistically specific populations and is there a recommended process for gathering community input into culturally specific enhancements?
 - e. What do we know about the key reasons for previously successful replications? What do we know about the key problems that led to unsuccessful replication efforts previously?
 - f. Are there mature sites with successful histories of implementing the program who are willing to be observed?
3. Determine **supports** using the following questions.
 - a. Is there a qualified expert who can help with implementation over time? If yes, list name(s) and/or organizations.
 - b. Are there start-up costs? If yes, itemize them.

- c. Are there curricula and other resources related to the program or practice available? List publisher, links, costs.
 - d. Is training and professional development related to this program/practice readily available? Is it culturally sensitive? Does it address issues of race equity, cultural responsiveness or implicit bias? Include source of training and professional development. What is the cost?
 - e. Is coaching available for this program? Is it culturally sensitive? List resources and costs.
 - f. Is guidance on administrative policies and procedures available? List resources and costs.
 - g. Are there resources to develop a data management plan for this program available? Identify resources and costs.
 - h. Is there a recommended orientation to facilitate “buy-in” for staff, key stakeholders, and collaborative partners? If so, briefly explain.
4. **Need** questions are as follows.
- a. Who is the identified population of concern? What is/are the identified needs of this population?
 - b. Was an analysis of data conducted to identify specific area(s) of need relevant to the program/practice? If so, what data was analyzed? Were these data disaggregated by race, ethnicity, and language?
 - c. How do affected individuals and community members perceive their need? What do they believe will be helpful? How were community members engaged to assess their perception of need?
 - d. Is there evidence that the program/practice addresses the specific area(s) of need identified? If so, how was this evidence generated? (research type)
 - e. If the program or practice is implemented, what can potentially change for this population?
5. Determine the **fit** of the program/practice by answering the following questions.
- a. How does the program/practice fit with the priorities of the implementing site?
 - b. How does the program/practice fit with family and community values in the impacted community including the values of culturally and linguistically specific populations?
 - c. What other initiatives currently being implemented will intersect with the program/practice?
 - d. How does the program or practice fit with existing initiatives?
 - e. Will the other initiatives make it easier or more difficult to implement the proposed program/practice and achieve the desired outcomes?
 - f. How does the program/practice fit with the community’s history?
6. **Capacity** questions are as follows.
- a. How much does it cost to run the program/practice each year? Are there resources to support the cost? If the current budget does not support the program/practice, outline a resource development strategy.
 - b. What are the staffing requirements for the program/practice?
 - c. Does the implementing site currently employ or have access to staff that meet these requirements? If so, do these staff have a cultural and language match with the population they serve as well as relationships in the community?
 - d. What administrative practices must be developed or refined to support the use of this program/practice?
 - e. Is leadership knowledgeable about and in support of this program/practice? Do leaders have the diverse skills and perspectives representative of the community being served?
 - f. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program/practice?
 - g. Will the current communication system facilitate effective internal and external communication with stakeholders, including impacted families and the community?
 - h. Will the program/practice require use of or changes to building facilities? Explain.

- i. Does the program/practice require new technology? Be specific in technological needs.
- j. Does the program/practice require use of or changes to the monitoring or reporting system? Be specific in explanation.

After reviewing the program/practice

1. Using a 1-5 scoring scale, determine the score in each area of the hexagon tool: evidence, usability, supports, need, fit and capacity.
2. Using the evidence gathered, determine if this program/practice is an appropriate solution/strategy.
3. What does the evaluation of implementing this program/practice tell us about where to focus our institution's resources and efforts in planning for implementation and during implementation?

Item 6: Old Business

- ❖ **Language Preservation Act statement- Jason Cummins- Action**
 - Item 6.1
- ❖ **IEFA Implementation for pre-service teacher – Jordann Lankford-Forster**
- ❖ **Outstanding Schools Recognition- Jeremy Macdonald – Action**
 - Item 6.2

Montana Advisory Council on Indian Education – Statement Regarding the Use of Native American Tribal Languages Being Spoken in Public Schools

On the 20th anniversary of the Class 7 Tribal language certification, the Montana Advisory Council on Indian Education (MACIE) would like to celebrate this landmark accomplishment and reaffirm that Native American languages are an important part of Montana's history as well as a sacred element of our Tribal Identities. We, the MACIE members fully support and endorse the incorporation of Montana's Indigenous languages in public school settings, especially those schools located on or near reservations.

America has an unfortunate history of attempting to eliminate Tribal languages, cultural practices, and identities. These policies have perpetuated cultural genocide and generational trauma among Tribal populations and students. One of the most harmful practices involved removing children from their homes and placing them in boarding schools in an effort to eradicate their tribal language and identity. These assimilative practices have been particularly harmful to our American Indian youth. And unfortunately, American Indian students still experience language oppression, both overtly and by default, in contemporary school environments. Despite this, we are proud to say that our languages have survived and there are great efforts to revitalize tribal languages taking place across Montana.

The survival of Indigenous languages has proven their timelessness and the resilience of our Tribal peoples. It also validates our belief that language revitalization is imperative to ensure the continued growth and achievement of Indigenous student populations. Educator and school leader preparation programs can benefit future educators by enhancing their understanding of the importance of Indian languages in Tribal communities and their role in revitalizing Tribal cultures and identities. Additionally, educators should understand the vital role that Tribal language proficiency plays in strengthening American Indian student achievement.

MACIE would like to formally declare our position, that tribal languages must never be prevented from being spoken, taught, or shared nor should American Indian people be discouraged from speaking their tribal languages in public school settings and other public entities across our state. More importantly, schools must not continue to perpetuate cultural genocide and the generational trauma associated with the attacks against Native American languages by insisting on an "English only" school environment. Districts that serve Native American students have a legal and moral obligation to welcome, reclaim, and revitalize Native American Languages in their schools. It is important to note that many Tribes statutorily protect their languages and such statutes are enforceable with relation to Tribal members.

Additional guidance for school districts interested in implementing a strong policy statement with respect to supporting the inclusion of Tribal languages within their classrooms can be found in statutory protections defined in MCA 1-1-150 which clearly states that "this section is not intended to limit the use of any other language by a tribal government". Furthermore, it clarifies the process of recognizing the importance of tribal culture, identity, and language in our educational environments by providing a mechanism wherein "a school district and a tribe, by mutual agreement, may provide for the instruction of students that recognizes the cultural

identity of Native American children and promotes the use of a common language for communication.”

In support of this process within our diverse communities, MACIE encourages local Boards of Trustees within these districts to engage in the consultation with Tribal officials as provided for in MCA 1-1-150 and the Every Student Succeeds Act.

MACIE requests a formalized language revitalization and protection plan to be developed by OPI and updates regularly be presented at our upcoming MACIE meetings.

REFERENCES

Public Law 101-477 - October. 30, 1990

TITLE I - NATIVE AMERICAN LANGUAGES ACT SEC 105:

The right of Native Americans to express themselves through the use of Native American Languages shall not be restricted in any public proceeding, including publicly supported education programs.

Montana Code Annotated 20-1-501 (Indian Education for All 1999)

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 provides means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Montana Plan for Every Student Succeeds Act (ESSA) (2018)

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

4. Statewide Accountability System and School Support and Improvement Activities (p.31):

Specific strategies for school improvement will be drawn from the OPI's experience in providing direct technical assistance and support to schools and districts. Strategies Include:

- Supporting culturally responsive practices, particularly for American Indian communities.

MACIE Outstanding Achievement	Individual Students	Student Groups	School Staff	School Districts	Community Group or Individual
School located on a reservation					
School located near a reservation with high Native population					
Urban school with high Native population What percentage					
Urban school with low Native population					
Rural school with low Native population					

Item 7: New Business

- ❖ **MACIE Board Constitution Overview & Strategic Planning- Discussion**
 - Item 7.1
 - Constitution

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

CONSTITUTION AND BYLAWS

PREAMBLE

The Montana Advisory Council on Indian Education was established by the Board of Public Education and the Office of Public Instruction to function in an advisory capacity for the education of American Indian students in Montana.

The Montana Advisory Council on Indian Education shall be a strong voice for collaborative efforts among tribal, state, and federal organizations, institutions, groups, and agencies for the express purpose of promoting high quality and equitable educational opportunities for all American Indian students in Montana. This includes, but is not limited to, culture, language, and Indian Education for All.

ARTICLE 1

Name of Organization

The name of the organization shall be Montana Advisory Council on Indian Education (MACIE).

ARTICLE II

Purpose

The purpose of MACIE shall be:

1. Advise the Board of Public Education (BPE) and the Superintendent of Public Instruction (OPI) in matters affecting the education of American Indian students, including accreditation, certification, and teacher training;
2. Promote equal educational opportunities and improve the quality of education provided to American Indian students throughout the State of Montana;
3. Advise, monitor, evaluate, and advocate for the implementation of Indian Education for All as defined in Article X, section 1(2) of the Montana Constitution and MCA 20-1-501 for all educational agencies; and
4. Carry out the goals and responsibilities of MACIE, report to BPE and OPI, and complete an annual progress review.

ARTICLE III

Goals

The Goals of the MACIE are:

1. Communication, Collaboration, and Advocacy

Share information concerning respective constituents' needs and issues by presenting matters to the MACIE attention for discussion and action. Relay information regarding outcomes and actionable items to constituents.

Encourage collaboration by acting as liaisons between OPI and BPE and member organizations in support of Indian education in Montana. Seek participation of Indian people, tribes, and tribal organizations in the educational process.

Ensure Native representation and participation in all matters pertaining to Indian education.

2. Student Success

Explore and promote successful data-driven, research-based innovative strategies, resources, and programs that focus on increasing Indian student achievement.

3. Legislative, Fiscal, and Policy Advocacy

Provide input and recommendations to OPI and BPE regarding fiscal allocations designated for Indian education purposes.

Monitor and advocate legislation, which potentially affects Indian students.

BYLAWS OF MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

ARTICLE 1

Membership

BPE and OPI will jointly make appointments to MACIE based on nominations from Indian tribes, Indian organizations, major education organizations in which Indians participate, and schools where American Indian students and adults attend.

NOTE: Participation on MACIE is voluntary and tribes and organizations invited to participate may decline.

Each of the eight Montana tribal councils shall be invited to select one person to represent its tribe. MACIE will seek participation from three urban areas, Great Falls, Billings, and Missoula, one per area.

Other nominations will be sought from organizations or constituencies that have been identified as playing a key role in the education of American Indians in Montana. These are:

- Montana Federation of Public Employees (MFPE)
- School Administrators of Montana (SAM)
- Indian Impact Schools of Montana (IISM) Board
- Montana School Boards Association (MTSBA) Indian School Board Caucus
- Montana Indian Education Association (MIEA) Board
- Class 7 Teachers
- Urban school district Indian Education Departments

Voting

MACIE will be comprised of 17 voting members consisting of:

- 8 representatives from each Montana tribe
- 3 representatives from urban school district Indian Education Departments
- 1 representative from Montana Federation of Public Employees (MFPE)
- 1 representative from School Administrators of Montana (SAM)
- 1 representative from Indian Impact Schools of Montana (IISM)
- 1 representative from Montana School Boards Association (MTSBA) Indian School Board Caucus
- 1 representative from Montana Indian Education Association
- 1 representative from Class 7 teachers

MACIE shall be comprised of six ex-officio (non-voting) members consisting of:

- 1 representative from Office of Public Instruction
- 1 representative from Board of Public Education
- 1 representative from Montana University System
- 1 representative from Bureau of Indian Education Schools
- 1 representative from Tribal Head Starts
- 1 representative from Tribal Colleges

ARTICLE 2

Officers

MACIE officers shall consist of a chairperson, vice-chairperson, and secretary elected by MACIE.

ARTICLE 3

Removal from MACIE

MACIE members will automatically lose membership with two consecutive unexcused absences from regularly or specially noticed and convened meetings as per Article 10, Section 3. An unexcused absence is one in which a member fails to provide prior notice of absence. In the event of a removal, the MACIE member will be notified and MACIE will request the tribe/organization recommend a new representative.

ARTICLE 4

Amending the Constitution

An amendment to the Constitution and Bylaws may be adopted at a regular or special meeting by an approval of no less than nine (9) of the MACIE voting members. Advance notice of the agenda containing a proposal to amend shall be distributed to all MACIE members at least 15 days in advance of the meeting.

However, if a member tribe/organization has an official change of name, this may be made without a vote of the members upon notification from the member tribe/organization.

ARTICLE 5

Rules of Order

Robert's Rules of Order Revised shall be used as a guideline on all procedural questions not otherwise specifically stated in the Constitution and Bylaws of MACIE.

ARTICLE 6

Terms and Duties of Officers

- Section 1. Chairperson, vice-chairperson, and secretary shall be elected from and by MACIE at the summer meeting and shall serve for two years. Chairperson and vice-chairperson will be elected in separate years, with the secretary being elected with the chairperson.
- Section 2. The chairperson shall preside at all meetings of MACIE. The chairperson shall be an ex-officio member of all committees. The chairperson or designee will represent and present reports for MACIE at all BPE meetings and other meetings that are deemed important by MACIE.
- Section 3. The vice-chairperson shall assume all duties of the chairperson in the chairperson's absence.

Section 4. The secretary or designee shall edit all minutes of MACIE meetings and shall provide proper notice of all meetings scheduled. Regular quarterly meetings shall receive 15-days notice. The secretary shall perform such other duties as prescribed by MACIE.

ARTICLE 7

Terms of Members of MACIE

The membership of MACIE will consist of delegate members nominated by their tribe/organization until replaced, unless said member violates Article 3 of MACIE bylaws. Membership will be reaffirmed every five years.

Vacated positions will be filled by each tribe/organization within a reasonable time period.

ARTICLE 8

Duties of Members

MACIE members will be responsible for carrying out the purposes and goals of the Constitution. Members shall bring information to MACIE from their constituents for consideration and report to their constituents.

OPI ex-officio member shall assist MACIE in its efforts to achieve its goals.

ARTICLE 9

Committees and Appointments

Each member will be assigned to an appropriate working committee(s). Special and/or ad hoc committees may be established as necessary. Standing committees are: Communication, Collaboration, and Advocacy; Student Success; and Legislative, Fiscal, and Policy.

The Executive Committee shall consist of the three officers and three voting members appointed by the Chairperson. The Executive Committee shall:

1. Call Executive meetings as deemed necessary;
2. Have the authority to make emergency decisions on behalf of MACIE; and
3. Report back to MACIE and seek reaffirmation of decisions.

ARTICLE 10

Meetings

Regular MACIE meetings shall be convened quarterly. Special meetings may be called at the discretion of MACIE or the executive committee.

- Section 1. A quorum for all MACIE meetings shall consist of six (6) voting members in attendance.
- Section 2. A quorum for all Executive Committee meetings shall consist of four (4) members.
- Section 3. Regular MACIE members will select an alternate representative to serve in their absence. Said alternates shall enjoy all the rights and privileges for the regular and special MACIE meetings. A response shall be returned prior to the meeting date to indicate whether the delegate, the alternate, or no one will be representing the tribe/organization at the meeting.

Approved with Changes
May 8, 2019