

NAS/MBI/Olweus Board Report

The NAS department will continue to curricularly align the program. We were able to work on vertically aligning the course organizers and a few of the unit organizers. We have another day scheduled soon. We will have our first committee to develop Indian Education for All (Blackfeet) in depth units for each grade level. I have attached a table that I use towards ensuring the implementation of IEFA throughout the District. The model we would follow would be from the District Type Z column.

As for the language immersion program there still remains work to be done in providing an effective and efficient curriculum but we are much further than we were last year. Education Northwest will continue to help us with any resources and support that they can. We are scheduled to meet with Cheryl Crawley this week to receive guidance and feedback with the direction of the program.

November is American Indian Heritage Month. Each of the schools are planning a building activity to celebrate Eloise Cobell day. I am working with each of the buildings to set up a time for Miss Blackfeet to come in and give a talk to each of the classrooms. Having met Miss Blackfeet at the Pow Wow in September she asked about getting into the schools more to communicate a positive message about our culture.

In regards to the MBI/Olweus program each school continues to work on their building plans. They are continuing to work to provide professional development at staff meetings. Many of the buildings are putting into use what they learned at the MBI training this month. The training focused on Data and how to use it to make the necessary changes needed. They also had the opportunity to plan as a team for the upcoming year. We will be completing a Student Voice and Parent Voice survey to inform decisions. We will also be giving a staff survey to see where we are at in terms of our PD. I had the opportunity to provide PD for Boarding School on October 19th in the MBI process. I will continue to support them in setting up the program in their building.

I was able to give the new staff members PD in the Olweus program on October 21st. It was great to hear that having the training was very beneficial. I hope that we can schedule another one for teachers soon. I am continuing to work to put material on the school district website. In addition to stressing the 4 rules and definition to administrators I have also given them a few tools to help out with the reporting of bullying incidents. I have included a form for your reference. I have asked all administrators to have this accessible to all staff, students, parents and community members. The issue of bullying is an everyone issue not just administrators. I will be working on assisting the buildings anyway that I can.

The following table provides one way of thinking about implementation of *Indian Education for All* based on school demographics and the dimensions of multicultural education implementation, while addressing both district or school concerns.

			Support Level 3 <ul style="list-style-type: none"> •Core curricular K-12 strand of American Indian studies taught by specialists •Instruction in a tribal language K-12
		Support Level 2 <ul style="list-style-type: none"> •Elective courses taught by specialists 9-12 •Exploratory offerings in American Indian studies 5-8 •Inquiry-based depth-of-study units (at least 1 annually at each grade level) K-6 	Support Level 2 <ul style="list-style-type: none"> •Elective courses taught by specialists 9-12 •Exploratory offerings in American Indian studies 5-8 •Inquiry- based depth-ofstudy units (at least 1 annually at each grade level) K-6
Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depth-ofstudy units •Professional development on equity pedagogy, anti-bias education and teacher expectations 	Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depthof-study units •Professional development on equity pedagogy, antibias education and teacher expectations 	Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depth-of-study units •Professional development on equity pedagogy, antibias education and teacher expectations 	
<u>District Type X</u> Small or mid-sized school districts located far from a reservation and serving very few or no American Indian students	<u>District Type Y</u> Large urban school districts with many American Indian students representing many Montana Tribes	<u>District Type Z</u> School districts located on or near a reservation and having a majority of American Indian students	



Browning Public Schools Bullying Incident Report Form

Date: _____ Time: ____:____ a.m./p.m.

Students Involved:

Name: _____ Grade: _____
Nature of involvement: _____
Name: _____ Grade: _____
Nature of involvement: _____
Name: _____ Grade: _____
Nature of involvement: _____
Name: _____ Grade: _____
Nature of involvement: _____

Type of Bullying Incident (check all that apply):

- Cyber-bullying
- Name-calling or mean teasing
- Name-calling or mean comments about race or color
- Name-calling, mean comments, or gestures with a sexual meaning
- Physical bullying
- Rumor-spreading
- Social isolation/exclusion
- Taking another's property
- Threats/intimidation
- Other: _____

Incident Description:

Incident Location: _____ Incident Reported By: _____

Action Taken: