

**CULBERTSON SCHOOL DISTRICT #17 J/R/C**  
**RICHLAND/ROOSEVELT COUNTIES**  
**CULBERTSON, MONTANA**

**NOTICE OF REGULAR SCHOOL BOARD MEETING**

**Tuesday–November 19, 2013, 6:30 PM**

PREVIEW BILLS.....6:15 PM

CALL TO ORDER.....6:30 PM

**ROLL CALL**

- 01. Action, establish quorum

**RECOGNITION OF VISITORS**

- 02.

**APPROVE AGENDA**

- 03. Action, approve agenda

**PUBLIC COMMENT FOR AGENDA ITEMS**

- 04.

**MINUTES OF PREVIOUS MEETINGS**

- 05. Action, approve minutes from the following meeting(s)
  - a. October 22, 2013 (Regular Board Meeting)

**FINANCE REPORT**

- 06. Action, Pay Bills/Approve Investments/Review Extra-curricular Accounts

**REPORTS**

- 07. Information, Student Representative Report
- 08. Information, Teacher Report
- 09. Information, Activities Director Report
- 10. Information, Technology Systems Administrator Report
- 11. Information, Principal Report
- 12. Information, District Clerk Report
- 13. Information, Superintendent Report

\* Items listed on the agenda do not necessarily indicate the order in which they will be addressed.

**Mission**

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

**UNFINISHED BUSINESS**

14. Action, Board Policy: Staff Dress Code
15. Action, Board Policy: Staff Cell Phone Use
16. Action, Board Policy: Staff Social Media Use
17. Action, Board Policy: Activity Bus/School Van Ridership
18. Action, Board Policy: Extra-Curricular Team Support Staff
19. Action, Teacher Housing

**NEW BUSINESS**

20. Action, College Graduate Credit Request(s)
21. Action, Guest Teacher Application(s)
22. Action, 2013-2014 Classified Staff Contract(s)
  - a. Title I Aide
  - b. Special Education Aide
  - c. Custodian
23. Action, 2013-2014 Extra-Curricular Contract(s)
  - a. National Honor Society Advisor
  - b. High School BPA Assistant Advisor
  - c. High School Speech & Drama Assistant Coach
  - d. High School Girls' Basketball Assistant Coach
24. Action, Meth/Suicide Prevention Workshop
25. Action, Resignation
26. Action, Technology Request
27. Action, 8<sup>th</sup> Grade Participation in High School Girls' Basketball

**PUBLIC COMMENT FOR NON-AGENDA ITEMS**

- 28.

**~~REPORTS (Continued)~~**

29. Information, Trustees Reports/Requests.

**DATE/TIME FOR NEXT MEETING**

30. Date: Tuesday, December 17<sup>th</sup> Time: 6:30 p.m.  
Potential Conflicts: Winter Music Concert at 7:00 p.m.  
Suggested Change: Monday, December 16<sup>th</sup> or Wednesday, December 18<sup>th</sup> or  
Thursday, December 19<sup>th</sup> or Thursday, December 12<sup>th</sup> or  
some other less conflicting date/time

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**ADJOURNMENT**

31. Time of adjournment: \_\_\_\_\_

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# Public Comment

(Agenda Items)

The Culbertson School Board of Trustees would like to encourage public comment on any agenda item during the time that it is presented. If any visitor has any particular agenda item or items on which to comment, we would ask that you please indicate your intentions at that time.

Thank you.

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SCHOOL BOARD MINUTES  
REGULAR MEETING  
October 22, 2013  
Tuesday – 6:30 p.m.

The Board met in regular session on Tuesday, October 22, 2013, at 6:30 p.m. Trustees present were: Chair Paul Finnicum, Amanda Cullinan, Cheryl Kirkaldie, and Ron Larsen. Representatives were: Larry Crowder, Mike Olson, Dave Solem and Lora Finnicum.

Visitors were recognized. Amanda Cullinan made motion to approve the agenda. Cheryl Kirkaldie seconded motion. Motion carries unanimously. Notice for public comment given.

Ron Larsen made motion to approve the minutes of September 17<sup>th</sup> (regular board) and October 7, 2013 (special board) meeting. Amanda Cullinan seconded motion. Motion carries unanimously. Gy Salvevold entered meeting at 6:31 p.m.

Cheryl Kirkaldie made motion to pay the October bills, approve investments, and note extra-curricular balances. Ron Larsen seconded motion. From the last legislative session, the retirement fund balance reserves were dropped from 35 percent to 20 percent. The 15 percent difference (\$100,885.93) was to be paid to the Teacher Retirement System and is included in this month's expenditures. Motion carries unanimously.

Payroll Warrants	48716 to 48771
Claims Warrants	59521 to 59610

Juniors and Seniors would be going to BPA leadership workshop. BPA was sponsoring Pack the Place Pink for the volleyball games and donations would be given to breast cancer awareness. Culbertson would be hosting a football playoff game on November 2<sup>nd</sup>. Nemont installed the second internet line so hopefully it will fix our problems.

Gy Salvevold made motion to approve the teacher evaluation form. Amanda Cullinan seconded motion. Motion carries unanimously.

Ron Larsen made motion to approve the principal evaluation form. Gy Salvevold seconded motion. Motion carries unanimously.

Gy Salvevold made motion to post Policy 1-04-151 Staff Dress Code, 1-04-152 Staff Cell Phone Use, 1-04-153 Staff Social Media Use, 1-04-154 Activity Bus/School Van Ridership, and 1-04-155 Extra-Curricular Team Support Staff. Amanda Cullinan seconded motion. Motion carries unanimously.

Roger Meyer and Craig Kennedy gave a proposal on school housing with several options. Potential lots would be the Nay Lot and northwest of the football field. No costs were provided at this time.

Chair closed meeting at 6:49 p.m. for student enrollment request and reconvened at 6:59 p.m. Ron Larsen made motion to deny enrollment request. Amanda Cullinan seconded motion. Motion carries unanimously.

SCHOOL BOARD MINUTES

REGULAR MEETING

October 22, 2013

Tuesday – 6:30 p.m.

Gy Salvevold made motion hire Alisha Hoffman, Felicia Ford, Cristina Rees, and Ian Knight as Guest Teachers, pending successful fingerprint and background checks. Cheryl Kirkaldie seconded motion. Motion carries unanimously.

Amanda Cullinan made motion to hire Pam Zieman as Title I Aide for 4 hours per day. Ron Larsen seconded motion. Motion carries unanimously. Proposal was received from the Lambert family to clean the Old Armory weekly for \$125 through the end of the school year. Gy Salvevold made motion to approve the proposal. Amanda Cullinan seconded motion. Motion carries unanimously.

Gy Salvevold made motion to approve \$5,000 allocation for professional growth and allow \$70 motel rate. Cheryl Kirkaldie seconded motion. Motion carries unanimously.

Ron Larsen made motion to approve the 2 p.m. dismissal on October 31<sup>st</sup> to host the opening round of the 1C volleyball tournament. Amanda Cullinan seconded motion. Motion carries unanimously.

List of obsolete items were presented. Ron Larsen made motion to dispose of old popcorn machine, ag shop work benches, and old football helmets. Cheryl Kirkaldie seconded motion. Motion carries unanimously.

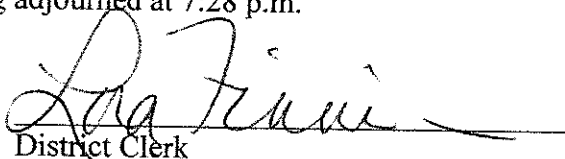
Lana Hekkel presented options for band instrument rentals. Ron Larsen made motion to keep the program the same, \$60 per year and the school would pay for repairs, or \$0 per year and the student would pay for repairs. Any repairs over normal wear and tear would be charged to the student. Gy Salvevold seconded motion. Costs for repairs and maintenance would not be charged to the yearly supply budget. Motion carries unanimously.

Board reviewed a request for 6<sup>th</sup> grade participation in JH Girls' Basketball. Ron Larsen made motion to approve. Gy Salvevold seconded motion. Motion carries unanimously.

Gy Salvevold made motion to hire Barry Bighorn Sr. as HS Assistant Boys' Basketball Coach. Ron Larsen seconded motion. Motion carries unanimously.

Notice for public comment on non-agenda items given. Scott Weston and Rick Hanson from Sheridan Electric presented the Culbertson School Board a check for \$18,313.07 from unclaimed capital credits. Board expressed their thanks and would use the funds on a special project. Next regular meeting scheduled for November 19<sup>th</sup> at 6:30 p.m. Cheryl Kirkaldie made motion to adjourn. Gy Salvevold seconded motion. Meeting adjourned at 7:28 p.m.

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Board Chair

  
District Clerk

**CULBERTSON SCHOOL DISTRICT CASH FLOW REPORT**  
for the month of OCTOBER 31, 2013

FUND	BEGINNING BALANCE	RECEIPTS	INVESTMENTS IN	INVESTMENTS OUT	DISBURSEMENTS	ENDING BALANCE	TREASURER BALANCE	VARIANCE
GENERAL	279.57	67,447.93	418,810.00	364,027.00	119,387.91	3,122.59	3,122.59	(0.00)
TRANSP	24,855.53	1,069.70	156,271.00	161,132.00	19,994.43	1,069.80	1,069.80	0.00
RETIREM	42,181.59	914.97	66,397.00	43,971.00	64,606.87	915.69	915.69	(0.00)
MISC	(3,947.70)	1,709.85	60,204.00	60,210.00	8,078.12	(10,321.97)	(10,321.97)	-
Misc	6.45	9.85	60,204.00	60,210.00	-	10.30		
Title	(8,182.63)	-			8,162.12	(16,344.75)		
Multi Dist	3,011.09	-			-	3,011.09		
Ind Ed	-	-			-	-		
JMG	750.00	-			35.00	715.00		
SRS	(1,645.28)	1,700.00			-	54.72		
JOM	2,112.67	-			(119.00)	2,231.67		
AD ED	21.58	129.79	18,749.00	18,521.00	249.34	130.03	130.03	(0.00)
COMPAB	1.84	1.57	9,610.00	9,611.00	-	2.41	2.41	(0.00)
IMPACT	10.78	9.88	60,404.00	60,414.00	-	10.66	10.66	0.00
TECH	0.51	0.15	910.00	834.00	76.11	0.55	0.55	(0.00)
FLEX	36.14	29.45	179,963.00	107,631.00	72,367.90	29.69	29.69	0.00
COOP	45.83	66,843.98	203,090.00	159,739.00	110,207.39	33.42	33.42	(0.00)
PR	3,666.15	230,391.13	-	-	201,896.08	32,161.20	32,161.20	-
CL	8,682.43	376,514.44	-	-	377,911.98	7,284.89	7,284.89	0.00
ELEM	75,834.25	745,062.84	1,174,408.00	986,090.00	974,776.13	34,438.96	34,438.96	0.00
GENERAL	576.20	47,138.04	47,134.00	-	104,048.70	(9,200.46)	(9,200.46)	-
TRANSP	14,816.11	1,253.67	52,557.00	54,673.00	12,700.11	1,253.67	1,253.67	(0.00)
LUNCH	1.64	8,231.46	2,216.00	5,169.00	5,397.89	(117.79)	(117.79)	-
RETIREM	64,853.33	286.79	63,426.00	66,767.00	61,614.38	184.74	184.74	(0.00)
MISC	6,462.20	6.14	37,539.00	37,546.00	590.00	5,871.34	5,871.34	-
Misc	7.15	6.14	37,539.00	37,546.00	-	6.29		
AG	200.00	-			590.00	(390.00)		
BUS	-	-			-	-		
BUS-R	-	-			-	-		
Multi Dist	2,230.36	-			-	2,230.36		
JMG	365.69	-			-	365.69		
Perkins	-	-			-	-		
Aca Ach	3,659.00	-			-	3,659.00		
AD ED	26.30	148.44	13,424.00	13,200.00	249.34	149.40	149.40	(0.00)
DR ED	1.27	0.43	2,638.00	2,639.00	-	0.70	0.70	(0.00)
COMPAB	1.55	1.36	8,303.00	8,304.00	-	1.91	1.91	(0.00)
IMPAC	32.60	29.29	179,020.00	179,052.00	-	29.89	29.89	0.00
TECH	1.00	0.16	993.00	696.00	297.09	1.07	1.07	(0.00)
FLEX	0.16	-	-	-	-	0.16	0.16	-
ENDOW	5.31	4.28	26,173.00	26,178.00	-	4.59	4.59	0.00
HS	86,777.67	57,100.06	433,423.00	394,224.00	184,897.51	(1,820.78)	(1,820.78)	0.00
TOTAL	162,611.92	802,162.90	1,607,831.00	1,380,314.00	1,159,673.64	32,618.18	32,618.18	0.00

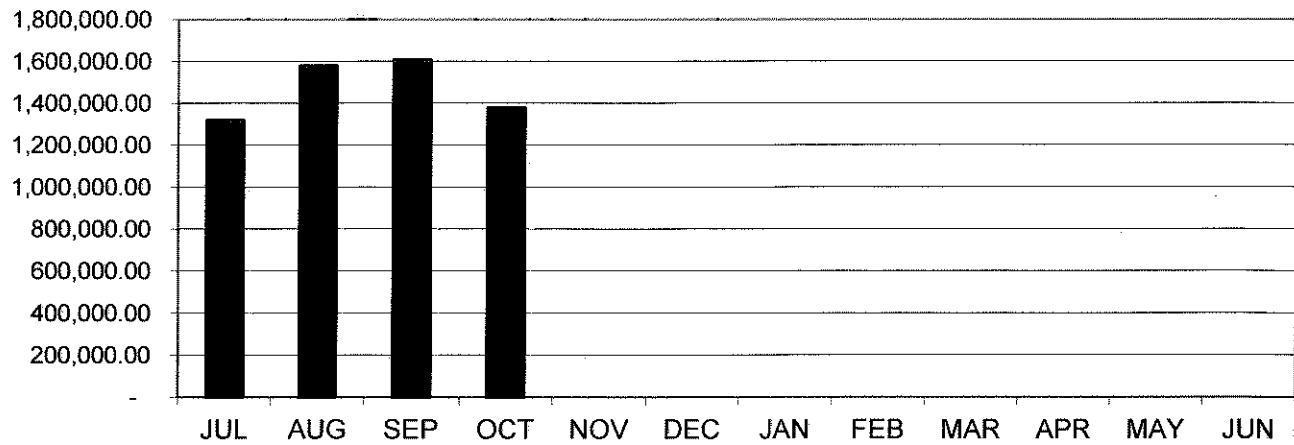
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
101 General	82,752.00	240,075.00	418,810.00	364,027.00								
110 Transport	147,492.00	175,746.00	156,271.00	161,132.00								
114 Retirement	89,051.00	81,387.00	66,397.00	43,971.00								
115 Misc Fed	34,031.00	34,031.00	60,204.00	60,210.00								
117 Adult Ed	19,946.00	19,184.00	18,749.00	18,521.00								
121 Comp Abs	3,866.00	9,609.00	9,610.00	9,611.00								
126 Impact Aid	84,037.00	60,390.00	60,404.00	60,414.00								
128 Technology	1.00	2.00	910.00	834.00								
129 Flex	255,884.00	196,946.00	179,963.00	107,631.00								
182 Interlocal	126,738.00	253,657.00	203,090.00	159,739.00								
201 General	74,143.00	93,189.00	47,134.00	-								
210 Transport	51,669.00	65,625.00	52,557.00	54,673.00								
212 Hot Lunch	5,962.00	8,329.00	2,216.00	5,169.00								
214 Retirement	81,404.00	73,202.00	63,426.00	66,767.00								
215 Misc Fed	37,520.00	37,520.00	37,539.00	37,546.00								
217 Adult Ed	14,753.00	13,858.00	13,424.00	13,200.00								
218 Drivers Ed	1,237.00	2,638.00	2,638.00	2,639.00								
221 Comp Abs	5,001.00	8,302.00	8,303.00	8,304.00								
226 Impact Aid	178,933.00	178,992.00	179,020.00	179,052.00								
228 Technology	1.00	1,764.00	993.00	696.00								
229 Flex	-	-	-	-								
281 Endow	26,159.00	26,169.00	26,173.00	26,178.00								
<b>TOTAL</b>	<b>1,320,580.00</b>	<b>1,580,615.00</b>	<b>1,607,831.00</b>	<b>1,380,314.00</b>								

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
101 General	100,011.00	123,476.00	219,639.00	155,073.00	240,404.00	343,750.00	258,054.00	165,961.00	305,581.00	220,520.00	23,991.00	82,752.00
110 Transport	34,885.00	41,392.00	59,520.00	53,031.00	87,798.00	149,513.00	135,511.00	117,630.00	128,752.00	109,231.00	87,097.00	147,492.00
114 Retirement	97,627.00	95,257.00	82,268.00	101,335.00	89,815.00	127,839.00	113,051.00	100,889.00	108,423.00	95,817.00	60,578.00	89,051.00
115 Misc Fed	62,236.00	62,251.00	62,266.00	60,721.00	61,718.00	61,350.00	61,363.00	61,375.00	61,386.00	61,395.00	61,406.00	34,031.00
117 Adult Ed	14,590.00	14,710.00	16,389.00	15,887.00	19,531.00	23,466.00	23,545.00	23,239.00	23,023.00	22,650.00	24,822.00	19,946.00
121 Comp Abs	8,701.00	8,702.00	6,014.00	6,016.00	6,017.00	5,599.00	5,634.00	5,635.00	5,603.00	5,604.00	5,605.00	3,866.00
126 Impact Aid	116,762.00	112,524.00	96,500.00	99,200.00	234,187.00	282,208.00	188,780.00	188,837.00	197,459.00	274,033.00	293,796.00	84,037.00
128 Technology	-	1,207.00	1,207.00	1,207.00	1,208.00	1,208.00	1,208.00	1,188.00	570.00	570.00	570.00	1.00
129 Flex	65,001.00	65,017.00	53,715.00	53,732.00	41,022.00	33,833.00	34,142.00	34,149.00	34,154.00	34,160.00	34,344.00	255,884.00
182 Interlocal	285,597.00	202,732.00	220,194.00	246,426.00	268,235.00	178,145.00	154,644.00	172,860.00	271,709.00	242,182.00	170,428.00	126,738.00
201 General	20,793.00	31,037.00	28,406.00	-	186,995.00	168,582.00	145,520.00	108,370.00	70,212.00	32,962.00	9,383.00	74,143.00
210 Transport	43,448.00	43,565.00	30,572.00	26,737.00	44,802.00	56,470.00	46,984.00	34,291.00	41,254.00	28,429.00	16,076.00	51,669.00
212 Hot Lunch	5,015.00	5,150.00	4,581.00	9,113.00	3,875.00	18,294.00	9,371.00	5,728.00	436.00	458.00	5,694.00	5,962.00
214 Retirement	81,255.00	78,014.00	68,309.00	87,222.00	79,541.00	123,646.00	115,315.00	106,047.00	116,318.00	107,508.00	82,155.00	81,404.00
215 Misc Fed	37,437.00	37,446.00	37,455.00	37,465.00	37,473.00	37,480.00	37,488.00	37,496.00	37,502.00	37,508.00	37,514.00	37,520.00
217 Adult Ed	5,380.00	5,240.00	4,802.00	4,297.00	8,622.00	10,569.00	10,699.00	10,714.00	9,971.00	9,569.00	12,302.00	14,753.00
218 Drivers Ed	2,853.00	4,534.00	4,534.00	4,536.00	4,537.00	4,537.00	4,538.00	4,053.00	4,540.00	4,541.00	4,542.00	1,237.00
221 Comp Abs	7,679.00	7,680.00	4,992.00	4,994.00	4,995.00	4,996.00	4,997.00	4,998.00	4,999.00	4,999.00	5,000.00	5,001.00
226 Impact Aid	43,886.00	43,896.00	37,211.00	34,324.00	87,652.00	106,500.00	90,825.00	90,846.00	94,258.00	159,716.00	168,005.00	178,933.00
228 Technology	-	894.00	894.00	894.00	894.00	894.00	874.00	875.00	757.00	758.00	758.00	1.00
229 Flex	-	-	-	-	122.00	122.00	122.00	122.00	122.00	122.00	154.00	-
281 Endow	27,036.00	27,043.00	27,050.00	27,057.00	27,062.00	27,068.00	30,717.00	31,094.00	31,099.00	31,104.00	31,109.00	26,159.00
<b>TOTAL</b>	<b>1,060,192.00</b>	<b>1,011,767.00</b>	<b>1,066,518.00</b>	<b>1,029,267.00</b>	<b>1,536,505.00</b>	<b>1,766,069.00</b>	<b>1,473,382.00</b>	<b>1,306,397.00</b>	<b>1,548,128.00</b>	<b>1,483,836.00</b>	<b>1,135,329.00</b>	<b>1,320,580.00</b>

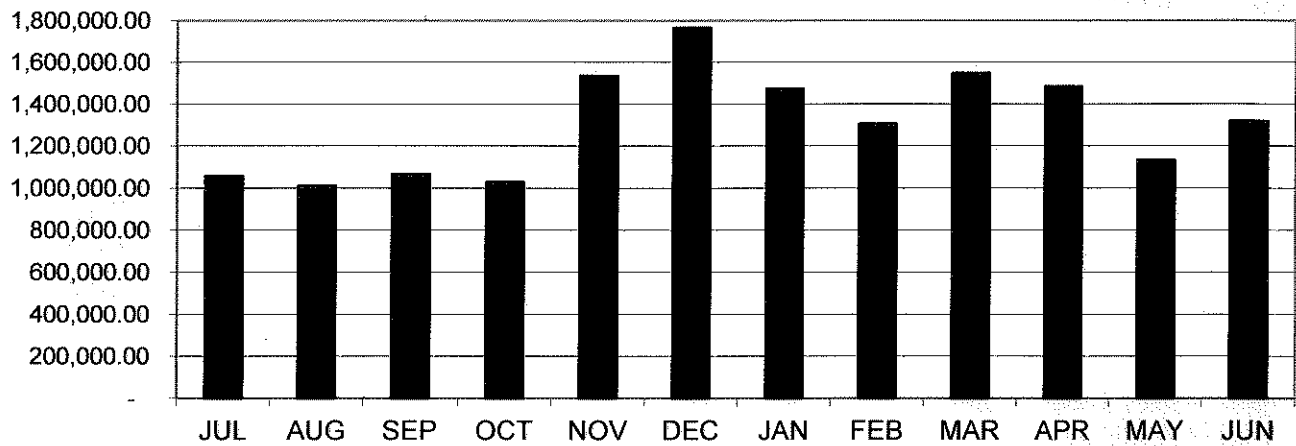
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
101 General	18,494.00	95,214.00	-	-	-	231,018.00	167,433.00	56,064.00	144,713.00	105,730.00	-	144,082.00
110 Transport	44,979.00	44,001.00	-	-	-	46,710.00	29,833.00	10,254.00	15,891.00	4,085.00	-	33,902.00
114 Retirement	105,631.00	102,618.00	4,222.00	-	89,708.00	134,039.00	125,528.00	114,936.00	114,249.00	103,924.00	70,715.00	100,505.00
115 Misc Fed	38,730.00	-	-	-	37,633.00	38,000.00	37,643.00	62,154.00	62,173.00	62,187.00	62,204.00	62,219.00
117 Adult Ed	22,240.00	20,660.00	-	-	15,208.00	16,186.00	15,708.00	15,108.00	14,378.00	12,889.00	13,771.00	14,618.00
121 Comp Abs	9,531.00	9,533.00	-	-	9,019.00	9,019.00	9,021.00	9,021.00	9,026.00	9,028.00	9,031.00	5,252.00
126 Impact Aid	9,987.00	-	-	-	8,702.00	136,220.00	81,459.00	145,162.00	143,917.00	155,216.00	155,255.00	170,451.00
128 Technology	2.00	1,206.00	-	-	321.00	269.00	270.00	270.00	164.00	164.00	164.00	164.00
129 Flex	210.00	210.00	-	-	521.00	521.00	521.00	521.00	521.00	521.00	655.00	65,655.00
201 General	2,798.00	-	-	-	-	71,240.00	42,867.00	14,452.00	-	982.00	-	94,897.00
210 Transport	34,563.00	33,985.00	-	14,164.00	1,991.00	39,975.00	30,324.00	17,870.00	21,151.00	13,268.00	7,471.00	42,987.00
212 Hot Lunch	4,847.00	4,402.00	2,381.00	5,928.00	7,928.00	905.00	6,847.00	8,705.00	8,310.00	7,158.00	1,963.00	2,121.00
214 Retirement	81,911.00	76,762.00	1,807.00	33,053.00	74,605.00	102,333.00	94,485.00	84,984.00	89,115.00	80,784.00	52,853.00	82,496.00
215 Misc Fed	17,930.00	17,403.00	-	-	12,597.00	12,597.00	12,597.00	37,393.00	37,399.00	37,408.00	37,418.00	37,427.00
217 Adult Ed	13,595.00	6,676.00	6,142.00	5,546.00	5,298.00	6,905.00	6,405.00	5,856.00	5,071.00	4,151.00	4,961.00	5,420.00
218 Drivers Ed	1,565.00	3,641.00	3,642.00	3,643.00	3,645.00	3,646.00	3,646.00	3,647.00	3,649.00	3,331.00	2,995.00	1,852.00
221 Comp Abs	7,956.00	7,957.00	7,960.00	7,892.00	7,445.00	7,447.00	7,447.00	7,449.00	7,453.00	7,455.00	7,457.00	4,540.00
226 Impact Aid	8,492.00	1,087.00	1,067.00	781.00	32,185.00	76,875.00	21,556.00	55,158.00	55,172.00	34,769.00	34,784.00	41,180.00
228 Technology	2.00	960.00	143.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00
229 Flex	8.00	8.00	8.00	8.00	14.00	14.00	14.00	14.00	14.00	14.00	16.00	16.00
281 Endow	23,441.00	23,449.00	28,720.00	28,730.00	28,742.00	28,751.00	31,286.00	31,294.00	31,310.00	31,317.00	31,325.00	27,028.00
<b>TOTAL</b>	<b>446,912.00</b>	<b>449,772.00</b>	<b>56,092.00</b>	<b>99,809.00</b>	<b>335,626.00</b>	<b>962,734.00</b>	<b>724,954.00</b>	<b>680,376.00</b>	<b>763,740.00</b>	<b>674,445.00</b>	<b>493,102.00</b>	<b>936,876.00</b>



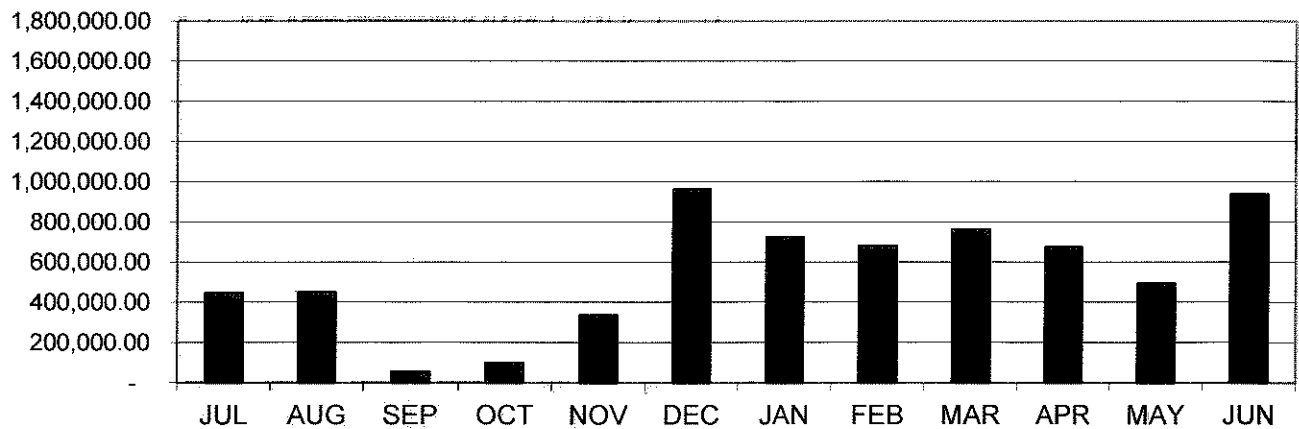
### 2013-14 INVESTMENTS



### 2012-13 INVESTMENTS



### 2011-12 INVESTMENTS



November 8, 2013

Culbertson Board of Trustees:

The Culbertson boys cross country team raced to a third place finish at the state meet on Oct 26. It was the sixth consecutive year of placing in the top three at state for the boys' team. The girls' team finished in 12<sup>th</sup> place. The boys' team also had two all-state runners. High school volleyball ended on Nov 1 at the district tournament going 0-2. The team finished the year with a 2-13 record. At the district volleyball meeting, the main discussion was about splitting district 1-C into two smaller districts with Culbertson joining teams from the east. MHSA will have to approve the realignment by the end of November. The football team won their home playoff game on Nov 2 against Chester-Joplin-Inverness and left to play Charlo on Thursday Nov 7 for round 2. Girls and boys JH basketball season is progressing, girls team is 0-4, boys are 3-1. High school basketball will begin on November 25.

Sincerely

David Solem

Mr. Olson

Technology Report

November School Board Meeting

November 11, 2013

Nemont has installed the 2<sup>nd</sup> internet line to the school. Gaffaneys came to run the line through the Sonic Wall and worked on the operations of the server. They will be back when the server license arrives to make the SRI server into a Windows Domain Server.

I have had discussions with the Elementary teachers on the reading/math operations with the Smart board. They have put together a request for I Pads to help them with this curriculum. I fully support this idea as it will help the teachers be mobile in the classroom to assist students. I have attached a price list for the I Pads and required hardware to make this possible.

I am in the process of reimaging the High School Laptop cart. Many of the laptops are not responding to software updates of Kaspersky and other programs.

I will begin updating the computer inventory as some computers were moved around to other classrooms this year.

Mr. Olson  
Principal's Report  
November School Board Meeting  
November 11, 2013

We have completed the first trimester as of November 15, 2013.

I have started teacher evaluations with the newly adopted model form OPI.

The weight room has been moved to old armory. Many high school and junior high students helped with this process. Ms. Swanepoel has moved into the room. We still need to get her some classroom items to make the room functional but it is working for now.

I will be signing up the HS/JH for the 2014 Academic Olympics which will be held in Glasgow this spring. Mrs. Schledewitz and Ms. Schipper will be the coaches.

Students will be traveling to compete at the Science Olympiad on Nov. 25 and Nov. 26.

The student enrollment numbers (as of 11-11-13) are as follows:

Month	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Aug	21	21	19	26	22	30	17	18	16	20	19	21	23	276
Sept	21	21	19	26	22	30	17	18	17	20	20	22	23	279
Oct	21	22	20	26	23	29	17	18	16	20	20	22	22	279
Nov	23	23	21	25	23	31	18	18	15	21	20	21	22	281
Dec														
Jan														
Feb														
March														
April														
May														

Change	2	2	2	1	1	3	1	0	3	1	1	2	1	20
--------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Students that have enrolled or transferred during this school year.

Culbertson School Board Meeting  
Superintendent's Report  
November 19, 2013

A. Events that I plan to attend for November and December.

Nov. 1 <sup>st</sup>	District 1C Volleyball Tournament @ Fairview
Nov. 2 <sup>nd</sup>	District 1C Volleyball Tournament @ Fairview Football Playoffs First Round vs. CJI HERE
Nov. 7 <sup>th</sup>	NEMASS Meeting HERE @ Sidney Culbertson Lions Club Meeting
Nov. 18 <sup>th</sup>	Trimester Presentation @ Terry
Nov. 19 <sup>th</sup>	MUST Insurance Group Meeting @ Glendive Culbertson School Board Meeting
Nov. 21 <sup>st</sup>	Culbertson Lions Club
Nov. 22 <sup>nd</sup>	JH Basketball vs. MonDak HERE
Nov. 26 <sup>th</sup>	Culbertson Fire Department Training
Dec. 5 <sup>th</sup>	NEMASS Meeting @ Wolf Point Roose-Valley SPED Cooperative Meeting @ Wolf Point Culbertson Lions Club Meeting
Dec. 7 <sup>th</sup>	JH Basketball vs. Froid/Lake HERE
Dec. 10 <sup>th</sup>	Culbertson Fire Department Meeting
Dec. 13 <sup>th</sup>	HS Basketball vs. MonDak HERE
Dec. 17 <sup>th</sup>	Winter Music Concert at 7 pm
Dec. 19 <sup>th</sup>	Culbertson Lions Club Meeting

B. We are still working on the following items:

- Completing a 3 year asbestos inspection by Northern Industrial Hygiene.
- All custodial staff will receive the required 2 hour asbestos training.
- Completing the Accelerated Reader Incentive Program details before presenting it to the Board.
- Completing the Reading Journal Incentive Programs details before presenting it to the Board.
- Time schedules and other details for the Trimester Class Schedule Bonus Period before presenting it to the Board.
- Revisiting the concept of compensated absence time for teachers.

As always.....if you have any questions, comments, or concerns about any item in this report or on the agenda, please feel free to contact me at your earliest convenience. I can be reached at the school at 787-6246, my home at 787-5779, my cell at 478-3330, or by email at [crowderl@nemont.net](mailto:crowderl@nemont.net) at any time.

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 14

**AGENDA TITLE:** Board Policy Staff Dress Code

**SUMMARY:** Attached please find a copy of this policy that has been posted in the staff workroom for comment since the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**1-04-151. Staff Dress Code.**

Culbertson School District staff will follow the same dress code that is established for the junior high and high school students each year.

Adopted:

Revised:



**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 15

**AGENDA TITLE:** Board Policy Staff Cell Phone Use

**SUMMARY:** Attached please find a copy of this policy that has been posted in the staff workroom for comment since the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

#### **1-04-152. Staff Cell Phone Use.**

The Board recognizes that the use of cellular telephones and other electronic communication devices may be appropriate to help ensure the safety and security of District property, students, staff, and others while on District property or engaged in District-sponsored activities. To this end, the Board authorizes the purchase and employee use of such devices, as deemed appropriate by the Superintendent. District-owned cellular telephones and other devices will be used for authorized District business purposes. Personal use of such equipment may be prohibited except in emergency situations.

Use of cellular telephones and other electronic communication devices in violation of Board policies, administrative regulations, and/or state/federal laws will result in discipline up to and including termination of employment.

District employees are prohibited from using cell phones or other electronic communication devices while driving or otherwise operating District-owned motor vehicles, or while driving or otherwise operating personally-owned vehicles when transporting students on school-sponsored activities.

Staff are encouraged to use any available cellular telephone in the event of an emergency that threatens the safety of students, staff, or other individuals.

Employees are strongly discouraged from using their personal cell phone during the school days. When necessary, employees may use their personal cell phones and similar communication devices only during non-instructional time. In no event shall an employee's use of a cell phone interfere with the employee's job obligations and responsibilities. If such use is determined to have interfered with an employee's obligations and responsibilities, the employee may be disciplined in accordance with the terms of the collective bargaining agreement and Board policies.

Adopted:

Revised:

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 16

**AGENDA TITLE:** Board Policy Staff Social Media Use

**SUMMARY:** Attached please find a copy of this policy that has been posted in the staff workroom for comment since the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

#### 1-04-153. **Staff Social Media Use.**

The Culbertson School District recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The District also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Public school employees are held to a high standard of behavior. The Montana Department of Education *Professional Educators of Montana Code of Ethics* requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

Therefore, the Culbertson School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The District's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The School Board discourages district staff from socializing with students on social networking websites (during school or out-of-school). Staff are reminded that the same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium, is unacceptable when done through the use of technology. In fact, due to the vastly increased potential audience digital dissemination presents, extra caution must be exercised by staff to ensure they don't cross the line of acceptability.

Accessing social networking websites for individual use during school hours is prohibited, unless asked to do so by administration. Except in an emergency situation, staff shall not access social networking sites using district equipment or personal equipment, including during breaks or preparation periods. All school district employees who participate in social networking websites, shall not post any school district data, documents, photographs, logos, or other district owned or created information on any website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

Adopted:

Revised:

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 17

**AGENDA TITLE:** Board Policy Activity Bus/School Van Ridership

**SUMMARY:** Attached please find a copy of this policy that has been posted in the staff workroom for comment since the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**1-04-154. Activity Bus/School Van Ridership.**

The Activity Buses/School Vans are contracted/purchased for the exclusive use of transporting students and staff to District-approved events, such as intra-curricular activities, extra-curricular activities, professional development workshops, and administrative meetings. Only authorized activity participants, professional staff, and chaperones assigned by the administration may ride on the buses or in the school vans. In addition, only authorized professional staff may drive the school vans.

Adopted:

Revised:

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 18

**AGENDA TITLE:** Board Policy Extra-Curricular Team Support Staff

**SUMMARY:** Attached please find a copy of this policy that has been posted in the staff workroom for comment since the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**1-04-155. Extra-Curricular Team Support Staff.**

The Culbertson School District recognizes the role of extra-curricular team support staff, such as student team managers. Due to safety and liability considerations, the Board requires the extra-curricular team support staff be grade-level appropriate. (i.e. high school teams will have high school student managers, junior high teams will have junior high school student managers, etc.)

Adopted:

Revised:



**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 19

**AGENDA TITLE:** Teacher Housing

**SUMMARY:** We are continuing to work on this matter. I look forward to discussion about the presentation at the October Board meeting.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 20

**AGENDA TITLE:** College Graduate Credit Request(s)

**SUMMARY:** I have received no requests at this time.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 21

**AGENDA TITLE:** Guest Teacher Application(s)

**SUMMARY:** Attached please find a copy of the only application that I have received at this time.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

# CULBERTSON PUBLIC SCHOOLS

P.O. Box 459  
423 First Avenue West  
Culbertson, Montana 59218-0459  
Phone: (406) 787-6241 • Fax: (406) 787-6244

## GUEST TEACHER APPLICATION

Name: Jessica M. Russell  
Address (street or P.O. Box): PO Box 511  
City/State/Zip Code: Culbertson, MT 59218  
Phone Number: 406-787-6351 Message/alternate phone number: 406-390-4065

Please complete the following:

Do you have a high school diploma? ☒ Yes ☐ No Where from: Bainville School  
Do you have a college degree? ☐ Yes ☒ No Where from: \_\_\_\_\_  
Do you have any teaching/education experience? ☐ Yes ☒ No Please provide details below.

The following is a list of classes in which you may be called to guest teach. Please indicate the classes that you would like to guest teach in by placing a ✓ next to each one.

<input checked="" type="checkbox"/> Kindergarten	<input type="checkbox"/> JH/HS Science	<input checked="" type="checkbox"/> K-12 Art
<input checked="" type="checkbox"/> 1 <sup>st</sup> Grade	<input type="checkbox"/> JH/HS English & French	<input checked="" type="checkbox"/> K-12 Music
<input checked="" type="checkbox"/> 2 <sup>nd</sup> Grade	<input type="checkbox"/> JH/HS Mathematics	<input checked="" type="checkbox"/> K-12 P.E.
<input checked="" type="checkbox"/> 3 <sup>rd</sup> Grade	<input type="checkbox"/> JH/HS Social Studies	<input type="checkbox"/> K-6 Special Education
<input checked="" type="checkbox"/> 4 <sup>th</sup> Grade	<input type="checkbox"/> 7-12 Business	
<input checked="" type="checkbox"/> 5 <sup>th</sup> Grade	<input type="checkbox"/> 7-12 Agriculture Education	
<input checked="" type="checkbox"/> 6 <sup>th</sup> Grade	<input type="checkbox"/> 7-12 Special Education	

You will receive a copy of the Culbertson School District Guest Teacher Handbook and you will be responsible for the contents. The Culbertson School District would also like to request a short, informal interview with you prior to recommending your name to the School Board of Trustees along with a finger print and name background check to be completed prior to employment. Thank you very much for your time and consideration of guest teaching at the Culbertson School District.

Would you like Teacher's Retirement withheld from your paycheck? ☐ Yes ☒ No

Jessica M. Russell  
Signature of Applicant

10/31/13  
Date

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 22

**AGENDA TITLE:** 2013-2014 Classified Staff Contract(s)

**SUMMARY:** We continue to advertise the positions of Title I Aide, Special Education Aide, and Custodian. I hope to have recommendations for the Board to consider at the meeting on November 19<sup>th</sup>.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 23

**AGENDA TITLE:** 2013-2014 Extra-Curricular Contract(s)

**SUMMARY:**

- a. National Honor Society Advisor – Mike Olson would like to recommend Doreen Martin.
- b. High School BPA Assistant Advisor – DeAnne Weeks would like to recommend Tara Nickoloff.
- c. High School Speech & Drama Assistant Coach – Jeri Gustafson would like to recommend Paula Dehner.
- d. High School Girls' Basketball Assistant Coach – Ashley Sullivan would like to recommend Erica Reid.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 24

**AGENDA TITLE:** Meth/Suicide Prevention Workshop

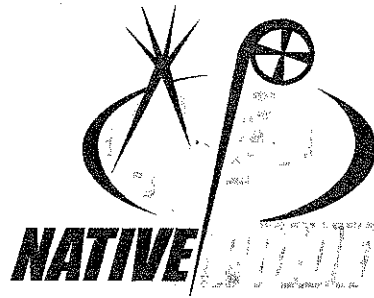
**SUMMARY:** We have been approached by members of the Fort Peck Tribe to host a meth/suicide workshop with our high school students. The workshop is a three day event with the first day being a training of facilitators with our staff only. The remaining two days are with the students. Attached is a copy of the training manual. If approved by the Board, we would like to schedule this workshop for May 14, 15, and 16.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

# TRAINING OF FACILITATORS MANUAL (TOF)

*John A. Morsello*



## Native H.O.P.E. (Helping Our People Endure)



**Facilitation is Shifting from being The Sage on the Stage—  
To the Guide on the Side...**

**A Guide to Assist Adults and Experienced Youth To Serve as Facilitators,  
Rovers, and Clan Leaders In Delivering the Native H.O.P.E. Curriculum.**



# Acknowledgements

## Curriculum Developers

Native P.R.I.D.E.  
(Prevention, Research, Intervention, Development, Education)

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Corrales, NM 87048

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Email: [clayton@nativeprideus.org](mailto:clayton@nativeprideus.org)

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Indian Development & Educational Alliance (IDEA)

P.O. Box 726

Miles City, MT. 59301

Phone: 406-853-6631 Email: [ugotanidea@yahoo.com](mailto:ugotanidea@yahoo.com)

### Cover Artwork: "Ceremony"

The artwork entitled "Ceremony" was drawn by Dick West (Southern Cheyenne) depicting the two sacred covenants of the Cheyenne people. The two covenants were given to the Cheyenne people hundreds of years ago by two of their holy prophets called Sweet Medicine and Erect Horns. In early times the Cheyenne were made up of two related tribes, the Suhtai and the Tsistsistas (like-hearted people). Sweet Medicine and Erect Horns lived among the Cheyenne for hundreds of years changing their ages with the seasons. These two prophets possessed extraordinary gifts and talents and brought the Cheyenne people many good things such as their warrior societies, songs, dances and ceremonies directly from the Creator (Maheo). Sweet Medicine (Tsistsistas) brought to the people Mahuts, the four sacred medicine arrows. These sacred arrows when properly cared for protected the people from the enemy and ensured plentiful food. The four sacred medicine arrows possess masculine renewal powers and are held today in Oklahoma by the Southern Cheyenne. Issiwin, the Sacred Buffalo Hat was brought to the people by Erect Horns, (Suhtai) and is known today as the Medicine Lodge or Sun Dance ceremony. Issiwin possesses feminine renewal powers and is used to restore mother earth and all living things. The Sacred Buffalo Hat is held today in Montana by the Northern Cheyenne. The artwork by Dick West depicts two Cheyenne warriors carrying the two sacred covenants into battle. The warrior painted yellow in the forefront is carrying the four sacred medicine arrows (Mahuts) on his staff. The warrior in the background on the red horse is wearing the sacred Buffalo Hat (Issiwin) as a headdress. When warriors carried both sacred objects into battle, the people would be victorious. Such was the power of the two great mysteries.

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Native H.O.P.E. Training of Facilitators Manual



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## CHAPTER ONE: GENERAL INFORMATION



**Native H.O.P.E**  
(Helping Our People Endure)

## Abstract

The Native H.O.P.E. curriculum is based on the theory that suicide prevention can be successful in Indian Country by Native Youth being committed to breaking the “Code of Silence” prevalent among all youth. The theory is also premised on the foundation of increasing “strengths” as well as warning signs — awareness of suicide among Native Youth. The theory supports the full inclusion of Native Culture, traditions, spirituality, ceremonies, and humor.

This three day Native Youth Leadership curriculum was developed by Clayton Small, Ph.D. and Ernie Big Horn Jr., MS. Native H.O.P.E. was recently recognized by the Indian Health Services (IHS) and Substance Abuse and Mental Health Services Administration (SAMHSA) as a successful culture based suicide prevention program for Indian country. Native H.O.P.E. was piloted successfully in the Billings Area and through the IHS National Suicide Prevention Network (NSPN) in Standing Rock and Red Lake. This highly interactive model has themes and concepts from the highly successful model entitled, “Gathering of Native Americans: (GONA) named as one of the ten Effective Practices and Models in Communities of Color.

This model is a proactive prevention program. It is focused on building on strengths in our Native youth from a wide range of support and places. Some examples might include spirituality, family support, positive friends, caring adults, positive activities, generosity, access to mental health professionals and physicians, and appropriate cultural support groups. The leadership training provided for these “Natural Helpers” is designed to build their capacity and awareness to help youth through referral and support. Friends are often in a good position to recognize teens at-risk of suicide. They can help by showing they care, listen, acknowledge the pain, showing them they do have choices and getting them to a counselor and other sources of health support. The training also includes the “Natural Helper” learning to set limits on their role in the peer counseling process. The H.O.P.E. is that this model will assist in breaking the unhealthy cycles in our Native families that are multi generational and place our youth at risk.

This model also includes training local community members in the skills of “Facilitation”. To effectively deliver this model and provide ongoing strategic “booster” activities, local and regional Native adults need to develop their capacity to “shift from being the sage on the stage, to the guide on the side” in increasing their ability to facilitate group process. A key to mobilizing peer counseling programs for Native youth is to identify and train adults from their communities that are committed to wellness and assisting their youth in leadership development.

Our Native youth are full of “Hope and Promise” and need access and opportunity to develop their leadership potential. This model helps Native youth realize that suicide is a permanent solution to temporary problems and that they can help each other to find solutions, break cycles, and model wellness and leadership.



## Overview

The 2-Day Native H.O.P.E. Training of Facilitators (TOF) is designed to create a safe and sacred place for adults and experienced youth from a community to mobilize as a healthy team, increase facilitation skills, and prepare to successfully deliver the Native H.O.P.E. curriculum to a group of youth from their community. During the two days, the participants will experience the same process in a condensed version that the youth participants will complete in three days. They will become aware of their roles and responsibilities as a Facilitator, Rover, and/or Clan Leader. They will strengthen their skills in facilitation, group process, and leadership development. They will become familiar with the interactive “process” of the Native H.O.P.E. curriculum and be reminded to trust that process. The participants will become a cohesive team and make commitments to support and encourage the team’s success. They will learn to accept that in addition to a Facilitator, they are a role model for the youth. The participants will learn to overcome their own fears and doubts and to put their own personal healing issues on hold during the Native H.O.P.E. curriculum process. The days are long and challenging starting with an early morning team “huddle” and a “debriefing” session at the end of each day. There may be evening activities as well, that need adult supervision and participation. The role of this team does not end after the training. The Native youth from their communities will develop a Strategic Action Plan that will need their ongoing support for success. Creating positive change in our Native communities such as breaking the “Code of Silence” and breaking unhealthy cycles within families is a challenging journey that requires a strength of will and spirit driven commitment on the part of community mobilizers. These are the individuals that will be recruited to serve on these teams. The joy of seeing the Native youth learn, grow, and heal is the reward and satisfaction of being a part of Native H.O.P.E. curriculum process.



## PURPOSE

The purpose of the Native H.O.P.E. Training of Facilitators (TOF) manual is to prepare American Indian/Alaska Native/First Nations individuals to strengthen their Facilitation and Leadership skills so that they can replicate the curriculum successfully in their communities and reduce suicide among our most precious and sacred resource, our children and youth.

## Goal

The overall goal of the Native H.O.P.E. Training of Facilitators (TOF) is to strengthen the capacity of American Indian/Alaska Native/First Nations teens and young adults to help each other, their families, schools, and communities by using their "Sources of Strengths," including culture and spirituality, to break the "Code of Silence," and unhealthy multi generational cycles.

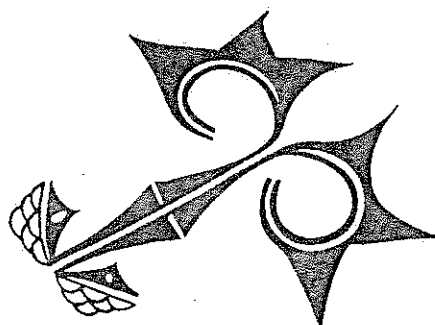
## Expected Outcome

The overall outcome of the Native H.O.P.E. Training of Facilitators (TOF) is to create a "Call-to-Action" among Native youth and adults from their communities to develop and implement a Strategic Action Plan that greatly reduces suicide and the contributing factors including depression, substance abuse, violence, and exposure to trauma.

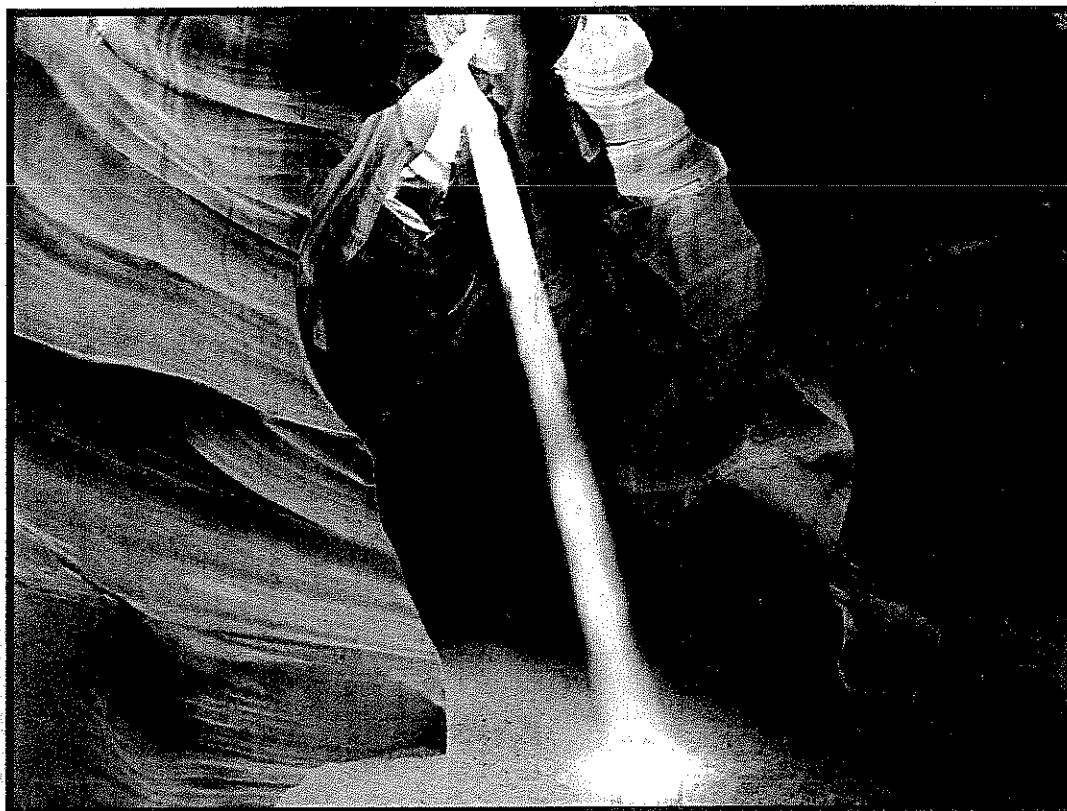
## Philosophy

We BELIEVE in a "Strengths" based interactive approach to suicide prevention, wellness, and leadership that incorporates Native culture, ceremony, traditions, healing and humor.

We BELIEVE in empowering Community Mobilizers, Facilitators, Clan Leaders, and Rovers because they understand their communities and are committed to serving Native Youth, families, and communities.



## CHAPTER TWO: 2-DAY TRAINING OF FACILITATORS AGENDA



**Native H.O.P.E**  
(Helping Our People Endure)



# Day One Training of Facilitators Agenda

## Team Formation: Beating the Grass Down

- 8:00-8:55 am..... Registration/Photos Taken/Breakfast/Socializing
- 8:55..... Drum Call
- 9:00-9:30 am..... Welcome/Blessing/Introductions/Overview
- 9:30-10:00 am ..... Norms/Expectations/Team-Trust Building
- 10:00-10:30 am ..... Facilitation Team Sharing(4-rounds)/Shield-Making
- 10:30-10:45 am ..... BREAK
- 10:40 ..... Drum Call
- 10:45-11:30 am ..... Finalize Sharing/Shield-Making/Presentation
- 11:30-12:00 pm..... Team Sharing-What did you See/Hear/Feel?  
How are we doing as a team?
- 12:00-12:55 pm..... LUNCH
- 12:55 ..... Drum Call
- 1:00-1:30 pm ..... Energizers/Process
- 1:30-2:30 pm ..... TOF Manual- Community Mobilizers/  
Facilitation Skills Practice
- 2:30-2:45 pm ..... BREAK
- 2:40 pm..... Drum Call
- 2:45-3:00 pm ..... Energizers/Process
- 3:00-4:00 pm ..... Team-Trust Building/Logistics
- 4:00-4:15 pm ..... Energizers/Process
- 4:15-4:45 pm ..... Roles of Facilitators/Clan Leaders/Rovers
- 4:45-5:00 pm ..... Open Mic/Pluses and Wishes/Evaluation/Announcements  
/Closing



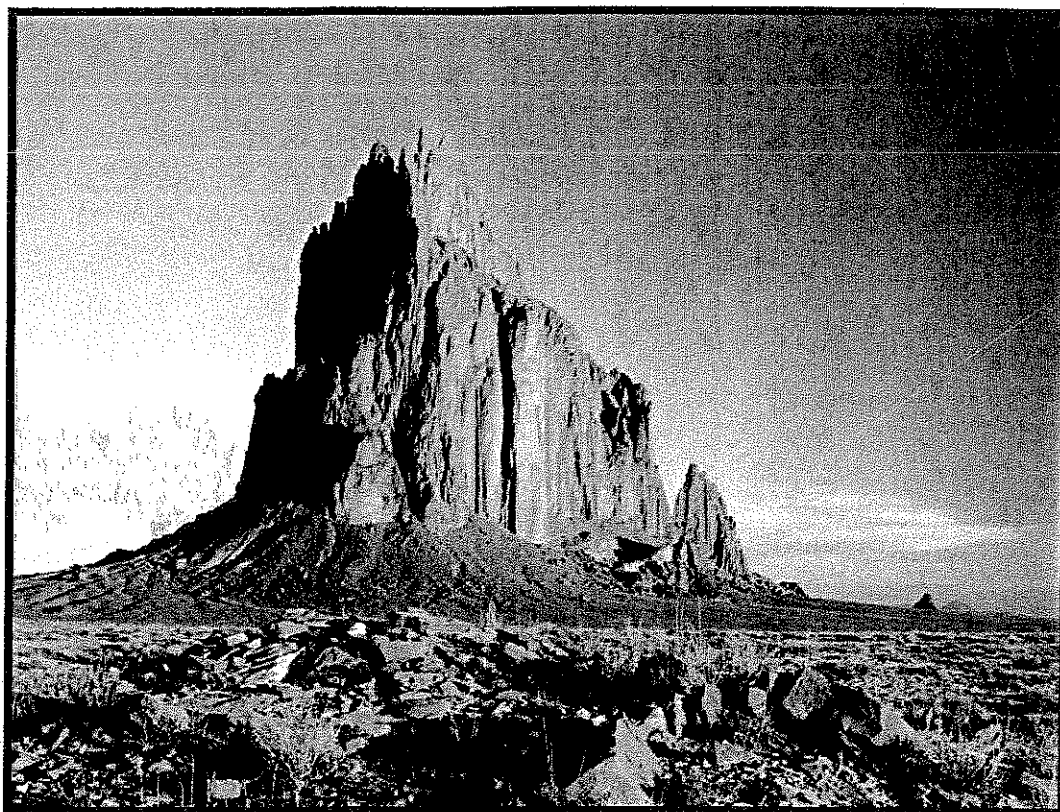
## Day Two Training of Facilitators Agenda

### Curriculum Implementation: Trusting the Process

- 8:00-8:55 am..... Registration/Breakfast/Affirmations/Socializing
- 8:55..... Drum Call
- 9:00-9:30 am..... Welcome/Blessing/Introductions/Overview
- 9:30-10:00 am ..... Team-Trust Building/Process
- 10:00-10:30 am ..... Review Facilitation Notes for Day One
- 10:30-10:45 am ..... BREAK
- 10:40 ..... Drum Call
- 10:45-11:00 am ..... Energizer/Process
- 11:00-12:00 pm..... Review Facilitation Notes for Day One
- 12:00-12:55 pm..... LUNCH
- 12:55 ..... Drum Call
- 1:00-1:15 pm ..... Energizers/Process
- 1:00-2:30 pm ..... Review Facilitation Notes for Day Two
- 2:30-2:45 pm ..... BREAK
- 2:40..... Drum Call
- 2:45-3:00 pm ..... Energizers/Process
- 3:00-4:30 pm ..... Review Facilitation Notes for Day Three
- 4:30-5:00 pm ..... Open Mic/Pluses and Wishes/Evaluation/Announcements  
/Closing



## CHAPTER THREE: MEDICINE BAG SKILLS



**Native H.O.P.E**  
(Helping Our People Endure)

## Overview of Facilitation Skills

The Community Mobilizers, Facilitators, Clan Leaders, and Rovers are the Facilitation team that will deliver the Native H.O.P.E. (Helping Our People Endure) curriculum. They will be guided and mentored by "Master Level" trainers in the initial 5-day process. The 2-day "Training of Facilitator's" will give them the opportunity to mobilize as a team, strengthen their Facilitation skills, and "walk-through" the 3-day Native H.O.P.E. curriculum. As they observe and assist the "Master Level" trainers, they will acquire the Facilitation skills to replicate the curriculum for other youth from their communities. They are also expected to assist the Native youth implement the "Strategic Action Plan" that is developed during the 3-day curriculum. As the Action Plan is implemented, this team will assist the youth recruit other adults and programs to collaborate in the ongoing "Booster" activities.

Facilitation in the Native H.O.P.E. curriculum is having the ability to successfully "shift from being the sage on stage-to the guide on the side." The "art" of Facilitation requires practice and a commitment to promote positive change in our Native communities. The Facilitators will need to reflect on their own personal wellness and acknowledge their status as a role model. They will strengthen their skills in public speaking, group and team process, and facilitating positive change. The Facilitators will understand the "process" of the Native H.O.P.E. curriculum and the specific "teachings" of each activity. The purpose of the "Training of Facilitator's" (TOF) is the same as for the youth: 1. Increase personal development. 2. Increase helping skills. 3. Increase leadership skills. 4. Understand strategic action planning.

Through the Native H.O.P.E. curriculum process the Facilitators will strengthen their strategies for community mobilization and empowerment. They will use this same process for other prevention and wellness interventions. They will be aware of the importance of honoring their cultural protocol(s) and incorporating their traditions, stories, ceremonies, and spirituality into the process as a "source of strength." They will understand the devastating impact of colonization, multi generational trauma, and cultural oppression on our Native communities. They will understand the power of community-based healing and support the collaboration of the medical and mental health professionals in the process. They are Facilitating a "healing journey" for their youth, families, and communities.



## Overview of Team-Trust Building

The Native H.O.P.E. curriculum is highly interactive and the team-trust building activities and energizers are based on the Adventure Based Learning Model from Project Adventure. This process enhances self esteem, fosters a sense of “belonging,” promotes teamwork, and teaches life skills. The activities are based on Project Adventures “ropes course” in a portable delivery process. We have “tweaked” this process by incorporating our Native culture into the activities. The model has proven to be highly effective. The principles emphasize openness and honesty; the importance of safety (both physical and emotional), and the need to work together to achieve goals. Time is taken after each activity to process “teachings” learned that can be applied to real life situations. Time will be taken during the TOF to instruct the Facilitators on each of the team-building activities and energizers. They are also included in outline form in Appendix B.

It is suggested that Facilitators enhance their team trust building/energizers by completing a 2-3 day training on the “Portable Low Ropes Challenge” program as a separate training initiative. The Portable Low Ropes Challenge program can be purchased and/ or communities can build their own “Low Ropes” course as a part of their “Strategic Action Plan.” Tribal programs can all benefit from participating in a team building/ action-planning retreat utilizing the Low Ropes program. (The portable Low Ropes can be purchased by calling “Challenge Masters Inc.” - Gil Chapa, Director: 1-800-673-0911)

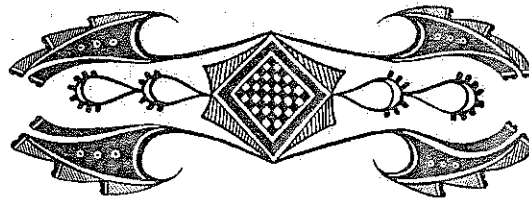
It is critical in this process to ensure safety of all participants. The ground rule is “challenge by choice.” Participants are encouraged to engage in these activities as a part of the overall norms established. However, if they are physically challenged and/or injured, they are given the option to pass and support their Clan or large circle from the sideline.



## Logistics for Curriculum Implementation

The Community Mobilizer will coordinate and designate someone to be responsible for all the logistics. This takes time and collaboration among the various organizations/ programs. Following is a list of logistics:

1. Facility—gym or community center (space needed for interactive process).
2. Chairs/Tables—a folding chair for each participant and a table for each clan.
3. Facilitation team: Facilitators/Clan leaders/ Rovers/Clerical support. The Facilitators are persons who are interested in learning the process from the “Master Trainers” and replicating the curriculum. The Clan Leaders are responsible for a team of youth (5-10) during the training. The Rovers are their own team of health professionals and spiritual leaders. The clerical support are individuals who will assist with details such as registration.
4. Packets—this includes the manual, name tag, writing paper, pencil-pen, other pertinent material.
5. Registration table—The Facilitation team will designate persons to coordinate the registration process. This includes having participants sign-in and have their picture taken.
6. Food/Snacks/Drinks—It is suggested that healthy snacks be offered midmorning and afternoon. A breakfast or snack is available as participants register in the morning. A lunch is provided onsite in a working lunch process. Coffee, Tea, fruit drinks, water, and other beverages made available.
7. Photos—A picture of each participant is taken either onsite or prior to the training, taped to a brightly colored paper (8-1/2 x 14), name include, and taped to a wall (gallery) in the gathering room.

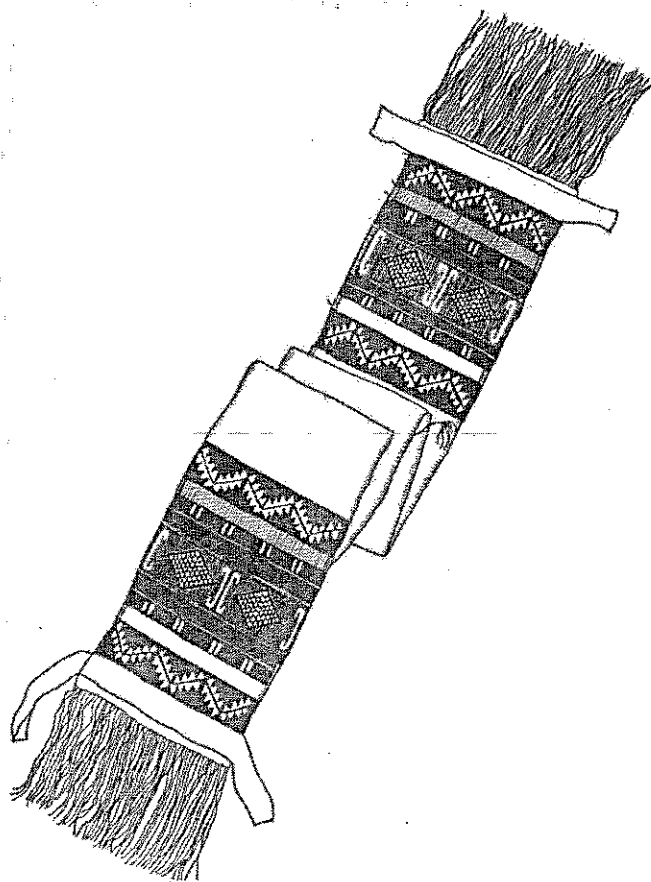


8. **Equipment/Supplies**--Large Newsprint (flip chart) paper with at least 2 easels for the Facilitation team. The training process requires many sheets of newsprint for the Clans to use in their skill building and sharing. Newsprint with self-sticking adhesion is recommended. Each Clan and the Facilitation team will need a set of marking pens. A screen and/or projector for power point and laptop. A digital camera and printer for photos. 25-30 prizes are needed for the team building/ energizers, i.e. gift certificates, t-shirts, CD'S/ DVD's, etc. A portable CD player and Native music. A PA system with handheld cordless microphones or lavalier mikes. Certificates of completion will need to be printed and signed for each participant. 2 large wall graphics entitled, "SPOT Matrix" and "5 Bold Steps" will need to be ordered from Grove International-415-561-2500 for the Strategic Action Planning. The Facilitation team will need to make arrangements for hand drums, rattles, and other instruments to be used during the training. They may ask community drum groups to assist and make arrangements for community leaders to conduct the welcome and blessings.
9. **Spirit-Room**—The Facilitation team, in particular, the Rovers will be responsible for setting up the Spirit Room. They will bring various "medicines" i.e. cedar, sage, sweet grass, etc. that they normally use.
10. **Special Awards/Graduation** It is recommended that two special awards be given to 2 participants (1-male and 1-female) that according to the Facilitation team, demonstrate exemplary leadership. This could be gifts such as a Pendleton blanket, shawl, or drum. It would be appropriate to recognize other participants and/or adults/ programs that have contributed to the success of delivering the Native H.O.P.E. curriculum or other prevention and leadership initiatives. During the graduation, the Facilitation team will prepare the certificates and affirmation pictures to be given one participant at a time.
11. **Master Trainers**—The Community Mobilizer and Facilitation team will coordinate the Master Trainers travel, hotel, per diem, and fees prior to the delivery of the Native H.O.P.E. training. Remember, it is a 5-day process.
12. **Travel for Participants**—If the training is delivered onsite, arrangements may need to be made for transportation for participants to and from the site. Some schools may require permission slips signed by parents.
13. **Regional Training**—The Native H.O.P.E. curriculum may be delivered in a regional location where the majority of participants are transported to the site. If this is the case, parental consent forms are needed as well as, chaperones, in particular, if the participants are staying at a hotel. The chaperones and all adults working with the youth will also need to have background checks completed. This is a routine procedure in most programs serving children and youth. The Facilitators, Clan Leaders, and Rovers will also need to complete this process. A Regional training will take additional preparation on the part of the Facilitation team, especially for evening activities and supervision.





14. Evening Activities—These are optional activities that are described in the manual: talking circles, support groups, social dances, pow wow, talent show, banquet, sweat lodges, etc. These activities are a good reinforcement and opportunity for Native youth to participate in their culture. The Facilitation team will need to ensure proper supervision of the activities, in particular, the talking circles and support groups. The Facilitation team members and Master Trainers should conduct the talking circles and support groups. The Rovers will also need to be present to intervene as necessary. Separate talking circles should be held for youth and adults.
15. Community Collaboration—The Community Mobilizer and Facilitation team will make arrangements for representatives from their Mental Health professionals, Social Services, Substance Abuse Treatment Services, Boys and Girls Clubs, Emergency Services Providers, and Law Enforcement to set up tables during the 3-day training and disseminate information regarding their services. This is especially important regarding Native youth making referrals concerning their peers.
16. Peer-to-Peer Presentations—The Facilitation team will need to identify someone to video tape the peer-to-peer presentations by Clan groups and prepare a power point presentation during the graduation. Equipment needed: video camera, tapes, lap top computer, and power point projector, and screen.



## CHAPTER FOUR: LEGGINGS AND SHAWLS



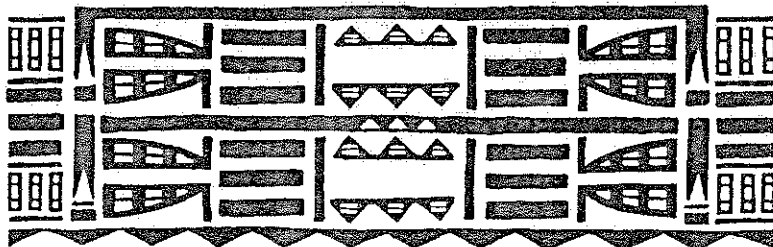
**Native H.O.P.E**  
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## Roles and Responsibilities of Community Mobilizers/Facilitators/ Clan Leaders/Rovers

### Roles and Responsibilities of Community Mobilizers

The Community Mobilizers are crucial members of the successful delivery and follow-up of the Native H.O.P.E. curriculum. The Community Mobilizer may also serve as a Facilitator, Clan Leader, or Rover. The primary role of the Community Mobilizer is to coordinate the overall logistics and establish partnerships from key programs/organizations such as Tribal government, Tribal Health, Bureau of Indian Affairs, Indian Health Service, Schools, Prevention/ Treatment programs, Social Services, Boys and Girl's Clubs, Law Enforcement, Spiritual/Faith Community, and other key programs. This entails coordinating a series of meetings among these various agencies and securing commitments of collaboration in the form of Tribal Resolutions, Memorandum of Understanding/ Agreements, letters of commitment, and designation of personnel from their agencies to serve as team members to help the Community Mobilizer plan and deliver the Native H.O.P.E. curriculum. It has been our experience that this process takes time, flexibility, patience, and commitment to increasing the "Readiness" of the community to support prevention, wellness, and healing. Once this team is mobilized, it can continue to function to assist the implementation of the Strategic Action Plan and coordinate other prevention interventions/programs. The Community Mobilizers are persons who reside in the community, understand prevention and wellness, are a respected role model, and possess mobilization skills. They will likely be employed by one of the programs/agencies that are asked to participate in the Native H.O.P.E. curriculum delivery and follow-up. The Community Mobilizer will possess a good understanding of the level of "readiness" of the community and programs/ organizations to implement change. The process of securing commitments from the various programs/ organizations is an effective strategy to create the "readiness" required to successfully implement the Native H.O.P.E. curriculum.

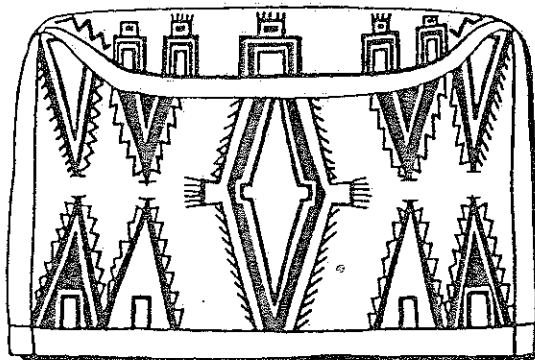


### Roles and Responsibilities of Facilitators/Clan Leaders/Rovers

During the 2-day Training of Facilitator's the Community Mobilizer(s), Facilitators, Clan Leaders, and Rovers will mobilize their team. They will have had several previous meetings, however, these two days are designed to clarify roles, conduct team trust building, and walk-through the Native H.O.P.E. curriculum. Following are the key components of the roles of the Facilitators/Clan Leaders/Rovers:

#### Facilitator Roles

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning skills
2. Complete the 2-day TOF for delivering the Native H.O.P.E. curriculum.
3. Observe and assist the Master Trainers deliver the 3-day curriculum.
4. Strengthen their team -trust building/energizer skills.
5. Work in a team process with the Community Mobilizer, Clan Leaders, and Rovers.
6. Replicate the Native H.O.P.E. curriculum in their communities.
7. Assist the youth from their communities implement their Strategic Action Plans.
8. Serve as a member of a community wide multidisciplinary team that co-sponsors on going preventions, leadership, and intervention programs.
9. Participate in the team morning "huddles" and end of the day "debriefing" meetings.
10. Assist in the evening activities of the 3-day Native H.O.P.E. training.



**Clan Leader's Roles**

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning skills.
2. Complete the 2-day TOF for delivering the Native H.O.P.E curriculum.
3. Serve as a Clan leader for 5-10 youth during the 3-day Native H.O.P.E. training.
4. Strengthen their group and team process skills.
5. Create a safe and sacred place within their Clan for sharing and skill building.
6. Participate in the team morning "huddles" and end of the day "debriefing" meetings.
7. Assist in the evening activities of the 3-day Native H.O.P.E. training.
8. Assist in the replication of the Native H.O.P.E. curriculum in other communities.

**Rover's Roles**

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning skills.
2. Complete the 2-day TOF for delivering the Native H.O.P.E curriculum.
3. Serve as a team member with other Rovers to intervene and assist youth who need counseling, support, encouragement, and healing during the 3-day training.
4. Work in teams of two (1-male and 1-female) while taking youth to the Spirit Room.
5. Develop a process with the Facilitation team to intervene.
6. Conduct follow-up referrals for youth.
7. Participate in the team morning "huddles" and end of the day "debriefing" meetings.
8. Assist in the evening activities of the 3-day Native H.O.P.E. training.
9. Assist in the replication of Native H.O.P.E. curriculum in other communities.



## Facilitation Notes for 3-day Implementation of Native Youth Training Manual

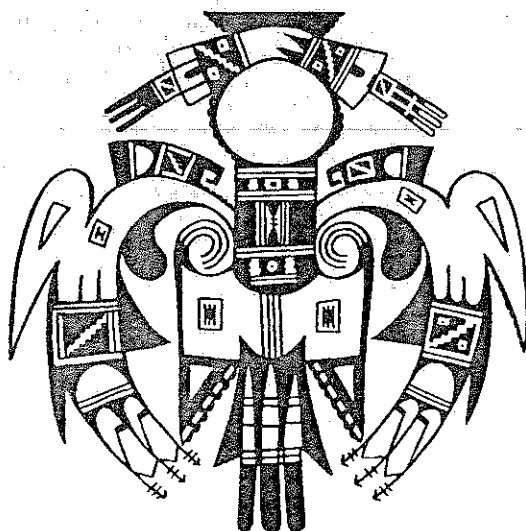
### Facilitation Notes for Day One Youth Activities

The process is to walk-through the 3-day schedule and use the Facilitation notes and manuals to become familiar with the process and activities.

1. The Facilitation Team will conduct a team "Huddle" from 7:30-8:00 am
2. During registration from 8:00-9:00 am, the Facilitation team will greet the participants and assist with the registration process.
3. The Facilitation team will have designated who will assist the "Master Trainer(s)" for each activity for the day and when team members will lead an activity and need support from other Facilitators.
4. The Facilitation team will have confirmed who will give the drum call, welcome, blessing, introductions, and overview.
5. During the day, the Facilitation team will be ready to assist with writing (scribing) notes on newsprint and posting the information on the wall.
6. During the trust-building/energizers, the Facilitation team will assist with getting participants engaged, clarifying directions, and maintaining safety.
- 12 7. It will be necessary to conduct team "huddles" throughout the day during breaks and lunch to check-in and review the agenda.
8. The Norms and Expectations are a critical component to create a sense of "Belonging" and empowerment for the youth. A second Facilitator will be need to write responses on newsprint and place them on the wall.
9. The "Key Elements" will need to be read aloud by a Facilitator to the participants.
10. The Clan Formation will need Facilitators to assist the Clans to complete their rounds of sharing and prepare to deliver their song, dance and/or cheer.
11. During the "Healthy Teams and Personal Wellness" session, Facilitators will need to assist Clans find their handouts and complete their rounds of sharing and commitments.



12. The team will need to make sure the overhead and/or power point presentation is ready.
13. During lunch, a Facilitator will request all participants to go outside and find a small rock that symbolizes their healing journey/ personality and bring it to the afternoon session. The participants will use their rocks during round three of Clan sharing in a "letting Go" ritual after the "Breaking Unhealthy Cycles" skits. During this Clan process, the Rovers and Clan Leaders will need to work closely together to identify participants that need one-on-one support in the Spirit Room.
14. The Rovers will conduct their own team "huddles", although their focus begins in the afternoon during and after the skits are performed.
15. During the breaks, the Facilitation team is encouraging participants to write positive comments on the photos, rearranging the chairs, putting Native music on the PA system, making sure the snacks/drinks are delivered, and/or conducting a team "huddle."
16. Day One of the Native H.O.P.E. curriculum is focused on creating a safe and sacred place for learning and facilitating a sense of belonging. The Facilitation team will need to be highly focused during and immediately after the skits in the afternoon.
17. At the end of the day, the Facilitation team will need to make sure the evaluations are completed/collected and the blessing, open mic, and announcements are delivered.
18. The Facilitation team will meet at the end of the day to conduct a "debriefing" session that includes: 1. Individual Check-In. 2. How did your Clan do? 3. Are there any referrals that need to be discussed? 4. Quick review of the Pluses and Wishes and evaluations. 5. Overall thoughts on the day. 6. Review of evening activities. 7. Overview of Day Two.



## Facilitation Notes for Day Two Youth Activities

The process is to walk-through the 3-day schedule and use the Facilitation notes and manuals to become familiar with the process and activities.

1. The Facilitation team will conduct a team "Huddle" from 7:30-8:00 am. They will review the schedule for Day two and finalize assignments for the day.
2. From 8:00-9:00 am, the Facilitation team will greet the participants, assist with registration, and encourage participants to write positive comments on the affirmation photos.
3. The Facilitation team will have made arrangements for who will give the welcome, blessing, introductions, and overview. They will have designated who will serve as writers (scribing) on newsprint and posting the information on the wall.
4. During the team-trust building/energizers, the Facilitators will encourage participants to engage, clarify directions, and ensure safety.
5. The Facilitators will assist participants complete the Hostility survey, score their answers under the categories of cynicism, anger, and aggression. The Facilitators will assist participants move to their Clan groups to process their Hostility scores and make commitments.
6. During the break, the Facilitation team will encourage participants to write positive comments on the photos, assist with logistics, start the Native music on the PA system, and/or conduct a team "huddle."
7. The Facilitation team will make sure whoever is designated to do the drum calls are ready to proceed and perhaps explain their song to the large circle.
8. The Facilitation team will assist participants to find their handout on "Assertiveness" and help the Clans practice the role play entitled, "Past Midnight" in teams of two. If time allows, a team of two participants will demonstrate their assertiveness skills to the large circle.
9. The Facilitation team will assist the Clans find their handout on "4-stages of Relationships" and assist them in the role Play, entitled, "We need to Talk." If time allows, a team of two participants will demonstrate their mediation skills to the large circle.
10. The Facilitation team will assist participants find their handouts on "Risk and Protective Factors." A Facilitator will also present highlights of national and regional suicide data. A Facilitator will need to write on newsprint, the responses to the question, "How can we use our "Sources of Strength" to reduce risk factors?"
11. During the "conditioning" exercise, when a Facilitator asks participants to shout out a word five times, the Facilitation team should be in the large circle encouraging the enthusiastic responses.



12. During the "Values Debate" exercise when participants are asked to physically move to a spot depending on whether they agree, disagree, or are undecided, the Facilitation team should be ready to clarify directions and encourage participants to make their value decision. Eye contact between Facilitators is important here and raising hands to identify participants who will make a comment.
13. During the "Codes of Silence" exercise, a second Facilitator will need to be writing on newsprint, the responses from participants. When participants are sent to their Clans for sharing, the Rovers and Clan leaders will need to work closely together to identify participants who may need one-on-one support in the Spirit Room.
14. A number of the Facilitation Team and/or community member will share their personal story about suicide. This will generate an emotional response from the youth and adults. Rovers will need to be ready to intervene and provide support as needed.
15. During the "See It-Say It" exercise a team of two Facilitators will role play the appropriate process of assertive communication. The participants will practice this process in Clans. During the "Making Referrals and Community Resources" session, a team of two Rovers will demonstrate by role playing, how to make a referral. A Rover will explain the 3- reasons referrals are mandated: child abuse/ neglect; violence; and suicide. This is the time to introduce representative from various programs, i.e. Mental Health, Social Services, etc. and have them explain their services and referral process. A Facilitator will also present information on suicide hotlines and websites. Information will also be presented on schools conducting screening for depression and suicide.
16. Day Two is a full day of skill building, leadership development, and healing. The Facilitation team will need to "huddle" throughout the day and perhaps decide that some of the activities may need to go to day three.
17. The same closing procedure will be followed for day two including conducting the Pluses and Wishes, collecting the evaluations, open mic, announcements, and a closing blessing.
18. The Facilitation team will conduct a "Debriefing" session that includes: 1. Individual Check-In. 2. How did your Clan do? 3. Are there any referrals that need to be discussed? 4. A quick review of the Pluses and Wishes and Evaluation. 5. Overall thoughts on the day. 6. Review of evening activities. 7. Overview/Assignments for Day 3. 8. Closing





## Facilitation Notes for Day Three Youth Activities

The process is to walk-through the 3-day schedule and use the Facilitation notes and manuals to become familiar with the process and activities.

1. The Facilitation team will conduct a "Huddle" from 7:30-8:00 am. During this time they will review the agenda and make final assignments. This is the day for the graduation and the team will need to finalize the certificates and special gifts and recognition.
2. From 8:00-9:00 am, the Facilitation team will greet the participants, encourage positive comments on the affirmation photos, assist with logistics, and confirm the speakers for the welcome, blessing, drum calls, introductions, and overview.
3. Some adjustments may need to be made if the activities for Day Two did not get completed and will occur this morning.
4. During the Peer-To-Peer presentations, the Facilitation team will assist the Clans prepare and deliver their message on video tape. It is important that these presentations are short, positive, include some data, and encourage breaking the "Codes of Silence" and convey a message of Hope. Participants will be reminded they will be delivering these messages back in their schools upon their return. The Facilitation team will have made arrangements for technical support to video tape and use a lap-top computer and power point projector to play back the Peer-To-Peer presentations during graduation.
5. Today, the participants will conduct a large group "Trust-Fall" and it is crucial that appropriate safety precautions be taken. Remember, this exercise is "challenge by choice" and participants must choose to participate as a support (spotter) person. The Facilitation team will assist the Master Trainer by giving encouragement to participants and ensuring that the "spotters" are in position.
6. During the morning and lunch break, the Clans will continue to video tape their Peer-To-Peer presentations and will need assistance from the Facilitation team.
7. The Strategic Action Planning process will require the Facilitation team to assist the Clans conduct their brainstorming and prioritizing. A second Facilitator will also be needed to write the Clan's responses on the large wall graphics-"SPOT-Matrix" and "5-Bold Steps." During this process, Facilitators will be required to work with several participants to develop a draft vision statement and mission statement separately from the Clans. They will then bring their drafts back to the large circle for review and placement on the large wall graphic. Youth will sign-up for their participation in joining the youth council; presentation to school board; and "Booster " activities. The youth will set a tentative date for their first organizational Native H.O.P.E. youth council meeting.





8. During the lunch break the Facilitation team will designate their Clerical support staff to start taking the affirmation pictures down after lunch and preparing the certificates for signature and getting the special awards ready for graduation.
9. The afternoon is designed to have the Clans complete their Peer-To-Peer video taping and to complete the Strategic Action Plan, as well as, the energizers.
10. The graduation process will take time as each participant is called up one at a time. The Facilitation team's clerical support person(s) will need to have completed the certificates, affirmation pictures, and special awards. Each member of the Facilitation team will take equal numbers of certificates/affirmation pictures and take turns calling participants. Facilitators will read 3-4 comments from each affirmation picture and participants will shake hands/hug each member of the Facilitation team and high five all other participants. This may also be completed in Clan groups.
11. The Facilitation team will conduct the closing including: Wishes and Pluses and collecting the evaluations, open mic, announcements, and closing blessing.
12. The Facilitation team will conduct a "Debriefing" session including: 1. Individual Check-In. 2. How did your Clan do? 3. Are there any referrals that need to be discussed? 4. A quick review of Pluses and Wishes and evaluation. 5. Overall thoughts of the day. 6. Any logistical concerns including setting date for next meeting to implement the Strategic Action Plan. 7. Closing.



## CHAPTER FIVE: CALL TO ACTION



**Native H.O.P.E**  
(Helping Our People Endure)

## Strategic Action Planning

It is important for the Clan Leaders and Rovers to be mindful that they are the core group along with school teachers/staff that will be assisting the students to implement the action plan. The 3-day Native HOPE retreat is designed to provide awareness, education, and tools for the youth to continue to develop their peer helper skills through the launching of the action plan. The action planning process includes the following steps:

### SPOT Matrix

The completion of the SPOT Matrix by youth is a needs assessment by them that examines the strengths and opportunities that exist in relation to the problems and threats facing them, their families, and communities. Each Clan completes the SPOT Matrix by brainstorming each category and selecting their top 3 in each category—strengths/problems/opportunities/threats. The top 3 from each Clan is placed on a large 4 feet x 8 feet wall graphic entitled, “SPOT Matrix.” The students are then directed to select their top 2 in each category by placing a dot with a marker on the large wall graphic. Their results are totaled and shared with the youth.

### Five Bold Steps

The completion of the FIVE BOLD STEPS by youth in their Clan groups identifies what prevention, leadership, recreation/sports, and cultural activities they would like to participate in the future at their school and community, as well as, regional and/or national events. As they complete the FIVE BOLD STEPS, they will be aware of their top three strengths, problems, and opportunities that they prioritized in the SPOT Matrix. The youth will focus on the opportunities that were identified and elaborate on a list of activities related to their interests. Each Clan will select their top 3 activities/opportunities and these will be placed on a large 4 feet x 8 feet wall graphic entitled, “FIVE BOLD STEPS.” The students will be directed to individually select their top 2 activities by placing dots with a marker in the circle next to the activity of their choice. Their results are totaled and shared with the youth.

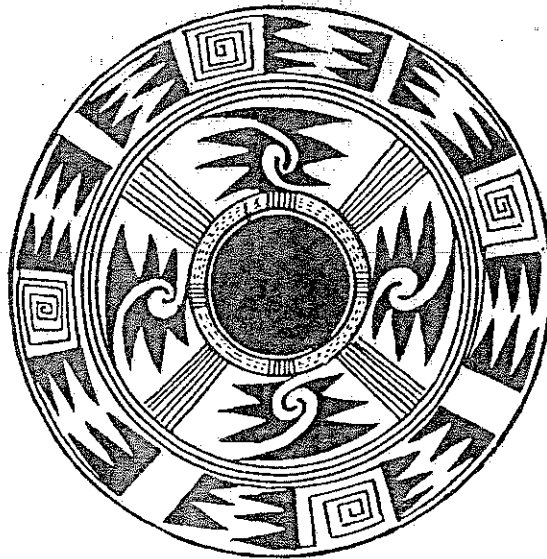
### Core Values

As the youth are completing the FIVE BOLD STEPS IN THEIR Clan groups, they are asked to brainstorm the core values that are the most important to them in terms of getting their action plan implemented. They may be met with resistance from various individuals and organizations as they launch their action plan. Therefore, what are the values that will keep them motivated and keep them moving forward with their action plan. Some examples might be, spirituality, courage, respect, teamwork, etc. Each Clan will select their top 3 core values and these will be placed on the large wall graphic, entitled, “FIVE BOLD STEPS.” The students will be asked to individually select their top 2 core values by placing dots with a marker next to their individual choices. Their results will be totaled and the top values will be shared with the youth.



## Vision Statement

While the youth are completing their FIVE BOLD STEPS in their Clan groups, a few youth and Clan Leaders and Rovers will be selected to review the SPOT Matrix and FIVE BOLD STEPS information and create a Vision statement for their action plan. The Vision statement is a short paragraph that inspires a "Call To Action" among the youth. It looks into the future and includes their strengths and opportunities for a promising future filled with hope and promise for their peers, school, families, and communities. The Vision statement is written on the large wall graphic entitled, "FIVE BOLD STEPS."



## Follow-Up Leadership Activities

These follow up leadership activities are pre-selected and will be mandatory for the youth to implement as a part of their action plan. There is a one page description of the five activities included in the Native HOPE Youth Manual and TOF manual:

1. Establish a Native HOPE Youth Council
2. Conduct presentations to the school board, tribal council and others.
3. Conduct peer-to-peer presentations.
4. Organize and implement support groups/talking circles
5. Implement once per month "Booster" activities.

During the action planning process with the youth on the last day of the Native HOPE training, the youth will be invited to sign up for these "follow up leadership activities" and the implementation of these activities will be a responsibility of the Native HOPE Youth Council.

### NOTE:

The large 4 feet x 8 feet wall graphics entitled, "SPOT Matrix" and "FIVE BOLD STEPS" can be ordered from Grove International at 415-561-2500. It is also recommended to order a roll of their heavy duty tape and markers.

When the Native HOPE Youth Council has their first organizational meeting, the strategic action plan will need to be posted and reviewed by the youth and their Advisor (s).



## Follow-Up Leadership Activities

### Organize a Native HOPE Youth Council

1. Confirm an adult advisor(s) to assist in the organization/implementation of the Native HOPE Youth Council.
2. The Native HOPE Youth Council should meet at least once per month and more often when implementing "Booster" activities.
3. Schedule the first organizational meeting within a month after the Native HOPE training at your school/community:

### Agenda

1. Have food/snacks available
2. Opening Prayer
3. Energizer/Show Peer-to-Peer video/Clan shields
4. Elect Officers-President/Vice-President/Secretary
5. Prioritize Leadership activities: school board presentation/peer-to-peer presentations/support groups/"Booster" activities. Assign students and adults to work groups for each category. Schedule one "Booster" activity for each month.
6. Announcements/Set date for next meeting.
4. Secure commitments from school board/administration/faculty, and other community programs such as Boys and Girls Club, Social Services, Behavioral Health, and others that they will support your ongoing activities.
5. Don't forget to consider conducting some summer activities.
6. Have fun and make a positive impact on your peers and community.



## Follow-Up Leadership Activities

### Conduct Presentations to School Board, Tribal Council and Others

1. The Native HOPE Youth Council officers, Advisor(s) and students will develop and present a power-point presentation to their school board about the Native HOPE training recently completed in their school. The presentation should include a summary/highlights of the 2-3 day Native HOPE training. The presentation should include a request to the school board to endorse the Native HOPE Youth Council in concept and financially as well, as they implement the monthly "Booster" activities and perhaps another Native HOPE training in the future for students who missed the previous program.
2. The Native HOPE Youth Council should arrange to make similar presentations to the Tribal Council, parent groups, and other tribal/federal programs that provide services to youth such as Social Services, Behavioral Health, Law Enforcement, Tribal Courts, Prevention programs, etc.
3. The Native HOPE Youth Council presentations will provide an opportunity for students to strengthen their organizational and public speaking skills. These opportunities increase leadership skills for students and raise awareness to parents and the community about prevention of suicide, violence, substance abuse, stress, and other risk factors.
4. The Native HOPE Youth Council may want to consider conducting a sample peer-to-peer presentation and/or skits during their presentations.
5. The Native HOPE Youth Council should apply to present at a regional and/or national youth conference regarding what they are doing at their school and community.





## Follow-Up Leadership Activities

### Conduct Peer-To-Peer Presentations

1. The Native HOPE Youth Council will assign students and adults to review and finalize the Peer-To-Peer presentations developed at the Native HOPE training by Clan groups. They should already be on video and can be modified and strengthened so that they are ready to be presented to other students from various grade levels.
2. A team of actors will need to be identified that can practice and deliver the Peer-To-Peer presentations. Other non-actor students can lead the discussions after the presentations are made.
3. A review of the Peer-To-Peer presentations:
  - a. They should be presented in under one minute (short and dynamic).
  - b. They should present the problem and focus on a positive message.
  - c. The positive message should be repeated at the end of the presentation.
  - d. They should focus on sources of strength that come from many places such as peers, adults, programs, culture, spirituality, health professionals, etc.
  - e. The discussions after the presentations should address that recovery from stressful situations is a healing journey, help is available, and you can get through this.
4. Be mindful that youth have the most influence on other youth and they can offer positive support and demonstrate they care about each other.
5. Challenge other students to break the "code of silence" and get their peers the help and support they need to get through a crisis situation. This would be a good opportunity for the actors to deliver the skit, "See It-Say It," involving a teen girl using assertive communication skills to get her ex-boyfriend help with depression and suicide. A good discussion could follow about getting through a failed relationship, especially for male teens.
6. The actors can select from the following topics to develop other Peer-To-Peer presentations:
  - a. Drinking and driving
  - b. Violence in the family
  - c. Teen pregnancy
  - d. Depression and suicide
  - e. Gangs
  - f. Date rape, sexual assault, and sexual orientation
  - g. Getting dumped
  - h. Getting fired from a job
  - i. Parents getting separated or divorced
  - j. Bullying





## Follow-Up Leadership Activities

### Organize and Implement Support Groups

1. The Native HOPE Youth Council will review the list of adults and students that volunteered to either lead or participate in support groups from the Native HOPE training that was recently completed.
2. The adults who will lead the support groups will be school counselors, social workers, mental health professionals, prevention specialists, spiritual leaders, and substance abuse counselors.
3. The support groups should be once per week for 6-8 weeks and possibly continue for a longer period if the students are interested and make a commitment to participate.
4. Some key elements about support groups:
  - a. Support is the offering of respect and non-judgmental listening to another's feelings and viewpoints. In offering support, listeners are called upon to share how what they've heard impacts their lives. Normally, listeners provide advice only on request or with permission.
  - b. Ground rules will be established that include confidentiality, commitment, and a willingness to give as well as receive feedback.
  - c. Support groups provide the following functions:
    - a. Provide a safe place for healing.
    - b. Provide emotional support.
    - c. Encourage healthy friendships.
    - d. Encourage social interaction.
    - e. Provide awareness and education.
    - f. Inspire participants to make positive changes in attitude and behavior.
5. It is often safer for participants to have the support groups by gender, e.g. young men's support groups and young women's support groups.
6. The adult(s) leading the support groups will work with participants in selecting the topics for discussion.
7. A celebration should occur when the members of the support groups decide the group has fulfilled its purpose and will end.



## Follow-Up Leadership Activities

### “BOOSTER” Activities

1. The Native HOPE Youth Council will review the list of “Booster” activities that were identified from the Native HOPE training recently completed at their school.
2. The Native HOPE Youth Council will select one “Booster” activity to occur for each month of school. A group of students and adults will need to be identified to organize and implement each “booster” activity. It is suggested that all members of Native HOPE Youth Council participate in organizing and implementing at least one “booster” activity.
3. The Native HOPE Youth Council may need to identify monies that are needed for some of the “booster” activities, e.g. food/snacks, prizes, t-shirts, etc. These monies can be requested when the Native HOPE Youth Council does their presentations to the school board, tribal council, and other organizations.
4. Be mindful that adults from other programs such as Boys and Girls Clubs, Social Services, Law Enforcement, Indian Health Services, Tribal Health, and other programs may be willing to sponsor the costs of the “booster” activities.
5. Don't forget to invite parents and community members to the “booster” activities.
6. The Native HOPE Youth Council should “brainstorm” some “booster” activities that could occur during the summer and school holidays, as well as, attending local, regional and national Native youth conferences.





**Clayton Small, Ph.D.**

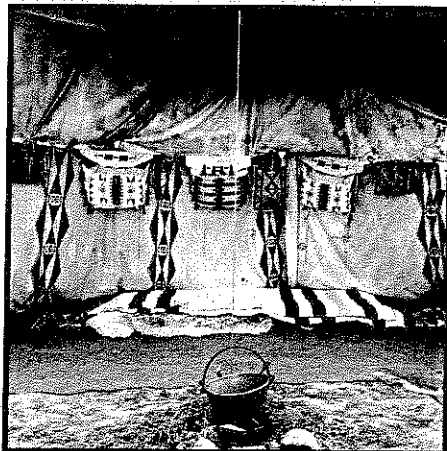
**607 Walden Road**

**Corrales, NM 87048**

**Phone: 505-897-7968 • Cell: 505-321-2808**

**Email: [clayton@nativeprideus.org](mailto:clayton@nativeprideus.org)**

**[www.nativeprideus.org](http://www.nativeprideus.org)**



**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 25

**AGENDA TITLE:** Resignation

**SUMMARY:** Attached please find the letter of resignation received from Sabrina Montoya.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

Culbertson School  
123 1st Ave West  
Culbertson MT 59218  
1-406-787-6241

Sabrina Montoya  
Title One Aide

Dear,

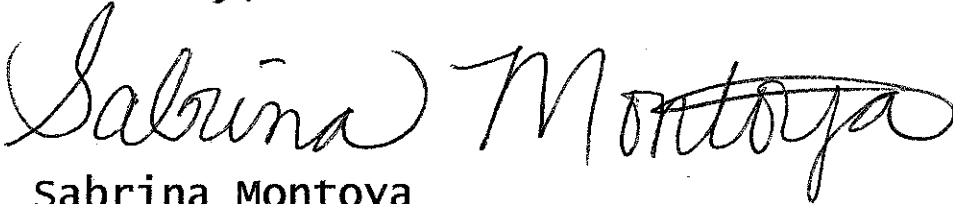
Culbertson School and Board

I am writing to inform you that I am resigning from my position as the Title One Aide, effective October 28th 2013.

I would like to thank CHS for the opportunities given to me these last two years.  
Thank you for the support, personal and professional development.

I hope to continue my employment here at CHS as a substitute teacher.

Sincerely,

A handwritten signature in cursive script that reads "Sabrina Montoya". The signature is written in dark ink and is positioned above the printed name and title.

Sabrina Montoya  
Title One Aide

**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 26

**AGENDA TITLE:** Technology Request

**SUMMARY:** Last month Sheridan Electric presented the Board with a donation of \$18,000. Attached please find a technology request from the elementary teaching staff for IPAD purchases along with other related support devices. The total for this request is just over \$12,000.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

## Elementary iPad Proposal

In order to give the elementary teachers the ability to be mobile in the classroom during math and reading programs it will take the following hardware.

11 Ipad 2 with Wi-Fi 16 GB	\$4,389.00
11 Apple TV or compatible device	\$1,089.00
11 projectors with HDMI port	\$5,500.00
11 Protective Cases	\$1,100.00
Total	\$12,078.00

This project will do the following for the elementary:

- give mobility to the teachers
- update aging projectors (10 years old) many are beginning to fail and will need to be updated regardless of this project.
- students/teachers will be able to use ipad during other times of the day for remediation programs

IPADs are a great tool for education. As teachers we would use IPADs on a daily basis in our classrooms to help with instruction and classroom management. We are currently using two programs that rely heavily on technology and an IPAD would help us be more successful with both of these. With our new reading program some teachers do not have enough leveled readers for each of the students and themselves to read so they could use the IPAD to read with the students.

As teachers being able to control the smart board from an IPAD while walking around the room would be very beneficial instead of being tied to the smart board or computer. We would be able to teach from anywhere in the room. If there is a student who needs extra help staying on task we could run the lesson while standing right next to them. It would also help if there were computer issues to be able to resolve them from wherever we are in the room instead of back at our computers.

We would utilize the IPAD with our planning as well. We could keep running records on them along with our lesson plans. Teacher editions for many of our subjects could also be viewed on them so we could be more portable with our resources. We could also use them to coordinate with title and the special ed department better. Being able to take the IPAD to and from school to complete grading and lesson planning would also be beneficial.

There are so many apps available for free that are geared towards making learning fun. We would be able to find apps that relate to what we are teaching and add another level of learning. We would also be able to access more of our reading and math curriculum to use it in depth with our students.



**CULBERTSON PUBLIC SCHOOLS  
DISTRICTS 17 J/R/C  
BOARD AGENDA FACT SHEET**

**MEETING DATE:** 11-19-2013

**AGENDA ITEM #:** 27

**AGENDA TITLE:** 8<sup>th</sup> Grade Participation in High School Girls' Basketball

**SUMMARY:** Although the season has not officially started, Ashley Sullivan would like the Board to grant preliminary approval for 8<sup>th</sup> grade students to participate in the high school girls' basketball program. This approval will be pending the number of participants in the program that is scheduled to begin on November 25<sup>th</sup>. Currently there is only one (1) 8<sup>th</sup> grade girl that is participating in the junior high basketball program.

**BOARD ACTION**

	Motion	Second	Aye	Nay	Abstain
Finnicum					
Salvevold					
Larsen					
Kirkaldie					
Cullinan					

# Public Comment

(Non-Agenda Items)

The Culbertson School Board of Trustees would also like to invite public comment on any matter that was not on the agenda for this meeting. If any visitor would like to provide such comment, we would ask that you please raise your hand so that you can be properly recognized.

Thank you.