

2021/22 INDIAN AND NATION MID-YEAR REPORT
INDIAN NEWS HOODLUMS No. 30
August 2021-June 2022



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Ronan School District No. 30 Report Narrative

This report is the mid-year summary for Ronan School District. This report contains the statistical data compiled for the 2021/22 mid-school year. All current information required by the [School Board Policy #7231](#) (IPPs) is contained in this report. Statistical information and tables have been compiled for the purposes of sharing information that is as current as possible. The 2021/22 final report will reflect information that has been compiled throughout the 2021-22 school year. The Indian Education Summative Report public hearing will be held during the regularly scheduled September RSD Title VI Parent Advisory Committee meeting and will formally provide opportunities for the Confederated Salish and Kootenai Tribes, Ronan/Pablo Indian Education Committee, Ronan/Pablo Title VI Committee, and parents/guardians of AI/AN (Title VI) students to provide thoughtful input on the District's educational programs, activities; as well as, including recommendations on the needs of AI/AN students and on how the District may help those children realize the benefits of the educational programs and activities (RSD Policy 7231).

It is the intent of the Ronan School District that all American Indian children of school age have equal access to all programs, services, and activities offered in the District. It is also the intent of the District to fully comply with the requirements of [Title VIII \(Impact Aid Program\)](#) of the [Every Student Succeeds Act \(ESSA\)](#) and regulations relating thereto.

Data on children within the District will be gathered throughout the school year by building principals, program directors, and administrators. This data will be provided to the District's Indian Education Director in January and June of each year to be compiled into a clear, complete, and concise document in parent-friendly terms. This *Indian Education Report* will be used for planning purposes in [consultation](#) with the Confederated Salish and Kootenai Tribal Education Department, for the current and upcoming school year.

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What is Title VI

The [*Every Student Succeeds Act*](#) amends the Indian education programs as Title VI, Part A of the Elementary and Secondary Education Act. The [Title VI](#) program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet challenging State academic standards. The program is the Department's principal vehicle for addressing the particular needs of Indian children. Schools are able to apply for Title VI supplementary funds in order to supplement RSD programs in accordance with Title VI objectives. Title VI paperwork is available at every RSD school office.

Purpose of Title VI: It is the purpose of Title VI to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities—

- to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
- to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures;
- and to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.”

Who is a Title VI student

1. A member [\(as defined by the Indian tribe or band\)](#) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or
2. a descendant in the first or second degree (parent or grandparent) as described in (1); or
3. considered by the Secretary of the Interior to be an Indian for any purpose; or
4. an Eskimo or Aleut or other Alaska Native; or
5. a member of an organized Indian group that received a grant under the Indian Education Act of 1988

RSD Title VI Goals

The Roanoke School District Title VI Parent Advisory committee in collaboration with Roanoke School District have set the following goals for the 2021-2022 school year:

- A. Increase At-Risk Student Support (Academic/Social/Emotional/Attendance/ETC...)
- B. Increase Cultural Awareness & Identity (Language/Guest Speakers/ Field Trips)
- C. Increase Student Engagement w/ College/Career Readiness/ Pathways

What is J

The [Jo nson O'Malley Program](#) funds are allocated to CSK Tribal Ed. for any school on the Flathead reservation. [JOM](#) funding is based upon the verified JOM student-count in each school district. Within these schools, students who are eligible can either be members of a federally recognized tribe or at least ¼ combined Indian blood. To qualify as a JOM student, [CSK Tribal Ed.](#) has to verify their enrollment/blood-quantum. Parents/guardians/students can get JOM paperwork from each RSD office and/or from the [CSK Tribal Education Department](#). Each school is required to have a parent committee known as the Indian Education Committee (IEC). The voted members of the IEC are parents whose children are verified for JOM eligibility. Each member is a volunteer and works to recruit the interest of parents whose children are also JOM eligible/verified. Each committee-member recruits parent-voices through parent surveys on how the JOM money should be spent for the children. Most students have a chance to be provided supplemental funding for school-based activities/needs, summer camps, classes, tutoring, and many more resources based on survey results.

CSKT Tribal Ed. Department

CSK Education Department and the JOM Program are here to ensure that your child succeeds. Whether they choose to opt out of graduation, Tribal Ed. has the resources to begin a student's path to career and college success. Some schools have internships available as well as college courses for those wishing to stay in school and bulk their resume. Please contact us at 406-275-2715 to connect with someone who is knowledgeable and cares about your child's education and success. All JOM forms are available at every RSD school office and at www.csktribes.org.

Ronan-Pablo Indian Education Committee (IEC)

The Ronan-Pablo IEC meets the first Wednesday of every month at 6 pm via Zoom. All meetings are on the [RSD school calendar](#). The IEC is made up of volunteer parents/guardians of RSD JOM verified students. Each member is a volunteer and hosts monthly meetings (see school calendar) to align goals and expenditures with input from the JOM parent/guardian survey. Past Ronan-Pablo IEC expenditures have included (but are not limited to) JOM backpacks, school-supplies, Activity Passes, Driver's Ed., etc...Parents/guardians and/or RSD staff members can also petition the RSD IEC for funds using their "JOM Cost Request" form and procedures. If you have questions please contact CSK for IEC contact information. w

2021/22 Student Enrollment Of Year

	All Students	Non-Indian	Titl VI K	JOM K T	CSK Affiliatio K
Total Enrollment	1464 K	61K (42%) K	850 (58%) K	480 (33%) K	563 (38%)

*Count taken on Jun 6, 2022

	PaK K K K	KWH K K	RMS K	RHS
Total Enrollment	19/20 K 214 20/21 K 227 21/22 K 23K K	19/20 K 435 20/21 K 399 21/22 K 429	19/20 K 48K 20/21 K 471 K 21/22 K 44K	19/20 K 332 20/21 K 343 21/22 K 36K
Non-Indian Students	19/20 K 77K (36%) 20/21 K 85 K (36%) 21/22 K 93K 40%	19/20 K 14K (34%) 20/21 K 160 (38%) 21/22 K 19K 45%	19/20 K 19K (41%) 20/21 K 163 (39%) 21/22 K 15K 35%	19/20 K 13K (40%) 20/21 K 145 K (34%) 21/22 K 16K 45%
Titl VI K	19/20 K 137 (64%) 20/21 K 14K 61(% K) 21/22 K 13K 60%	19/20 288 (66%) 20/21 K 23K (62%) 21/22 K 23K 55%	19/20 K 284 (59%) 20/21 K 28K (61%) 21/22 K 28K 65%	19/20 K 19K (60%) 20/21 K 19K (56%) 21/22 K 19K 55%
JOM K	19/20 K 72K (34%) 20/21 K 63 (29%) 21/22 K 76K 33%	19/20 K 13K (32%) 20/21 K 12K (33%) 21/22 K 13K 31%	19/20 K 16K (34%) 20/21 K 154 (34%) 21/22 K 15K 34%	19/20 K 11K (33%) 20/21 K 120 (33%) 21/22 K 11K 33%
CSK Affiliatio K K	19/20 K 78 (36%) 20/21 K 86K (37%) 21/22 K 82K 35%	19/20 K 20K (46%) 20/21 K 18K (48%) 21/22 K 19K 44% K	19/20 K 159 (33%) 20/21 K 16K (35%) 21/22 K 17K 39% K	19/20 K 10K (31%) 20/21 K 11K (34%) 21/22 K 11K 33%

*Count taken on June 6, 2022

RSD Attendance Policy 3122

The Ronan Public School District is committed to the tenet that every student should attend school every day; and that poor attendance results, not only in a loss of valuable instruction time, but creates lifelong behavior patterns which could dramatically influence a student's career success.

A student's regular school attendance also reflects dependability and is a significant component on a student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunities are greatly affected by a good attendance record.

Cross Reference: 3122 [Attendance Policy](#) (found in [Procedural Manual](#))

Policy History: Adopted on: December 12, 1985 Revised on: April 12, 1999; May 14, 2007; January 13, 2020

RSD Attendance Policy 3122 Summary

The primary responsibility for good attendance rests with the parents. Parents are required, under § 20-5-103, MCA, to assure that their children attend school regularly. The District recognizes the importance of monitoring the parental responsibility for their child's attendance. Further, the District is committed to taking whatever action is necessary, up to and including legal action, to assure that students attend school regularly.

The principal or designee will attempt to contact, by the end of the school day, any parent, guardian, or legal custodian whose child is absent from school, but who has not reported the child absent for the school day, to determine whether the parent, guardian, or legal custodian is aware of the child's absence from school.

The Impact of Attendance on Academic Performance

Research shows that [student attendance in school is a critical factor for success](#). *Attendance Works*, an initiative that promotes the role of attendance in school achievement, summarizes the

research around the importance of school attendance [10 facts about school attendance](#). Some of the key research findings include the following:

- Poor attendance increases the risk of dropping out of school and reduces the likelihood of reaching a postsecondary education level.
- In middle school, chronic attendance problems can predict whether or not a student will graduate.
- Students who miss more than 20 days of school are likely to miss 10% of the high school course.
- When students miss 10% of the school year (18 days in a 180 school year), achievement and progress are impacted.
- While most school systems only have consequences or interventions that begin when a student misses excused days, the impacts are the same even when the absences are excused.

We all play a crucial role in helping students develop positive attendance habits. Extensive research has also shown that students achieve more in school when their parents/guardians are involved in the process. The links below provide information, tips/ideas, and additional resources for schools and families:

- [Hints for Families](#)
- [What Families Can Do](#) B
- [CSKT Student Involvement Parenting Model: Tools for Your Child's Success](#) B
- [Parent Involvement is Key to Student Success](#)
- [How Parent Involvement Leads to Student Success](#)

Resources:

See Attendance: The Impact of Academic Performance. (2018, September 29). Retrieved from <https://www.lfepla-labs.com/ami-srators/mpac-attendance-aca-em-i-progress/>

PES Attendance

Excused/Unexcused Absences

	American Indian B	Non-Indian B
Total Count	132 57%	98 43%
5 or Less Days Absent	B 7 B	8

5-10 Day	t	6	14
11-20 Day	t	31	31
21-30 Day	t	31	16
31+		56	29

180 Memberhip Day Pool

KWH Attendance

Excused/Unexcused Absences

	American Indian	Non-Indian
u	7	4
5 or L Day	15	26
5-10 Day	30	24
11-20 Day	71	74
21-30 Day	64	43
31+	67	38

180 Memberhip Day Pool

RMS Attendance

Excused/Unexcused Absences

	American Indian	Non-Indian
Total Count	288 65%	156 35%
5 or L Day	10	10
5-10 Day	38	36
11-20 Day	88	62
21-30 Day	60	21
31+	92	27

180 Memberhip Day Pool

RHS Attendance

Excused and Unexcused Absences

u	5	7
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Less than a s sent o	16 o	27
-10 a s sent	30	38
11-20 a s sent	62 o	
21-30 a s sent o	43	29
31+	67 oo	28

180 Membership a s P ssi le

Average Daily Attendance 1st Semester Aug 25, 2021-June 3, 2022

School	All Students	Title VI	JOM	CSKT
PES o	<u>19/20</u> o 91%	<u>19/20</u> o 90%	<u>19/20</u> o 91%	<u>19/20</u> o 91%
	<u>20/21</u> o 86%	<u>20/21</u> o 85%	<u>20/21</u> o 85%	<u>20/21</u> o 83%
	<u>21/22</u> o 80%	<u>21/22</u> o 82%	<u>21/22</u> o 79%	<u>21/22</u> o 79%
KWH o	<u>19/20</u> o 90%	<u>19/20</u> o 91%	<u>19/20</u> o 92%	<u>19/20</u> o 90%
	<u>20/21</u> o 91%	<u>20/21</u> o 90%	<u>20/21</u> o 92%	<u>20/21</u> o 90%
	<u>21/22</u> o 83%	<u>21/22</u> o 83%	<u>21/22</u> o 83%	<u>21/22</u> o 82%
RMS o	<u>19/20</u> o 90%	<u>19/20</u> o 90%	<u>19/20</u> o 92%	<u>19/20</u> o 89%
	<u>20/21</u> o 85%	<u>20/21</u> o 83%	<u>20/21</u> o 82%	<u>20/21</u> o 82%
	<u>21/22</u> o 84%	<u>21/22</u> o 83%	<u>21/22</u> o 82%	<u>21/22</u> o 82%
RHS o	<u>19/20</u> o 89%	<u>19/20</u> o 89%	<u>19/20</u> o 89%	<u>19/20</u> o 90%
	<u>20/21</u> o 85%	<u>20/21</u> o 85%	<u>20/21</u> o 85%	<u>20/21</u> o 85%
	<u>21/22</u> o 82%	<u>21/22</u> o 82%	<u>21/22</u> o 81%	<u>21/22</u> o 82%

*Average daily attendance is figured by the total attendance days of all students divided by the total membership of all students. o

RSD Free a Re e h

S hool H	Claim % Free
Distri t H	95%
PESH	100%
KW	100%
RMS H	100%
R S H	80%

Mobility: Transfer In/Out Rates H

PES Mobility (August 2021-June 2022)

	Total	American Indian Students	Non-Indian Students H
IN	102	78	24
OUT	59	50 H	9

*See appendix for detailed mobility report.

KWH Mobility (August 2021-June 2022)

	Total	American Indian Students	Non-Indian Students
IN	146	75	51
OUT	76	41 HH	35 H

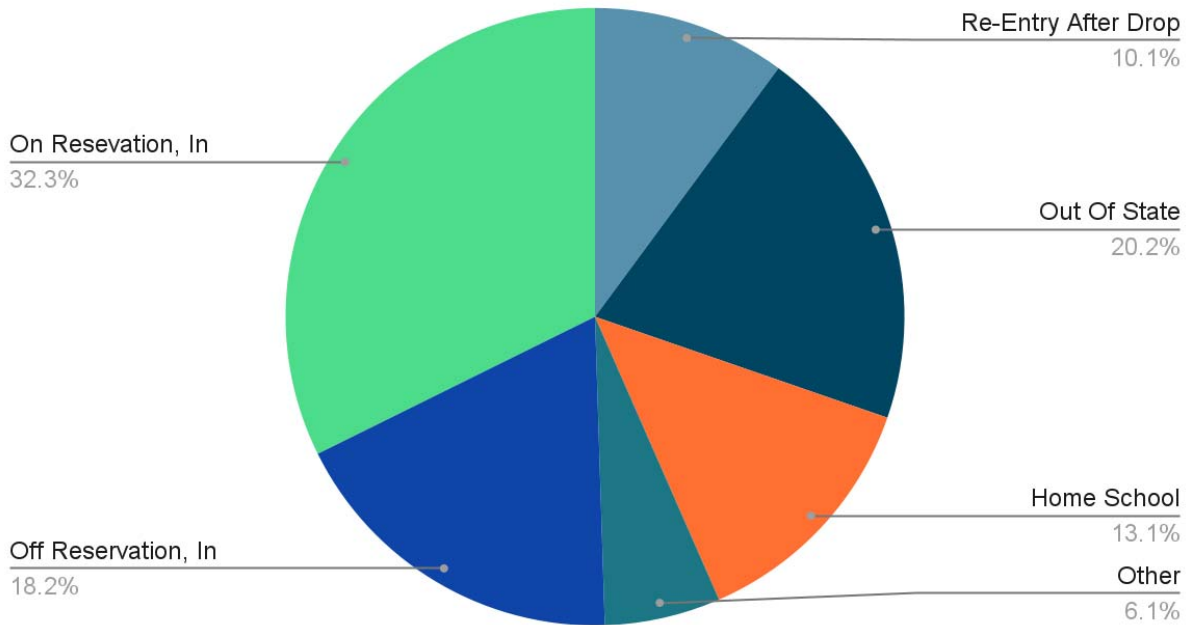
*See appendix for detailed mobility report.

RMS Mobility (August 2021-December 2021)

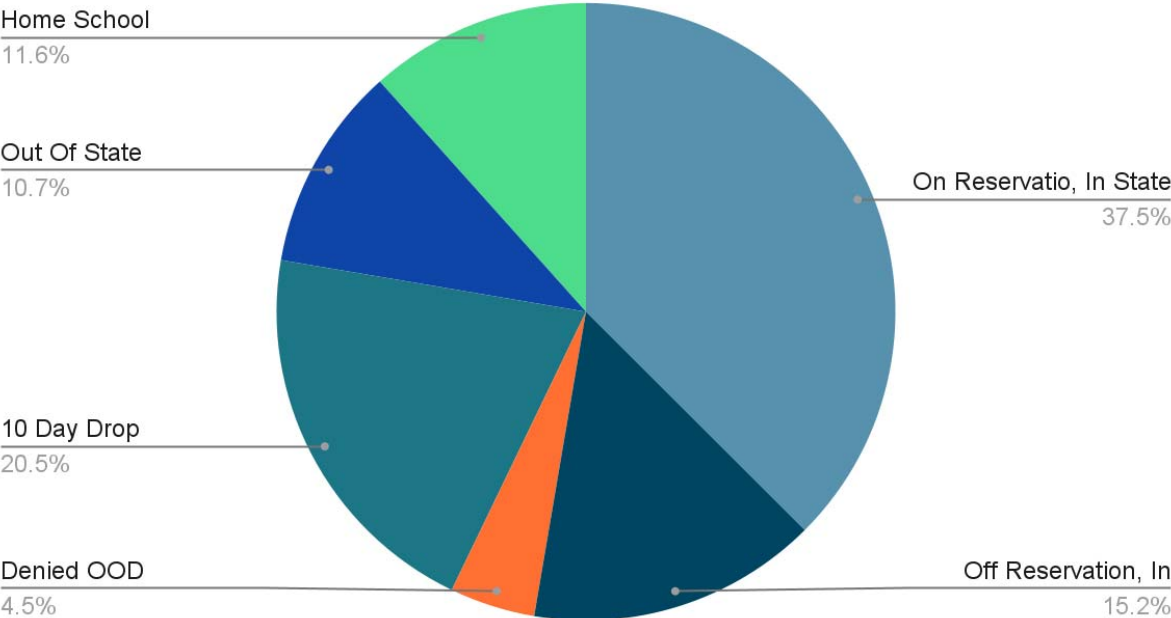
	Total	American Indian Students	Non-Indian Students
IN	77	48	29
OUT	113	78	35

*See appendix for detailed mobility report.

RMS Mobility, Transferring To RMS- August 2021-June 2022



RMS Mobility- Transferring Out Of RMS- Aug 2021-June 2022

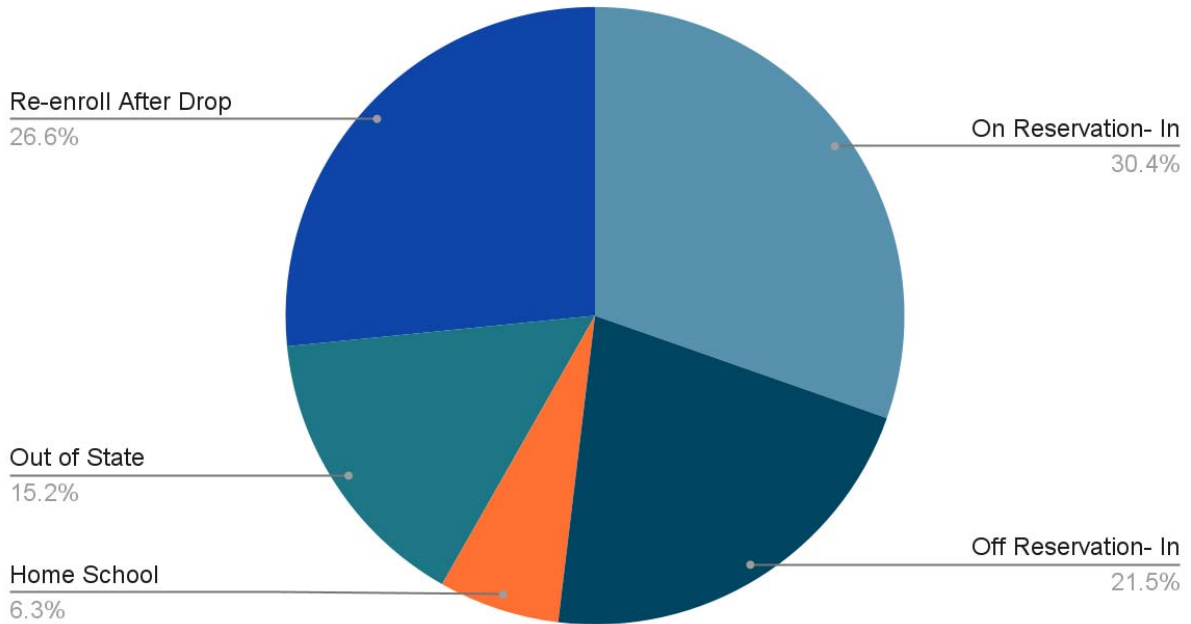


RHS Mobi i (August 2021-June 2021)

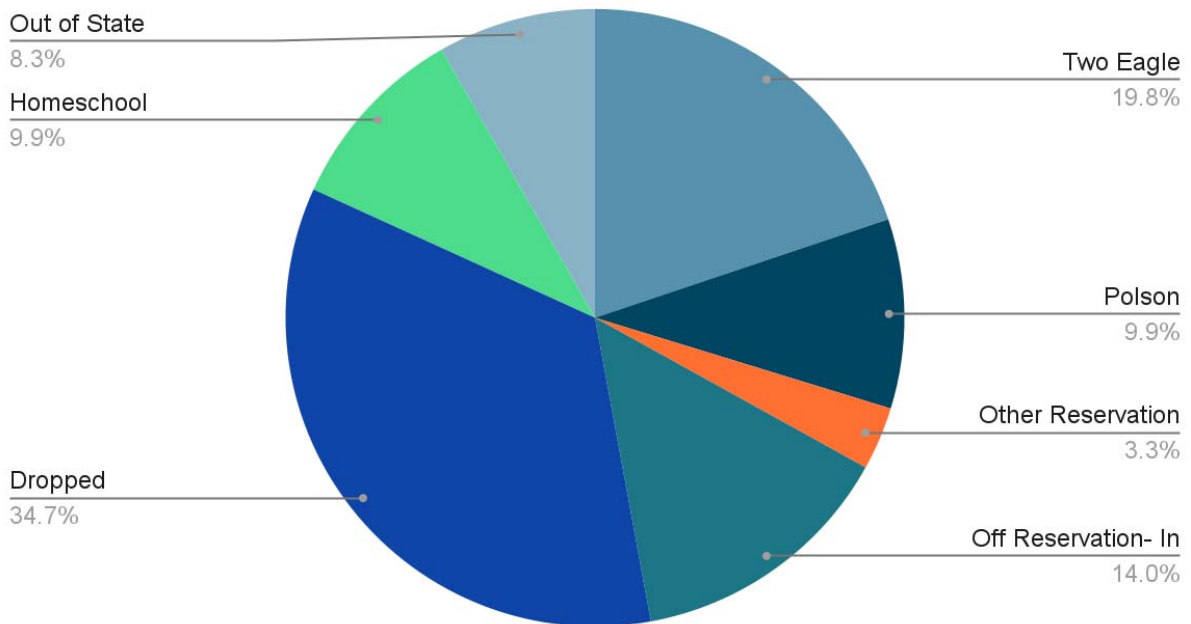
	To a	merican Indian S uden s	on-Indian S uden s
IN	83	46	30
OUT	119	84	34 N

*See appendix for detailed mobility report.

Transferring to RHS Aug 2021-June 2022



Transferring/Exiting out of RHS Aug 2021-June 2022



Out of District Admission 3141

Non-Resident Student

The following is an outline of the procedure to be followed by out-of-District students requesting admission to District schools:

1. File completed *Request for Out-of-District Admission* form with the District office. (Forms available from the District office or building secretaries.)
2. The Superintendent or designee will act on the request within five (5) school days. The decision of the Superintendent or designee may be appealed to the Board at their
3. next regular meeting.
4. If the request is approved, the parents must sign standard Out-of-District Attendance *Agreement* form to be filed with the Lake County Superintendent.

All approved requests are subject to annual review. Students will be expected to remain in good standing, and affected classrooms shall not be overcrowded. Where overcrowding is present, students who have been in District schools longer will be given preference over those with less time in-District.

Parents of nonresident students shall be notified of their child's status in May. In cases where space availability is uncertain, the child will be allowed to begin school pending the final decision of the Board at its September meeting.

- All out-of-District students seeking admission to the District must meet the following criteria:
- Be in good standing with the most recently attended school in terms of academics, conduct, and attendance;
- Be able to demonstrate record free of truancy;
- Be able to demonstrate clean behavior record in the school last attended for period of at least one (1) year;
- Have no criminal record;
- Have passing grades in the school previously attended, i.e., C average (2.0 GPA) or a better; Have correctly completed the application process;
- Present no other educationally related detriment to the students and/or programs at School District #30.

Procedure History:

Promulgated on: 7/27/1992

Revised on: 5/15/2000, 5/14/2007; 12/9/2019 a

Out of District Budget

	Total Enrollment	Total Out of District	Asian Indian	Non-Indian
PES	231	6	4 (17%)	2 (34%)
KWH	429	226	116 (51%)	110 (49%)
RMS	445	20	8 (40%)	12 (60%)
RHS	306	306	176 (57%)	130 (43%)

Extra-Curricular Participation

RHS Fall Sports

Activity	Total	Title VI	JOM	CSKT	Non-Indian	Incomplete Status
RHS Total Enrollment	306	198 (65%)	119 (39%)	119 (39%)	127 (41%)	Total=76
Cross Country	15	10 (67%)	9 (60%)	5 (33%)	5 (33%)	NI=0 Title VI=6 JOM=1
Volleyball	316	176 (56%)	66 (21%)	106 (33%)	146 (46%)	NI=16 Title VI=06 JOM=0
Golf	136	76 (56%)	46 (34%)	56 (41%)	66 (48%)	NI=0 Title VI=06 JOM=0
Football	4766	216 (45%)	106 (22%)	146 (31%)	266 (56%)	NI=166

						Title VI 1
Cheer	9				7	NI 0 M 0 Title VI 0

RHS Winter Sports

Activity	Total	Title VI	JOM	CSKT	Non-Indian	Incomplete Season
RHS Total Enrollment	360	198 (55%)	119 (33%)	119 (33%)	166 (45%)	
Wrestling	34	14	4	9	0	NA
Girls BB	80	0	14	13	6	NI 0 1 Title VI 0
Boys BB	350	60	10	160	9	NI 0 1 Title VI 0
Speech & Debate	14	10	5	5	4	NA
Cheer	15	4	0	3	11	NA

RHS Spring Sports

Activity	Total	Title VI	JOM	CSKT	Non-Indian	Incomplete Season
RHS Total Enrollment	348	187 (54%)	11 (3%)	116 (33%)	161 (46%)	
Track &	51	14	4	9	0	NA

Field						
Softball	8 R	R	14 R	13 R	6 R	NI=0R JOM =1 Title VI =0
Tennis	35	6	1 R	16	9	NI=0 JOM =1 Title VI =0

HS Co-Curricular Activity

	Total	Number of American Indian students	Number of Non-Indian students	American Indian percentage	Non-Indian percentage
Choir	12	7	R 5	58%	42%
Band R	22	9	13	41%	39%
Student Council	9 R	5	4	55%	45%
Honor Society R	21R	13	8	62%	38%
FFA R	34	R 14	R 20	41%	59%
FCCLA	11	9	2	81%	19%
Yearbook	11	6	5	55%	45%
Skills USA	8	3	5	38%	62%
TSA Robotics R	123	R 73	R 50	59%	41%
Native American Club	22	20	2	91%	9%
BPA	28	16	12	57%	43%
HOSA R	14	R 7	R 7	R 50%	R 50%

RMS Co-Curricular Activity

	Total	Number of Native American students	Number of Non-Native American students	Native American Percentage	Non-Native American Percentage
Choir	78	39	39	50%	50%
Band	69	29	40	42%	58%
Student Council	14	10	4	71%	29%
Academic Bowl	22	5	17	23%	77%
Math Counts	12	5	7	42%	58%
Robotics	9	1	8	11%	89%
FFA	17	8	9	47%	53%

RHS College/Career Prep Courses

	Total	Number of Native American Students	Number of Non-Native American Students	Native American Student Percentage	Non-Native American Student Percentage
Adv. Art	4	1	3	25%	75%
AP Studio Art	2	0	0	0%	100%
Honors Earth Science	22	8	14	36%	64%
Honors Bio.	18	10	8	55%	45%
Human Bio.	7	2	5	29%	71%
Medical Terminology	8	4	4	50%	50%
Physics	0	0	0	0%	1%
Chemistry	26	15	11	58%	42%
AP Biology	0	0	0	0%	0%
Adv. Algebra	47	19	28	40%	60%
AP Statistics	0	0	0	0%	0%
AP Calculus	5	4	1	80%	20%
Honors English 9				38%	62%

Advanced Placement 10	13	5	8	38%	64%
Advanced Placement 11	12	5	7	42%	58%
AP Literature	5	3	2	6%	4%
Advanced Placement Art	6	4	2	67%	33%
Advanced Placement Science	16	5	11	31%	69%
Drafting/Construction	65	30	35	46%	52%
Accounting	0	0	0	0%	0%
Business	16	3	13	18%	82%
Computer Science	0	0	0	0%	0%
SKC STEM Program/Dual Enrollment	2	1	1	50%	50%
International Program	14	6	8	43%	57%

RSD Special Education Placement

Total RSD Student Enrollment	1466	
Total RSD American Indian Student Enrollment	860	59%
Overall RSD Special Education Enrollment	222	15%
Overall American Indian Student Special Education Enrollment	150	10%
Overall Non-Indian Student Special Education Enrollment	72	5%

RSD Support Services/Supplemental-Programs

2021/22

The programs listed below are examples of support services and programs available within the RSD 2021/22 school year.

<ul style="list-style-type: none"> RSD #30 Healthy Hunger Free Kids Act serves free school meals to all RSD students. 	<ul style="list-style-type: none"> RMS Title I Paraprofessional RHS Title I Paraprofessional 21st Century Grant/After School
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<ul style="list-style-type: none"> ● Food Bac ac o am R ● Special Education eschool R ● ES/KWH eschool ● Transitional Kinde a ten ● Special Education Services ● Elem. eadin a a ofessionals ● Elem. Math Aids ● Title I ● Title VI ● JOM ● T ibal Education ● F iends Fo eve Mento in ● U wa d Bound ● Talent Sea ch ● HS Close U ● MS S ills eadin Classes ● HS En lish Lab ● MS S ills Math Classes ● Senso y/Calmin S aces ● HS Food ant y ● HS Clothin ‘Sto e’ ● YAM ● CYFA ● Homeless Su o ts/ esou ces R 	<p>Club/En ichment Classes</p> <ul style="list-style-type: none"> ● Summe School R ● C edit ecove y ● Mento in Classes ● SKC STEM o am ● HS Inte nshi o am ● Dual En ollment ● A Cou ses ● HO A Mountain o am ● CNA Cou se/Ce tification ● FAFSA Su o t ● Colle e A lication Wee ● e-ACT/ACT ● Student Assistance Team ● Sandy Hoo omise ● HS iG aduate ● Lesson lans osted on SD Website unde the “Schools” tab. ● T IO ● esto tive actices ● 4-H Mento in ● Lunch Study Hall ● Afte School Study Hall ● ee Tuto in
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RHS Support Services

	Total R	Number of American Indian Students R	Number of Non-Indian Students	American Indian Percentage	Non-Indian Percentage
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Upward Bound	15	9	63%	37%
HOPA MTN Scholar	3	3	100%	0%
Friedson Leadership Meeting	9	6	67%	33%
Warrior Leadership Meeting	7	7	100%	0%
Gifted & Talented	17	5	40%	60%
4-H Leadership	8	1	40%	60%

Student Assistance Teams

Procedure s

If there is a concern about an RSD student (mobility, attendance, behavior, grades, test-data, etc...) the classroom teacher/support-staff/administrator/parent/guardian may request an SAT Referral Form from the building counselor. All teachers/staff that work with the student complete the SAT Referral Form. Upon completion of the Referral Form the building counselor schedules and facilitates a meeting with parents/guardian(s), administrators, teachers/staff, students, and any other vested parties. The building counselor completes the SAT Team Meeting Report which documents interventions/supports, who is responsible for interventions/supports, and how they will be documented and reported. The SAT team also decides upon the length of time the intervention will be in place before the team follows up. s

RSD SATPr r 4

	T l m 4	A ric n Indi n 4	N n-Indi n
PES 4	11 4	10 4	1 4
KWH	2 4 4	18444	6 4
RMS	6 44	3 44	3 4
RHS 44	26444	20444	6 4

Sensory Spaces

What and Why: 44

Sensory spaces/rooms are locations within a school building that are utilized to help students attain a calm and attentive state of learning. They may be a specified room or even a space within an existing room such as a resource room. These spaces may not be located in every building, however, sensory needs can still be met by utilizing sensory breaks and sensory strategies. These spaces may be used for students that need a break from the sensory stimulation found in the classroom. These spaces may be used for students that need additional opportunities to move and seek out sensory input to attain a calm state for learning.

Materials:

Sensory spaces can include a variety of items that allow for movement and deep-pressure input. Mini-trampolines, ball pits or tunnels, overstuffed pillows/crash mats, large exercise balls, swings, gliders, tactile/fidget items are all good options for a sensory space. Sensory spaces should also provide a decrease in noise and visual stimulation as compared to the classroom setting; such as, minimal fluorescent lighting (use natural light from the window or remove some of the light bulbs).

How and When to Implement:

Sensory spaces are set up to be utilized by students at any time during the day, even prior to school if the student gathering space is one with an abundant amount of stimulation and 4

commotion.

time spent in the sensory room is calculated and not, but a sensory break lasting 5-10 minutes is approximately every 2 hours is a standard recommendation. Not all of these breaks would be in a sensory area. It is also important to consider the child's schedule, a portion of the day (such as PE class or recess) could be naturally occurring sensory breaks or an additional break may not be needed. Documentation of time spent in a sensory area, the activities that occurred, and the behavior exhibited with the student return to class is critical in determining the effectiveness.

RSD Sensory Spaces:

- RHS Sensory Room [Funded By Hadwarter Foundation GO! Grant](#)

Benefits of a Sensory/Calming Room

- Acknowledges Problems with Behavior - Sensory environment can be highly absorbing, providing a moment of comfort and calm for overactive and distracted individual, and helping inattentive individual to be better engaged. This improves focus and eventually promotes the urge to 'act up'.
- Sensory Stimulation – by encouraging the student to engage and explore the environment then it can have a positive effect on their ability to react and interact with the larger world around them
- Encourage Learning through Play – allowing on the spot, sensory stimulation can engage different areas of the brain, helping children absorb and retain more information and better meeting their needs of the individual
- Improve Balance, Movement and Spatial Orientation - Sensory room can help develop our visual processing abilities as well as their fine and gross motor skills, facilitating day-to-day living.

RSD Discipline Summary

	PES	KWH	RMS	RHS
Total Enrollment	229	448	439	348
Total American Indian Student Enrollment	132	247	284	187
Total Non-American Indian Student Enrollment	97	201	155	161
Total of all students	9	9	84	56
American Indian students	7	5	62	33
Non-American Indian students	2	4	22	23

RSD STAR Assessments

Progress Monitoring

What are Star Assessments?

A: Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time of other tests). Your child will take a Star test for math and reading in the fall, winter, and spring. The [*“Parent’s Guide to STAR™ Assessments”*](#) is a useful tool.

What do teachers do with Star Assessments?

A: Teachers analyze the data they get from Star Assessments to learn what students already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help. Star Assessments are heavily researched and scientifically proven to help teachers guide each student on his or her unique path to mastery.

Q: How can I help my child with their Star Assessments?

A: The best way to help your child with Star Assessments is to help them understand why they are taking the tests: So their teacher knows exactly how to help them learn! For anxious children, it may be important to tell them that they cannot fail a Star test—as long as they do their best, the data generated from the tests will help their teachers teach them more great things!

Q: Where do I go if I have questions?

A: Your child’s teacher and/or building administrator(s) is the best source of additional information about your child’s progress with Star Assessments. [Use this link to help interpret acronyms/terms used within the STAR assessments.](#) t

RSD STAR Ma A n

Fall 2021: All S ud n

	U g Interventi n	Interventi n	On Watch	At/Ab ve Benchmark
PES (14 did n t test)	26%	20%	18%	37%
KWH (2nd-4th) (14 did n t test)	21%	21%	13%	45%
RMS (33 did n t test)	26%	26%	13%	35%
RHS (82 did n t test)	13%	20%	15%	47%

Win r 2021: All S udon o

	U g Interventi n	Interventi n	On Watch	At/Ab ve Benchmark o
PES (9 did n t test)	15%	19%	13%	52%
KWH (2nd-4th) (9 did n t test)	15%	19%	11%	54%
RMS (16 did n t test)	23%	22%	15%	40%
RHS (87 did n t test)	16%	14%	16%	53%

STAR Ma Fall & Win r 2021: PES

	Urgent o Interventi o o		Interventi o o		On Watch o o		At/Ab ve Benchmark o	
	Fall o	Winter o	Fall o	Winter o	Fall o	Winter o	Fall o	Winter o
All Students	26% o	15%	20%	19%	18%	13%	37% o	52%
PES (44 DNB) o	26%	15%	22%	22%	18%	16%	34%	47%
PES N n-Alo (9 DNB) o o	24%	15%	15%	15%	18%	3%	44% o o	71%

STAR Reading Fall & Win r 2021: KWH

	Urgent o o	Interventi o o	On Watch o o	

	Intervention						Target Benchmark	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
All Students	21%	15%	21%	19%	13%	11%	45%	54%
KWH I (12 DNT)	25%	17%	26%	23%	12%	13%	39%	48%
KWH Nsn- I (9 DNT)	14%	12%	10%	11%	14%	8%	62%	70%

STAR Math Falls & Winter 2021: RMS

	Urgent Intervention		Intervention		On Watch		Target Benchmark	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
All Students	26%	23%	26%	22%	13%	15%	35%	40%
RMS I (36 DNT)	31%	29%	28%	24%	13%	15%	27%	32%
RMS Nsn- I (9 DNT)	15%	11%	23%	20%	12%	13%	51%	55%

STAR Math Falls & Winter 2021: RHS

	Urgent Intervention		Intervention		On Watch		Target Benchmark	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
All Students	13%	16%	20%	14%	15%	16%	47%	53%
RHS I (95 DNT)	17%	19%	23%	17%	14%	16%	46%	47%
RHS Nsn- I (84 DNT)	10%	11%	19%	10%	17%	17%	53%	62%

RSD STAR Reading Assessments

Fall 2021: II en s A

	Urgent Intervention	Intervention	On Watch	t/bove Benchmark
PES (6 did not test)	41%	18%	4%	27%
KWH (21 did not test)	35%	14%	6%	34%
RMS (36 did not test)	30%	26%	4%	29%
RHS (34 did not test)	27%	34%	12%	27%

Win er 2021: II en s A

	Urgent Intervention	Intervention	On Watch	t/bove Benchmark
PES (3 did not test)	34%	18%	3%	34%
KWH (11 did not test)	23%	18%	%	48%
RMS	24%	27%	7%	32%
RHS	25%	28%	14%	37%

T R Rea ing Fall & Win er 2021: PE A

	Urgent Intervention A		Intervention A		On Watch A A		t/bove Benchmark	
	Fall A A	Winter A	Fall A A	Winter A	Fall A A	Winter A	Fall A A	Winter A
II Students	41% A A	34%	18%	18%	14% A	13%	27% A	34%
PES I (2 DMI) A	45%	36%	18% A	21% A	12% A	14%	26% A A	29%
PES Non-AA (5 DMI) A A	29%	28%	17%	8%	21%	12%	33% A A	52%

TAR Rea ing Fall & Win er 2021: KWH

	Urgent Intervention AA	Intervention AA	On Watch AA	tA Bove Benchmark A
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	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)
Students	35%	23%	14%	18%	16%	11%	34%	48%
KWH I 16 DNT)	39%	26%	14%	19%	18%	13%	26%	42%
KWH Non- I 10 DNT)	27%	15%	6%	18%	13%	5%	52%	62%

STAR Reading Fall & Winter 2021: RMS

	Urgent Intervention (%)		Intervention (%)		On Watch (%)		At/Below Benchmark (%)	
	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)
Students	30%	24%	26%	27%	14%	17%	29%	32%
RMS I 15 DNT)	39%	30%	28%	30%	14%	17%	19%	23%
RMS Non- I 15 DNT)	14%	11%	16%	22%	15%	18%	48%	49%

STAR Reading Fall & Winter 2021: RHS

	Urgent Intervention (%)		Intervention (%)		On Watch (%)		At/Below Benchmark (%)	
	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)	Fall (%)	Winter (%)
Students	27%	25%	34%	28%	12%	14%	27%	37%
RHS I 35 DNT)	29%	28%	35%	29%	14%	15%	23%	28%
RHS Non- I 17 DNT)	25%	21%	36%	20%	11%	11%	31%	41%

Kindergarten & First Grade

PES STAR Early Literacy: Fall & Winter 2021

	Urgent Intervention		On Intervention		Watch		At/Above Benchmark	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
All Students (9 d d n t test)	22%	15%	38%	22%	9%	24%	31%	44%
PES All (7 DNT)	29%	16%	34%	24%	9%	21%	29%	39%
PES N In-All (2 DNT)	0%	10%	50%	10%	10%	30%	40%	50%

KWH STAR Early Literacy: Fall & Winter 2021

	Urgent Intervention		On Intervention		Watch		At/Above Benchmark	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
All Students (4 d d n t test)	19%	11%	27%	18%	16%	18%	38%	54%
KWH All (1 DNT)	23%	2%	35%	25%	16%	18%	25%	46%
KWH N In-All (3 DNT)	11%	11%	11%	4%	15%	18%	63%	68%

*See Appendix for more details

RMS Honor Roll

Quarter 1: 5th Grade

	All	American Indian	Non-Indian
Total Enrollment	104	75	29
4.0	15	9	6

3.99 - 3.50 n	3 n		
3. 9 - 3.00		4 n	n

Quarter 2: 5th Grade

	All	America I dia	No -I dia
Total Enrollment	04	5	
.0 n	5	8 mn	n
3.99 - 3.50 n		6	5 n
3. 9 - 3.00		n	8 n

Quarter 3: 5th Grade

	All	America I dia	No -I dia
Total Enrollment	04	5	
.0 n		n	
3.99 - 3.50	3	8	5 n
3. 9 - 3.00	0	4 n	6 n

Quarter 4: 5th Grade n

	All	America I dia	No -I dia
Total Enrollment	04	5	
.0		n	8 n
3.99 - 3.50 n	4		5 n
3. 9 - 3.00 n	5	6 n	n

Quarter 1: 6th Grade n

	All	America I dia	No -I dia
Total Enrollment	3	3	30n
.0 n	4	0 n	4
3.99 - 3.50 n	3 n n	5 n	4 n

3.49 - 3.00	2	N	
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Qu

arter 2: 6th Grade

	All N	American Indian	on-Indian
Total Enrollment	3	3	30 N
4.0NNN	N	N	
3.99 - 3.50 NN	32N N	4NN	8NN
3.4 9 9 9 NN	32NN	23N N	

arter 1: 6th Grade

	All N	American Indian	on-Indian
Total Enrollment N	04N N	5 N	2 N
4.0NNN	0	2 NN	8 N
3.99 - 3.50 NN	24NNN	N N	3N
3.4 9 9 9 NN	2 N	N N	0NN

arter 1: 6th Grade

	All N	American Indian	on-Indian
Total Enrollment N	04N N	5 N	2 N
4.0NNN			8 N
3.99 - 3.50 NN	24NNN	N N	5 N
3.4 9 9 9 NN	25NNN	N N	

Qu

arter 1: 7th Grade N

	All N	American Indian	on-Indian N
Total Enrollment N	8 N	3 N	35 N
4.0NNN	NN	5 NN	
3.99 - 3.50 NN	3N	8 N	5 N
3.4 9 9 9 NN	2 N N	NN	2NN

Quarter 2 Data

	A I m	American In ian	Non-In ian
Total Enro l nt	98	63	35
4.0m m	5 mm	4 mm	1
3.99 - 3.50m	20mm	10	10mm
3.49m 3.00 m	22mm	14mm	8 m

Quarter 3 Data

	A I m	American In ian m	Non-In ian
Total Enro l nt m	98 m	63 m	35
4.0m m	10mm	7 m	3 m
3.99 - 3.50	9 mm	5 mm	4
3.49m 3.00 m	21mm	12mm	9 m

Quarter 4 Data

	A I m	American In ian m	Non-In ian
Total Enro l nt m	98 m	63 m	35
4.0m m	9 m	5 m	4 m
3.99 - 3.50m	17m	9 mm	8
3.49 - 3.00 m	20mm	15mm	5 m

Quarter 1 Data

	A I m	American In ian m	Non-In ian
Total Enro l nt	130	7 m	53 m
4.0m m	13m	4	9 m
3.99 - 3.50	20mm	4 mm	16mm
3.49m 3.00 m	25mm	14mm	11 m

Quarter 2 Data

	All	American	Indian
Total Enrollment	130	77	53
40	13	3	10
3.99 - 3.50	19	6	13
3.49 - 3.00	19	10	9

Quarter 3: 8th Grade

	All	American	Indian
Total Enrollment	98	63	35
40	16	3	13
3.99 - 3.50	20	8	12
3.49 - 3.00	29	16	13

Quarter 4: 8th Grade

	All	American	Indian
Total Enrollment	98	63	35
40	16	3	13
3.99 - 3.50	24	11	13
3.49 - 3.00	22	12	10

Role of High School Graduation Requirements (2410P)

Students shall be expected to earn a total of twenty-three (23) units in order to complete graduation requirements. The Montana Youth Challenge Academy assists at-risk Montana youth in developing skills and abilities necessary to become productive citizens through focusing upon the physical, emotional, and educational needs of the youth. Students develop leadership and academic skills within a highly structured, quasi-military environment that uses proven techniques of discipline and motivation to assist youth in turning their lives around. Students must be at least 16 years of age to be accepted into the MYCA program. Students that attend the Youth Challenge and complete with a HiSet that are 17 or older will return and present to the .

Ronan School allows a student to receive a RHS diploma. Those that compete with a HiSet and are under the age of 17 will return to RHS for a school year to complete English 12, Government/Constitution, and an internship to receive the RHS diploma.

Grade-Level	Credits
Sophomore Standing	6
Junior Standing	12
Senior Standing	18

RECOMMENDED SCHEDULE TO COMPLETE COURSES FOR GRADUATION

Freshman

- Any Eng. 9
- Any Earth Science
- World History/9th Personal Finance
- PE/Health/Driver's Ed.
- Math
- 9th Mentoring
- Elective

Sophomore

- Any Eng. 10
- Biology or Honors Biology
- World Geography/PE 10
- Math
- Elective
- Elective
- Elective

Junior

- Eng 11 or Honors Eng. 11 Composition
- U.S. History
- Elective (more math for college)
- Elective (more science for college)
- Elective
- Elective
- Elective

Senior

- Eng 12 or AP English Language and Composition
- Gov./Econ
- Elective (more math for college)
- Elective (more science for college)
- Elective
- Elective
- Elective

***Electives must include a Fine Art credit, one Vocational credit and one credit of Technology. Teacher Recommendations and test scores will be considered when scheduling students into leveled courses. Students may also need to meet prerequisites to enter a course. See the course description for these requirements.

Ronan High School Graduation Requirements

Courses	General Diploma Requirements	Honors Diploma Requirement	Honors Diploma Electives
English and Language Arts	4 Credits English 9 - 12	4 Credits English 9 - 12, A.P. English (recommended Honors)	(The following course counts as an elective as well as a required class) AP English Credit Writing with Honors

Mathemati	edit .	3 edit To include at least Advanced Algebra	P e- al ulu (ount a both ele tive and equi ed la , if it i the 3 ^d math la) A P al ulu A P Stati ti Math Appli ation.
S ien.e ..	.edit ...	3 ..edit ...	4 th .o mo e . ien.e la .. f om below:.. hemi t y . Phy.i Human Biology A P hemi t y . A P Biology. .
So. ial.Studie ..	3 . edit ..	3 ..edit ..	Native.Ame i an.Studie ..
Health... Enhan.ement . .	1 5 ..edit ...	1 5 ..edit ..	
Fine.A.t . .	1 ..edit ...	1 ..edit ...	Symphoni . . hoi *. on. e t.Band* Jazz Band* Advan.ed A.t* . A P Studio A t Ad Theate .A.t * .
Vo. ational and. Te. hnology.(at... lea t one.of. . . ea.h) . .	.editedit ...	Ad Te. h o .Vo. ational . la .e f om J. o .. S yea. Spani h III o. Spani h IV.. STEM Lab. . Enginee ing.I.&II ompute .S. ien e .
Ele tive. . .	7 5 ..edit ...	7 5 ..edit ...	5 of the 7.5 Ele tive. . edit .mu t ome . f om thi. . olumn fo. the.Hono. . Diploma
Total Credits...	23.Credits...	25.Credits ..	

***Ext a. equi ement . to.be.met along.with.Junio .o .Senio .. tanding. *Audition. may be. equi ed Student . .ati. fying thi.
equi ement with a GPA of.3 5 and.highe. will . e. eive.High.Hono. ., and .tudent . with a GPA between.3 0 and.3 499.will . .
g aduate with Hono

RHS Honor Roll

Quarter 1: 9th Grade

	All	American Indian	Non-Indian
Total En ollment	140	80	60
4 0 . .	14. . .	6 . .	8 . .

3.99 - 3.50 n	2 n		
3. 9 - 3.00	7	7 n	2 n

Quarter 2: 9th Grade

	All	America I dia	No -I dia
Total Enrollment	5	77	58
.0 n		7 mn	6 n
3.99 - 3.50 n	8	n	
3. 9 - 3.00		5 n	6

Quarter 3: 9th Grade

	All	America I dia	No -I dia
Total Enrollment		58	5
.0 n	8	4 mn	4 n
3.99 - 3.50	25		2
3. 9 - 3.00	26	n	6 n

Quarter 4: 9th Grade

	All	America I dia	No -I dia
Total Enrollment		58	5
.0 n		6 n	4 n
3.99 - 3.50	25		4
3. 9 - 3.00 n	27	5 n	2 n

Quarter 1: 10th Grade n

	All	America I dia	No -I dia
Total Enrollment	87	48	
.0 n	2	4 mn	8 n

3.99 - 3.50 c	1 c	c	1
3.9 - 3.00	1 c	10 c	

Quarter 2: 10th Grade

	All c	Ameri an Indian c	Non-Indian
Total Enrollment	8	c	39 c
.0cc	13ccc	3 cc	10cc
3.99 - 3.50ccc	9 cc		5 c
3.9 - 3.00 cc	1 c c	8 cc	9 c

Quarter 3: 10th Grade

	All c	Ameri an Indian c	Non-Indian
Total Enrollment	8	c	1 c
.0cc	13ccc	3 cc	10cc
3.99 - 3.50ccc	18cc	8 c	1 c
3.9 - 3.00 cc	1 c c	9 cc	c

Quarter 4: 10th Grade

	All c	Ameri an Indian c	Non-Indian
Total Enrollment	8	c	1 c
.0cc	1 c c	cc	8 c
3.99 - 3.50ccc	13cc	c	9 c
3.9 - 3.00 cc	c c	11ccc	11cc

Quarter 1: 11th Grade

	All c	American Indian	Non-Indian
Total Enrollment	80	39	1
.0 c	9 cc		5
3.99 - 3.50 c	21 c	9 cc	12 c

3.49 - 3.00	1 T	T	10
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Grade 2: 11th Grade

	All T	American Indian T	Non-Indian
Total Enrollment T	78T T	38T T	40 T
4.0TIT	9 T	4	5 T
3.99 -13.50TIT	12TTT	4 TT	8 T
3.49-13.00 TT	19TT	13TTT	6 T

Grade 13: 11th Grade

	All T	American IndianT T	Non-IndianT
Total Enrollment T	T	49	39
4.0TIT	14 T	7	7 T
3.99 -13.50TIT	16TTT	7 TT	9 T
3.49-13.00 TT	15TT	TT	6 T

Grade 14: 11th Grade

	All T	American Indian T	Non-Indian
Total Enrollment	88	49	39T
4.0TIT	12T	5 TT	12 T
3.99 -13.50TIT	22TTT	12TTT	10TT
3.49-13.00 TT	15TTT	7 TT	8 TT

Grade 1: 12th Grade T

	All TT	American IndianTT	Non-IndianTT
Total Enrollment TT	53TTT	31TTT	22TT
4.0TIT	21TTT	12TTT	9 T
3.99-13.50TIT	5 TT	2 TT	3 TT

3.49 - 3.00	1 -	1 - -	
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Header 2: 12th Grade

	All -	American Indian -	Non Indian
Total Enrollment - -	53- -	31- -	22
4.0 --	1 - -	9 -	5
3.99 -3.50 -	9 --	--	5 -
3.49--3.0 -	1 -	5 --	5 -

Header 3: 12th Grade --

	All -	American Indian -	Non Indian
Total Enrollment	6 -	3 -	26 -
4.0 --	18	11 --	7
3.99 -3.50 -	11 ---	--	7 -
3.49--3.0 -	9 --	-	5 -

Header 4: 12th Grade --

	All -	American Indian -	Non Indian
Total Enrollment	6 -	3 -	26 -
4.0 --	15 ---	11 --	
3.99 -3.50 -	8 --	3 --	5 -
3.49--3.0 --	15 ---	6 --	9 -

RHS 2021/2022 Credit Accumulation

Graduation Year: 2022

Senior Standing 18 Credits

Total Credits Possible: 25

	All Students		American Indian Students		Non-Indian Students	
Total Enrollment	60/346 -	17%	34/60	57%	26/60	43

23+ Credits earned	55/60	92%	33/55	60%	22/55	40%
23 Credits earned (minimum requirement for graduation)	5/60	%	1/5	20%	4/	0%

Graduation Year: 2023 Junior Standing 12 Credits Total Credits Possible: 17.5

	AIBS		After School		Non-End Semester	
Total Enrollment	7/346	26%	49/	56%	39/	44%
19 Credits or More	608	6%	31/60	52%	29/60	4%
16-18.75 Credits earned	19/	22%	10/19	53%	9/19	47%
15.75 Credits or Less	9/88	10%	1/9	9%	1/9	11%

Graduation Year: 2024 Sophomore Standing 6 Credits Total Credits Possible: 10.5

	AIBS		After School		Non-End Semester	
Total Enrollment	7/346	25%	46/87	53%	41/87	47%
13.0 Credits or More	638	72%	30/63	4%	33/63	52%
10-12.75 Credits earned	15/	17%	10/15	67%	5/15	33%
9.75 Credits or Less	9/88	10%	6/9	67%	3/9	33%

Graduation Year: 2025 Total Credits Possible: 3.5

	AIBS		After School		Non-End Semester	
Total Enrollment	111/346	831% of HS	8/111	55%	53/111	48%
7.0 Credits or More	608/11	54%	32/60	53%	2/60	47%
5.0-6.75 Credits earned	4/11	43%	24/4	50%	24/4	50%
4.75 Credits or Less	3/11	3%	2/3	66%	1/3	34%

*student count taken on 2/1/2022

21 Century Programs

2021-22 School Year: Fall, Winter, Spring

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
<ul style="list-style-type: none"> Regular After School Club STEM Activity 	<ul style="list-style-type: none"> Regular After School Club STEM Activity Lessons 	<ul style="list-style-type: none"> Study Hall Tech Students of America (TSA)

Lessons I <ul style="list-style-type: none"> • G Mi ndse I Ac ivi y Lessons • I ndfulness Ad iVi y Les sions I 	<ul style="list-style-type: none"> • Robo ics • Foo ball S udy Hall • C oss Coun y S udy I HallI I 	<ul style="list-style-type: none"> • EP C (men o ing) • I Pee Tu o ing
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21st Century Enrollment & Demographics

	Total Students	American Indian I Students	Non-Indian Students
RHS Fall & Winter Program	64	45	19
RMS Fall & Winter Program	27	17	10
KWH FallI& Winter Prøgram	72I	39I	33I
PESI FallI& Winter Progãam	75 I	51 I	24I

RSD Curriculum Summary

2021/22

Pablo

Content I	Program	Supports/Interventions I
Reading	CKIA Amplify I	<ul style="list-style-type: none"> • 2K-IH egge y • I 1-1 lin d ven ibn s bas ed off of e G d Rehd y b I Read Asses smen andI e 3C lee s P øg d s d ni o itg Asses smen Dal • K-2nd-H dffle y, Rehdng I s el, I Cal lec ive Rehdng A fo mos se cond g dde s ehdy o ahsi ion of h tu liculum • 3 d-Cb ec ive Reading A, IBII & BII • 4 I-Cd lec ive Rehdng BII and Rel h ds • Rehdng Hdme o k ncn i ves
I I a	Exp dssions I	<ul style="list-style-type: none"> • 2K-I-1 In d ven ibn s bas d on e 3C lee s l P øg d s d I ni o itg Asses smen Ha al • K-pullou lu d ing as ned ed • I Saxbn I fo h ukden s l o a d belo I e i na levels I

		<ul style="list-style-type: none"> 1st-4th ss sh push in or pu out tim eto fo us on r s of m ah wh r th y strugg . C ssroom t h rs d id who n ds to b pu d for int r ntions.
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KWH

Content	Program C	Supports/Interventions
Reading C	CKLA Amplify C	<ul style="list-style-type: none"> 2K-H gg rty Phon mi Aw r n ss K-2nd-H gg rty Phon mi Aw r n ss Reading Mastery for ALL Students 2nd Gr d Abo L Stud nts R i Writing Instru tion During Int r ntion 3rd Gr d -Corr ti R ding A, B1 & B2 - Abo L Stud nts R i Writing Instru tion During Int r ntion 4th Gr d -Corr ti R ding A, B1 & B2 - Abo L Stud nts R i Writing Instru tion During Int r ntion Reading Homework Inti s
Math C	Expressions C	<ul style="list-style-type: none"> Sm a group to modify nd h ng stud nts Hands-On Math Manip ti s Math Learning Labs K hoots Math C nt rs Prodigy Math C nt rs L d Groups For Extr H p For A Stud nts

RMS

Content	Program	Supports/Interventions
English C	CKLA Amplify C C	<ul style="list-style-type: none"> REWARDS Corr ti R ding ELA T h rs Condu t Ti r 2 C ss (xtr support) Reading Int r ntion Cours s
Math C	Expressions (5) Co g Bound Math m ai s (6-8)	<ul style="list-style-type: none"> Found tions of Math (stud nts id ntifi d by d t /t h r r ommend tion)

RHS

Content C	Program	Supports/Interventions
English C	My P rsp ti s CC	<ul style="list-style-type: none"> English L b Lun h Study H A d mi A d my ASC Tutoring
Math C	CPM C	<ul style="list-style-type: none"> Found tion of A g br C

		<ul style="list-style-type: none"> • CTE Mat • C t t ring • Mat pplicati ns • L nc t dy Hall E • E c
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RSD E FA Integration Plan

In 1972 the Montana state legislature adopted a new constitution, only its second since it became the 41st state in 1889. Article X, Section 1(2) of the Montana Constitution: The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity. In 1999, Montana passed State Law MCA 20-1-501, known as Indian Education for All (IEFA) and its intent was to implement the prior constitutional requirement. The goal of the Montana Office of Public Instruction, Indian Education Division is to assist in the successful implementation of the Indian Education for All Act (MCA 20-1-501) and to work to close the achievement gap for American Indian students in Montana.

Continued integration of Indian Education for All (IEFA) alongside implementation of the Montana Common Core Standards (MCCS). Continuation builds off of the work that was started in 2017, which included full implementation of the Montana Common Core Standards (MCCS), with a specialized focus on improving students' writing skills across the content areas while utilizing literary sources from American Indian authors and scholars. The next step in the continuation of this effort is an emphasis on collaboration and consistency with CTE resources and Native American families in order to culturally relevant and appropriate content to be embedded within the District's Indian Education for All (IEFA) implementation plan.

The continuation of the District's Indian Education for All (IEFA) implementation has been guided by best-practice strategies from *The Framework: A Practical Guide for Teachers and Administrators Implementing Indian Education for All*, Mike Imker's *FOCUS: Elevating the Essentials to Radically Improve Student Learning* and David Art Jr.'s *These 6 Things: How to Focus Your Teaching on What Matters Most*; which is evident through each step of the plan. RSD's integration of Indian Education for All

All (IEFA) materials coordinated with funding for in-house and consultative professional development; as well as, materials, professional learning meetings and structural support throughout the school year. In 2021-22 IEFA materials include (but not limited to):

1. The coalition of the District's Indian Education for All (IEFA) implementation has been guided by *The Framework: A Practical Guide for Teachers and Administrators Implementing Indian Education for All*, which serves throughout the school year for all staff.
2. Provide information for middle school and high school librarians to evaluate OPI value of local resources, "Broken Flu" and "In the Heart of the Matter"; as well as appropriately, surplus materials have been identified as "Bad Works" and/or "High Quality."
3. Provide information for middle school librarians to complete all IEFA approved resources and catalog librarians or copy to a "IEFA Resources" Google folder under common areas, which will be shared with all staff.
4. Provide mechanical support to work with librarians to coordinate an IEFA lab in each school to support high school librarians, so that all IEFA materials can be quickly transferred and located within the catalog system.
5. Replace materials with quality IEFA approved materials. This will include professional learning meetings with CSK department, Cultural Committees, and parent advisory committees.
6. Provide materials, in-house and consultative professional development, professional learning meetings and structural support throughout the school year for teachers have focus on the basic practices from *The Framework: A Practical Guide for Teachers and Administrators Implementing Indian Education for All*.
7. Provide information for ELA/SS teachers to review 5-12 ELA curriculum standards for each grade as a resource and/or replace with IEFA content/materials. Teachers will focus on how to utilize the *7 Essential Understandings* which will be varied across all high school curriculum and Common Core standards.
8. Provide information for ELA/SS teachers to identify existing ELA/IEFA lessons and what exists that are best used. Discuss ways to expand lessons from core books/add on to the curriculum. Teachers will focus on how to utilize the *7 Essential Understandings*

while selecting tried examples and applying them to local CSKT requirements, conflicts, accomplishments, etc...

9. Provide time and materials to EA/SS teachers so that they may develop EA/IEFA lessons that emphasize best practices series, specific *Essential Understandings*, tried examples, and application to local CSKT requirements, conflicts, accomplishments, etc...

10. Provide professional learning time for evaluation and revision of SS/EA/IEFA units/lessons. Evaluation will focus upon use and application of specific *Essential Understandings*, tried examples, CSKT resources, and hierarchy of best practices series from *The Framework: A Practical Guide for Teachers and Administrators Implementing Indian Education for All*.

11. Provide professional learning time, instructional support, and guidance to map out a completed 5-12 SS/EA-IEFA curriculum/lessons.

Appendix

Identity Details

Title I Program Plan

Graduation Policy Requirements

Impact Aid

Enrollment Report

Indian Policies and Procedures

2021/22 Parent/Guardian Survey Responses &

Ronan/Pablo School District No. 30 Mobility Report

AUGUST 2021

New/Transfer In

8/1/2020-6/7/2021

	KWH		KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI	
Arlee	2													1											3	3						
Charlo														1	2					1	1					5	2	3				
Home School	1													4	6					2	3		1			17	7	9		1		
In State		4					1							4						3	4					16	8	8				
In Dist./Re-enroll	35	39	2	1			15	5																	97	50	44	2	1			
Dixon																																
Out of State	4	3					1							6	2		1			3	2					21	14	7				
Polson	2	1						1						3	1					5	1					14	10	4				
Private														1	1						2					4	1	3				
St. Ignatius	2	1												2	1											6	4	2				
Two Eagle																				2						2	2					
Re-enroll/Attn Drop	3		1				7	3												9						23	19	3	1			
TOTALS	49	48	3	1			24	9						22	13		1			25	13		1			208	120	83	3	2		

Withdrawals/Transfer out

8/1/2019-6/11/2020

	KWH		KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI	
Arlee	2													4												6	6					
Charlo		3												1	1											5	1	4				
Home School		3												1	3					2	4					13	3	10				
In State	2	1					2							7	4					2	1					19	13	6				
In Dist./Re-enroll	5	1						1																		7	5	2				
Out of State		1												3	3					3	1					11	6	5				
Polson		1												11	2		3			1	2	1			1	22	12	5	1	3	1	
Private															1					1	2					4	1	3				
St. Ignatius														1						1	1					3	2	1				
Two Eagle														4						8						12	12					
Drop/Attendance																																
Early Graduate																																
GED																																
Expelled																																
TOTALS	9	10					2	1						32	14		3			18	11	1		1		102	61	36	1	3	1	

Ronan/Pablo School District No. 30 Mobility Report

SEPTEMBER 2021

New/Transfer In

8/1/2020-6/7/2021

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee																									3	3					
Charlo																									5	2	3				
Home School													2												19	9	9		1		
In State	1						5						5	1											28	19	9				
In Dist./Re-enroll	4	2																							103	54	46	2	1		
Dixon																															
Out of State													2	1											24	16	8				
Polson													7						2						23	19	4				
Private																				1					5	1	4				
St. Ignatius														2											8	4	4				
Two Eagle																									2	2					
Re-enroll/Attn Drop	1																		2	2					28	22	5	1			
TOTALS	6	2					5						16	4					4	3					248	151	92	3	2		

Withdrawals/Transfer out

8/1/2019-6/11/2020

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee	1																								7	7					
Charlo																									5	1	4				
Home School	2												1						1						17	7	10				
In State																			1						22	16	6				
In Dist./Re-enroll																			3						7	5	2				
Out of State	1						1				1						1								15	8	5			2	
Polson	1						1						1						1						26	16	5	1	3	1	
Private																			2						6	3	3				
St. Ignatius																									3	2	1				
Two Eagle																			3						15	15					
Drop/Attendance													3	2					6	3					14	9	5				
Early Graduate																															
GED																															
Expelled																															
TOTALS	5						2				1		5	2			1		16	3					137	89	41	1	3	2	1

Ronan/Pablo School District No. 30 Mobility Report

OCTOBER 2021

New/Transfer In

8/1/2020-6/7/2021

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee																									3	3					
Charlo																									5	2	3				
Home School													1						1						21	10	10		1		
In State		1					1						1						1	1			1		34	21	22			1	
In Dist./Re-enroll	2	2			1		3						1	2					2						116	62	50	2	1	1	
Dixon																															
Out of State		1					1						2												28	19	9				
Polson													2						1						26	22	4				
Private																									5	1	4				
St. Ignatius																									8	4	4				
Two Eagle																									2	2					
Re-enroll/Attn Drop																									28	22	5	1			
TOTALS	2	4			1		5						5	4					5	1			1		276	168	111	3	2	2	

Withdrawals/Transfer out

8/1/2019-6/11/2020

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee																									7	7					
Charlo																									5	1	4				
Home School													1	1											19	8	11				
In State																									22	16	6				
In Dist./Re-enroll																									7	5	2				
Out of State																									15	8	5			2	
Polson													1						2	3					32	19	8	1	3	1	
Private																									6	3	3				
St. Ignatius	2												1												6	5	1				
Two Eagle																			5						20	20					
Drop/Attendance		1											4						4						23	17	6				
Early Graduate																															
GED																															
Expelled																															
TOTALS	2	1											7	1					11	3					162	109	46	1	3	2	1

Ronan/Pablo School District No. 30 Mobility Report

NOVEMBER 2021

	New/Transfer In															8/1/2021-6/3/2022														
	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI		
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI
Arlee																		1							4	4				
Charlo																									5	2	3			
Home School																			1						22	11	10		1	
In State	1											1												36	23	22			1	
In Dist./Re-enroll	2						1																	119	65	50	2	1	1	
Dixon																														
Out of State							1												1	2				32	21	11				
Polson																			1					27	23	4				
Private																								5	1	4				
St. Ignatius																								8	4	4				
Two Eagle																								2	2					
Re-enroll/Attn Drop												3	2						1					34	26	7	1			
TOTALS	3					2						4						5	2				294	182	115	3	2	2		

Ronan/Pablo School District No. 30 Mobility Report

NOVEMBER 2021

	Withdrawals/Transfer out															8/1/2021-6/3/2022														
	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI		
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI
Arlee							1																8	8						
Charlo																							5	1	4					
Home School													1						2				22	8	14					
In State	1						1					4							1				29	22	7					
In Dist./Re-enroll																							7	5	2					
Out of State																							15	8	5			2		
Polson																							32	19	8	1	3	1		
Private																							6	3	3					
St. Ignatius							2					1											9	8	1					
Two Eagle																			7				27	27						
Drop/Attendance	1						1					3	2						2	1			33	24	9					
Early Graduate																														
GED																							2	2						
HISET																														
Expelled																														
TOTALS	2					5						8	3					9	6			195	133	55	1	3	2	1		

Ronan/Pablo School District No. 30 Mobility Report

DECEMBER 2021

Area	New/Transfer In														8/1/2021-6/3/2022										
	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS		
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	
Arlee																								4	
Charlo																									5
Home School																									22
In State																									36
In Dist./Re-enroll	2						1																		122
Dixon																									
Out of State	2												1	1					1						37
Polson													1						1						29
Private																									5
St. Ignatius																									8
Two Eagle																									2
Re-enroll/Attn Drop																									34
TOTALS	4						1						2	1					2						304

Ronan/Pablo School District No. 30 Mobility Report

DECEMBER 2021

Area	Withdrawals/Transfer out														8/1/2021-6/3/2022										
	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS		
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	
Arlee																									8
Charlo																									5
Home School																									22
In State		2												1					1						33
In Dist./Re-enroll							2																		9
Out of State							1																		16
Polson		1					1												2						36
Private																									6
St. Ignatius																									9
Two Eagle																									27
Drop/Attendance																			4						37
Early Graduate																									
GED/HISET																			2						2
Expelled																									
TOTALS	3						4						1						6	3					210

JANUARY 2022

New/Transfer In

8/1/2021-6/3/2022

Area	New/Transfer In										8/1/2021-6/3/2022																
	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	PI							
Arlee																					4	4					
Charlo						1															6	3	3				
Home School																1					23	11	11			1	
In State							2					1				1					40	24	25			1	
In Dist./Re-enroll	5														3						130	76	50	2	1	1	
Dixon																											
Out of State		2					1	2				1									43	26	17				
Polson	1	1					1					1									33	28	5				
Private																					5	1	4				
St. Ignatius	1											1									10	6	4				
Two Eagle																					2	2					
Re-enroll/Attn Drop																					34	26	7	1			
TOTALS	7	3				3	4					3	1			3	2				330	207	126	3	2	2	

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Withdrawals/Transfer out

8/1/2021-6/3/2022

Area	Withdrawals/Transfer out										8/1/2021-6/3/2022																
	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	PI							
Arlee																					8	8					
Charlo																					5	1	4				
Home School				1									3			1					27	9	17			1	
In State																1					34	22	12				
In Dist./Re-enroll							3														12	10	2				
Out of State	1												1			2					20	10	8				2
Polson																					36	22	9	1	3	1	
Private																					6	3	3				
St. Ignatius																					9	8	1				
Two Eagle															1						28	28					
Drop/Attendance		1										2			8						50	40	10				
Early Graduate																											
GED																					2	2					
Expelled																											
TOTALS	1	1		1		5						2	4		10	3					237	161	68	1	4	2	1

Ronan/Pablo School District No. 30 Mobility Report

FEBRUARY 2022

New/Transfer In

8/1/2021-6/7/2022

Area	KWH						PES						RMS						RHS						TOTALS					
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI
Arlee							1																		5	5				
Charlo																				1					7	3	4			
Home School													1												24	12	11		1	
In State	1						1	1											3						46	29	26			1
In Dist./Re-enroll	3	1					4												1	1					140	84	52	2	1	1
Dixon																														
Out of State													1							1					45	27	18			
Polson																									33	28	5			
Private																									5	1	4			
St. Ignatius																									10	6	4			
Two Eagle													1												2	2				
Re-enroll/Attn Drop													2												36	28	7	1		
TOTALS	4	1					6	1					5						4	3					353	225	131	3	2	2

Withdrawals/Transfer out

8/1/2021-6/7/2022

Area	KWH						PES						RMS						RHS						TOTALS					
	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI
Arlee																									8	8				
Charlo																									5	1	4			
Home School																									27	9	17		1	
In State								1					1						1						37	25	12			
In Dist./Re-enroll							1																		13	11	2			
Out of State		1																	1						22	11	9			2
Polson								2																	38	22	11	1	3	1
Private																				1					7	3	4			
St. Ignatius																									9	8	1			
Two Eagle													2						1						31	31				
Drop/Attendance	1												1												52	42	10			
Early Graduate																														
GED																									2	2				
Expelled													1												1	1				
TOTALS	1	1					1	3					5						3	1					252	172	72	1	4	2

Ronan/Pablo School District No. 30 Mobility Report

MARCH 2022

New/Transfer In

8/1/2021-6/7/2022

	KWH						PES						RMS						RHS						TOTALS						
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	
Arlee	1												2												8	8					
Charlo																									7	3	4				
Home School	1																			1	1				27	13	12	1	1		
In State	1	2						1					1	1					1	1					54	32	31		1		
In Dist./Re-enroll	3	1					1												4						149	92	53	2	1	1	
Dixon																															
Out of State		1					2																		48	29	19				
Polson							1						1	1					1						37	31	6				
Private																				1					6	1	5				
St. Ignatius	2												1						1						14	10	4				
Two Eagle																									2	2					
Re-enroll/Attn Drop																									36	28	7	1			
TOTALS	8	4					4	1					5	2					7	3	1				388	249	141	4	2	2	

Withdrawals/Transfer out

8/1/2021-6/7/2022

	KWH						PES						RMS						RHS						TOTALS						
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	
Arlee																			1						9	9					
Charlo																									5	1	4				
Home School	1						1						1						1						31	13	17		1		
In State								1																	38	25	13				
In Dist./Re-enroll								1											1	1					14	11	3				
Out of State																			1						24	12	10			2	
Polson													1												40	24	11	1	3	1	
Private																									7	3	4				
St. Ignatius													2												11	10	1				
Two Eagle																									31	31					
Drop/Attendance	3												2						3						60	50	10				
Early Graduate																															
GED/HiSET																			2	2					4	2	2				
Expelled													1												1	1					
TOTALS	4						1	2					7						9	3					275	192	75	1	4	2	

Ronan/Pablo School District No. 30 Mobility Report

APRIL 2022

New/Transfer In

8/1/2021-6/3/2022

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI		AI	W	A/AM	HISP	A	PI
Arlee																									8	8					
Charlo																									7	3	4				
Home School																									27	13	12	1	1		
In State	2						1		1				1						1						60	36	32		1	1	
In Dist./Re-enroll	3	1																							153	95	54	2	1	1	
Dixon																															
Out of State																									48	29	19				
Polson																			1						38	32	6				
Private																									6	1	5				
St. Ignatius																			1						15	11	4				
Two Eagle																									2	2					
Re-enroll/Attn Drop																									36	28	7	1			
TOTALS	5	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	3	0	0	0	0	0	400	258	143	4	3	2	0

Withdrawals/Transfer out

8/1/2021-6/3/2022

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI		AI	W	A/AM	HISP	A	PI
Arlee																									9	9					
Charlo																									5	1	4				
Home School																			1						32	13	18		1		
In State	2	2																							42	27	15				
In Dist./Re-enroll																									14	11	3				
Out of State																			1						25	12	11			2	
Polson													1												41	25	11	1	3	1	
Private																									7	3	4				
St. Ignatius																									11	10	1				
Two Eagle																									31	31					
Drop/Attendance	1						4						1												66	56	10				
Early Graduate																															
GED/HiSET																									4	2	2				
Expelled																									1	1					
TOTALS	3	2	0	0	0	0	4	0	0	0	0	0	2	0	0	0	0	0	0	2	0	0	0	0	288	201	79	1	4	2	1

Ronan/Pablo School District No. 30 Mobility Report

May/JUNE 2022

New/Transfer In

8/1/2021-6/7/2022

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee																								8	8						
Charlo																									7	3	4				
Home School																									27	13	12	1	1		
In State																									60	36	32		1 1		
In Dist./Re-enroll	1																								154	96	54	2	1 1		
Dixon																															
Out of State														1											49	29	20				
Polson	1																								39	33	6				
Private																				1						7	1	6			
St. Ignatius																										15	11	4			
Two Eagle																										2	2				
Re-enroll/Attn Drop	2																									38	30	7	1		
TOTALS	4	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	406	262	145	4	3	2	0

Withdrawals/Transfer out

8/1/2021-6/7/2022

	KWH	KWH	KWH	KWH	KWH	KWH	PES	PES	PES	PES	PES	PES	RMS	RMS	RMS	RMS	RMS	RMS	RHS	RHS	RHS	RHS	RHS	RHS	TOTALS	AI	W	A/AM	HISP	A	PI
Area	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	AI	W	A/AM	HISP	A	PI	TOTALS	AI	W	A/AM	HISP	A	PI
Arlee																									9	9					
Charlo																										5	1	4			
Home School														1												33	13	19		1	
In State	1																									43	28	15			
In Dist./Re-enroll																										14	11	3			
Out of State																										25	12	11		2	
Polson																										41	25	11	1	3 1	
Private																										7	3	4			
St. Ignatius																											11	10	1		
Two Eagle																										31	31				
Drop/Attendance	1			1			2													1						71	60	10	1		
Early Graduate																															
GED Hiset																										4	2	2			
Expelled																				1						2	2				
TOTALS	2	0	0	1	0	0	2	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	296	207	80	2	4	2	1



Continuous School Improvement Program District Plan

Ronan Elem (LE1199)

Plan Status: District Plan submitted

Gap Analysis

Have you completed the gap analysis?

Yes

A gap analysis is the first step in the continuous improvement cycle. It involves using data from the Comprehensive Needs Assessment and state or local assessments to determine groups of students that are significantly below the achievement levels of the state or national average. Schools may opt to use the OPI Comprehensive Needs Assessment tool, unless they are in Targeted Support status. Targeted Support schools are required to use the OPI Comprehensive Needs Assessment tool.

Math Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for Math.

Ronan Elementary School will increase the number of students in all subgroups scoring the in the proficient range by 10% as measured by Star.



Continuous School Improvement Program District Plan

Math Goals

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

Ronan School District reviewed with all teachers the results of their assessment data. We looked at both our strengths and weaknesses of our assessment results. We could see some improvement in our math scores, especially in Star but also some improvement in SABC. All student's scores were reviewed including all subgroups including students with disabilities. We determined that we could again set a goals for a 10% improvement for each subgroup and the total with input from our math instructional coaches who also reviewed our data. In reviewing our results we determined our professional development needs and set up math training for this coming school year. We also determined that the district needs review and purchase new math curriculum grades 6-12 that reflect the common core standards and established best practices in math.

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

We have several established assessment protocols at every level of our elementary schools in all Montana content standards. We looked at the assessment protocols to determine if we were getting the data we needed to make important instructional decisions. We also looked again at our assessments to determine if we had any unnecessary assessments that either produced data we couldn't use for these decisions or assessments that produced duplicated information. We provided a testing protocol for each of our Montana content standards.

Describe the district's integration of Indian Education for All into all areas of the Math curriculum.

The district has invested in professional development and resources for teachers of math to integrate IEFA into math curriculum. The past two years, with the help of a grant from OPI, teachers could attend a 3 day workshop each year on integration of IEFA into their subject areas and the district created a curriculum grid at most grade levels of those activities. There are a few grade levels that need to continue their integration plans but the district has an Indian Education Director and she is going to continue this integration work this year and in the future.



Continuous School Improvement Program District Plan

ELA Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for English Language Arts.

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

Describe the district's integration of Indian Education for All into all areas of the English Language Arts curriculum.

Ronan Elementary School will increase the number of students in all subgroups scoring the in the proficient range by 10% as measured by Star.

Ronan School District reviewed with all teachers the results of their assessment data. We looked at both our strengths and weaknesses of our assessment results. We could see some improvement in our ELA scores, especially in Star but also some improvement in SABC. All student's scores were reviewed including all subgroups including students with disabilities. We determined that we could again set a goals for a 10% improvement for each subgroup and the total group with input from our math instructional coaches who also reviewed our data. In reviewing our results we determined our professional development needs and set up ELA training for this coming school year.

We have several established assessment protocols at every level of our elementary schools in all Montana content standards. We looked at the assessment protocols to determine if we were getting the data we needed to make important instructional decisions. We also looked again at our assessments to determine if we had any unnecessary assessments that either produced data we couldnt use for these decisions or assessments that produced duplicated information. We provided a testing protocol for each of our Montana content standards.

The district has invested in professional development and resources for teacher of ELA to integrate IEFA into ELA curriculum. The past two years, with the help of a grant from OPI, teacher attended a 3 day workshop each year on integration of IEFA into their subject areas and the district created a curriculum grid at most grade levels of those activities. There are a few grade levels that need to continue their integration plans but the district has an Indian Education Director and she is going to continue this integration work this year and in the future.



Continuous School Improvement Program District Plan

ELA Goals

Homeless

Explain the district process for identifying homeless students, providing them with supports and services, and connecting them to community organizations. Please be specific about your plan to remove barriers to enrollment, increase academic success, and ensure access to college and career opportunities.

Enrollment officials; secretaries, counselors and administrators have been trained on the responsibilities of the district to enroll homeless students with provisions such as immediate enrollment and transportation they might be eligible for and how to access them. Counselors sign students up for community programs such as the "Backpack Program" a weekend feeding program, school based mental health and remedial services as needed. All students have free breakfast and lunch. Provisions to support students in college and career opportunities include additional funds from Title One to assist with funding supplies for such programs.

Describe the professional development obtained by the homeless liaison. Liaisons in districts that do not receive McKinney-Vento grant funds are required to complete a minimum of 3 hours of professional development. Liaisons in districts that do receive McKinney-Vento grant funds are required to complete 7 hours of professional development.

The Liaison will take the offered sectionals from MSGIA for two hours of training and I will took a one hour of training at the Title One Budget training in Kalispell that included required budgeting for homeless students in the new ESSA regulations.

Foster Care

Do you have children attending school in your district who are in an "out-of-home" placement under the supervision of Child and Family Services or Juvenile Justice?

Yes



Continuous School Improvement Program District Plan

Foster Care

Coordination is necessary to ensure that children in out-of-home placements have the option to remain in their school of origin when in their best interest, are immediately enrolled in a new school, and have transportation to school. Explain the district process for coordinating with social workers, group homes, and foster care families.

Enrollment officials; secretaries, counselors and administrators have been trained on the responsibilities of the district to enroll students in out of home placements under the supervision of Child and Family Services or Juvenile Justice what provision such as immediate enrollment and transportation they might be eligible for and how to access them. Our country and tribal officials are also aware of these provisions.

District Submit

District Plan Status

District Plan submitted

Curriculum Alignment

Curriculum Area	Last Review Year	Next Review Year
Arts	2014	2019
Career and Technical Education	2015	2020
English Language Arts	2016	2021
Health Enhancement	2018	2023
Library Media	2017	2022
Mathematics	2014	2019
Science	2015	2020
Social Studies	2018	2022
Technology	2018	2022
Workplace Competencies	2014	2020
World Languages	2014	2019

Ronan Public Schools

FINANCIAL MANAGEMENT

Policy 7231

Federal Impact Funds

Indian Policies and Procedures for Impact Aid

It is the intent of the Ronan School District that all American Indian children of school age have equal access to all programs, services, and activities offered in the District. It is also the intent of the District to fully comply with the requirements of Title VIII (Impact Aid 13 Program) of the elementary and Secondary Education Act and regulations relating thereto. To that end, the board has adopted as policy these Indian Policies and Procedures (IPP). The IPP, by intent and by Board action, supersede all previous Board action and are intended to bind the Board, administration, and staff of the District. Consultation with the Confederated Selis, Qlispe, and Ksanka Tribes and parents of Indian children in the District in a timely manner that allows for review of, and recommendation on, relevant programs and policies. Consultations are outlined through the following policies and procedures. These policies will be in accordance with Ronan School District No. 30

Policy 2450 – 21 INSTRUCTION – Recognition of Native American Cultural Heritage with specific focus on the Selis, Qlispe, and Ksanka Tribes.

ATTESTATIONS

The Ronan School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the CSKT Tribal leaders and parents/guardians of Indian students. A copy of the current policies and procedures was attached to the FY 2021 Impact Aid application.

The Ronan School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from CSKT Tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to CSKT Tribal leaders and parents of Indian children prior to the submission of their FY 2021 Impact Aid application.

Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

Policy 1

The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow the Confederated Salish and Kootenai Tribes and parents of Indian

children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1

1. To that extent, data on children within the District will be gathered throughout the school year by building principals, program directors, and administrators. This data will be provided to the District's Indian Education Director in February and June of each year to be compiled into a clear, complete, and concise document in parent-friendly terms. This *Indian Education Report* will be used for planning purposes in consultation with the Confederated Salish and Kootenai Tribal Education Department, for the current and upcoming school year.
2. Parents of Indian children, Confederated Salish and Kootenai Tribal officials, the Ronan/Pablo Indian Education Committee, the Ronan/Pablo Title VI Committee, and any other interested persons can review assessment data as a means to provide thoughtful input in the development and/or modification of educational programs and services allowing for the participation of Indian students on an equal basis in the district.
3. Data will be separated into categories as follows: non-Indian students and Title VI students.

Individual Data:

- Student enrollment demographics (Title VI, JOM, CSKT)
- Impact Aid Breakdown
- Special Education Services breakdown
- Free and reduced lunch counts
- Monthly Mobility Reports
- Attendance
- Extra-curricular and co-curricular activities and the associated extent of equitable participation and completion
- Enrollment and participation in all classes and programs; honors, AP, dual enrollment, etc..
- Dropout statistics and exit interview information if available
- Disciplinary information
- STAR test scores
- Smarter Balanced Assessment
- Semester Honor Roll
- Scholarship and award recipients
- Indian Student Count
- Number of Indian Teachers/Administrators
- Teacher Endorsements/Degrees
- Credit achievement/deficit
- Special Education placement
- SAT Process and Support Services
- Reading Program
- Math Program
- IEFA Integration Plan

- Title VI Objectives
- Title I Program Plan
- Native Studies Courses by grade level
- Native Language Classes by grade level
- Yearly Professional Development Plan/Initiatives
- Title VI Application
- Indian Policies and Procedures
- Impact Aid FY 2021 application
- Annual Title VI Parent/Guardian Survey results.

A summative Indian Education Report will be prepared and disseminated the third week in August to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the regularly scheduled September RSD Title VI Parent Advisory Committee meeting. In addition, representatives from the District and the Confederated Salish and Kootenai Tribes Indian Education Department will schedule meetings with the Tribal Council to seek their input within the month of September. Building level administrators will also review the report at their regularly scheduled staff meetings in September and February.

Parents of Indian children, tribal officials, the Ronan/Pablo IEC, and the public will be given notice of all meetings related to equal participation or the content of the educational program by including information about meeting times and locations. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

The Ronan School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VI-Impact Aid programs, Johnson O'Malley programming.

In accordance with ESEA section 8538, affected LEA(s) that educate AI/AN students are required to consult with local Indian tribes prior to submitting a plan or application under covered ESEA formula grant programs and Title VI. The completed Title VI application, and program will be made available and developed in consultation with the Confederated Salish and Kootenai Tribal Education Department, the RSD Title VI Parent Advisory Committee, and the parents/guardians of AI/AN (Title VI) students during the regularly scheduled Title VI committee meetings. The parents/guardians of AI/AN (Title VI) students will be given the opportunity to understand the Title VI program and to offer recommendations regarding the program. (ESEA 6114(c)(3)(C)).

Minutes from the Title VI Committee meetings will be made publically available upon

request. This will allow for ongoing dissemination of information.

Policy 2:

Regularly scheduled RSD Title VI Parent Advisory Committee meetings and RSD School Board meetings will formally provide opportunities for the Confederated Salish and Kootenai Tribes, and parents of AI/AN (Title VI) students to provide thoughtful input on the District's educational programs, activities, recommendations on the needs of AI/AN (Title VI) students, and on how the District may help AI/AN (Title VI) students realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)].

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication.
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure maximum participation of tribes and parents of Indian children

Procedure 2

Parents/guardians of AI/AN (Title VI) students and Indian tribes will be afforded an opportunity to present their views on such programs and activities, including an opportunity to make recommendations on the needs of these children and how the local educational agency may help such children realize the benefits of such programs and activities.

The Indian Education Report will be disseminated by email to the Confederated Salish and Kootenai Tribal Council, the CSKT Tribal Education Department, and the parents/guardians of AI/AN (Title VI) students. The summative Indian Education report will be disseminated via email the 3rd week of August and the midterm Indian Education Report will be disseminated via email in the 1st week of February. Hard copies will be made available upon request and at every school office.

The Ronan School District will email parents/guardians of AI/AN (Title VI) students, the Confederated Salish and Kootenai Tribal Council, and the CSKT Tribal Education Department an electronic survey requesting their input and recommendations during the month of March. The District will solicit the communication preference of parents/guardians of AI/AN (Title VI) students through this electronic survey. The District will work with the Tribal Community Development staff whose role is to maximize parent involvement.

The Ronan District Superintendent, administration, and school staff, in conjunction with the Ronan/Pablo Indian Education Committee and the Ronan Title VI Committee will review data and comments from the annual Title VI parent/guardian survey. The results of the survey data and its comments will be shared with the Ronan/Pablo Indian Education Committee, the RSD Title VI Parent Advisory Committee, parents/guardians of AI/AN

(Title VI) students, and the CSKT Tribal Education Department at the monthly April meetings. In addition, comments and/or suggestions brought forth from these conversations will become part of the RSD Title VI Parent Advisory Committee and Indian Education Committee's approved minutes. This data will be utilized to develop appropriate supplemental support for various programs.

If participation in the survey results has a low return rate from parents/guardians of AI/AN (Title VI) students, the District will re-evaluate its plan and consult with parents/guardians of AI/AN (Title VI) students and the CSKT Tribal Education Department on ways to improve and enhance participation in the consultation process.

The Confederated Salish and Kootenai Tribal Council, the Confederated Salish and Kootenai Tribal Education Director, the RSD Title VI Parent Advisory Committee, parents/guardians of AI/AN (Title VI) students, and the Ronan/Pablo Indian Education Committee will receive notice of the Indian Education Report's public hearings to be held during the regularly scheduled February and September RSD Title VI Parent Advisory Committee meeting. Public hearings will afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input. These hearings will be publicly advertised through electronic mail and in the same manner as a legally posted Board meeting. Comments can be submitted to the District superintendent and/or the Indian Ed. Director via email for one (2) weeks after the last Indian Education Report's public hearing. Submitted comments will be considered at the March and October Board meetings. Indian parents and community members may also provide comments and input on the status of Indian student participation in programs and activities in the District at the regularly scheduled Board meetings in March and October for planning purposes. The Board will review the District's Indian Education Report and make recommendations to the documented comments, and thoughtful input.

Policy 3

The Ronan School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education programs and activities.
[34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow the Confederated Salish and Kootenai Tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3

The Ronan School District will gather data from records that show the ratio of Indian children compared to other children participating in academic and co-curricular programs. This data will be included in the District's yearly and mid-year *Indian Education Report*.

At the regularly scheduled September and February RSD Title VI Parent Advisory Committee meetings the District Administrator (or a designee), will provide a presentation upon the extent of Indian students participation in the education programs reported within the RSD Indian Report. This meeting will serve as a means to consult, collaborate, and assess the extent of Indian students participation in the educational programs reported within the RSD Indian Education Report. At such meetings, attendees will analyze the Indian Education Report's data and Tribal/parental commentary to determine the extent of equality of AI/AN (Title VI) student participation in comparison with non-AI/AN (Title VI) students. If areas of concern arise, a special meeting with the RSD Title VI Parent Advisory Committee, Ronan/Pablo Indian Education Committee, RSD Board Representatives, the CSKT Tribal Education Department, and any other concerned parents will be held.

Parents/guardians of AI/AN (Title VI) students or tribal officials may comment on the results at regularly scheduled school board meetings, Ronan/Pablo Indian Education Committee meetings, Title VI Committee meetings, and/or directly to the District's superintendent or designee by phone or email. In addition, parents of Indian children and Tribal officials may comment during the month of March through an electronic survey requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

The Ronan School Board will work with the Ronan/Pablo Indian Education Committee, the RSD Title VI Parent Advisory Committee, parents/guardians of AI/AN (Title VI) students, the CSKT Tribal Education Department, and RSD staff members to assist in the modification of educational programs in order to ensure the equal participation of Indian children. Such committees shall make recommendations to the Ronan School Board at regularly scheduled RSD School Board meetings as to any suggested modifications. The Ronan School Board shall give deference to the suggestions of the committee in voting on proposed modifications.

Public hearings to be held during the regularly scheduled September and February RSD Title VI Parent Advisory Committee meetings. The school district will gather comments and/or suggestions relating to AI/AN (Title VI) student participation in the Ronan School District's educational programs and activities. Upon completion of the public hearings in September and February it is determined that there are gaps in Indian participation within the educational program and/or activities, the Ronan School District School Board in consultation with the Ronan/Pablo Indian Education Committee, the RSD Title VI Parent Advisory Committee and

the CSKT Tribal Education Department, will modify its educational programs in such a way as to improve Indian participation.

Policy 4

The Ronan School District will modify the IPP's if necessary based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)].

Procedure 4

If areas of data in the *Indian Education Report* indicate review or modification of a school program or activity is necessary, a working committee made up of parents/guardians of AI/AN (Title VI) students, RSD School Board members, Ronan/Pablo Indian Education Committee, the RSD Title VI Parent Advisory Committee and the CSKT Tribal Education Department will be identified to engage in a review and provide recommendations for change.

Parents/guardians of AI/AN (Title VI) students and the CSKT Tribal Education Department will assess the effectiveness of their input to the Ronan School District. If their assessment indicates modification of the District's Indian Policies and Procedures is necessary, a working committee made up of parents/guardians of AI/AN (Title VI) students, Board members, the CSKT Tribal Education Department, Ronan/Pablo Title VI Parent Advisory Committee, and the Ronan/Pablo Indian Education Committee will be constructed to engage in review and modification of the Indian Policies and Procedures.

The IPPs will be formally reviewed at the regularly scheduled November and December RSD School Board meetings. The current IPP's will be sent via email to the CSKT Tribal Education Department, the Ronan/Pablo Title VI Parent Advisory Committee, and the Ronan/Pablo Indian Education Committee, two weeks prior to the regularly scheduled October RSD Title VI Parent/Advisory Committee. The IPPs will be reviewed at the regularly scheduled October RSD Title VI Parent Advisory Committee meeting and the October Ronan/Pablo IEC meeting. These groups will be invited to make recommendations for changes to the IPP's, which will then be forwarded to the RSD School Board for review and consideration. If necessary, the Indian Education Committee and Title VI Parent Advisory Committee may suggest revisions at other times of the year at regularly scheduled School Board meetings. The Ronan School District will send any changes via email to the parents/guardians of AI/AN (Title VI) students, the CSKT Tribal Education Department, Ronan/Pablo Title VI Parent Advisory Committee, and the Ronan/Pablo Indian Education Committee within seven days of adoption by the Ronan School Board.

Policy 5

The Ronan School District will respond at least annually in writing to comments and recommendations made by the CSKT Tribal Education Department, the Ronan/Pablo Title VI Parent Advisory Committee, and the Ronan/Pablo Indian Education Committee and disseminate the responses to Confederated Salish and Kootenai Tribal officials, and parents of Indian children prior to the submission of the IPP's by the Ronan School District. [34CRF222.94(a)(5)].

Procedure 5

The Ronan School District will respond at least annually in writing to comments and recommendations made by the parents/guardians of AI/AN (Title VI) students, the Ronan/Pablo Title VI Committee, the Ronan/Pablo Indian Education Committee, and the CSKT Tribal Education Department. The Ronan School District will disseminate the responses to all aforementioned parties via email prior to the adoption of the IPP's by the Ronan School District.

Policy 6

The Ronan School District will provide a copy of the IPP's annually to the parents/guardians of AI/AN (Title VI) students, the Ronan/Pablo Title VI Committee, the Ronan/Pablo Indian Education Committee, the CSKT Tribal Education Department, and the CSKT Tribal Council. [34CR F222.94 (a)(6)]

Procedure 6

The Ronan School District will annually provide a copy of the current Ronan School District Indian Policy and Procedures to the Confederated Salish and Kootenai Tribes by emailing a copy to the Confederated Salish and Kootenai Tribal Council, parents of Indian children, the Ronan/Pablo Title VI Committee, the Ronan/Pablo Indian Education Committee, and the Confederated Salish and Kootenai Tribal Education Department. The RSD school calendar will include dates that are aligned with IPP policies and procedures. Ronan School District will also have a copy of the current IPP's on the District's website: www.ronank12.edu.

Open Meeting

All meetings regarding these Indian Policies and Procedures will be conducted in compliance with Montana's open meeting laws.

GRIEVANCE PROCEDURE

Any parent or other citizen who has a complaint concerning the actions of the Board relating to equal access of American Indian Children of school age to programs, services, and activities offered in the District may pursue their complaint through the Board's Uniform Complaint Procedure, Policy 1700. A copy of the Uniform Complaint Procedure can be obtained from the District administration office or any of the school offices. The above-outlined grievance procedure does not supersede or in any way prevent the Confederated Salish and Kootenai Tribes from pursuing a written complaint with the U.S. Department of Education, under CFR 222.102, concerning any actions of the District undertaken with respect to these Indian Policies and Procedures.


Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII 8 of the Elementary and Secondary Education 9 Act of 1965)

34 CFR 222.94 What provisions must be included in a local 11 educational agency's Indian policies and procedures?


Policy History

Adopted on: 9-10-2001

Revised on: 6-13-2005; 5-14-2007; 1-8-18; 12-10-18; 12-09-19; 12-14-2020; 12-13-2021



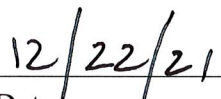
Chairperson, Ronan Pablo Board Of Trustees



Date



Title VI Indian Education Committee Chairperson



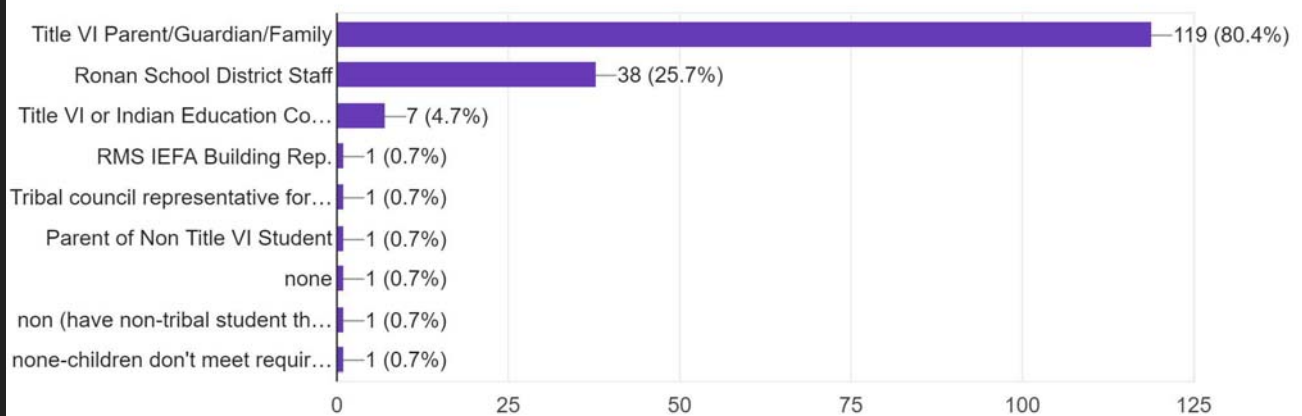
Date

2021-2022 Title VI Parent/Guardian Survey

Ronan School District #30

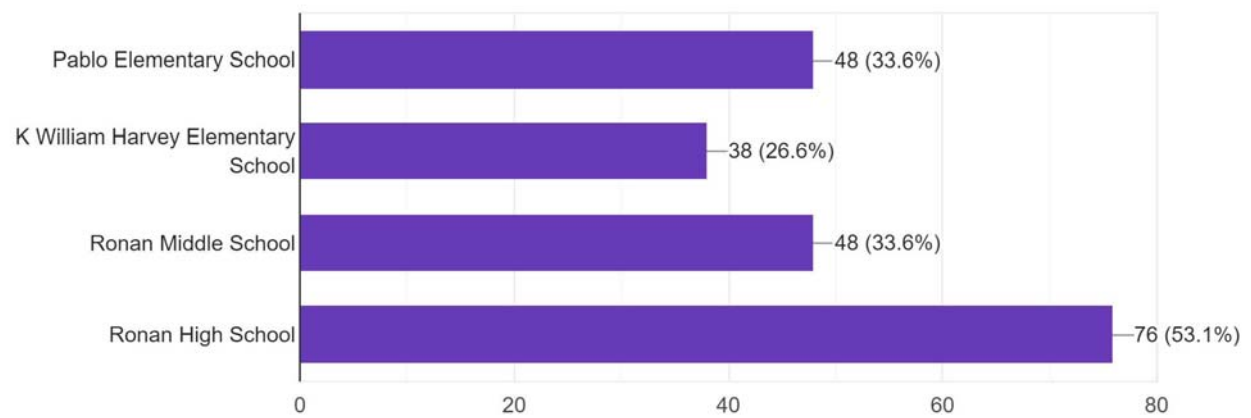
What is your role in RSD Title VI Indian Education? Check all that apply.

148 responses



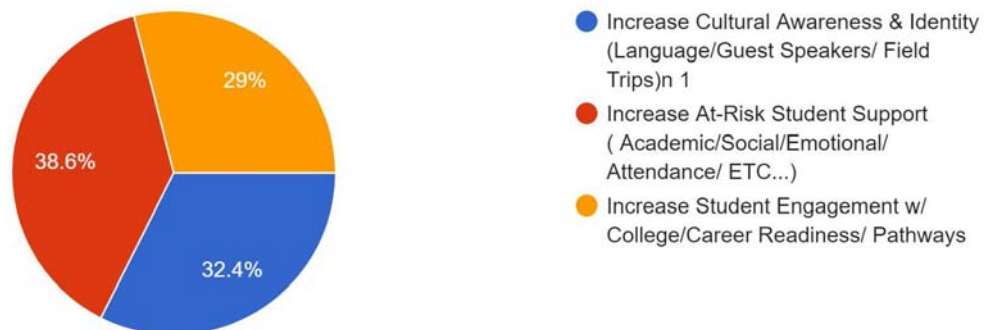
Which school site(s) does your student(s) attend? Check all that apply.

143 responses



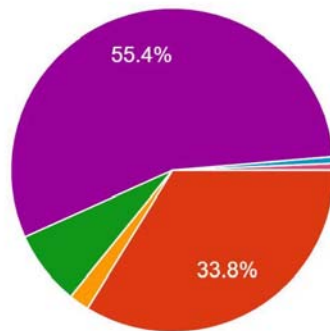
The Title VI Committee has set the following goals for the 2021/22 school year. Please choose the goal you feel is most important to meeting the ne...ration descendants, 2nd generation descendants).

145 responses



Which form of communication do you prefer?

148 responses



- School Website
- Text/Remind App
- Social Media (Facebook)
- Phone Call
- Email
- Both text and email.
- staff meeting

2023: Ronan Elem. School District No. 30 - 361915 - 7003

START 7003 AMENDMENT

Summary Documents Audit History Related Actions

7003 Application Review

Submission Information

LEA Signatory mark.johnston@ronank12.edu

Signing Date 1/28/2022 6:52 PM EST

Submission Date 1/28/2022 6:52 PM EST

Application Print PDF Print for 7003 Application 18097 version: 1

LEA Information

Name	Impact Aid Number	Application Year	2023	Contact Info	
Ronan Elem. School District No. 30	MT-361915	Charter School	No	Title	Superintendent
Application Number	18097	PR Award Number	S041B 20232912	Name	Mr. Mark Johnston
Reference Number	MT-2023-361915	New or Non-Continuing	No	Email Address	mark.johnston@ronank12.edu
Late	No	7003 (b)(2) Applicant	No	Phone Number	(406) 676-3390
Version	1			Extension	
Address	421 Andrew Street NW Ronan, MT, 59864-2302			Fax Number	(406) 676-3392
County(ies)	Lake				

Note: If any of this LEA information has changed, you must update it on the LEA record page. To update it, click on the 'Update Core LEA Details' button that is on the LEA Record page.

PRIOR YEAR TCE AND LCR DATA. For estimation purposes only. The actual payment may differ.

Payment Estimates

7003(b) - Basic Support	\$898,554.18	7003(d) - Children with Disabilities	\$30,667.32	40% Small District LOT eligible	No
LOT Percentage	50%	CWD Pro Rata	\$500.00		

PRIOR YEAR TCE AND LCR DATA. For estimation purposes only. The actual payment may differ.

TCE

State Net Current Expenditure	\$1,647,392.00	Total Expenditures	\$12,260,000.00
Student Membership	1,139	Total Current Expenditure (TCE)	\$10,756,000.00
Total Revenues	\$13,392.00	Exclusions	\$1,504,000.00
Annual Financial Report	No documents		

LCR Type	LCR
<input checked="" type="radio"/> 1/2 National Average	\$6,794.00
<input type="radio"/> 1/2 State Average	\$6,077.00
<input type="radio"/> Generally Comparable District Amount	
<input type="radio"/> State Average * Local Contribution Percentage	\$5,361.13

LEA 7003(b)(2) Information

Section 7003(b)(2) provides a special payment calculation for basic support payments for eligible LEAs. Very few LEAs meet the percentage of federally-connected students in ADA, the per-pupil expenditure (PPE) and tax rate requirements to be considered Heavily Impacted under Section 7003(b)(2).



Heavily Impacted Tax Rate Certification Form ↓

B2 Documents

Once application is submitted, deleting PII documents is not allowed.

Type	Document	Modified By	Modified On
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No documents available

[New Document](#)

Membership & ADA

First Day of School	Attendance Ratio Type	Membership	Students	Preceding Year	Current Year
August 25, 2021	Standard	Total number of children enrolled in the preceding school year and the current school year on the respective survey date			
		In Schools of the Applicant's District (do not include tuition-out children)		1,087	1,087
		For whom tuition is received (tuition-in)		0	0
		Subtotal		1,087	1,087
		For whom tuition was paid (tuition-out)		0	0
		For whom the applicant school district provided free public elementary or secondary education		1,087	1,087
		Residence			
	Attendance Ratio				
	Average Daily Attendance				

Pursuant to the Supplemental Impact Aid Flexibility Act, this LEA is filing this application for FY 2023 using data submitted on its FY 2022 application.

How did you collect information on the federally connected children in membership?

- Survey Forms
- Source Check Forms
- Electronic Data Collection

Indian Lands - C

Child Resides: Indian Lands

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
Salish Kootenai Hud Hsng	Hwy 93 West Polson, MT	120	26
Flathead Resv. - Specific Individual	Trust props approved from Fy 2019 Appl Polson, MT	247	39
		Total Child Count: 367	Total CWD Count: 65

Uniformed Services Live-On - B

Child Resides: Federal Property, Parent: Uniformed Services

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			
		Total Child Count: 0	Total CWD Count: 0

Uniformed Services Live-Off - D(i)

Child Resides: Not on Federal Property, Parent: Uniformed Services

Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available	

Foreign Military - A(ii)

Child Resides: On Federal Property, Parent: Foreign Military Officer and accredited Foreign Government Official

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			
		Total Child Count: 0	Total CWD Count: 0

Foreign Military Live-Off - D(ii)

Child Resides: Not on Federal Property, Parent: Foreign Military Officer and accredited Foreign Government Official

Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available	

Low Rent Housing - E

Not Section 8 or Low Income Tax Credit

Property	Property Address	Total Children 
----------	------------------	--

No items available

Total Child Count: 0

Live-On Work-On

Federal Property should be marked 'Existing Property' unless you are unable to find it in the Federal Property Database. Remember that children living on Indian Lands should be listed under the Indian Lands section.

Child Category	Existing Property	Name	Address or Other Location Information	City	State	Total Children (incl. CWD)
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No items available

Live-On Only - F

Child Resides: Federal Property, Parent: Not Employed On, Foreign Military Officer, non Uniformed Services


Property	Property Address	Total Children 
----------	------------------	---

No items available

Total Child Count: 0

Work-On Only - G(i/ii)

Child Resides: Not on Federal Property, Parent: Employed- Federal Property

Property	Property Address	Total Children 
Mission Valley Power Company	36079 Pablo West Road Pablo, MT	0
Flathead Irrigation Project	Flathead Resv (No city), MT	0
Salish and Kootenai Tribe - Flathead Resv	Specifi Indiv Properties Approved in FY 2000 Appl xxxx, MT	0
S&K Technologies	56 Old Hwy 93 St. Ignatius, MT	0
Salish Kootenai College	58138 Hwy 93 N Pablo, MT	0
S&K Gaming	49708 US Hwy 93 Polson, MT	0

Total Child Count: 0

New Properties

Child Category	Name	Address or Other Location Information	City	State	Total Children (incl. CWD)	Children with Disabilities (CWD)
No items available						

Expenditures for CWD

Fiscal report for applicants claiming children with disabilities on the applicant's previous fiscal year's application.

Total Additional Expenditures ⓘ	\$1,664,765.37	Total Funds for Part B of the Individuals with Disabilities Education Act ⓘ	\$368,304.00
Total State Aid for All Current Operating Expenditures ⓘ	\$5,677,379.48	Other Sources of Aid Received for Children with Disabilities ⓘ	\$264,373.02
Total State Aid for Children with Disabilities ⓘ	\$356,591.10	Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities ⓘ	177

Indian Policies and Procedures

IPP Checklist ⓘ

This is the checklist your state analyst will use to verify your IPP. You may use it to ensure that your IPP meets the requirements

IPP

[Policy 7231 IPP_s 12.13.2021 Signed.pdf](#)
Size: 0.89 MB

Date of Board Approval

1
3
,
2
0
2
1

Waiver Checklist ⓘ

This is the checklist your state analyst will use to verify your Waiver. You may use it to ensure that your Waiver meets the requirements

Waiver(s)

Date of Tribe Signature	Document
-------------------------	----------

No items available

2023: Ronan High School District No. 30 - 361911 - 7003

START 7003 AMENDMENT

Summary Documents Audit History Related Actions

7003 Application Review

Submission Information

LEA Signatory mark.johnston@ronank12.edu

Signing Date 1/28/2022 7:34 PM EST

Submission Date 1/28/2022 7:34 PM EST

Application Print PDF Print for 7003 Application 18100 version: 1

LEA Information

Name	Impact Aid Number	Application Year	2023	Contact Info
Ronan High School District No. 30	MT-361911	Charter School	No	
		PR Award Number	S041B 20232913	Title Superintendent
Application Number 18100		New or Non-Continuing No		Name Mr. Mark Johnston
Reference Number MT-2023-361911		7003 (b)(2) Applicant No		Email Address mark.johnston@ronank12.edu
Late No				Phone Number (406) 676-3390
Version 1				Extension
Address 421 Andrew Street NW Ronan, MT, 59864-2302				Fax Number (406) 676-3392
County(ies) Lake				

Note: If any of this LEA information has changed, you must update it on the LEA record page. To update it, click on the 'Update Core LEA Details' button that is on the LEA Record page.

PRIOR YEAR TCE AND LCR DATA. For estimation purposes only. The actual payment may differ.

Payment Estimates

7003(b) - Basic Support \$235,879.43	7003(d) - Children with Disabilities \$5,189.86	40% Small District LOT eligible No
LOT Percentage 50%	CWD Pro Rata \$500.00	

PRIOR YEAR TCE AND LCR DATA. For estimation purposes only. The actual payment may differ.

TCE

State Net Current Expenditure \$1,647,392.00	Total Expenditures \$5,082,000.00
Student Membership 343	Total Current Expenditure (TCE) \$4,336,000.00
Total Revenues \$5,522.00	Exclusions \$746,000.00
Annual Financial Report No documents	

LCR Type	LCR
<input checked="" type="radio"/> 1/2 National Average	<input checked="" type="radio"/> \$6,794.00
<input type="radio"/> 1/2 State Average	<input type="radio"/> \$6,077.00
<input type="radio"/> Generally Comparable District Amount	<input type="radio"/>
<input type="radio"/> State Average * Local Contribution Percentage	<input type="radio"/> \$5,361.13

LEA 7003(b)(2) Information

Section 7003(b)(2) provides a special payment calculation for basic support payments for eligible LEAs. Very few LEAs meet the percentage of federally-connected students in ADA, the per-pupil expenditure (PPE) and tax rate requirements to be considered Heavily Impacted under Section 7003(b)(2).



Heavily Impacted Tax Rate Certification Form ↓

B2 Documents

Once application is submitted, deleting PII documents is not allowed.

Type	Document	Modified By	Modified On
------	----------	-------------	-------------

No documents available

[New Document](#)

Membership & ADA

First Day of School	Attendance Ratio Type	Membership	Students	Preceding Year	Current Year
2025	Standard	Total number of children enrolled in the preceding school year and the current school year on the respective survey date			
2025	Standard	In Schools of the Applicant's District (do not include tuition-out children)		335	371
2025	Standard	For whom tuition is received (tuition-in)		0	0
2025	Standard	Subtotal		335	371
2025	Standard	For whom tuition was paid (tuition-out)		0	0
2025	Standard	For whom the applicant school district provided free public elementary or secondary education		335	371
2025	Standard	Ratio			
2025	Average Daily Attendance				

Pursuant to the Supplemental Impact Aid Flexibility Act, this LEA is filing this application for FY 2023 using data submitted on its FY 2022 application.

How did you collect information on the federally connected children in membership?

- Survey Forms
- Source Check Forms
- Electronic Data Collection

Indian Lands - C

Child Resides: Indian Lands

Property	Property Address	Total Children (incl. CWD)	Children with Disabilities (CWD)
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Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
Flathead Resv. - Specific Individual	Trust props approved from Fy 2019 Appl Polson, MT	74	7
Salish Kootenai Hud Hsng	Hwy 93 West Polson, MT	28	4
		Total Child Count: 102	Total CWD Count: 11

Uniformed Services Live-On - B

Child Resides: Federal Property, Parent: Uniformed Services

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			
		Total Child Count: 0	Total CWD Count: 0

Uniformed Services Live-Off - D(i)

Child Resides: Not on Federal Property, Parent: Uniformed Services

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			

Foreign Military - A(ii)

Child Resides: On Federal Property, Parent: Foreign Military Officer and accredited Foreign Government Official

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			
		Total Child Count: 0	Total CWD Count: 0

Foreign Military Live-Off - D(ii)

Child Resides: Not on Federal Property, Parent: Foreign Military Officer and accredited Foreign Government Official

Property	Property Address	Total Children (incl. CWD) ?	Children with Disabilities (CWD) ?
No items available			

Low Rent Housing - E

Not Section 8 or Low Income Tax Credit

Property	Property Address	Total Children 
----------	------------------	--

No items available

Total Child Count: 0

Live-On Work-On

Federal Property should be marked 'Existing Property' unless you are unable to find it in the Federal Property Database. Remember that children living on Indian Lands should be listed under the Indian Lands section.

Child Category	Existing Property	Name	Address or Other Location Information	City	State	Total Children (incl. CWD)
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No items available

Live-On Only - F

Child Resides: Federal Property, Parent: Not Employed On, Foreign Military Officer, non Uniformed Services


Property	Property Address	Total Children 
----------	------------------	---

No items available

Total Child Count: 0

Work-On Only - G(i/ii)

Child Resides: Not on Federal Property, Parent: Employed - Federal Property

Property	Property Address	Total Children 
Salish and Kootenai Tribe - Flathead Resv	Specifi Indiv Properties Approved in FY 2000 Appl xxxx, MT	30
Mission Valley Power Company	36079 Pablo West Road Pablo, MT	1
S&K Electronics	56301 US Hwy 93 N Ronan, MT	1
Salish Kootenai College	58138 Hwy 93 N Pablo, MT	2
Flathead Irrigation Project	Flathead Resv (No city), MT	3
S&K Technologies	56 Old Hwy 93 St. Ignatius, MT	1

Total Child Count: 35

New Properties

Child Category	Name	Address or Other Location Information	City	State	Total Children (incl. CWD)	Children with Disabilities (CWD)
----------------	------	---------------------------------------	------	-------	----------------------------	----------------------------------

No items available

Expenditures for CWD

Fiscal report for applicants claiming children with disabilities on the applicant's previous fiscal year's application.

Total Additional Expenditures	\$198,573.42	Total Funds for Part B of the Individuals with Disabilities Education Act	\$95,838.00
Total State Aid for All Current Operating Expenditures	\$2,117,929.81	Other Sources of Aid Received for Children with Disabilities	\$0.00
Total State Aid for Children with Disabilities	\$70,528.64	Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities	35

Indian Policies and Procedures

IPP Checklist

This is the checklist your state analyst will use to verify your IPP. You may use it to ensure that your IPP meets the requirements

IPP

[Policy 7231 IPP_s 12.13.2021 Signed.pdf](#)
Size: 0.89 MB

Date of Board Approval

1
3
2
0
2
1

Waiver Checklist

This is the checklist your state analyst will use to verify your Waiver. You may use it to ensure that your Waiver meets the requirements

Waiver(s)

Date of Tribe Signature Document

No items available

Ronan Public Schools

INSTRUCTION

2410P
page 1 of 3

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering in high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of twenty-three (23) units in order to complete graduation requirements. A student may apply to Ronan High School Administration to participate in the OPI HiSET Option their graduation or 5th year. Students in the HiSET Option who complete Senior English, Economics, and Government and score a 46 on the HiSET Test will qualify for a Ronan High School Diploma. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses.

All classes attempted at Ronan High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once, regardless of repetition of the course.

Dual Credit

Dual credit allows high school students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a postsecondary degree or certificate, or toward transfer to another college. The District will assign the grade given by the college professor to the student's report card. The primary purpose of offering dual credit courses is to deliver high quality, introductory, college level courses to high-performing high school students. The Ronan School District No 30 has dual credit partnerships with Salish Kootenai College and Flathead Valley Community College. Students interested in dual credit opportunities must meet with their building administration to determine available options.

Students should be aware of Montana High School Association on-campus attendance eligibility requirements for activity participation.

2410P
page 2 of 3

Honors

Students satisfying the graduation requirements with a GPA between 3.5 and 4.0 will receive High Honors, and students with a GPA between 3.0 and 3.499 will graduate with Honors.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Valedictorian and Salutatorian

Valedictorian and Salutatorian will be determined at the end of eight (8) semesters and will be based upon cumulative GPA and the completion of the Honors Curriculum. The student(s) with the highest GPA will be designated Valedictorian(s). The student with the next highest GPA will be designated Salutatorian. In case of a tie, the ACT or SAT scores will determine the recipient of the Montana University System Honors Scholarship. Students must be in continual attendance at Ronan High School the four (4) semesters prior to graduation to be considered for the title of Valedictorian or Salutatorian or the Montana University System Honors Scholarship. The Montana University System Honors Scholarship is awarded using the sixth-(6th)-semester GPA.

Early Graduation

In accordance with provisions of § 20-9-313, MCA, the ANB of a school may be increased when a high school district provides early graduation for a student who completes graduation requirements in less than eight semesters or the equivalent amount of secondary school enrollment. The increase must be established by the trustees as though the student had attended to the end of the school fiscal year and must be approved, disapproved, or adjusted by the Superintendent of Public Instruction.

The Board hereby authorizes the high school principal to recommend to the Superintendent for early graduation students who are on track to complete the minimum requirements for graduation in less than eight semesters.

Permission to graduate from school with less than four (4) years attendance shall be granted by the Board on the basis defined herein:

All requests for graduation with less than four (4) years attendance shall be presented to the principal, who shall make a thorough review of the student's units and reasons for the request and make his/her recommendation to the Superintendent.