

educational institutions for reviewing their curriculum;

(2) Coordinate and consult with school boards and governing bodies. Coordinate and consult with school boards and the governing bodies of other educational institutions;

(3) Consult with educators, community members, parents, and students. Consult with and obtain the comments of educators, community members, parents, and students;

(4) Keep curricula on file in the Department. Maintain a file in the Department of copies of all current curricula, and proposed changes to curricula for public inspection consistent with tribal law;

(5) Draft tribal curriculum. Draft tribal curriculum in the areas specified by this Code. Such tribal curriculum shall be consistent with the curriculum of local schools, Montana law, and tribal law; provided that to the extent tribal curriculum conflicts with the curriculum of local schools or with Montana law, the tribal curriculum shall govern.

(6) Circulate draft tribal curriculum for review and comment. Circulate the draft tribal curriculum, or any proposed changes to major curricula objectives, for review and comment and for a specified period of time, among school boards, the governing bodies of other educational institutions, selected educators, parents, members of the community, and such other persons as deemed necessary;

(7) Review comments on draft tribal curriculum and make necessary changes. Review the comments and suggestions of those to whom the draft tribal curriculum has been circulated, and after evaluating the comments and suggestions with the advice of the Board of Directors, make such revisions to the curriculum as deemed necessary; and,

(8) Submit draft curriculum to Board of Directors. Submit the curriculum, or changes, or both, to the Board of Directors in the form of proposed tribal curricula objectives for adoption or amendment.

Title 16 – Tribal Education Code

Chapter 4. Curriculum and Education Standards

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Sec. 401. Curriculum.

(a) Procedures for developing tribal curriculum. In developing tribal curriculum, the Tribal Education Department shall:

(1) Review the curriculum of local schools and other educational institutions. Review the applicable current curriculum of local schools and other educational institutions. Such review may be conducted independently by the Department, or the Department may participate in the established processes used by local schools and other

(b) Education Committee to ratify tribal curriculum. The Education Committee shall ratify, reject or amend the tribal curriculum which shall apply: to local schools under the joint enforcement by the State Department of Education and the Tribal Education Department; and, to other educational institutions under enforcement by the Tribal Education Department.

(c) Tribal Education Department to maintain file of curriculum for public inspection. The Tribal Education Department shall maintain a file of copies of all approved tribal curriculum for public inspection consistent with tribal law.

(d) Content of tribal curriculum.

(1) Tribal curriculum to include instruction in the Dakota and Nakoda languages of the Fort Peck Tribes. Because the language is an essential element of the life, culture, and identity of the Tribes, and because the Tribal Government recognizes the importance of preserving and perpetuating the language as necessary for the survival of the Tribes, Tribal curriculum shall include for all grade levels instruction in the Dakota and Nakoda languages. The Director of the Tribal Education Department shall recommend to the Executive Board a proposed Tribal orthography for Dakota and Nakoda adoption or amendment. The Executive Board shall establish a Tribal orthography to be used in language instruction on the Reservation. Instruction by local schools and other educational institutions in the Dakota and Nakoda languages shall follow the official Tribal orthography adopted by the Executive Board.

(2) Tribal curriculum to include Assiniboine and Sioux culture. The Tribes must survive as a unique group of people, growing and developing in a social, economical, and political society within the larger American society. This requires that members of the Tribes and those nonmembers who reside among the Tribes, retain or develop knowledge and an understanding of, and respect for, Assiniboine and Sioux culture. To ensure this survival and perpetuate the Tribes, Tribal curriculum shall include for all grade levels, courses or course content that develops knowledge and an understanding of, and respect for, the Assiniboine and Sioux culture.

(3) Tribal curriculum to include tribal government and the federal-tribal and state-tribal relationships. Tribal curriculum shall include for all grade levels, courses or course content that develops knowledge and understanding of the historical and modern Tribal Government, including its sovereign status and its government-to-government relationships with the federal and state governments.

(4) Tribal curriculum to include health and nutrition instruction. Tribal curriculum shall include for all grade levels, courses or course content that develops knowledge and an understanding of health and nutrition practices and problems. Such courses or course content shall emphasize those problems that affect the Reservation, such as the effect of alcohol, nicotine or tobacco, and drugs on individual, family, community, and tribal life, culture, and development. Such curriculum shall also emphasize the need for the alcohol, nicotine or tobacco, and drug abuse education policies and programs provided for by this Code.

(5) Tribal curriculum to include parenting and family life. Tribal curriculum shall include, for all grade levels beginning with grade seven (7), courses or course content that develops knowledge and an understanding of, and skills in, parenting and family life. Such courses or course content shall include, but not be limited to, information about: cultural practices of the Tribes; specific problems regarding parenting and family life on the Reservation; and the need for the parental and community involvement policies and programs provided for by this Code.

(6) Tribal curriculum to include Tribal and American economics. Tribal curriculum shall include for all grade levels, course or course content that develops knowledge and an understanding of the historical and modern Tribal economy and the American economic system.

(7) Tribal curriculum to include the reservation landbase, Tribal natural resources, and community environments. Tribal curriculum shall include for all grade levels, courses or course content that imparts knowledge and fundamental un-

derstandings about the historical, political, socioeconomic, and cultural elements of the Tribes's reservation landbase and natural resources. Such courses or course content shall include, but not be limited to, the historical development of the reservation landbase, the legal status of reservation land tenure, cultural philosophies and value orientations about reservation land uses, past and contemporary management practices of Tribal land resources, socioeconomic impacts of Tribal natural resource development, physical environmental impacts of Tribal land development, contemporary perspectives about global environmental issues, and vocational careers in Tribal land management and decision-making.

(e) Local schools and other educational institutions to comply with Tribal curriculum. All local schools and other educational institutions shall provide instruction that is in substantial compliance with the Tribal curriculum established by the Tribes. All students who graduate from local such schools and other educational institutions must be familiar with the subjects required by Tribal curriculum under this Tribal Education Code.

(f) Local schools and other educational institutions to report compliance with Tribal curriculum. Local schools and other educational institutions shall annually report compliance with the provisions of this Code regarding compliance with Tribal curriculum to the Tribal Education Department.

(g) Tribal Education Department to evaluate and report compliance by local schools and other educational institutions with Tribal curriculum. The Tribal Education Department shall evaluate compliance by local schools and other educational institutions with the provisions of this code regarding Tribal curriculum. The Department shall annually report its findings and recommendations regarding compliance with Tribal curriculum to the Board of Directors and Education Committee.

Sec. 402. Education Standards.

(a) Procedures for developing Tribal education standards. In developing Tribal education standards, the Tribal Education Department shall:

(1) Review education standards of local schools and other educational institutions. Review the current education standards of local schools and other educational institutions for the attainment of academic excellence and high, but realistic expectations for all students; competence in all basic academic and cognitive skills; competence in English language and knowledge of the non-Indian American culture, governments, economics, and environment; competence in Dakota and Nakoda languages and knowledge of Assiniboine and Sioux culture, government, economics, and environment; knowledge of the history of the Fort Peck Tribes and of the role of Tribal members in promoting the future of the Tribes; development of students as healthy individuals, members of families and communities, parents, citizens of the Tribes, the State, and the United States of America; development of self-discipline and positive self-worth; development of respect for all other living beings; development of attitude which encourages lifetime learning, decision-making and undertaking of responsibilities in family life, community and tribal affairs, employment, recreation, and the use of environment; and parental and community involvement in the formal education process whereby the educational aspirations and the cultural values of parents and community members are promoted and respected;

(2) Coordinate and consult with school boards and governing bodies. Coordinate and consult with school boards and the governing bodies of other educational institutions;

(3) Consult with educators, community members, and parents. Consult with and obtain the comments of educators, parents, and members of the community;

(4) Draft Tribal education standards. Draft Tribal education standards consistent with the standards of local schools, Montana law, and Tribal law; provided, that to the extent Tribal education standards conflict with the standards of

local schools or with Montana law, the Tribal education standards shall govern;

(5) Circulate draft Tribal education standards for review and comment. Circulate the draft Tribal education standards, for review and comment and for a specified period of time, among school boards, the governing bodies of other educational institutions, selected educators, parents, members of the community and such other persons as the Department deems necessary;

(6) Review comments on draft Tribal education standards and make necessary changes. Review the comments and suggestions of those to whom the draft Tribal education standards have been circulated, and after evaluating the comments and suggestions, make such revisions to the education standards as deemed necessary; and

(7) Submit draft Tribal education standards to Board of Directors. Submit the draft Tribal education standards to the Board of Directors in the form of proposed Tribal education standards for adoption or amendment.

(b) Education Committee to ratify Tribal education standards. The Education Committee shall ratify, reject or amend the Tribal education standards which shall apply: in local schools under the joint enforcement by the State Department of Education and the Tribal Education Department; and, in other educational institutions under enforcement by the Tribal Education Department.

(c) Local schools and other educational institutions to comply with Tribal education standards. All local schools and other educational institutions shall attain or meet the Tribal education standards established by the Tribes.

(d) Local schools and other educational institutions to report compliance with Tribal education standards. Local schools and other educational institutions shall annually report compliance with Tribal education standards to the Tribal Education Department.

(e) Tribal Education Department to evaluate and report compliance by local schools and other educational institutions with Tribal education standards. The Tribal Education Department shall regularly evaluate compliance by local schools

and other educational institutions with Tribal education standards. The Tribal Education Department shall annually report its findings and recommendations regarding compliance with Tribal education standards to the Board of Directors and Education Committee.

(f) Tribal education standards may be exceeded. Tribal education standards do not prohibit or limit local schools, school boards, Montana law, other education institutions, or the governing bodies of other educational institutions from exceeding the standards. The Tribal Education Department shall publicly recognize such achievement.