BOARD OF PUBLIC EDUCATION MEETING AGENDA

July 17-19, 2024

Montana State Capitol Building
Room 152
Helena, MT

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

July 17-19, 2024
Montana State Capitol Building, Room 152
Helena, MT

Wednesday July 17, 2024
10:00AM

CALL TO ORDER

A. **Pledge of Allegiance**
B. **Roll Call**
C. **Statement of Public Participation**
D. **Welcome Visitors**

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open tothe public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized bythe Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

Action may be taken on any item listed on the Board agenda. Per §2-3-103, MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – *page #10*

(*Items may be pulled from Consent Agenda upon request*)

A. **May 9-10, 2024 Meeting Minutes**
B. **Financials**

ADOPT AGENDA

STRATEGIC PLANNING SESSION – Dr. Tim Tharp – *2 Hours, page #26*

- **REVIEW STRATEGIC PLAN**
- **REVIEW BYLAWS**
- **REVIEW COMMITTEE ASSIGNMENTS**
- **REVIEW MEETING CALENDAR AND AGENDA CALENDAR 2025**
- **ADVISORY COUNCIL REFLECTION AND REVIEW**
- **LEGISLATIVE IMPLEMENTATION REFLECTION AND REVIEW**

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS

LUNCH BREAK

*****Lunch will be provided for Board members*****

- **REPORTS – Dr. Tim Tharp (Items 1-5)**

Item 1 **CHAIRPERSON REPORT** – *15 Minutes, page #35*
Dr. Tim Tharp

Item 2 **EXECUTIVE DIRECTOR REPORT** – *15 Minutes, page #36*
McCall Flynn

Item 3 **STATE SUPERINTENDENT REPORT** – *1 Hour, page #37*
State Superintendent Elsie Arntzen

- **Assessment Update**
- **MAST Update**
- **Federal Update**
- **Data Modernization Update**
- **Content Standards Revision Update**
- **OPI Staffing Report**

Item 4 **GOVERNOR'S OFFICE REPORT** – *15 Minutes, page #70*
Dylan Klapmeier

Item 5 **STUDENT REPRESENTATIVE REPORT** – *15 Minutes, page #71*
Gavin Mow

- **LICENSURE COMMITTEE – Susie Hedalen (Items 6-9)**

Item 6 **ACTION TO ACCEPT AND PLACE ON FILE THE CLASS 7 LICENSURE CRITERIA FOR CHIPPEWA CREE TRIBE OF THE ROCKY BOY RESERVATION** – *15 Minutes, page #72*
Matthew Bell

Item 7 **LITIGATION UPDATE** – *15 Minutes, page #78*
Aislinn Brown

Item 8 **NOTICE OF THE SURRENDER OF BPE CASE #2024-07** – *5 Minutes, page #79*
Brenton Craggs

TIME CERTAIN AT 3:15PM

Item 9 **ACTION ON APPEAL HEARING OF BPE CASE #2024-04, OLIVER** – *1.5 Hours, page #80*
Aislinn Brown

RECESS

Thursday July 18, 2024
8:30 AM

CALL TO ORDER

A. **Pledge of Allegiance**
B. **Roll Call**
C. **Statement of Public Participation**
D. **Welcome Visitors**

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 10-12)**

Item 10 **ACTION ON MEMBERSHIP TO THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)** – *15 Minutes, page #82*
McCall Flynn

Item 11 **INFORMATION ON MONTANA SCHOOL INSURANCE ALLIANCE** – *15 Minutes, page #89*
John Doran

Item 12 **INFORMATION ON OFFICE OF PUBLIC INSTRUCTION REGIONAL CAREER COACHES** – *30 Minutes, page #100*
Mary Heller

❖ **REPORTS – Dr. Tim Tharp (Item 13)**

Item 13 **COMMISSIONER OF HIGHER EDUCATION REPORT** – *15 Minutes, page #122*
Dr. Angela McLean

❖ **MACIE LIAISON – Susie Hedalen (Items 14-15)**

Item 14 **MACIE REPORT** – *15 Minutes, page #133*
Jordann Lankford Forster

ACTION ITEM
- **Action on Fort Peck Tribal Representative**

Item 15 **AMERICAN INDIAN STUDENT ACHIEVEMENT PANEL AND DISCUSSION** – *1 Hour, page #135*
Jordann Lankford Forster, Ivan Small, Carrie Kouba, Crystal Hickman

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 16-22)**

Item 16 **REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS** – *1 Hour, page #155*
Dr. Julie Murgel, Marie Judisch

**********LUNCH BREAK**********
Lunch will be provided for Board members*

Item 17 **REFLECTION AND REVIEW OF TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS** – *1 Hour, page #369*
Crystal Andrews; Dr. Julie Murgel; Daniel Sybrant, Cognia; Superintendent Tanya Funk, Saco School District; County Superintendent Pam Birkeland, Madison County Schools; Superintendent Wade Sundby, Cut Bank School District

Item 18 **ACTION ON THE ACCREDITATION STATUS OF ALL SCHOOLS** – *30 Minutes, page #403*
Crystal Andrews

Item 19 **PANEL DISCUSSION AND FEEDBACK ON 2023-2024 ACCREDITATION PROCESS** – *1 Hour, page #405*
Superintendent Elliott Crump, Shelby School District; Superintendent Dave Means, Whitefish School District; Superintendent Dan Rispens, East Helena Public Schools; Superintendent Nichole Pieper, Power School District

PUBLIC COMMENT ON 2023-2024 ACCREDITATION PROCESS

Item 20 **INFORMATION AND DISCUSSION ON OFFICE OF PUBLIC INSTRUCTION THINK TANK'S RECOMMENDATIONS ON THE 2024-2025 ACCREDITATION PROCESS** – *30 Minutes, page #406*
Dr. Julie Murgel, Crystal Andrews

Item 21 **ACTION ON PROVISIONAL ACCREDITATION STATUS FOR NEW PUBLIC CHARTER SCHOOLS** – *30 Minutes, page #410*
Crystal Andrews

Item 22 **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAININGTO RULEMAKING IN ARM TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER** – *15 Minutes, page #415*
Madalyn Quinlan

RECESS

Friday July 19, 2024
8:30 AM

CALL TO ORDER

A. Pledge of Allegiance
B. Roll Call
C. Statement of Public Participation
D. Welcome Visitors

- **CHARTER COMMITTEE – Madalyn Quinlan (Items 23-26)**

Item 23 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION** – *15 Minutes, page #435*
Trish Schreiber

Item 24 **ACTION ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK WORK GROUP'S RECOMMENDATIONS ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK METRICS AND CRITERIA** – *45 Minutes, page #436*
Christy Mock-Stutz; Dr. Jeril Hehn, Director of Advanced Academics, Billings Public Schools; Superintendent Dan Rispens, East Helena Public Schools; Barbara Frank, Academic and Community Services Director, Missoula County Public Schools; Superintendent Erik Wilkerson, Jefferson High School

Item 25 **ACTION TO DELAY THE OPENING OF JEFFERSON ACADEMY PUBLIC CHARTER SCHOOL FOR ONE-YEAR AND REVISION OF THE CHARTER CONTRACT** – *15 Minutes, page #446*
Madalyn Quinlan; Superintendent Erik Wilkerson, Jefferson High School

Item 26 **ACTION ON AMENDMENTS TO PUBLIC CHARTER SCHOOL CONTRACTS** – *15 Minutes, page #466*
Madalyn Quinlan

- **ASSESSMENT COMMITTEE – Renee Rasmussen (Item 27)**

Item 27 **ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM, TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER** – *15 Minutes, page #467*
Renee Rasmussen

- **LICENSURE COMMITTEE – Susie Hedalen (Items 28-31)**

Item 28 **INFORMATION ON ADDED ENDORSEMENTS UNDER CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSURE** *– 15 Minutes, page #469*
Crystal Andrews, Shannon Boswell

Item 29 **INFORMATION ON THE RECOMMENDATION FOR INITIAL APPROVAL OF THE UNIVERSITY OF MONTANA REQUEST TO IMPLEMENT HEALTH AND PHYSICAL EDUCATION ENDORSEMENT AND SECONDARY EDUCATION ENDORSEMENT** *– 15 Minutes, page #472*
Crystal Andrews

Item 30 **INFORMATION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF EDUCATION** *– 15 Minutes, page #476*
Crystal Andrews, Dr. Julie Murgel

Item 31 **INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY NORTHERN EDUCATOR PREPARATION PROVIDER IN THE COLLEGE OF ARTS, SCIENCES, AND EDUCATION** *– 15 Minutes, page #516*
Crystal Andrews, Michelle Price

LUNCH BREAK

*****Lunch will be provided for Board members*****

11:30AM **LUNCH AND VISIT WITH HELENA SCHOOL DISTRICT SCHOOL AGED CHILD CARE (SACC) PROGRAM**
Broadwater Elementary School
900 Hollins Avenue, Entry Number 5

RECONVENE AT 1:00PM

- **MSDB LIAISON – Renee Rasmussen (Item 32)**

Item 32 **MSDB REPORT** *– 1 Hour, page #581*
Paul Furthmyre

ACTION ITEMS:
- **Action on Personnel Items**
- **Action on Out of State Travel Requests**
- **Action on GFHS/MSDB Cooperative Dance Team MHSA Agreement**
- **Action on Final Reading of MSDB Policies 8425, 8425P, 8450, 8450F1, F2, F3, 1000 Series, 2000 Series, 4000 Series**

FUTURE AGENDA ITEMS September 12-13, 2024 Livingston, MT
Election of Board Officers
Approve Strategic Planning Items – C
MACIE Update
MACIE Renewal (Even Years)
Montana Digital Academy Update
Annual HiSET Report
Annual Special Education Report
Assessment Update
Accreditation Update
MAST Update
Federal Update

Content Standards Revision Update
Data Modernization Update

PUBLIC COMMENT

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ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

CALL TO ORDER

A. Pledge of Allegiance
B. Roll Call
C. Statement of Public Participation
D. Welcome Visitors

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. May 9-10, 2024 Meeting Minutes
B. Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

May 9-10, 2024
Montana School for the Deaf and Blind
3911 Central Ave
Great Falls, MT 59401

Thursday, May 9, 2024
8:30 AM

CALL TO ORDER 04:08
Chair Tharp called the meeting to order at 8:30 AM. Montana School for the Deaf and Blind (MSDB) Superintendent Paul Furthmyre introduced students and staff, before MSDB students led the Board in the Pledge of Allegiance and performed a brief presentation. Ms. Kris Stockton took Roll Call, the Chair read the Statement of Public Participation, and welcomed guests.

Board members present: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Renee Rasmussen; Dr. Ron Slinger; Ms. Lisa Schmidt; Ms. Madalyn Quinlan; Ms. Jane Hamman; Mr. Gavin Mow, Student Representative. Ex Officio members: Mr. Joe Thiel, Office of the Commissioner of Higher Education, (OCHE); Mr. Dylan Klapmeier, Governor's Office; State Superintendent Elsie Arntzen, Office of Public Instruction (OPI). Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Superintendent Furthmyre, MSDB; Ms. Marie Judisch, OPI; Ms. Rachel Cutler, Great Falls Public Schools (GFPS); Ms. Jackie Mainwaring, GFPS; Superintendent Laurie Barron, Evergreen School District; Superintendent Les Meyer, Frenchtown School District (FSD); Principal Riley Devins, FSD; Superintendent Craig Crawford, Stanford Public Schools; Mr. Brenton Craggs, Attorney, OPI; Dr. Julie Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Jordann Lankford Forster, Chair, Montana Advisory Council for Indian Education (MACIE); Ms. April Grady, OPI; Ms. Carrie Kouba, OPI; Ms. Krystal Smith, OPI; Mr. Sonny Tapia, Helena Independent Record; Ms. Ashley Perez, OPI; Ms. Cedar Rose, OPI; Ms. Kim Popham, Montana Federation of Public Employees (MFPE); Mr. Tom Cubbage, Great Falls Education Association; Ms. Kristi Steinberg, University of Montana (UM); Assistant Superintendent Christy Mock-Stutz, OPI.

PUBLIC COMMENT
No public comment was made.

CONSENT AGENDA 12:48

Board member Quinlan moved to adopt the Consent Agenda as presented. Motion seconded by Board member Rasmussen.

No further discussion. Motion passed unanimously.

ADOPT AGENDA 13:13

Board member Schmidt moved to adopt the agenda as presented. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

- **REPORTS – Dr. Tim Tharp (Items 1-5)**

Item 1 **CHAIRPERSON REPORT** 13:33
Dr. Tim Tharp
Chair Tharp thanked Board members and educators across the state for their work in public education before reviewing meetings he has attended and work he has done on behalf of the Board since the March meeting.

Item 2 **EXECUTIVE DIRECTOR REPORT** 17:27
McCall Flynn

Ms. McCall Flynn discussed the ongoing work of the Board Charter Committee in creating financial reports from the newly approved charter schools and beginning preparations for the upcoming application cycle. Ms. Flynn discussed the Early Literacy Home-Based Program Request for Proposal (RFP) and the action item the Board will consider at the meeting to approve the selection. Ms. Flynn provided a brief update on rulemaking and an overview of items on the agenda then concluded her report with an update on the Seal of Biliteracy applications for the current school year.

Item 3 **STATE SUPERINTENDENT REPORT** 26:15
State Superintendent Elsie Arntzen

Superintendent Arntzen opened her report by updating the Board on the Purple Heart School recipients for 2024, including MSDB, and reviewed items OPI staff will be presenting at the meeting.

Assessment Update: Ms. Cedar Rose discussed school site visits conducted by the Assessment team and reviewed the types of assessments the team observed school districts using. Ms. Rose discussed the Assessment Help Desk that is now available, and the types of requests they are receiving from schools before answering Board members' questions. Ms. Rose concluded her report by announcing that the ACT contract is being finalized for use for the 2024-2025 school year for high school juniors.

MAST Update: Ms. Krystal Smith provided an update of the MAST assessment, including the recently completed MAST Roadshow providing support and training for districts, an update on the Federal Testing Waiver submitted to the Department of Education, and future events planned for districts ahead of the full implementation of MAST. Ms. Smith announced the upcoming MAST Summit in August, another MAST Roadshow, upcoming trainings, and feedback the team is receiving from schools. Ms. Smith answered questions from Board members.

Federal Update: Ms. Carrie Kouba presented the Federal Update which included updates on e-Grants and schools exiting targeted support services. Dr. Julie Murgel presented additional information on schools receiving comprehensive or targeted support services and how the OPI is assisting those school districts to resolve the problems they are experiencing.

Accreditation Update: Ms. Crystal Andrews discussed the completion of the Accreditation cycle and work the Accreditation team is doing to assist schools with the reporting process, noting that the team is evaluating and scoring the reports received. The final process will result in a report to be presented to the Board at the July BPE meeting. Ms. Andrews answered Board members' questions.

Content Standards Revisions Update: Ms. Marie Judisch presented an overview of the Mathematics Content Standards, World Language Content Standards, and ELA Content Standards, which are all currently under revision.

Data Modernization Update: Ms. Ashley Perez gave an update on the Data Modernization Project by reviewing ongoing activities, pieces of the project that have been completed, and an update on the Data Lake housing information provided by Infinite Campus. Ms. Perez answered questions on how data from Power School will be brought in without manual intervention.

Superintendent Arntzen introduced April Grady as the new Chief Financial Officer at the OPI. Ms. Grady introduced herself to the Board and highlighted goals she has for the OPI.

Superintendent Arntzen discussed the budget line item the OPI is requesting in their budget for funding for MACIE.

Item 4 **COMMISSIONER OF HIGHER EDUCATION REPORT** 02:09:35
Joe Thiel

Mr. Joe Thiel discussed ongoing high school and college graduation ceremonies occurring statewide and his attendance at a ceremony of college graduates at the Montana State Prison through Helena College. Mr. Thiel discussed the updated Free Application for Federal Student Aid (FAFSA) form, issues surrounding the rollout, and noted that FAFSA completion and college acceptance numbers are down compared to previous years due to the problems with the new form. Mr. Thiel reviewed the GEAR UP Grant and changes made to the grant, noting that

OCHE has submitted the grant application for the next seven years. Mr. Thiel concluded his report with an update regarding Math placement for incoming college freshman.

Item 5 **GOVERNOR'S OFFICE REPORT** 02:20:34
Dylan Klapmeier

Mr. Dylan Klapmeier thanked the staff at MSDB for hosting the Board, then reviewed items from the Governor's Office, including the Governor's 56 County Tour, proclamations made by the Governor regarding financial literacy and work-based learning, meetings with School Administrators of Montana and the Montana School Boards Association to discuss schools that have implemented on site daycares for their faculty and staff. Mr. Klapmeier noted the Governor has written a letter of support for the Perkins State Plan, then discussed ongoing work with the Budget Office to assist districts to access funds from the TEACH Act, reviewed his attendance at the previous week's MACIE meeting, provided an update on the Jobs for Montana Graduates program, and reviewed the Strategic Planning meeting of the Montana Digital Academy Board held in April. Mr. Klapmeier answered Board members' questions.

- **MSDB LIAISON – Renee Rasmussen (Item 6)**

Item 6 **MSDB REPORT** 02:34:55
Paul Furthmyre

MSDB staff members made presentations to the Board on Indian Education for All, the MSDB Mentoring Program, Portrait of a Graduate, Professional Learning Centers, Cottage Learning Centers, and the Maintenance Program.

Board member Rasmussen moved to approve the personnel items for the MSDB as listed in the agenda packet. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the Golden Triangle Curriculum Cooperative Agreement with the MSDB. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the Great Falls High School/MSDB Cooperative MHSA Agreement. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve MSDB Policy 5710P and 9320. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Superintendent Furthmyre reported that enrollment numbers have increased, and he expects that to continue in the future.

- **MACIE LIAISON – Susie Hedalen (Item 7)**

Item 7 **MACIE REPORT** 03:34:30
Jordann Lankford Forster

Ms. Jordann Lankford Forster reviewed the informational MACIE meeting held May 1st and reviewed the report she presented at the Montana Indian Education for All conference. Ms. Lankford Forster discussed the funding request from OPI for MACIE and stated her concerns with the amount of money being requested. Ms. Lankford Forster concluded her report by discussing a concern f regarding the lack of student performance improvement on reservation schools and discussed the possibility of holding an American Indian Student Achievement panel at an upcoming Board meeting .

- **REPORTS – Dr. Tim Tharp (Item 8)**

Item 8 **STUDENT REPRESENTATIVE REPORT** 04:34:09
Gavin Mow

Mr. Gavin Mow announced new members elected to the Montana Association of Student Councils (MASC), and provided an update on the MASC Student Survey he is conducting. Mr. Mow shared how many students have completed the survey and that the survey is open until the following week. Results from the survey will be presented at the July meeting.

- **ASSESSMENT COMMITTEE – Renee Rasmussen (Items 9-11)**

Item 9 **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS** 04:38:29
Renee Rasmussen

Ms. Flynn stated that no public comments have been received on the revisions to Chapter 56, but that the comment period is open until 5:00pm Friday May 10th. If comments are received, they will be brought to the July BPE meeting for consideration, with action to follow the next day. Board member Rasmussen pointed members to the Economic Impact Survey conducted by the OPI. No action was taken.

Item 10 **ACTION ON EARLY LITERACY TARGETED INTERVENTION HOME-BASED PROGRAM REQUEST FOR PROPOSAL** 04:43:02
Marie Judisch

Ms. Marie Judisch provided an overview of the Request for Proposal process for the Early Literacy Home-Based Program, reviewing the timeline for the RFP, the timeline of meetings held, and members of the group who scored the proposals. Ms. Judisch answered Board members' questions.

Board member Rasmussen moved to approve Waterford Research Institute as the Home-Based Early Literacy Program. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Item 11 **PANEL PRESENTATION ON MONTANA ALIGNED TO STANDARDS THROUGH-YEAR (MAST)** 05:34:53
Rachel Cutler, Curriculum Coordinator, Great Falls Public Schools; Jackie Mainwaring, Student Achievement, Great Falls Public Schools; Superintendent Laurie Barron, Evergreen School District; Superintendent Les Meyer, Frenchtown School District; Principal Riley Devins, Frenchtown School District; Superintendent Craig Crawford, Stanford Public Schools

Board member Rasmussen opened the item and Ms. Flynn directed Board members to the page in their folders for information on the panel members and questions to be asked. Ms. Flynn asked panelists to introduce themselves to the Board and provide their experience with the MAST Assessment product. Board members asked questions of the panel regarding the MAST Pilot Program and their experience with the assessment. Panel members discussed strengths and weaknesses of the MAST Pilot, where improvements could be made, feedback they are receiving from parents and students, and issues that arose implementing the pilot program.

- **LICENSURE COMMITTEE – Susie Hedalen (Items 12-16)**

Item 12 **NOTICE OF THE SURRENDER OF BPE CASE #2024-05**
Brenton Craggs, OPI Legal Counsel 06:49:46

Mr. Brenton Craggs notified the Board of the surrender of an educator license. The Superintendent had requested revocation of the educator's license, and the educator surrendered their license before the Board's initial review.

Item 13 **ACTION ON INITIAL REVIEW OF BPE CASE #2024-03, NO RUNNER**
Brenton Craggs, OPI Legal Counsel 06:51:44

Mr. Brenton Craggs explained the reasons for the licensure revocation request from the Superintendent for the educator in BPE Case #2024-03, No Runner. Mr. No Runner gave a statement to the Board.

Vice Chair Hedalen approved moving BPE Case #2024-03, No Runner to a contested case hearing to be held at the July 2024 BPE meeting. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Item 14 **ACTION ON COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION MEMORANDUM OF UNDERSTANDING** 07:05:09
Dr. Julie Murgel and Crystal Andrews

Dr. Julie Murgel reviewed the Memorandum of Understanding with the Council for the Accreditation of Educator Preparation for the Board. Vice Chair Hedalen thanked Dr. Murgel for the work she has done.

Vice Chair Hedalen moved to approve the Council for the Accreditation of Educator Preparation Memorandum of Understanding effective July 1, 2024, through June 30, 2025. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Item 15 **ACTION ON PROPOSED PRAXIS TEST SCORE FOR SPECIAL EDUCATION** 07:09:22
Crystal Andrews

Ms. Crystal Andrews presented an overview of the PRAXIS Test Review for Special Education. Ms. Lisa Colon Durham, Educational Testing Service, provided background information regarding what has changed within the test, the multi state standard study to recommend a passing score, and presented adopted passing scores of surrounding states for the Special Education test. Ms. Andrews reviewed the work completed by the Special Education Expert Panel to determine the passing score of 153 for Montana. The score was brought to the PRAXIS Working Committee and then to the Montana Council of Deans of Education. Both groups voted unanimously on the passing score of 153. Board members asked questions of Ms. Andrews and Dr. Murgel. Board members expressed concerns about the recommended passing score and Ms. Kristi Steinberg reviewed reasons the Expert Panel gave for setting the passing score of 153.

Vice Chair Hedalen moved to approve the adoption of PRAXIS test #5355 Special Education with a qualifying score of 153. Motion seconded by Board member Hamman.

Vice Chair Hedalen asked that this test score be monitored.

No further discussion. Motion passed unanimously.

Item 16 **ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM, TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER** 07:30:07
Susie Hedalen

Ms. Flynn reviewed the comments received and the responses from the Board.

Vice Chair Hedalen moved to approve the Notice of Adoption pertaining to the amendment of ARM Title 10, Chapter 57, Educator Licensure Standards, and authorized filing of the notice with the Secretary of State's Office for publication in the Montana Administrative Register. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

- **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 17)**

4:00 PM **GOALBALL ACTIVITY WITH MSDB STUDENTS** 07:32:55

Board members participated in a game of Goalball with MSDB students.

Item 17 **EXECUTIVE DIRECTOR PERFORMANCE EVALUATION** 08:21:09
Dr. Tim Tharp

Dr. Tharp closed the meeting for Executive Session at 4:40 PM for the evaluation of the Board's Executive Director. Executive Session ended at 5:28 PM.

The Board recessed for the day at 5:30 PM.

Friday, May 10, 2024
8:30 AM

CALL TO ORDER 01:57
Chair Tharp called the meeting to order at 8:30 AM. MSDB students led the Board in the Pledge of Allegiance and gave a musical performance. Ms. Kris Stockton took Roll Call, the Chair read the Statement of Public Participation, and welcomed guests.

Board members present: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Renee Rasmussen; Dr. Ron Slinger; Ms. Lisa Schmidt; Ms. Madalyn Quinlan; Ms. Jane Hamman. Ex Officio member: Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Ms. Marie Judisch, OPI; Ms. Trish Schreiber, Chair, Community Choice Schools Commission; Mr. Chris Averill, Chair, MT 250th Commission; Dr. Julie Murgel, OPI; Ms. Kim Popham, MFPE; Ms. Kristi Steinberg, UM; Assistant Superintendent Christy Mock-Stutz, OPI; Ms. Laci Novark, OPI; Ms. Nancy Hall, Office of Budget and Program Planning.

- **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 18-19)**

Item 18 **INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS** 10:37
Marie Judisch, Dr. Julie Murgel
Ms. Marie Judisch opened the item and Dr. Julie Murgel presented an overview of the revisions process and Ms. Judisch reviewed the proposed revisions and the Economic Impact Statement for the Board. Ms. Judisch and Dr. Murgel answered Board members' questions at the conclusion of the presentation. Ms. Flynn reviewed the Administrative Rulemaking timeline for the Board and answered questions.

Item 19 **INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS** 01:06:55
Marie Judisch
Dr. Murgel gave a summary of the work of the Task Force and the Negotiated Rulemaking Committee which took place over the course of five months. Ms. Judisch reviewed the proposed changes by grade level for the Board and answered Board members' questions. This item will be reviewed again at the July 2024 BPE meeting.

- **CHARTER COMMITTEE – Jane Hamman (Items 20-22)**

Item 20 **UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION** 02:28:54
Trish Schreiber
Ms. Schreiber discussed the April Work Session held by the Commission and work that subcommittees are doing to implement goals and objectives established at the work session.

Item 21 **REVIEW OF REVISED PUBLIC CHARTER SCHOOL APPLICATION AND EVALUATION CRITERIA** 02:37:52
Jane Hamman
Board member Hamman discussed work the Charter Committee has completed to review and revise the 2024 Public Charter School Application before reviewing the upcoming application cycle. Board members discussed the proposed revisions to the application and offered additional revisions.

Item 22 **REVIEW PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK METRICS AND EVALUATION AND RENEWAL CRITERIA** 02:56:21
Jane Hamman
Board member Hamman reviewed the draft documents for the Performance Framework Metrics and Evaluation and Renewal Criteria and Ms. Flynn discussed how the documents were drafted. Board member Hamman discussed options for developing standards and discussions the Charter Committee held regarding developing standards. The Board discussed next steps in the process of developing the Performance Framework Metrics, and directed Ms. Flynn to convene a Work Group of public charter school representatives to bring a recommendation on the Public Charter School Performance Framework to the Board at the July 2024 meeting for approval.

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 23-25)**

Item 23 **UPDATE ON 250TH COMMISSION** 03:10:37
Chris Averill

Mr. Chris Averill gave a presentation on the Montana 250th Commission, discussing the purpose of the Commission created by the Legislature, and the expectations of the Commission to celebrate the 250th anniversary of the nation. Mr. Averill reviewed members of the committee, quarterly meetings held to date, work subcommittees have completed, the adopted vision and key themes, and goals of the Commission. Mr. Averill answered Board members' questions. Mr. Averill will update the Board on the progress of the Commission at future Board meetings.

Item 24 **ACTION ON K-12 PAYMENT SCHEDULE FOR FISCAL YEAR 2025** 03:26:44
Laci Novark

Ms. Laci Novark presented the K-12 Payment Schedule for Fiscal Year 2025 to the Board.

Board member Slinger moved to approve the K-12 Payment Schedule for Fiscal Year 2025.
Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Item 25 **DISCUSSION ON BOARD PRIORITY BUDGET ITEMS FOR EXECUTIVE PLANNING PROCESS** 03:29:49
McCall Flynn

Ms. Flynn reviewed the current budget planning process and stated that agencies have until June 6th to submit any budget requests. Ms. Flynn reviewed the Board budget and noted that since the Board currently has sufficient funding, no specific budget requests will be made. Board members discussed potential requests and whether any budget requests should be made.

FUTURE AGENDA ITEMS July 17-19, 2024, Helena, MT
Strategic Planning Meeting
MACIE Update
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update

PUBLIC COMMENT
No public comment.

ADJOURN
Meeting adjourned at 12:16 PM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

Board of Public Education
Public Comment
May 2024

1. **Jamie Greene, SSP, NCSP**
   Bozeman, MT

   I am a school psychologist practicing in the field, and I'm emailing after learning about a new proposal at the Montana Board of Education to modify the school psychology licensing requirements. We all know that the school psychology shortages have a substantial negative impact on our district. It impacts our students and schools, and limits us in the services we can provide. I'd love to visit with you further about addressing school psychology shortages.

   It is unclear, at this point, how OPI would determine whether people who have a degree in another field (e.g. special education, counseling) but taking courses concurrently (e.g., an online school psychology program) would have sufficient course content or experience in providing school psychological services as a Class 5 School Psychologist.

   We need to make sure that our future school psychologists are trained school psychologists and that our school psychologist interns have the appropriate training and supervision to be successful. Please consider modifying or revising the present ARM proposal to ensure that our school psychologists have affiliated school psychological training.

SAM Membership Survey: Financial Literacy requirement, May 2024

May 6, 2024
TO: Board of Public Education
FR: Rob Watson, Executive Director, School Administrators of Montana
RE: Financial Literacy graduation requirement & results of member survey

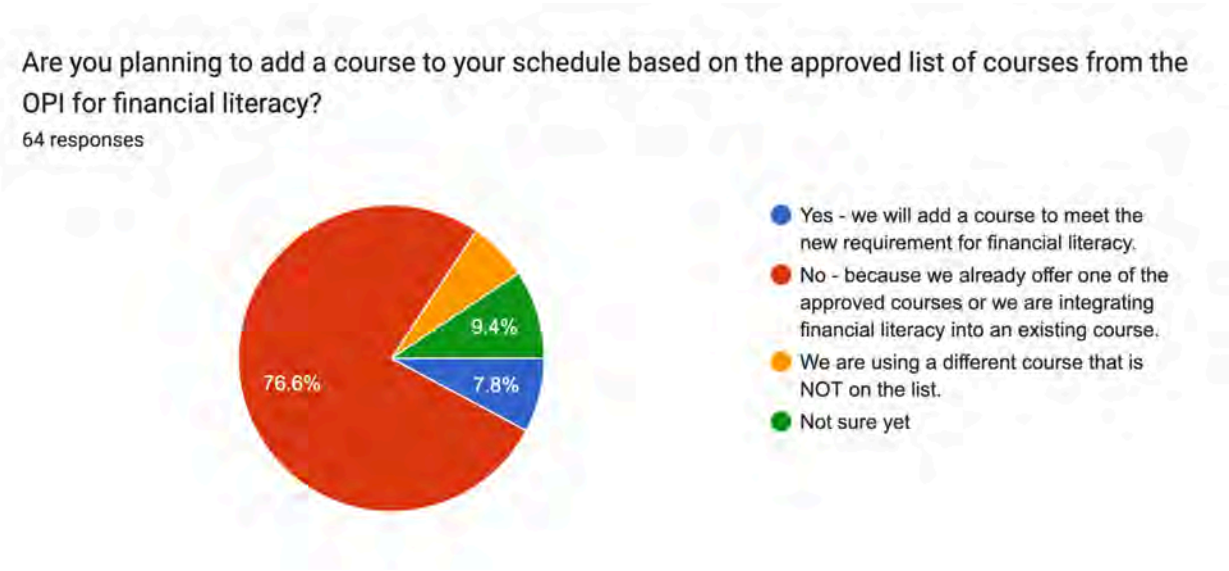
Dear Board Members,
In a recent public comment I provided the Board with a concern about the implementation of the new graduation requirement related to Financial Literacy. It has been my understanding that the Board intended to implement this new requirement without additional costs to school districts. To that end, the new requirement was intended to be woven in the current requirement for Math, Social Studies or Career/Technical Education.

SAM conducted a brief survey to examine the impacts of implementing the new graduation requirement. (Survey results are below.) I believe the survey data is informative and helps provide guidance to the Board and the Office of Public Instruction with implementation. In reviewing the results, I was pleased to see that most districts were already on track to meeting the new requirement. *The details of the survey suggest that the Board and OPI would be well advised to provide increased flexibility as schools implement this new standard.*

Thank you for your interest in this information.

Survey Demographics and General Info:

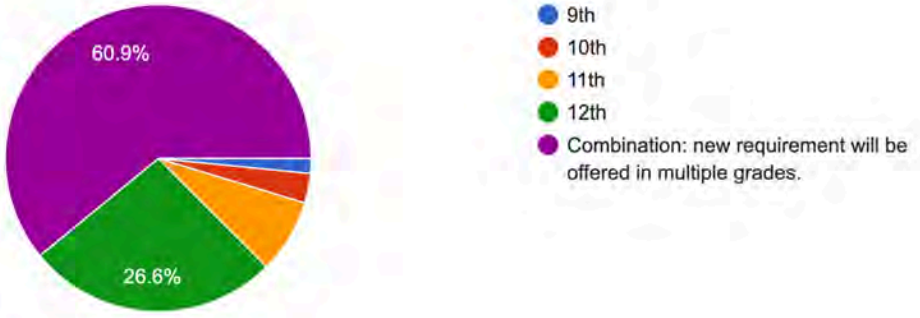
- Response rate: 35%
- Survey respondents: 88% were high school principals OR principal/superintendents.
- District Size: C=24%, B=30%, A=20%, AA=25%
- Will your graduates meet the 2026 deadline? Yes=86%, 14% no or not sure



SAM Membership Survey: Financial Literacy requirement, May 2024

In which grade will the majority of your students meet the new financial literacy requirement?

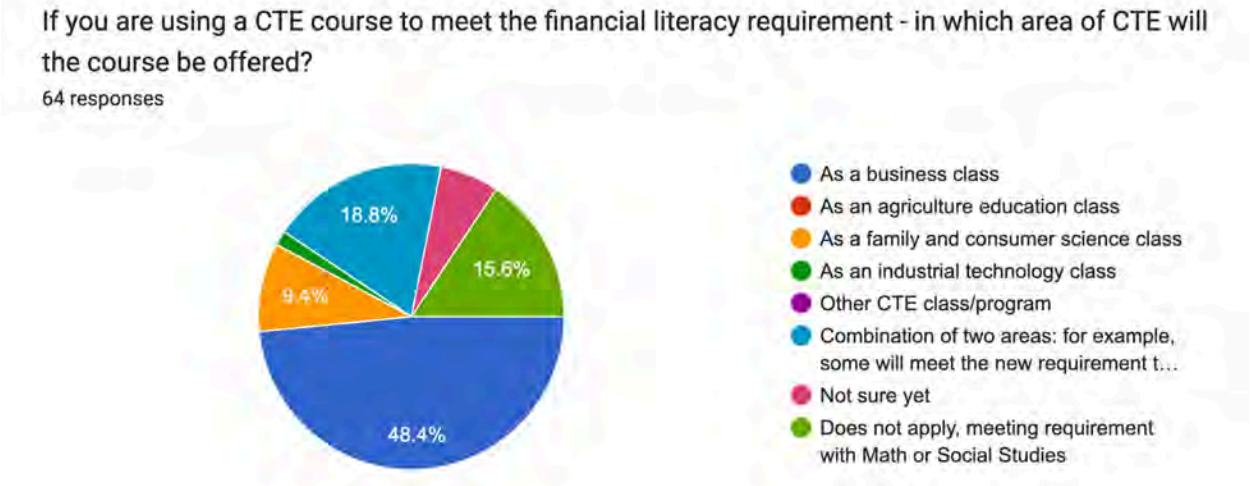
64 responses

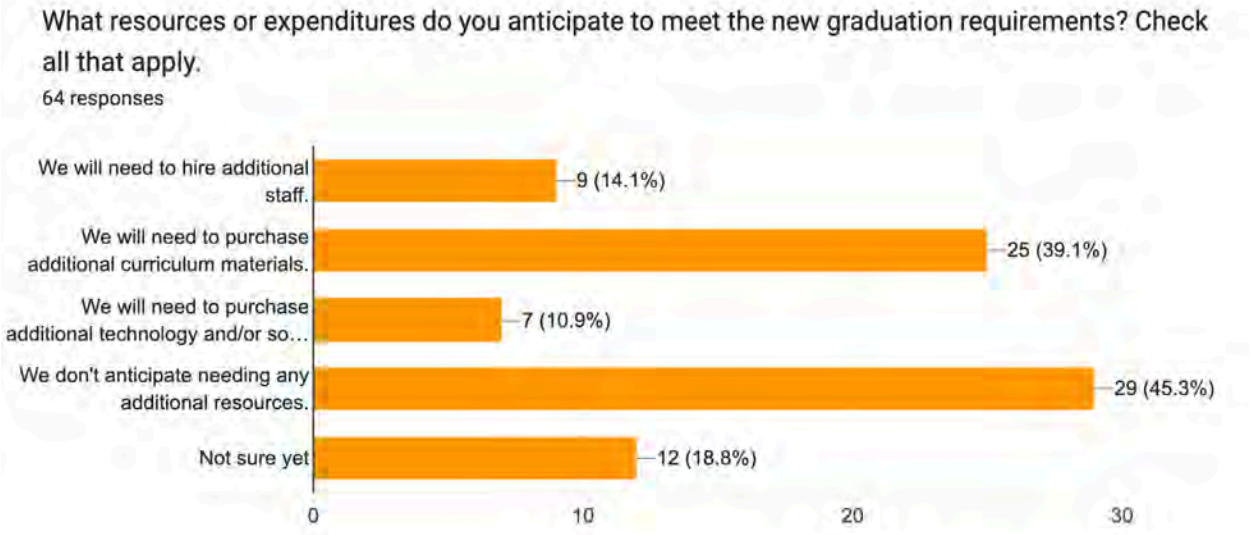


How do you plan to meet the new requirement for financial literacy?

64 responses

SAM Membership Survey: Financial Literacy requirement, May 2024





Open Response

Regarding the implementation of the new graduation requirement for Financial Literacy, is there any additional information you would like to share about challenges you are encountering to implement this new standard?

Common Themes:

- Staffing
    - Staffing may be our biggest issue going forward. We have not been able to hire a business teacher, except through Emergency Authorization.

    - Can we do it? Yes, if we can find or retain trained and certified teachers with the appropriate background.
    - We will be requiring financial literacy next year, but I have a teacher teaching it who is outside of the required area. We do currently offer a section under CTE, but I would have to hire another CTE teacher in order to have enough sections to serve our students. So, I have a World Language teacher (who is passionate about financial literacy) scheduled to teach some sections next year and we will likely get an accreditation ding.
- Flexibility
    - I agree with the importance of the topic, I need flexibility. In rural schools we need to be able to address this need in a variety of ways primarily do to staffing sets. Teachers we have each year who can teach these standards.
    - Our biggest issue is making room in the schedule and the impacts this new requirement has on our other class offerings. We are a small school with a limited number of offerings, therefore when we add something we often take away from something else. Trying to figure out a spot in the school day schedule that doesn't hurt our existing electives will be challenging.
    - With budget cuts and increasing costs, it will be harder to keep all of our CTE courses, thus pigeon holing students into fewer CTE options.
- Timing
    - It would be best to have this implemented with incoming Freshmen, class of 2027, and not start with students in high school, class of 2026, who have already planned out a course pathway to graduation.
    - The timeline for implementation has been problematic as we have an existing board policy that states any changes to graduation requirements can only apply to a new class of incoming 9th graders.
    - It has created some shifting of FTE in our school to make sure we offer the course to our 11th/12th and therefore impacting some of the course offerings at the 9/10th grade level.

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education
ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 (Jul)/2025 through 12 (Jun)/2025

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					591,202.00	3,261.21	0.00	587,940.79
	235H1 ADMINISTRATION				546,722.00	3,261.21	0.00	543,460.79
		01100 General Fund			535,164.00	3,261.21	0.00	531,902.79
			1 BOARD OF PUBLIC EDUCATION		535,164.00	3,261.21	0.00	531,902.79
				61000 Personal Services	266,908.00	1,581.00	0.00	265,327.00
				62000 Operating Expenses	268,256.00	1,680.21	0.00	266,575.79
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
		02122 Advisory Council			11,510.00	0.00	0.00	11,510.00
			1 BOARD OF PUBLIC EDUCATION		11,510.00	0.00	0.00	11,510.00
				61000 Personal Services	11,510.00	0.00	0.00	11,510.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
		02219 Research Fund			48.00	0.00	0.00	48.00
			1 BOARD OF PUBLIC EDUCATION		48.00	0.00	0.00	48.00
				62000 Operating Expenses	48.00	0.00	0.00	48.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	235H4 SITSD RST				44,480.00	0.00	0.00	44,480.00
		01100 General Fund			44,480.00	0.00	0.00	44,480.00
			1 BOARD OF PUBLIC EDUCATION		44,480.00	0.00	0.00	44,480.00
				62000 Operating Expenses	44,480.00	0.00	0.00	44,480.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
Grand Total					591,202.00	3,261.21	0.00	587,940.79

STRATEGIC PLANNING SESSION

- **REVIEW STRATEGIC PLAN**
- **REVIEW BYLAWS**
- **REVIEW COMMITTEE ASSIGNMENTS**
- **REVIEW MEETING CALENDAR AND AGENDA CALENDAR 2025**
- **ADVISORY COUNCIL REFLECTION AND REVIEW**
- **LEGISLATIVE IMPLEMENTATION REFLECTION AND REVIEW**

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS

State of Montana

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

Board of Public Education

Board of Public Education
Strategic Plan 2024-2025

MISSION STATEMENT:

The Board of Public Education has a mission statement as directed by the Montana Constitution, which states, "There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law". The Board of Public Education was established to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

STRATEGIC PLAN:

1. **Exercise the Board's constitutional and statutory authority to improve Montana's education system.**
   - Work with constitutional education authorities to ensure they understand and respect the constitutional authority of the Board of Public Education.
   - Collaborate with constitutional education authorities around initiatives to improve and support public education in Montana.
   - Work with the Montana Advisory Council on Indian Education, Office of Public Instruction, and education partners to implement Indian Education for All.
   - Promote and maintain a transparent and open public participation process.

2. **Promote a safe learning environment.**
   - Work with education partners to help school districts navigate federal and state regulations and funding.
   - Assign the Executive Director to participate in the Montana School Safety Advisory Committee meetings.

3. **Evaluate and adopt the Board's accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.**
   - Maintain the Board's commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
   - Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards within the Board of Public Education's authority.

4. **Foster quality teaching and administration.**
   - Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.
   - Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education's authority.
   - Work with partners in P-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
   - Receive guidance from professional education organizations and take action on their recommendations, when appropriate.

5. **Support the preparation of all Montana students for employment, post-secondary education, and civic life.**
    - Work to support and expand pathways to career and life success through dual enrollment, internships, work-based learning, etc.
    - Collaborate with the Montana Digital Academy to support online instruction for students, and assign the Executive Director to serve on the Montana Digital Academy Governing Board.
    - Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
    - Work with school districts and education partners to promote the Montana Seal of Biliteracy.
    - Prioritize and support innovation through the public charter school application process.
    - Receive guidance from the Montana Advisory Council on Indian Education and take action on their recommendations, when appropriate.

6. **Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.**
    - Hire, support, and evaluate the Superintendent of the Montana School for the Deaf and Blind (MSDB).
    - Support and take action on personnel items, out of state travel requests, policies, and other items.
    - Assign the Executive Director and MSDB liaison to participate in the Montana School for the Deaf and Blind Foundation meetings.

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION

BYLAWS

Article I. Name

The legal name of the Board is the Board of Public Education.

Article II. Objective

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

Article III. Membership

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per § 5-1-102 (2)(a)(b), MCA, and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education are ex-officio, non-voting members of the Board. There is also a non-voting student member, appointed by the Montana Association of Student Councils. The term of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

Article IV. Officers

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson-elect and Vice Chairperson-elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participating in the construction of meeting agendas, and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

Article V. Executive Director

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature, and the Governor's office.

Article VI. Meetings

According to § 20-2-112, MCA, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex-officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

The Board of Public Education and the Board of Regents shall meet yearly as the State Board of Education per § 20-2-101, MCA.

Meetings of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session.

Article VII. Quorum

A majority of the appointed members shall constitute a quorum for the transaction of business.

Article VIII. Organization

Section A. Officers

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall perform the functions of the Chairperson in their absence.

Section B. Committees
Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson, and the Executive Director

2. An Accreditation Committee

3. A Licensure Committee

4. A Montana School for the Deaf and Blind Committee

5. A Legislative Committee

6. An Assessment Committee

~~7. An Education Interim Committee~~

7. A Charter School Committee

The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and alert the Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion or action. The Chairperson shall serve as a member of all committees, unless otherwise determined by the Chairperson. The Executive Director shall attend all committee meetings and provide support as determined by the committee chairperson.

The Board shall establish a Montana School for the Deaf and Blind Committee. Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more regular oversight and involvement in the maintenance and governance of the school.

Article IV. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation

5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

Article X. Communications

All official communications should come to the attention of the Board through the Executive Director of the Board.

Article XI. Parliamentary Procedure

The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.

Article XII. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

Article XIII. Professional Development

The Board of Public Education offers professional development opportunities for Board members whenever possible. Board members may attend at least one professional development conference each year, when funding is available. All requests must be submitted to the Executive Director at least one month prior to the conference. Board members should submit the request using the Request and Justification for Travel Form. All out of state travel and travel that exceeds $1,000 must be approved by the Executive Committee prior to participation.

Request and Justification for Travel Form (mt.gov)

State of Montana

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

Board of Public Education

Board of Public Education
Committee Assignments
July 2024

STANDING COMMITTEES

Executive Committee
Tim Tharp, Chair
Susie Hedalen, Vice Chair
McCall Flynn, Executive Director

MSDB Committee
Renee Rasmussen, Chair
Tim Tharp, Member

Accreditation Committee
Madalyn Quinlan, Chair
Ron Slinger, Member
Tim Tharp, Member

Licensure Committee
Susie Hedalen, Chair
Ron Slinger, Member
Tim Tharp, Member

Legislative Committee
Renee Rasmussen, Chair
Jane Hamman, Member
Tim Tharp, Member

Assessment Committee
Renee Rasmussen, Chair
Lisa Schmidt, Member
Tim Tharp, Member

~~**Education Interim Committee**~~
~~Jane Hamman, Chair~~
~~Lisa Schmidt, Member~~
~~Tim Tharp, Member~~

Charter School Committee
Jane Hamman, Chair
Madalyn Quinlan, Member
Tim Tharp, Member

Ad Hoc Legal Complaint Committee
Madalyn Quinlan, Chair
Susie Hedalen, Member
Tim Tharp, Member

ADVISORY GROUP LIAISONS

Montana Advisory Council on Indian Education – Susie Hedalen
Montana Early Childhood Advisory Council – McCall Flynn
Montana School Safety Advisory Committee – McCall Flynn

OTHER COMMITTEE APPOINTMENTS

Education and Workforce Data Governing Board – Susie Hedalen
Montana Digital Academy Governing Board – McCall Flynn

State of Montana

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

Board of Public Education

BOARD OF PUBLIC EDUCATION
ANNUAL AGENDA CALENDAR
January 2025 – November 2025

(Proposed items from OPI are in italics – C symbolizes Consent Agenda)

January 16-17, 2025 – Helena, MT (East Helena?)
Exiting Board Member – Last Meeting and Recognition
MACIE Update
Review individual Community Choice Schools' Annual Reports
ABCTe Interim Report
Action on Authorizing Public Charter Schools
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity Grant Applications
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
Action on MSDB Superintendent Contract Extension
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

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March 13-14, 2025 – Helena, MT (East Helena?)
MACIE Update
Action on MSDB School Calendar
Action on Early Literacy Screening Tools (Odd Years)
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Review Draft CAEP MOU
Content Standards Revision Update

May 8-9 or 15-16, 2025 – Great Falls, MT
Student Representative Last Meeting & Recognition
MACIE Update
Action on K-12 Schools Payment Schedule
Assessment Update
Accreditation Update
Action on CAEP MOU
Federal Update
Content Standards Revision Update
Executive Director Performance Evaluation

July 16-18 or 23-25, 2025 – Helena, MT
Strategic Planning Meeting
MACIE Update
Action on MSDB/Golden Triangle Co-op
Reflection and Review of Chapter 56 Assessment Standards
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update
Action on Accreditation Status of All Schools
Action on Public Charter School Annual Report

September 11-12 or 25-26, 2025 – TBD, MT
Glendive, Evergreen, Lewistown, Polson, Dillon
Election of Board Officers
Action on Strategic Planning Items – C
MACIE Update
Montana Digital Academy Update
MACIE Renewal (Even Years)
Review Community Choice School Academic Performance and Financial Reports
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update
Content Standards Revision Update

November 19-21, 2025 – Missoula, MT
Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Action on Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers List
Content Standards Revision Update

❖ REPORTS – Dr. Tim Tharp (Items 1-5)

ITEM 1

CHAIRPERSON'S REPORT

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 3

STATE SUPERINTENDENT REPORT

- **Assessment Update**
- **MAST Update**
- **Federal Update**
- **Data Modernization Update**
- **Content Standards Revision Update**
- **OPI Staffing Report**

State Superintendent Elsie Arntzen

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Superintendent Arntzen's Report to the Board of Public Education as of July 1, 2024

Superintendent Arntzen's Message:

I attended a press conference in Washington DC on June 20 to discuss the Biden Administration's radical redefinition of sex. **To watch the press conference, click here.**
On Thursday, June 13, 2024, a federal court in Louisiana enjoined the U.S. Department of Education from implementing its final rules regarding sex discrimination. Set to go into effect on August 1, 2024, the rule would have expanded protections from sex discrimination to include protections based on gender identity and other characteristics not based on biological sex. The injunction applies in Montana, Louisiana, Mississippi, and Idaho, the states that challenged the

final rule. On July 16, 2024, I will meet with the Montana High School Association (MHSA) to discuss the creation of uniform guidance regarding Title IX and sports in our schools.

Budget and Education Working Group:

The second and third rounds of the Budget and Education Working Group (BEWG) meetings were held during May and June. The are seven small virtual group sessions held via Zoom. The purpose is to gather information from the community and offer feedback that will serve as a resource for the legislature when considering education funding for the 2025 Biennium Budget and 2025 Legislative Session. OPI staff will provide a white paper and summary from the working group for the legislature.

Over 170 Montanans signed up to be part of the working group and over 100 people participated in the first meeting. The schedule for the meetings is:

Meeting dates and times for **Group A: Special needs students and programs**

- Monday, May 20, 5:30 pm | Agenda | Recording |Summary Page
- Monday, June 24, 5:30 pm | Agenda | Recording |Summary Page
- Monday, July 22, 5:30 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group B: Teacher pay, retention, & recruitment**

- Monday, May 20, 7:00 pm | Agenda | Recording | Summary Page
- Monday, June 24, 7:00 pm | Agenda | Recording |Summary Page
- Monday, July 22, 7:00 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group C**: **Rural, population, & culture**

- Tuesday, May 21, 5:30 pm | Agenda | Recording | Summary Page
- Tuesday, June 25, 5:30 pm | Agenda | Recording |Summary Page
- Tuesday, July 23, 5:30 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group D: Sustainability & tax burden**

- Tuesday, May 21, 7:00 pm | Agenda | Recording | Summary Page
- Tuesday, June 25, 7:00 pm | Agenda | Recording |Summary Page
- Tuesday, July 23, 7:00 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group E: Programs & curriculum**

- Wednesday, May 22, 5:30 pm | Agenda | Recording | Summary Page
- Wednesday, June 26, 5:30 pm | Agenda | Recording |Summary Page
- Wednesday, July 24, 5:30 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group F: Funding formula**

- Wednesday, May 22, 7:00 pm | Agenda | Recording | Summary Page
- Wednesday, June 26, 7:00 pm | Agenda | Recording |Summary Page
- Wednesday, July 24, 7:00 pm
- Zoom Link for all Meetings.

Meeting dates and times for **Group G: School budgeting**

- Thursday, May 23, 5:30 pm | Agenda | Recording | Summary Page
- Thursday, June 27, 5:30 pm | Agenda | Recording |Summary Page
- Thursday, July 25, 5:30 pm

- Zoom Link for all Meetings.

For more information, please contact Katie Bloodgood, Legislative Liaison, at katherine.bloodgood@mt.gov.

Assessment Update:

Please see the Assessment Update attached at the end of this report.

Cedar Rose, Assessment Director, is standing by for questions.

Montana Aligned to Standards Through-Year (MAST) Program Update:

Professional learning opportunities are planned to support Montana's districts in implementing the new MAST statewide assessment for grades 3-8 in math and ELA. These opportunities will encompass in-person sessions, live virtual events, and asynchronous learning modules.

- On **August 7, 2024**, members of the Assessment Team will be at the ***Annual Hutterite Educator Conference*** where there will be devoted sessions focusing on preparing for the 2024-2025 statewide MAST Assessment, ELL Identification & Support, and ACCESS for ELLs Testing. Navigate to the RSVP Link: https://forms.gle/6hQYznHaDgKHLEXj6 [forms.gle]. All are welcome to attend sessions that pertain to their districts.
- From **August 8-16, 2024**, a second in-person ***MAST Roadshow*** will take place at multiple locations throughout Montana. Dates, times, locations, and the registration link can be found here. Please register by August 1.
- On **September 5, 2024**, a second live virtual ***MAST Summit*** will take place. Once all details are confirmed, information will be shared and made accessible on the OPI MAST webpage and MAST Portal.
- On **October 3rd, 10th, and 24th**, the Assessment Unit's fall **STC Workshop Series** will provide details and support regarding the MAST. Once this information becomes available, it can be found on the Assessment Unit's Stay Informed (mt.gov) webpage under the STC Workshop Series tab.
- This fall, the OPI Assessment Unit will be offering ***weekly office hours*** at various times to best support STCs and the field with statewide assessment-related questions. Details and information can be found on the Statewide Assessments Stay Informed (mt.gov) webpage once finalized.
- Additional **live virtual** and **asynchronous learning opportunities** will be available. More details and information will be shared on the MAST Portal, OPI MAST webpage, and OPI MAST Monthly Compass once finalized.

For more information, please contact **Tressa Graveley**, Assessment Specialist.

Please see the MAST Update attached at the end of this report.

Krystal Smith, Education Innovation Manager, is standing by for questions.

Elementary and Secondary School Emergency Relief Funds (ESSER) Update:

The **ESSER Close-Out Process** begins July 2024, contact Kimberly Kelly at kimberly.kelly@mt.gov or (406) 594-9295 to schedule an appointment. Note this process is different than the E-Grants Final Expenditure Report (FER). It includes a full review of ESSER I, II & III Budget Pages and other relevant documentation. Please complete a Return Funds form if you are returning awarded funds for any reason.

- A report of ESSER spending and compliances for each District will be sent in July to start the Close-Out Process.
- If you do not receive one by July 15, 2024, check spam and contact ESSER Meet the Team.

The ESSER team holds open office hours 6 days a week via Zoom, phone, email, text, and in-person to offer support to school districts.

Remember ESSER III deadline is on September 30, 2024.

The state-wide ESSER allocation through June 26, 2024, is:

Elementary and Secondary School Emergency Relief Funds (ESSER)
March 2024 Status Report

State Level ESSER Activity

Program	Allocated	Expended	Balance	Percentage Expended
ESSER I	$ 41,295,230	$ 41,295,230	$ -	100%
ESSER II	$ 170,099,465	$ 170,099,465	$ -	100%
ESSER III	$ 382,019,236	$ 267,852,990	$ 114,166,246	70%
Totals	**$ 593,413,931**	**$ 479,247,685**	**$ 114,166,246**	**81%**

Please see the ESSER Report attached at the end of this report.

For more information on ESSER please click here or contact Wendi Fawns at wendi.fawns@mt.gov.

Data Modernization Update

The Office of Public Instruction is working with PowerSchool on the Data Modernization project. For current updates on the project, visit our website, look at project FAQs, and join the weekly Virtual Office Hours for Superintendents.

Additionally, OPI is seeking feedback on the GEMS system to improve future data visualizations. Please take the survey here, which closes on July

26, 2024. If you have any questions about data modernization or the GEMS survey, please reach out to Anna Hoerner or Chris Bushnell.

Please see the Data Modernization Project Status and Overview Update at the end of this report.

Julia Caro, IT Project Specialist, is standing by for questions.

State Content Standards Revision Update

Please see the K-12 State Content Standards Revisions Update attached at the end of this report.

Marie Judisch, Teaching and Learning Senior Manager, is standing by for questions.

OPI Staffing Report:

OPI's number of vacant positions (as of 7/1/24):

- Total vacancies: 15
- In Recruitment: 6
- In Hiring Process: 4 (accepted position, waiting for their start day)
- Not filling: 2 (positions end 9/30/24)
- Holding: 2 (committed to individuals but won't fill until October)
- Dual roles: 1 (Chief Legal is also Deputy Superintendent until end of term)

Vacancies by Funding Type:

- General Fund: 7
- Federal: 8

Early Literacy Targeted Interventions School Jumpstart Program:

During the 2023 Legislative session, HB 352 (20-7-1803, MCA) was enacted. This legislation created three voluntary Early Literacy-Targeted Intervention programs. The programs are classroom-based, jumpstart, and home-based. Many schools have been busy preparing implementation by screening students per parent requests and planning upcoming programming. The home-based program provides interventions to students and families via a secure online platform. On **July 1st,** we will send out the data collection tool to collect information about the number of licenses districts request to serve their eligible students. Here is a draft of the data collection. Districts will be contacted in August to confirm the number of licenses awarded to their district for the home-based program.

For more information, please contact Jackie Ronning, Early Literacy Coordinator, at jackie.ronning@mt.gov.

National Conference on Student Assessment:

June 24-26, 2024, Cedar Rose, Krystal Smith, Dr. Julie Murgel, and Marie Judisch traveled to Seattle for the National Conference on Student Assessment to discuss best practices, research findings, and valuable resources to aid states in implementing high-quality assessments and robust accountability systems, which will lead to better outcomes for all students. Montana is leading the nation with the student-teacher-centered test.

Elsie Arntzen, Superintendent
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July 2024 BPE Assessment Update

2024-2025 Assessment Windows

- MAST windows throughout the year with 6-week major testing windows (math and ELA testlets) and a final, 4-week anchor testlet window for a single equating and test development testlet (math or ELA).
- Other required statewide assessments mirror past testing windows.

	Anticipated SY2024-25 Test Windows	Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	Window 1 October 14-November 22 Window 2 January 13-February 21 Window 3 March 24-May 2 Window 4 *(Anchor only)* May 5-May 23	Math and ELA	General	Grades 3–8	3 windows: 6 weeks each Final Anchor window: 3 weeks
ACCESS for ELLs	December 2-February 21	English Language Proficiency	English Learners	Grades K–12	12 weeks
Montana Science Assessment (MSA)	March 3-May 23	Science	General	Grades 5, 8	12 weeks
Multi-State Alternate Assessment (MSAA)	March 10-April 25	Math and ELA	SwSCDs	Grades 3–8, 11	7 weeks
Montana Alternate Science Assessment (AMSA)	March 10-April 25	Science	SwSCDs	Grades 5, 8, 11	7 weeks
ACT with Writing	Window 1 March 25-April 4 Window 2 April 8-18 Window 3 April 22-May 2	Math, ELA, and Science	General	Grade 11	3 windows: 3 weeks each
Updated by the Office of Public Instruction on May 9, 2024.		Putting Montana Students First		**Note**: Dates and information listed in this schedule are subject to change at any time or without notice.	

Note: SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year.

2024-2025 Assessment Field Support

The Assessment Unit provides both synchronous and asynchronous training and support throughout the school year. These include:

- In-person sessions at educator conferences (OPI Summer Institute, Hutterite Educator Conference)
- MAST Roadshow
- MAST Virtual Summit
- Weekly live webinars leading up to statewide MAST testing
- Annual STC Workshop Series in October
- Recorded tutorials available in both the OPI Learning Hub, on the OPI Assessment Unit YouTube Channel, and MontCAS webpage
- Three Learning Hub courses (English Learner Support & Assessment, STC Basics, MAST)
- Monthly open office hours for individualized support
- Monthly Assessment Bulletin with timely tasks and support

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opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Aligned to Standards Through Year Assessment (MAST)
Overview and Implementation Plan

What is MAST?

- A student-centered assessment model of smaller "testlets" proctored throughout the year, assessing on-grade level Montana state standards
- Flexibly aligned testlets to local scope and sequence offering coherence with the taught curriculum
- Available on demand to accommodate teacher, school, and/or district scheduling
- Testlets administered in a class period instead of a 1-time testing event
- Provide more immediate reporting of finer-grained, instructionally valuable information throughout the school year
- In aggregate, provide a reliable, comparable measure of student mastery of grade-level standards to eliminate the need for a single, end-of-year summative assessment

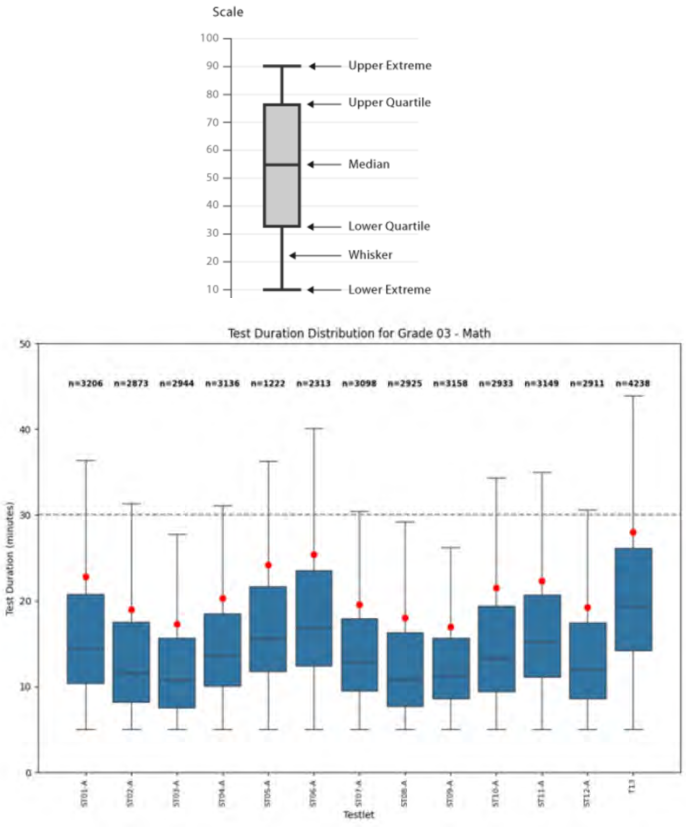
Lessons Learned from Year 2 Pilot

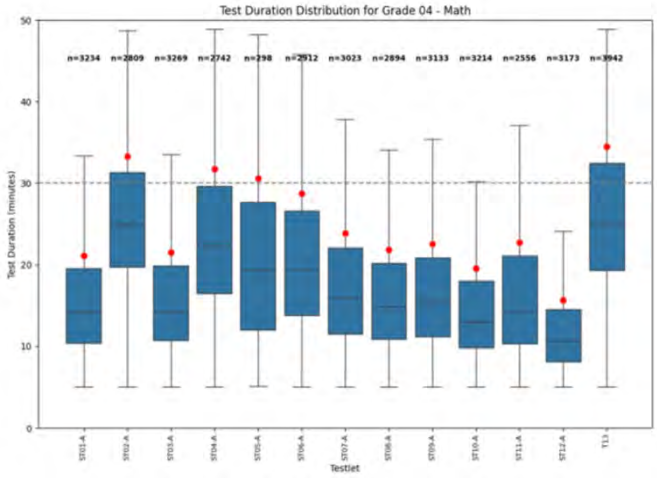
1. MAST provides significant value in teaching and learning
    - Provided a need for school-level scope and sequence work to occur
    - Detailed reporting supports classroom instructional decisions
    - Supports best practice of chunking instruction, learning, and assessment
    - Reduced testing anxiety and stress on classroom teachers and students
    - Students preferred knowing the mast standards clusters they were being assessed on and the ease of the testing platform
2. Additional requests from the field
    - In-year growth measure for math
    - Reduced testing time for testlets
    - Clarity on test security
    - Exemplars and practice tests made available
    - Clarity on how assessment results will be used for state and federal accountability

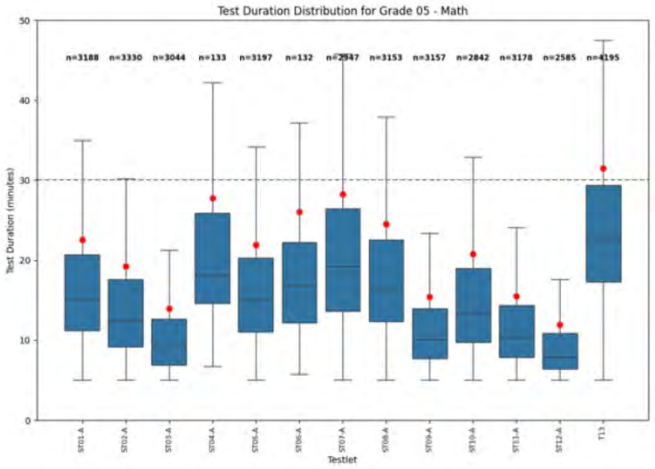
Testlet Timing from Administration 5

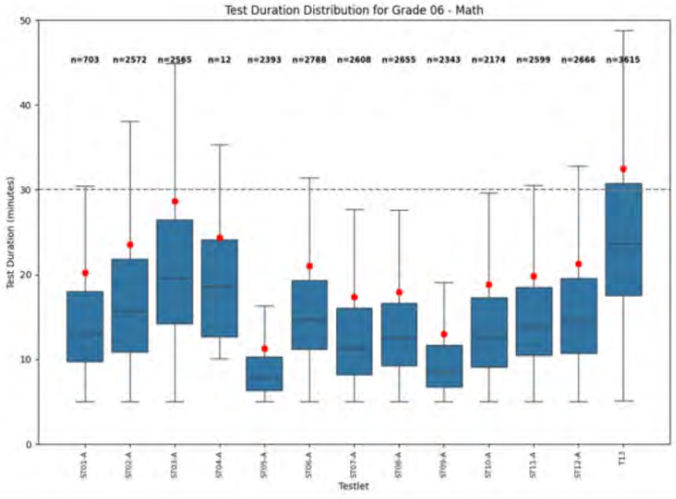
For each grade level, the 12 different testlets are identified along the bottom horizontal axis. The duration of each testlet, in minutes, is found along the vertical axis. Below each graph's title, the count of Montana students completing each testlet is communicated. For each testlet, a box and whisker plot communicates the least amount of time for students to complete tests as well as the extreme time per testlet. The bottom of the blue box represents the lower quartile, the middle line inside the blue box is the median of student timing data per testlet, and the top of the blue box is the upper quartile. The red dot signifies the timing identified for 80% of all students to complete each testlet. A sample box and whisker plot is provided here to support the reading of these high-level testlet data sets.

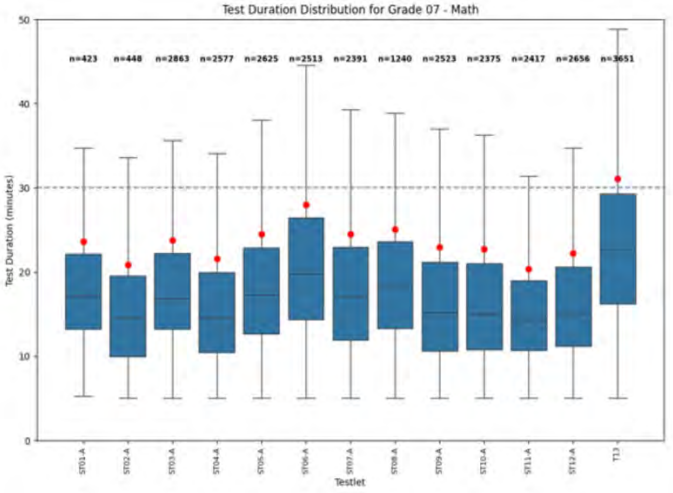
Summary- Most teslets are being completed by 80% of the students in less than 30 minutes.

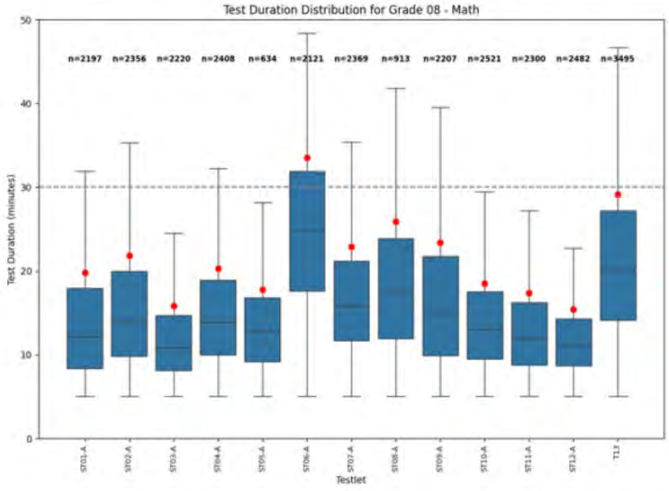



Test Duration Distribution for Grade 04 - Math
n=3234 n=2809 n=3269 n=2742 n=298 n=2912 n=3023 n=2894 n=3133 n=3214 n=2556 n=3173 n=3942
Test Duration (minutes)
Testlet
ST01-A ST02-A ST03-A ST04-A ST05-A ST06-A ST07-A ST08-A ST09-A ST10-A ST11-A ST12-A T13


Test Duration Distribution for Grade 05 - Math
n=3188 n=3330 n=3044 n=133 n=3197 n=132 n=2947 n=3153 n=3157 n=2842 n=3178 n=2585 n=4195
Test Duration (minutes)
Testlet
ST01-A ST02-A ST03-A ST04-A ST05-A ST06-A ST07-A ST08-A ST09-A ST10-A ST11-A ST12-A T13


Test Duration Distribution for Grade 06 - Math
n=703 n=2572 n=2165 n=12 n=2393 n=2788 n=2608 n=2655 n=2343 n=2174 n=2599 n=2666 n=3615
Test Duration (minutes)
Testlet
ST01-A ST02-A ST03-A ST04-A ST05-A ST06-A ST07-A ST08-A ST09-A ST10-A ST11-A ST12-A T13





School Support Plan for 2024-25

Beginning in mid-July, MAST support tools and documents will be available to school leaders and personnel. In addition, the MAST and New Meridian teams will be in-person as well as holding virtual office hours to support all Montana stakeholders, regardless of roles. Below is a calendar of these events.

Open Office Hours for Scheduler Tool: July-September
Road Show: August 8-15
MAST Virtual Summit: September 5th
Technical Webinars: September-October
Reporting Webinars: October
Q&A Sessions: before each window opens
Listening Sessions: after each window closes

Continual Stakeholder Feedback and Engagement

The New Meridian team conducted several interviews with year 2 pilot participants, with questions surrounding the following topics: readiness to move from pilot to statewide implementation, implementation next year, testing schedule, test length, utility of the reported data, and progress/projection measures. The stakeholders interviewed include Havre Intermediate School principal, Kalispell Instructional Coach, Frontier School IT Coordinator, Great Falls Curriculum and Assessment Coordinator, and Arrowhead School 4-8 grade math teacher. The following conclusions were made from the data and responses provided from these interviews.

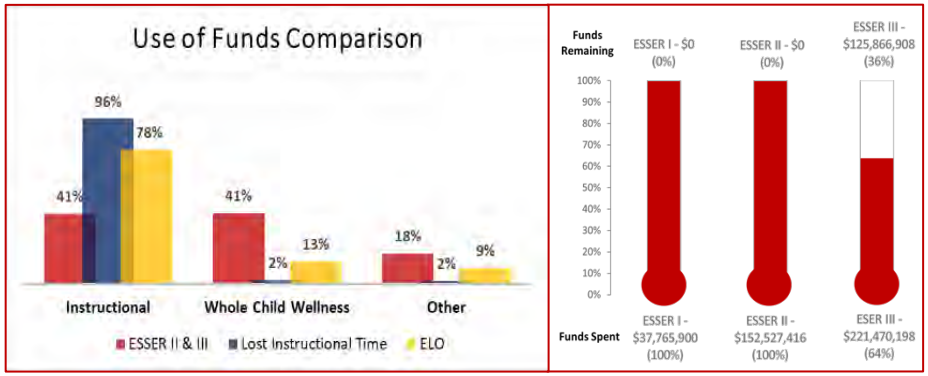
1. The pilot phase led to significant refinements in MAST and set the stage for the operational rollout in the 2024-25 school year.
2. The responsiveness and communications from the OPI during the pilot phase will continue to support the transition in assessment systems.
3. Overall, the shorter, more frequent tests have helped reduce student anxiety and made testing a more integrated part of the school routine.
4. Educators saw significant advantages to the shorter, more frequent testing format of MAST and found the length of the tests manageable.
5. Educators look forward to the introduction of testlet-level reporting to support student instruction. They have valued the numerous opportunities to provide feedback during the iterative process of designing reports.

As Montana continues to lead the nation in the innovative through-year model of assessment, many states, including the US Department of Education, are closely watching and tracking our progress. The OPI continues to partner with the National Center for Assessment to ensure all benchmarks are met as well as progress towards the peer review submission process in December 2025. The courage of Montana educational leaders, teachers, students, and families is applauded for navigating uncharted waters in assessment and providing a beacon of hope and promise for a personalized assessment model that not only meets the high standards of federal accountability requirements but also provides teachers useful data to impact the day-to-day learning of their students.

ESSER Impacts

ESSER III Monthly District Status

Grant	Awarded/Allocated	Remaining Balance
ESSER I (CARES)	$37,765,900	-
ESSER II (CRRSA)	$152,527,416	-
ESSER III (ARP)	$347,337,106	$125,866,908
Total	**$537,630,422**	**$125,866,908**



Updated Monthly on the ESSER Webpage

Scan the QR code below with your smartphone camera to visit the website!

ESSER Funds Used For:

1. Wages/Staffing
2. Learning Modality/Instructional Material
3. Tangible Upgrades/Facility Improvements
4. Assorted Varied Misc Items

ESSER Grant Funding Project Outcomes

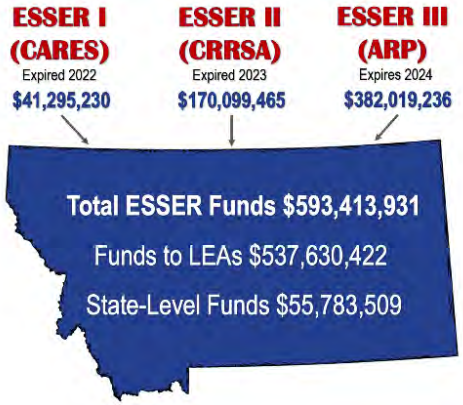
304 schools representing 887 active projects

311 projects Oct 2022 to Sept 2023	62 Outdoor Learning Space
295 projects Oct 2023 to May 2024	32 Communication
322 Air Quality projects	38 Curriculum
83 Water projects	42 Transportation
108 Safety projects	240 Technology Access projects

Your OPI ESSER Team is here to help!

- ESSER/EANS Director Wendi Fawns wendi.fawns@mt.gov 406-437-8595
- ESSER Program Manager Rebecca Brown rebecca.brown@mt.gov 406-444-0783
- ESSER Communications Specialist Allison Agostino allison.agostino@mt.gov 406-202-7685
- ESSER Administrative Specialist Kim Kelly kimberly.kelly@mt.gov 406-594-9295
- ESSER Grant Accountant Steven Morgan steven.morgan@mt.gov 406-594-9728

The Office of Public Instruction's ESSER team priority for 2024 is to provide **resources** and **support** to LEAs leveraging ESSER funds.



Preparing for, Preventing, and Responding to the effects of COVID-19 on Montana students

An announcement by the U.S. Department of Education made April 25, 2024 allows ESSER funds **awarded to SEAs** to be merged with other federal administration grant funds. This enables OPI to better provide services to our schools by continuing some of the support moving beyond the ESSER September 2024 deadline. In order to do this, OPI must submit a waiver.

An announcement by the U.S. Department of Education made January 9, 2024 allows LEAs to request a liquidation extension for ESSER III. This was also available for ESSER I&II. This information has been in the monthly Compass and posted on the OPI ESSER website for over a year. There are specific guidelines for these LEA extensions. **In order to determine the need for extensions, we ask that you complete a short Google Form here.** (Please complete by July 31, 2024)

Target Range K-8 Elementary

Missoula, Montana - 568 Students

Standard Per-Pupil: $11k - ESSER One-Time Per-Pupil: $2k

Outdoor Learning Space Project

- Students decided how it should look
- ESSER helped hire design staff
- School and community input to the design
- Community engagement in student learning
- Community support in fundraising

The outdoor learning space project kept the focus of all students. The Foundation, parents, staff and community concept of the playground contained an **inclusive play system** integrating **accessible surfaces and equipment** that appeal to students of all abilities.

Jessica Pyette (District Business Clerk) noted that almost 100% of the student body participated in the fundraising campaign.

Lincoln County High School

Eureka, Montana - 293 Students

Standard Per-Pupil: $11k - ESSER One-Time Per-Pupil: $4k

"**Tiny House**" class benefits:

- Help students develop **workforce skills**
- Address some of the community **affordable housing** challenges
- Engage students in **proficiency-based learning**
- **Community** support and connection

"The best part of the class was the realistic hands-on aspect. The community people that came in really showed us how the skills can carry over to their industry and how we could get a job staying in our community using these skills."

- Caleb Ravich, Junior

The students have been involved in every aspect of the building process - from initial plans all the way through the finish work - to produce two Tiny Houses. Students worked to do all of the **framing**, **siding, windows**, etc. and have also worked with the **electrical** and **plumbing** contractors.

"Student gains are high and there's a variety of students who participate… The community provided volunteer mentors, guest speakers from a local power company, plumbers, and electrical industry. I think the program gives students a way they can learn to invest in the community while the community also invests in them."

- Bryan R, Teacher

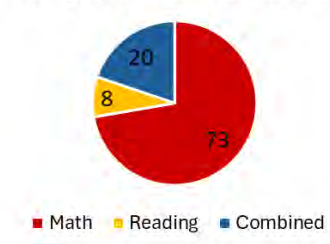
The first two Tiny Houses to come from the class were auctioned off in May 2023.

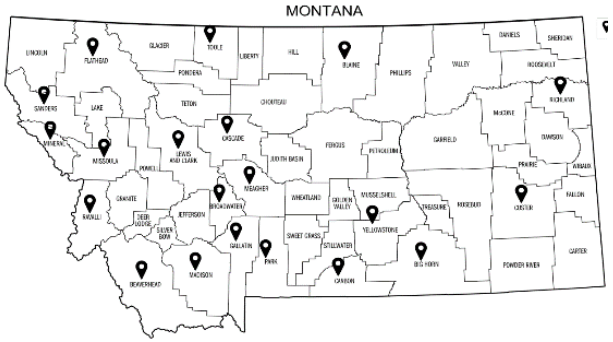
ELO Stories

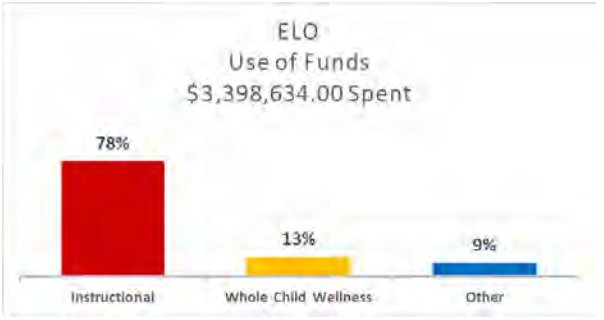
ELO = **E**xtended/**E**xpanded **L**earning **O**pportunities

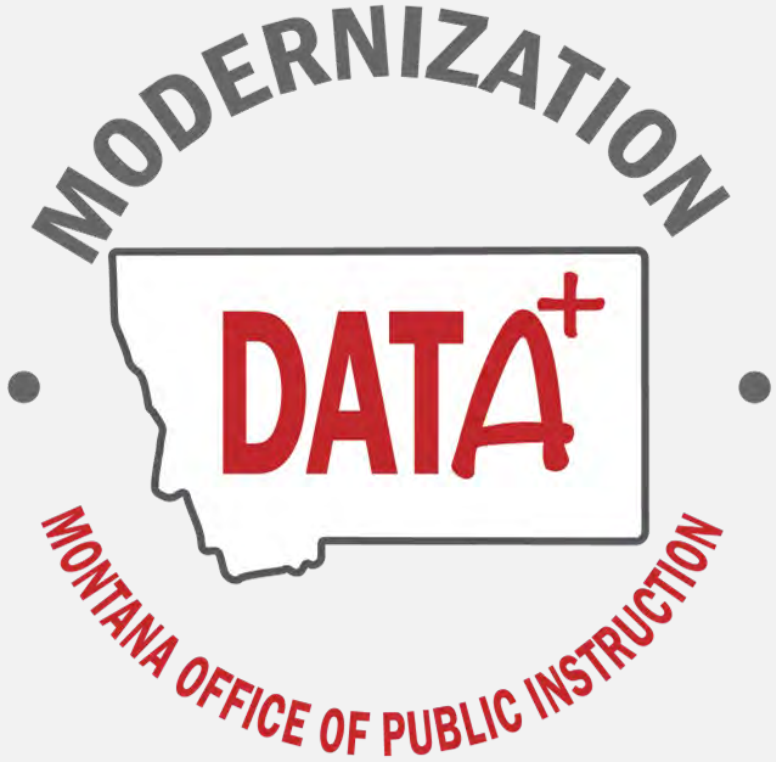
As Montana students and families work to recover from the adverse impacts of the COVID-19 pandemic, this grant is an opportunity to address students' personal and academic needs, ensure parents and guardians are able to rejoin the workforce, and ultimately continue to strengthen Montana communities.

LE Name	ELO History	ELO Funding	Student Participation	Avg. Weekly Participation	Program Topic
Panther Math and Reading Program	Afterschool 21 - 23 Summer 24	$97,423	26	7	Math
Afterschool Club House	Afterschool & Summer 21 - 24	$173,382	767	10	Reading
Real World Book Club	Afterschool & Summer 21 - 24	$177,999	288	28	Math & Reading
Get Your Game On	Afterschool 21 - 23 Summer 23 - 24	$136,256	3115	3	Math
Mango Math	Afterschool & Summer 21 - 24	$157,269	363	28	Math
Code Girls United	Afterschool & Summer 21 - 24	$152,784	336	4	Math
Educatio Learning Studio	Afterschool 21 Afterschool & Summer 22 - 24	$146,293	230	5	Math









DATA MODERNIZATION PROJECT UPDATE

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

July 2024

Putting Montana Students First

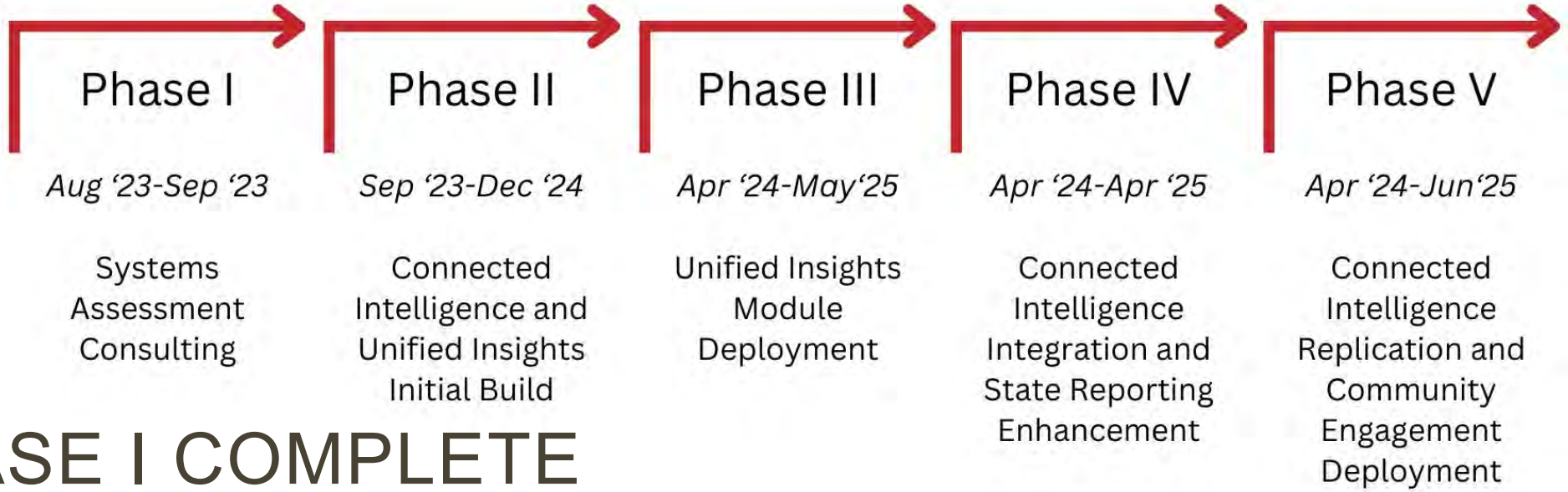
OPI DATA MODERNIZATION PROJECT OVERVIEW

OPI Data Modernization Status and Overview Report

Activities

- Ongoing data replication from Infinite Campus State Edition to PowerSchool's Connected Intelligence.
- OPI staff continue to meet with the steering committee of key district staff and receive valuable feedback on the project and data collections.
- OPI staff presented to the PowerSchool User Group on June 18 to provide updates on the project.
- OPI staff and PowerSchool will present updates to school leaders at the SAM Administrator's Institute conference on July 24 and provide a demo.
- PowerSchool is building PS SIS custom connectors.
- Identified another data source (GEMS) for replication into Connected Intelligence through a VPN. GEMS replication is being completed.
- OPI is an active participant in the Education and Workforce Data Governing Committee and has been attending the ongoing meetings of the three working groups.
- Analysis is in progress for the additional modules of Unified Insights (Student Readiness, Risk Analysis, and Community Engagement).
- OPI provided a demo of the GEMS system to PowerSchool to assess current functionality and how Community Engagement will proceed. OPI also sent out a survey on GEMS to schools on June 28.
- Identifying and testing possible security solutions for school user access to the Unified Insights system.

Data Modernization Timeline



PHASE I COMPLETE

Category (Milestone)	Task	Progress Update
Systems Assessment Consulting (1-3)	Delivery of Draft Assessment Output	**Completed**
	Montana Review and Feedback	**Completed**
	Deliverable Updates and Final Approval	**Completed**

Phase I was completed by September 22, 2023. It encompassed elements from project milestones 1-3.

PHASE II & III PROGRESS

Category (Milestone)	Task	Progress Update
Connected Intelligence (4a)	OPI CI Onboarding, including Platform Setup and Configuration	**Completed**
	OPI CI Security and Governance Implementation	**Completed**
	OPI CI Technical Training	**Completed**
Connected Intelligence: Infinite Campus (IC) State Edition Integration (4a)	Finalize and share Data Dictionary/list of approved data elements	**Completed**
	ODBC Setup for IC State Edition	**Completed**
	Initial replication of AIM and AIM Datamart Data	**Completed**
	Ongoing Replication of AIM and AIM Datamart Data	**Completed**
Analytics and Insights (5a)	Complete Custom Connector Analysis	**Completed**
	Build Custom Connector	**In Progress**
	Complete Analytics and Insights Implementation	**In Progress**
	Complete Analytics and Insights Technical Training	Not Started
Customer Education (4/5)	Create Training Plan	**In Progress**
	State-level Analytics and Insights End User Training	Not Started
	District-level Analytics and Insights End User Training	Not Started
	Building-level Analytics and Insights End User Training	Not Started
Phase III (4-5)	Analytics and Insights Risk Analysis Implementation	**In Progress**
	Analytics and Insights Student Readiness Implementation	**In Progress**
	Analytics and Insights Customizations	Not Started

UPCOMING PHASES

Category (Milestone)		Progress Update
Phase IV (4)	Complete PS SIS Custom Connector Analysis	**In Progress**
	Build Custom Connector for PS SIS Replication	**In Progress**
	Replicate data to CI for hosted districts	Not Started
	Set up VPNs for 6 On-Premise Districts	Not Started
	Replicate Data to VI for 6 On-Premise Districts	Not Started
	Connected Intelligence: State Reporting Enhancement	Not Started
Phase V (4-5)	Replicate up to 6 additional data sources	**In Progress**
	Complete Community Engagement Implementation	Not Started
Final Sign Off (6-7)	Complete Post-Deployment and Final Sign Off	Not Started

The Data Modernization project has a total of seven milestones. To get a more detailed look at the particular steps in each of the milestones, these were further broken down and organized into phases, recognizing that steps from different milestones may be co-occurring in the same phase. These phase items reflect what has been completed and items that are currently in progress or upcoming.

QUESTIONS?

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Content Standards Revisions

Board of Public Education - July 2024

PRESENTED BY: MARIE JUDISCH - SENIOR MANAGER OF TEACHING AND LEARNING

Content Standards in Revision

- **World Languages - Action Item**
- **Mathematics - Informational Item**
- **English Language Arts & Literacy**
  - **Currently in Revision Phase**

ELA Content Standards Revisions

English Language Arts Standards Review Timeline

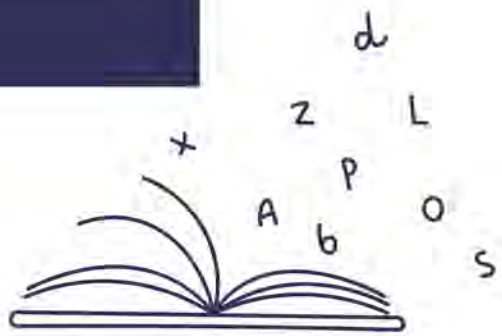
Task Force Drafted Timeline

- April 19, 2024: Task Force Orientation (Writing and Review Teams)
- May 3, 2024: Task Force Deep Dive on Research
- June 10-13th, 2024: Virtual Writing Preparation Meetings
- July- August 2024: Standards Development Workshops
  - July 15th-19th: Writing Team Writing Workshop
  - July 19th-22nd: The Review Team
  - July 29th-30th: Review Team Meeting Review of Drafted Standards
  - July 31st: Review Team Feedback Session to the Writing Team
  - August 8th, 2024: Reconciliation Meeting
  - August 12-15th: Potential/Optional Final Reconciliation
- August 22, 2024: Proposed ELA Standards presented to the OPI Superintendent

Research Overview

- **Brief #1: <u>Reading Instructional Practices and Models</u>**
  - *What instructional practices and models contribute to reading instruction at different grade levels?*
- **Brief #2: <u>Relationship Between Reading and Writing</u>**
  - *What is the relationship between reading and writing across grade levels?*
- **Brief #3: <u>Stages of Emergent Literacy and Language Development</u>**
  - *What are the critical components for adolescent literacy development?*
- **Brief #4: <u>Adolescent Literacy</u>**
  - *What are the critical components for adolescent literacy development?*
- **Brief #5: <u>Disciplinary Literacy</u>**
  - *What processes and procedures for disciplinary literacy support building background knowledge, comprehension, and critical thinking skills?*

Research Overview - Brief #1



Brief #1 - Reading Instructional Practices and Models

Part 1 - Overview of common literacy models

- The Simple View of Reading
- Scarborough's Rope
- The Active View of Reading
- Direct and Indirect Effect Model of Reading
- Construction-Integration Model, etc.

Part 2 - Evidence-based reading instructional practices

- 5 Components of Reading
  - Phonemic Awareness, Phonics, Fluency, Vocabulary, Reading Comprehension, Motivation and Engagement*

Research Overview - Brief #2

Brief #2 - Relationship Between Reading and Writing

Part 1: Overview of the relationship between reading and writing

Table 1. Shared knowledge model of reading and writing

	Reading	Writing
Domain or general knowledge about the content in a text	Used to understand and respond to text	Used to obtain ideas and support for writing
Meta-knowledge about function and purpose of text	Used to comprehend what is read	Used to construct written messages
Pragmatic knowledge of text features, words, syntax, and usage	Used to decode words and comprehend texts	Used to encode words and construct texts
Procedural knowledge of how to set goals, access information, question, predict, summarize, visualize, and analyze	Used to understand what is read	Used to regulate and engage in the processes of writing

Part 2: Evidence-based recommendations for developing effective writing

- Explicit Instruction, Scaffolded writing experiences, writing community, digital spaces, and multiliteracy

Research Overview - Brief #3

Brief #3: Stages of Emergent Literacy

Part 1 - Overview of Emergent Literacy

- Developmental perspectives
- Components perspectives: recipricol effects of skills developing
- Child and Environmental influences

Part 2 - Emergent Literacy Components and Progressions

- Background knowledge
- Oral language and vocabulary
- Book knowledge and print concepts
- Alphabet knowledge and early writing
- Phonological awareness

Part 3 - Evidence-based practices to support emergent literacy

- Pre-reading Skills
- K-3 Skill Development
- Multiliteracy

Research Overview - Brief #4

Brief #3: Adolescent Literacy

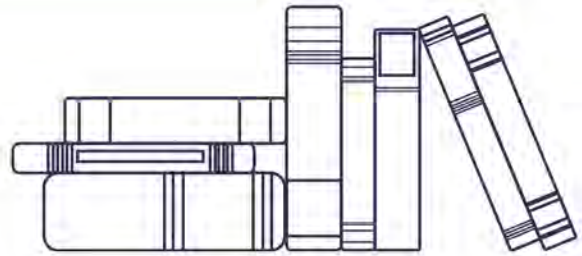
Part 1 - Overview of Adolescent Literacy

- Decoding - Encoding - Fluency - Vocabulary - Comprehension
- Motivation and Engagement

Part 2 - Evidence-based reading instructional practices that support the development of adolescent literacy skills

- **Decoding/Encoding**: Review or reteach vowel and consonant letter sounds and combinations with increasing complexity, explicit spelling, and decoding routines
- **Fluency:** repeated reading, explicit instruction
- **Vocabulary**: Explicit instruction, morphology, classroom discourse
- **Comprehension:** authentic tasks, classroom discussion, world and word knowledge
- **Motivation and Engagement:** supportive environment, aligning instruction to students' lived experiences

Research Overview - Brief #5



Brief #3: Disciplinary Literacy

Part 1 - Overview of Disciplinary Literacy

- Reading and writing that is embedded within content area classes such as math, science, and social studies.
- Builds background knowledge, comprehension and critical thinking skills

Part 2 -Discplinary Literacy in Early Grades

- Background knowledge, oral language, and vocabulary
- Listening comprehension, interactive conversations, exposure to relevant content and vocabulary

Part 3 - Disciplinary LIteracy in Later Grades

- Concepts across content areas such as science, social sciences, and mathematics require specialized literacy strategies for learners to effectively consume and produce content knowledge and effectively communicate about diverse academic and digital texts

Task Force Activities

June 10th - 12th

- **Task Force Professional Learning and Guided Discussions**
  - **Topics:**
    - Multilingual Learners
    - Science of Reading
    - Indian Education for All
    - Indigenous Language and Culture
    - Artificial Intelligence
    - CTE/ Career and College Readiness
    - Interdisciplinary Literacy
    - Assessment
    - State Scan of Recent Revisions

July 15-18th

- **In-Person Writing Begins**

ELA Revisions Team

- Marie Judisch - Senior Manager of Teaching and Learning
  - marie.judisch@mt.gov
- Aimee Konzen - Professional Learning Manager
  - aimee.konzen@mt.gov
- Stephanie Swigart - English Language Arts and Literacy Coordinator
  - stephanie.swigart@mt.gov

ITEM 4

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 5

STUDENT REPRESENTATIVE REPORT

Gavin Mow

❖ LICENSURE COMMITTEE - (Items 6-9)

Susie Hedalen

ITEM 6

ACTION TO ACCEPT AND PLACE ON FILE THE CLASS 7 LICENSURE CRITERIA FOR CHIPPEWA CREE TRIBE OF THE ROCKY BOY RESERVATION

Matthew Bell

Montana Board of Public Education
Executive Summary

Date: July 18-19, 2024

Presentation	Class 7 MOU's
Presenter	Mathew Bell
Position Title	American Indian Culture & Language Coordinator
Overview	
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Accept and file criteria for Class 7 designation for Chippewa Cree Tribe of the Rocky Boy Reservation

The Chippewa Cree Tribe of the Rocky Boy's Reservation

Phone: (406) 395-4478 or 4210 - Finance Office
(406) 395-4282 or 4321 - Business Committee

96 Clinic Road
Box Elder, Montana 59521

MEMORANDUM OF UNDERSTANDING
BETWEEN THE OFFICE OF PUBLIC INSTRUCTION AND THE CHIPPEWA CREE TRIBE

The Office of Public Instruction (OPI) and the Chippewa Cree Tribe agree to the following Memorandum of Understanding (MOU).

WHEREAS Administrative Rules of Montana (ARM) 10.57.436(2) states: "The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture[.]"; and

WHEREAS the Chippewa Cree Tribe wish to have Class 7 American Indian language and cultural specialists as allowed by ARM 10.57.436, the Chippewa Cree Business Committee adopted Resolution **116-16** that details the following:

1. The cultural, experiential, character, and other qualifications and criteria which qualify a person as competent to be a specialist in the language and culture for which the license is being requested;
2. The specific requirements for professional development leading to renewal of a Class 7 license [The Chippewa Cree Tribe may develop its own five-year process or use the current requirement of earning 60 renewal units in five years]; and
3. Helen Parker or Ethel Parker are approved as the Tribe's authorized representative(s) to make formal written recommendation on the form supplied by the OPI for an applicant for Class 7 licensure, and approved to verify the professional development plan for license renewal has been met.

The Chippewa Cree Tribe understand and agree that this MOU will be reviewed at least every five years and may be renewed or amended as agreed to by the parties, if no action is taken, the MOU will automatically renew unless terminated by written notice provided at least 30 day prior to termination, by either party.

If the person(s) named in 3 above is no available to make recommendations to the OPI, the Chippewa Cree Tribe understand there will be no Class 7 licenses approved until a replacement person is name as the Tribe's authorized representative. New information provided will be considered an addendum to the existing MOU and must be submitted and signed by the Chairman or Vice-Chairman of the Chippewa Cree Tribe.

The foregoing provision are hereby agreed to on this 6th day of March 2024.

For the Chippewa Cree Tribe:

Chairman, Chippewa Cree Tribe

For the OPI:

Superintendent of Public Instruction

The Chippewa Cree Tribe of the Rocky Boy's Reservation

Phone: (406) 395-4478 or 4210 - Finance Office
(406) 395-4282 or 4321 - Business Committee

31 Agency Square
Box Elder, Montana 59521

Resolution No. 116-16

A RESOLUTION

HEREBY ADOPTING THE CLASS 7 LANGUAGE AND CULTURE SPECIALIST QUALIFICATIONS AND PROCEDURES FOR LICENSURE AND LICENSE RENEWAL.

WHEREAS, the Chippewa Cree Business Committee is the governing body of the Chippewa Cree Tribe of the Rocky Boy's Indian Reservation, Montana, by the authority of the Constitution and By-Laws of the Chippewa Cree Tribe approved on the 23rd day of November, 1935; and

WHEREAS, pursuant to their inherent sovereignty and Constitution and By-Laws of the Chippewa Cree Tribe, the Chippewa Cree Business Committee is charged with the duty to promote and protect the health, security, and general welfare of the Chippewa Cree Tribe; and

WHEREAS, The Montana Constitution "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." Article X, Section 1 (2); and

WHEREAS, The process for establishing eligibility of persons who may be verified as eligible for a Class 7 license in Chippewa Cree languages and cultures is the responsibility of the Chippewa Cree Tribe; and

WHEREAS, The State of Montana Board of Public Education and Office of Public Instruction recommend the tribes implement certification and certification renewal requirements; and

WHEREAS, The Chippewa Cree Tribe has the expertise and ability to develop qualifying criteria to certify teachers of Chippewa Cree languages and cultures; and

WHEREAS, the Chippewa Cree Tribe hereby adopts the following Class 7 language and culture specialist qualifications and procedures for licensure and license renewal:

QUALIFICATIONS

All applicants for a Class 7 Language and Cultural Specialist initial or renewed license will be required to meet the eligibility requirements listed below and process an application for recommendation by the Tribal representative identified below.

Eligibility requirements:

1. Applicant is _____ and is 18 years of age or older.
2. Applicant is of good moral and professional character. (Applicant must also undergo a criminal background review with the Office of Public Instruction).

REVIEWED BY CCT-OAG

3. Applicant speaks Cree fluently.
4. Applicant is knowledgeable of Chippewa Cree culture.

Competency Standards:

1. The applicant's command of the language is culturally and linguistically representative of the Cree language.
2. The applicant has cultural knowledge sufficient to teach the culture represented by the language.
3. Applicants for initial licensure are required to pass tests/examination in oral and/or written language as prescribed by SCC Language Instructor.

The applicant will submit a completed application to SCC Dean of Academics, and will be notified in writing of the eligibility decision.

PROFESSIONAL DEVELOPMENT FOR RENEWAL ELIGIBILITY

Within the five year term of a Class 7 license issued by the Office of Public Instruction, an applicant for license renewal must submit to the Tribal Representative identified below, verification of

OPTION 1: 60 renewal units of a planned and structured experience designed to supplement, enhance, and upgrade professional skills or knowledge. (60 minutes of renewal unit activity = one renewal unit; one quarter of college credit = 10 renewal units; one semester college credit = 15 renewal units)

OPTION 2: Locally developed renewal criteria (submitted to the Office of Public Instruction to have on file)

APPEAL PROCESS

In the event of a denial of eligibility for initial licensure or renewal by the tribal designee a timely appeal process will be in place.

OPTTON 1: The tribe will appoint a three person ad-hoc committee to review the denial. The committee will meet render a decision within 30 days of appeal to sustain the denial of eligibility for initial licensure or license renewal or reverse the denial.

OPTION 2: Locally developed appeal process (submitted to the Office of Public Instruction to have on file)

DESIGNATION OF TRIBAL REPRESENTATIVE

It is hereby further resolved that the following person or persons are designated as the Tribe's Authorized Representative: Helen Parker or Ethel Parker. This individual(s) are authorized to: design and administer language and culture examinations for applicants for Class 7 licensure; design and accept applications for eligibility for Class 7 licensure; approve and sign application forms verifying eligibility of Class 7 applicants to the Office of Public Instruction; and approve and sign renewal application forms verifying the professional development for continuing education for renewal applicants as detailed above has been met.

WHEREAS, the Business Committee affirms that all resolutions, or parts of the same, that are inconsistent with the provisions of this Resolution, are hereby repealed to the extent of such inconsistency; and

Resolution No. 116-16

BE IT RESOLVED, that the Business Committee hereby approves the Memorandum of Understanding between the Office of Public Instruction and the Chippewa Cree Tribe dated November 3, 2016 and hereinafter attached; and

BE IT FINALLY RESOLVED, that the Business Committee hereby adopts the above Class 7 language and culture specialist qualifications and procedures for licensure and license renewal.

CERTIFICATION

I, the undersigned, as the Secretary of the Business Committee of the Chippewa Cree Tribe hereby certify that the Business Committee is composed of nine (9) members of whom seven(7) members constituting a quorum were present at the meeting thereof, duly and specially called, noticed, convened and held this 3rd day of November, 2016, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of six(6) members for and zero(0) members against, zero(0) members abstained and that the Resolution has not been rescinded or amended in any way.

Secretary-Treasurer, Chippewa Cree Tribe

Chairman, Chippewa Cree Tribe

ITEM 7

LITIGATION UPDATE

Aislinn Brown

ITEM 8

NOTICE OF THE SURRENDER OF BPE CASE #2024-07

Brenton Craggs

***********TIME CERTAIN AT 3:15 PM***********

ITEM 9

ACTION ON APPEAL HEARING OF BPE CASE #2024-04, OLIVER

Aislinn Brown

July 18, 2024
Montana State Capitol Building
Room 152
Helena, MT

CALL TO ORDER

A. Pledge of Allegiance
B. Roll Call
C. Statement of Public Participation
D. Welcome Visitors

EXECUTIVE COMMITTEE – (Items 10-12)

Dr. Tim Tharp

ITEM 10

ACTION ON MEMBERSHIP TO THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)

McCall Flynn

NASBE
National Association of
State Boards of Education

Benefits of Membership
National Association of State Boards of Education

The nonprofit, nonpartisan **National Association of State Boards of Education (NASBE)** is the only organization focused on meeting the needs and supporting the work of state boards of education. NASBE's mission is to develop, support, and empower citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life.

By and For State Boards of Education

State boards are uniquely positioned to reflect the citizen voice at the intersection of legislative policy making and state agency implementation. Boards are focused, deliberative and collaborative as they amplify legal requirements and work to create the conditions for a state's education system to grow, improve and excel. They are situated to ask questions, reflect on data and research, convene partners and stakeholders, prioritize and plan, and enact policies, always working in sync within the complex eco-system of the education sector.

The role and needs of state boards can best be met and supported by an organization that is uniquely designed and governed by them, and with them in mind. There is no other option that affords the board-centric information and peer-to-peer interaction opportunities that NASBE offers. The knowledge and perspective that comes with such interactions in combination with customized expertise can help increase boards' effectiveness, impact, and influence. To this end NASBE focuses on the following.:

- Creating opportunities for state board members to network and learn from each other, and share interests, advice, lessons and goals as they seek to advance equity and excellence in education;
- Building state board members' understanding of key education issues, practices, and challenges and the role of state boards in addressing them;
- Inspiring boards to identify priorities, engage partners, ask questions, examine data and evidence, identify strategies and actions, and support implementation to improve state education systems;
- Providing direct services and training to boards to build their capacity to operate effectively; and
- Synthesizing and communicating the perspective of state boards so they can impact federal policy deliberations and actions toward prioritizing state leadership of public education.

The Benefits of Membership

There are many benefits to a state board's membership in NASBE. Among these are the following:

Expertise. NASBE's team knows how boards operate and is able to connect boards to the resources, research, and leading experts needed to navigate the policymaking process. NASBE leverages an extensive system of partners, coalitions, networks and connections to bring even more expertise to bear. NASBE not only brings boards together, it connects advocacy, research, and practice through a lens of pragmatic board action. State boards often turn to NASBE's experts for thought partnership on particular issues of policy or

practice. NASBE's team can also offer personalized support on board operations, constituent engagement, goal setting, or policy review.

Publications. Members want and need thought-provoking, practical, actionable, research-based information about the latest issues in education and on their role and functioning. The wide range of NASBE publications respond to those needs.

- *State Education Standard.* This journal, written by subject-matter experts, provides insight into education policy issues of significance. An editorial advisory board comprising state board members reads and comments on drafts of each major article of the Standard prior to its approval for publication.
- *Education Leaders Reports* cover hot topics as well as over-the-horizon thinking on education. They provide background on policy issues, relevant research, and practical steps that the research findings imply for state policymaking and practice.
- *State Innovations* provide concise examples of the policymaking experiences of particular state boards of education. These reports serve as a source of new ideas for other states' policymaking, contacts to enable cross-state networking on key issues, and benchmarking.
- *Policy Updates* are two-page briefs on changes in federal education policy, state policy impacts, and trends in education.
- *Power of the Question* reports are designed to present boards with a set of questions they may want to ask on key education issues before them.
- *Boardsmanship Reviews* offer practical ideas on how to enhance the effectiveness and impact of a state board of education.

Conferences and Events. NASBE hosts meetings and events each year for board members to engage with national experts and to network with peers from other states. Membership includes the following:

- Regularly scheduled virtual "Office Hours" for board members to join with each other across the country to gain insight into shared state policy issues and interact around their challenges and experiences.
- Invitations to webinars on emerging issues and topics of interest in education.
- Discounted registration for NASBE's Annual Conference.
- Two free registrations to the New Member Institute.
- Access to special interest meetings and convenings that bring together state board members and national policy experts to examine key policy issues.

Training and Technical Assistance. NASBE offers member boards tools and resources to support them in effective leadership. Among the varied needs of state boards supported by NASBE are the following:

- strategic planning
- assistance with state superintendent hiring and evaluation
- support for task forces and working groups
- boardsmanship
- board self-evaluation
- leading for equity and excellence

A National Voice. As the national voice of state board members, NASBE has long represented its membership on critical education issues before Congress, the U.S. Department of Education, and other federal agencies. Member states are entitled to name one individual to serve on the *Government Affairs Committee*, which coordinates this work, and one individual to serve on the *Public Education Positions Committee*, which develops NASBE's policy positions to guide this work. NASBE's *Public Education Positions*

are approved by the organization's Delegate Assembly which meets each year during the Annual Conference. This member approval again demonstrates NASBE's member-driven approach.

Selected Project Support. On selected policy and practice issues, NASBE often forms study groups or networks to assist state boards and their members to dive deep into subjects and further their state work. In some cases, these activities are accompanied by stipends. Stipends may be used to cover in-state meetings, technical assistance, and board professional development.

Leadership Opportunities. State boards are encouraged to nominate members to serve on NASBE committees and the Board of Directors to lead on education issues and governance on a national scale.

Testimonials: Here's what past and present members have said about the value of their membership in NASBE:

> *"NASBE provides a wealth of benefits that stretch from top-notch professional development to serving as a prominent voice in shaping national education policy. More crucially, NASBE offers a forum where state education leaders from diverse regions and backgrounds can come together and not only learn from one another but create a common vision for public education and what's best for children, regardless of whether they come from rural, urban, red, blue, north, south, or even non-states like the District of Columbia. Not only is NASBE great bang for the (minimal) buck, it is an amazing group of people."*
>
> *"I am a better state board member because of the training, counsel, and interaction with NASBE. NASBE has also been a direct support to our state. The Kansas State Board of Education developed stronger relationships with our school administrators, especially those in small school districts, through activities and programs underwritten by a NASBE stipend. NASBE provides state board members with the supports necessary to meet the challenges of our times. I cannot imagine serving my state without the support and fellowship of NASBE."*
>
> *"NASBE was instrumental in designing the process for evaluating our state superintendent, leading us to identify goals and metrics based on our strategic plan. The partnership with NASBE enabled us to set up an effective means of self-evaluation and holding state leadership accountable."*
>
> *"When I was a local district board member, participation in our state school board association was a tremendous benefit for me. Now that I'm a state board member, the opportunities provided by NASBE for me are so valuable in helping me to be the best I can be. Other public officials I've known benefit from their organizations, so it only makes sense for me to do the same with NASBE."*

For More Information

Contact Paolo DeMaria, NASBE's president and CEO at paolo.demaria@nasbe.org with membership questions.

NASBE

National Association of State Boards of Education

Member Service Offerings

The nonprofit, nonpartisan **National Association of State Boards of Education (NASBE)** is the only organization focused on meeting the needs and supporting the work of state boards of education. NASBE's mission is to develop, support, and empower citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life.

In furtherance of this mission, NASBE offers to its members a wide range of services designed to support success in board activity, policy development, system improvement and impact.

Boardsmanship Training

A functioning board is fundamental to achieving success and driving an agenda committed to excellence and improvement. Even when Board members bring differing perspectives and opinions to the table, courtesy and collaboration, and an understanding of collective voice, can lead to an effective board process.

- A free service (excluding travel expenses) provided to all NASBE members and customizable in duration beginning at a minimum of 2 hours up to a full day.
- Can be delivered to new members, one-on-one, in small groups, or to the full board, virtually or in-person.
- Virtual option – no charge
- In-person option – state pays actual travel and lodging expenses. No consultation fee.
- An excellent contribution to a board retreat or onboarding process.

Board Effectiveness – Self-Assessment

From time to time, every board wants to know how well it is doing. Creating an open and honest opportunity to gauge member satisfaction with board processes and approaches can be a powerful contributor to continuous improvement, and strengthen relationships and effectiveness.

- A free service (excluding travel expenses) that utilizes a survey of board members to assess members' opinions of the board's effectiveness in policy leadership and efficiency of operations.
- A report is generated and shared with members followed by a discussion for priority setting and action steps to improve effectiveness and operations.
- Can be delivered virtually or in person.
- Virtual option – no cost.
- In-person option – state pays actual travel and lodging expenses. No consultation fee.

Strategic Planning

A strategic plan for education is at the heart of the work of most State Boards. Developing one is no small feat. NASBE offers two levels of service: Process consultation, and complete strategic planning support.

This article from the January 2023 issue of *The State Education Standard* discussed what good strategic planning looks like.

Process Consultation:

- A free service of up to 8 hours in assisting state boards in conceptualize and designing a strategic planning process to meet their needs and context.

Complete Strategic Planning:

- A fee-based service discounted for NASBE member states.
- An in-depth process of data analysis, policy review, brainstorming, consensus building, metrics determination, and plan development.
- A multi-phase process from stakeholder engagement to final adoption generally spanning three to six months.
- Consultation fee – negotiated based on exact project specifications.
- Expenses based on actual travel and lodging costs.

Chief State School Officer Assessment or Evaluation

For those State Boards that employ their chief state school officer, a fair and meaningful process of assessment or evaluation can be an important tool to promote greater alignment, collaboration and impact.

- A fee-based service (discounted for NASBE members) that utilizes a process of surveying board members combined with a self-assessment by the chief to identify strengths and improvement opportunities relative to the chief's performance.
- Designed around five forces of leadership: technical leadership, human leadership, educational leadership, cultural leadership, symbolic leadership.
- Consultation fee – negotiated based on exact project specifications.
- Expenses based on actual travel and lodging costs.

Chief State School Officer Search

For those State Boards that hire the chief state school officer, there is no more important activity than the identification of a highly-qualified and effective individual to lead. NASBE is unique positioned to assist with such searches given its deep understanding of state boards, state departments of education and state chiefs. NASBE offers two levels of service: Process consultation, and a complete search process.

Process Consultation

- A free service of up to 8 hours in assisting a state board to conceptualize and design a chief state school officer search to meet their needs and context.

Complete Search Process

- A fee-based service, discounted for NASBE member states.
- Comprehensive multi-phase chief search led by NASBE staff.
- Conducted over a four to five month period.
- Detailed proposal can be supplied on request.
- Consultation fee – negotiated based on exact project specifications.
- Expenses based on actual travel and lodging costs.

Task Force/Work Group Facilitation/Board Retreats

Many state boards identify issues or challenges that require more intensive and thorough attention. The idea of a task force or work group is very common, and has proven to be a successful way to understand issues, identify appropriate data and research and build consensus around needed policies, approaches and practices. Board retreats often include planning activities that lay out the work for the coming year.

Often such engagements require outside facilitation. NASBE also brings to the process deep expertise on education issues as well as an understanding of state boards and their role. NASBE offers two levels of service: Process consultation, and complete facilitation support.

Process Consultation

- A free service of up to 4 hours of support in assisting a state board to conceptualize and design a task force or working group approach around a particular issue or challenge.

Complete Facilitation Support

- A fee-based service discounted for NASBE member states.
- Comprehensive multi-phase task force or work group facilitation led by NASBE staff.
- Conducted over a three to four month period.
- Detailed proposal can be supplied upon request.
- Consultation fee – negotiated based on exact project specifications.
- Expenses based on actual travel and lodging costs.

For more information about these or any other assistance that NASBE may be positioned to provide, reach out to Paolo DeMaria, President & CEO at paolo.demaria@nasbe.org, or at 614-357-8545.

ITEM 11

INFORMATION ON MONTANA SCHOOL INSURANCE ALLIANCE

John Doran

Montana School Insurance Alliance (MTSIA)

June 19, 2024

Presented by:
John Doran
Chief Strategy Officer

Agenda

- HB332
- Mission/Goals
- Governance
- Underwriting Methodology
- Value Proposition

HB 332

$40M in funding to first new public school health insurance trust to meet minimum requirements by July 1st, 2026, deadline

- Minimum 150 districts
- Minimum 12,000 covered Employee Lives (different than member lives)
- Max 12% of annual funding spent on admin
- Equal allocation of assessment risk among members
- Five-year initial commitment, five-year lockout period
- Early exit possible based on renewal and claim performance

Program Goals

Establish and maintain a member-directed risk sharing pool

Offer insurance program that is cost competitive and meets the needs of Montana school districts

Committed to full transparency in all costs and accounting

Create equitable risk sharing structures to ensure fairness and consistency for all members

Offer long-term stability through large pool risk sharing, fiscally prudent operations and accounting

Achieve goals established by HB332 and maximize $40M investment to benefit for Montana public schools

Guiding Principles

- **Member-Directed:** Governance by members participating in the Program
- **Representative:** Roles comprised of members from districts representing the make-up of schools in Montana
- **Fair & Equitable:** Decisions made by a group of people who reflect the membership of the program
- **Transparent:** Program financial data always available to members
- **Fiscal Sustainability:** Offer most financially efficient, competitive and stable insurance coverage to members

Governance

GOVERNANCE STRUCTURE

Member-Driven Board

- Initial Board to serve through Oct. 31, 2026
- Permanent Board made up of representation from AA, A, B, C, independent elem
- Guided by bylaws (currently in progress)

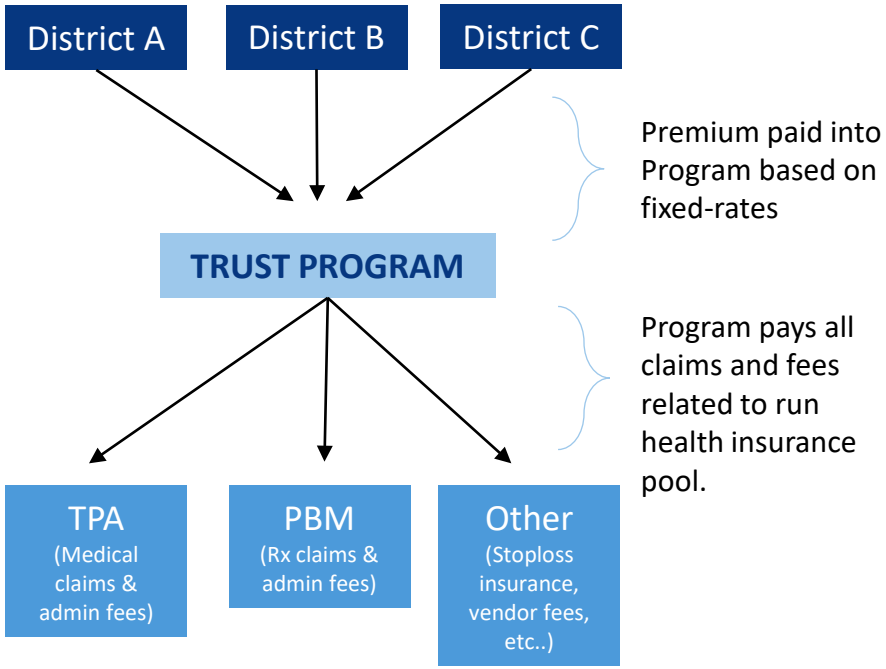
Roles and Responsibilities of the Board include:

- Approve new members to the program
- Approve program renewals
- Oversee program financials
- Oversee operational aspects of program
- Placement of insurance/reinsurance
- Approve program vendors
- Appoint advisory committees as needed
- Declare assessments/dividends

Interim Board of Directors

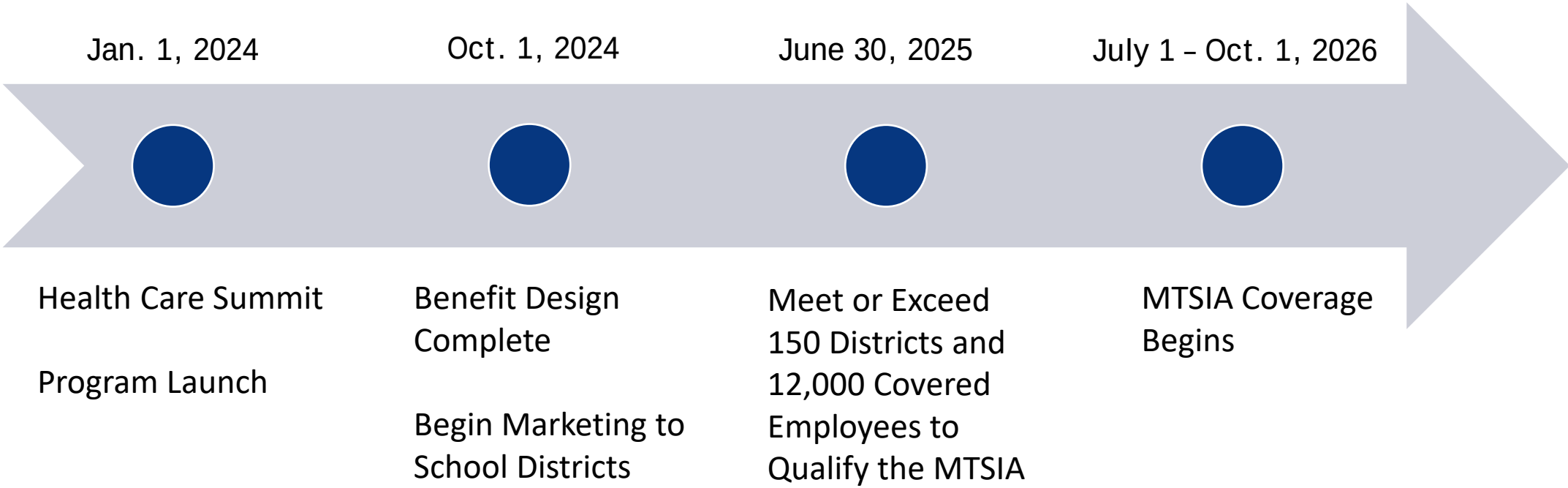
Barb Riley, Board Chair	MTSBA	Columbia Falls
Craig VanNice, Vice Chair	AA Admin	Billings
Casey Bertram	AA Admin	Bozeman
Dale Olinger	MASS	Lolo
Lindsey Kambich	MPFE	Butte
Brad More	MASBO	Lewistown
Joel Graves	MASS	Eureka
Mark Johnston	MQEC	Ronan
Jim Howard	MREA	Bonner
Quint Nyman	MUST	State
Carrie Ruff	MASBO	Bonner
David King	MFPE	Billings
Amanda Curtis	MQEC	State
Elliott Crump	MREA	Shelby
Krystal Zentner	MTSBA	Bridgetr
Shawn Bubb	MUST	State

Underwriting



- Fully-pooled risk arrangement
- Committee ensures suitable risk characteristics through new member approval process
- Members are brought in at the “right” rate
- New business opportunities are rated appropriately based on their risk profile
- Renewal underwriting as a single pool
- New groups receive the pool renewal for a specified period (2-3 years)
- After the guarantee period, member groups are allocated the pool renewal with an adjustment based on their own performance (renewal allocation methodology)

Timeline of Milestones



Value Proposition: All Members

- Cost Competitiveness
- Pooled renewal stability
- Benefit design flexibility
- Consultative support
- Transparency
- Enhanced Reporting
- HB 332

ITEM 12

INFORMATION ON OFFICE OF PUBLIC INSTRUCTION REGIONAL CAREER COACHES

Mary Heller

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Montana Ready Update
Presenter	Mary Heller
Position Title	Montana Ready Coordinator
Overview	The purpose is to provide an overview of Montana OPI Ready Initiatives, including a summary of the work provided by 9 regional career coaches during the 2023-2024 school year.
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	None

Montana Ready

Preparing Montana's students for college, career, community, and life.

Mission Statement

Montana Ready is an initiative driven by Superintendent Elsie Arntzen to promote **Community, College, and Career preparedness with K-12 and adult education students**. Focused on Science, Technology, Engineering, and Math (**STEM**), Career and Technical Adult Education (**CTAE**), and Career and Technical Student Organizations (**CTSOs**), Montana Ready partners with the public and private sector, the military, and post-secondary entities to promote career ready students as the quality, high-skilled workforce of tomorrow.

Montana Ready – Career Development K-12 Connection

K-12 Education

Workforce

Career Development Models

Alabama's Model

In 12 years, Alabama went from the bottom tier of economic development to being one of the top states in the nation.

- Highlights:
  - Coordinated state-wide initiative of partnerships with legislative support - Industry Driven and focused on CTE
  - Integrated Career Development activities and standards K-12

Billings School District

Billings SD hired a team of career coaches, and they are making gains in students career development.

- What they are doing:
  - Career Coaches assigned to work with each school
  - Careers Center
  - Work Based Learning opportunities

Industry Needs

Examples of industries that will be in high demand through 2031 and beyond:

- Highway Construction Including Transportation (i.e. Automotive & Diesel Technicians)
- Health and Medical Care
- Hospitality and Tourism
- Vertical Construction Including the Building Trades (i.e. Electricians, Plumbers, etc.)
- Childcare and Education (i.e. Early Childhood/Elementary, Special Education, and Industrial Technology)
- Welding and Manufacturing

Industry Needs

- Skilled employees adequately prepared to join the workforce.
- School liaisons in the K-12 environment to the private sector, military, and other stakeholders promoting career awareness and industry-driven preparation.

Regional Career Coaches

What did 9 Regional Career Coaches establish to support career and workforce development in Montana?

CTAE and CTSOs

- Career and Technical Education leads to workforce development success. In Montana, we include Adult Education – CTAE
  - Montana has 16 recognized CTE pathways and 100s of careers that require different levels of training and/or education
- CTSOs help students with leadership development which is tied to employability skill training. Montana has seven nationally-recognized CTSOs:
  - Skills USA
  - BPA – Business Professionals of America
  - FCCLA – Family Career and Community Leaders of America
  - FFA – Future Farmers of America
  - TSA – Technology Student Association
  - HOSA– Health Occupations Students of America
  - DECA – Distributive Education Clubs of America

Work Based Learning Opportunities

- Partnered with licensed, education professionals and industry partners to ensure quality work based learning experiences:

  Internships, pre-apprenticeship programs, school-based enterprise businesses, simulated workplace, and more.

- Quality WBL opportunities include:
  - Clear, pre-determined objectives/learning outcomes
  - Students can earn transcript credits
  - Components of assessment and feedback sharing
  - Possibility to earn IRCs (industry recognized credentials)
  - True real-world work experiences!

Four Levels of Work Based Learning

STUDENT & TEACHER FACING ACTIVITIES

CAREER AWARENESS
Support students' early awareness of exciting careers in your industry.

- Participate on a **Career Panel** at a school.
- Table or host a **Career Fair** at a school.
- Host a **Worksite Tour** for students to visit your company.

CAREER EXPLORATION
Inform and motivate the next generation of young professionals and help teachers connect your careers to their curriculum.

- Host a student **Job Shadow** or **Informational Interview.**
- Attend a **Networking & Career Prep Workshop.**
- Participate in an **Industry-based Design Challenge** (support students through a real-world problem).
- Offer a **Teacher Externship** (worksite visit).

CAREER PREPARATION
Advise students and provide them with career experiences linked to their classroom learning.

- Host a high school **Intern.**
- **Mentor** a student.

CAREER LAUNCH
Develop a ready workforce with the credentials required for jobs in your industry.

- Provide **On-the-Job Training.**
- Sponsor a **Registered Youth Apprenticeship.**

Connection with Multiple Stakeholders

POST-HS TRAINING PROGRAMS

Colleges, Montana Registered Apprenticeship Programs, Military etc.

SCHOOLS

School counselors, CTE teachers, CTSO leaders, administrators, etc.

COMMUNITY, COLLEGE & CAREER READY

MONTANA OFFICE OF PUBLIC INSTRUCTION

BUSINESSES & INDUSTRY PARNTERS

PARENTS & COMMUNITY MEMBERS

OTHER AGENCIES

Dept. of Labor and Industry, Chamber of Commerce, Montana Contractors Association, Jobs for Montana Graduates, and more…

Montana Ready Components 2023-2024

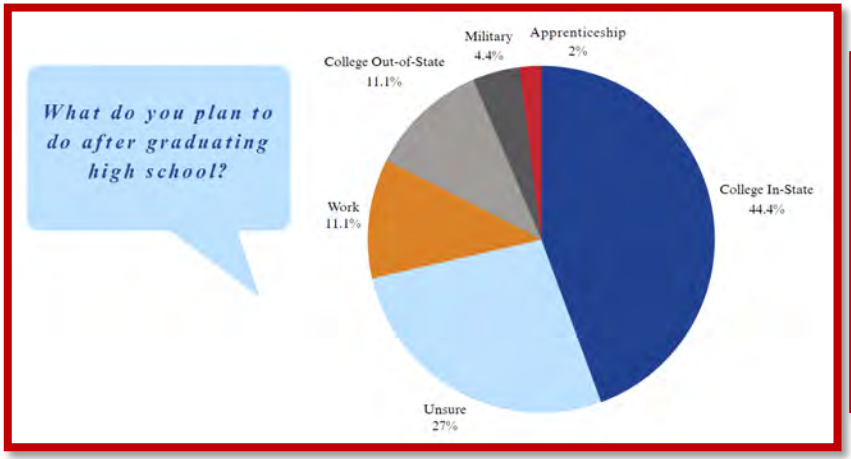
- August – September: Communication with schools to establish career development opportunities
- October: ACTE Conference-bridge building with educators
- November – May:
  - Partnered with business/industry for career fair events;
  - Provided classroom lessons for career pathway advice and activities;
  - Delivered professional development on WBL for teachers, counselors, and administrators;
  - Worked closely with districts on developing authentic, standards based WBL opportunities
  - Created and maintained a newsletter; and
  - Brought new partnerships to schools.
- May – Present: Wrapping it all up and helping districts, business, and industry prepare for next year and beyond.

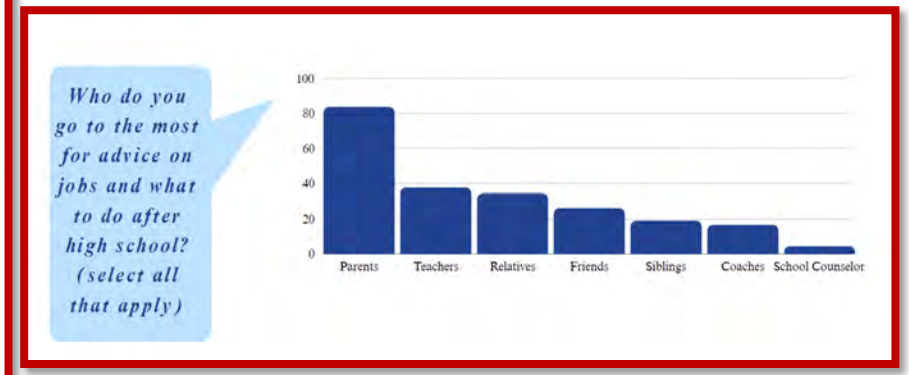
Identification of District Levers
October - February

- What partnership do districts have?
  - 104 with the OPI – coordination between Career Coaches and CTE/CTSOs
  - 14 with the DLI – in Apprenticeship and Career Lab, and a few with JMG.
  - 39 are working with OPI Career Coaches
- What districts are providing and supporting employability/soft skill training?
  - 61 from CTE/CTSO
  - 22 from counselor, college, career classes
  - 13 from other extra curricular including JMG, National Honor Society, etc.

Montana Ready Events: March - April

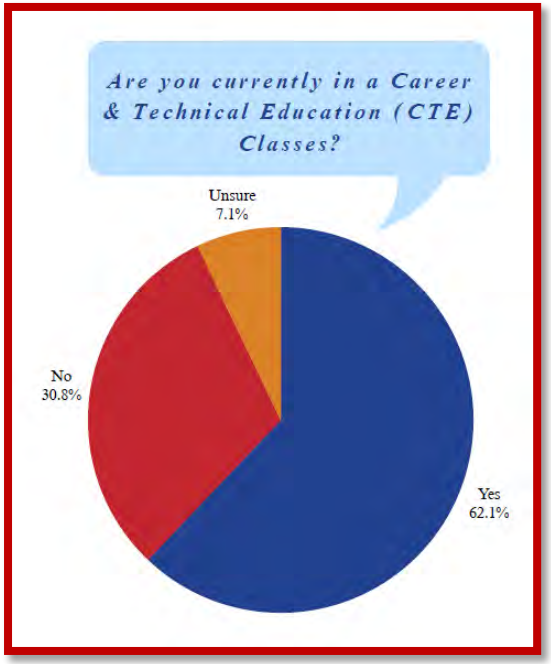
- Montana Ready Trades Day in April – over 500 students attended
  - ➢ All Class C schools except for Lewistown Public Schools
- Collected pre-event data from 252 students

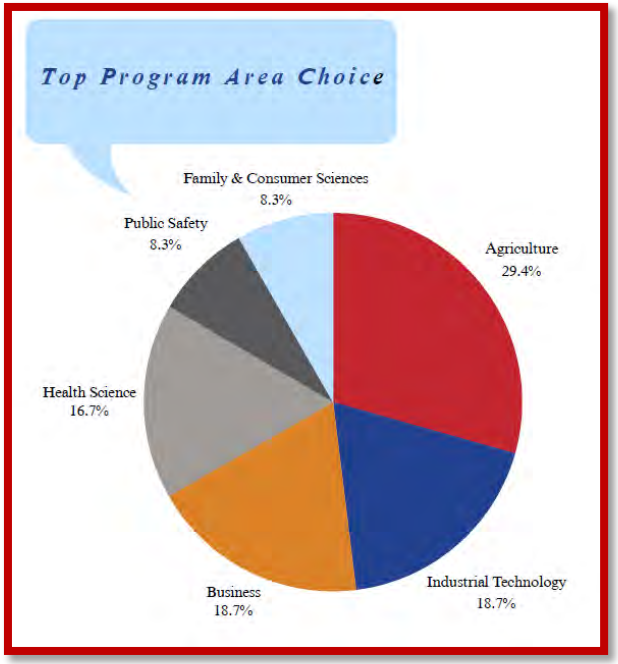




Montana Ready Events: March - April

- Other insightful information





Professional Development for Districts: January - May

- Community of Practice – How to best implement WBL in your district
- Support to school administrators, teachers, counselors, and parents for:
  - January: Career Awareness
  - February: Career Exploration
  - March: Career Training
  - April: Career Launch
  - May: Career Connected Learning

Over 100 educators from around the state attended one or more of these sessions and many more subscribed to receive the recording and resources afterwards.

Other Activities Led by Career Coaches: October - July

- Bi-Monthly Newsletters
  - Nearly 500 subscribers
- Assist with partners
  - ➢ MPSEOC
  - ➢ Build Montana
    - ❖ PopUp events for construction industry
    - ❖ Read Alouds “Grit Leads to Greatness”
  - ➢ AHEC
  - ➢ Increased Advanced Opportunity applications
    - ❖ Increase of 39 school district applications
    - ❖ 10 districts turned away because there isn’t enough funding

Middle School Exploration

- *American Student Assistance ratings in three key areas for Middle School Career Exploration:*
  1. **Vision** –Emerging. Gives credit to the legislature in support of CTSOs and the Montana Ready Initiative for using Regional Career Coaches
  2. **Policy** – Emerging. Credits the OPI for Standards for Workplace Competencies, standards for CTE for K-12 students, WBL manual, and activities under Advanced Opportunities funding.
  3. **Infrastructure** – Emerging. Credits the state utilizing various funding sources to support career exploration activities: Perkins V, Montana Career Lab, and support to CTSOs.

Ongoing Montana Ready Needs

- Districts report that they want ongoing connections between Career Development and other the OPI initiatives:
  - CTE and CTSOs
  - Advanced Opportunities and Transformational Learning
  - Teacher credentials and support for professional development
  - Perkins Grant for K-12
  - High school credit opportunities for graduation requirements
- These districts are developing their own Career Coach:
  - Gallatin High School
  - Charlo
  - Columbia Falls
  - Big Fork

THANK YOU

Want more information?

- Learn more about Montana Ready and Career Technical Education
- Review the Revised 2023 Work-Based Learning Manual

Mary Heller, Montana Ready Coordinator

Email: Mary.heller@mt.gov

Phone: (406) 399-0640

REPORTS – (Item 13)

Dr. Tim Tharp

ITEM 13

COMMISSIONER OF HIGHER EDUCATION REPORT

Dr. Angela McLean

Montana University System Report

Montana Board of Public Education

July 18, 2024

- Montana's Future at Work Grantees
- FAFSA Completion Efforts
- College Readiness and Math

MONTANA
UNIVERSITY SYSTEM

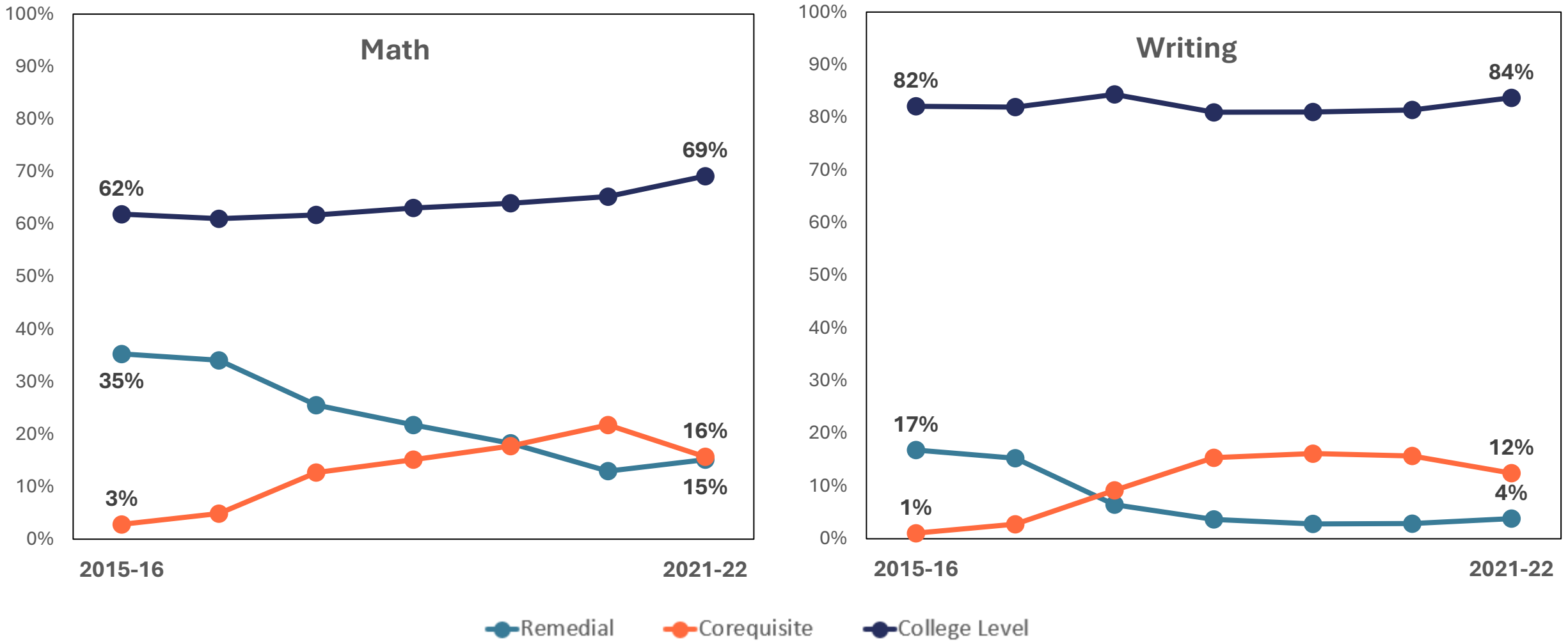
Bridging Education Transitions:
Supporting Remedial Math & Writing Needs in MT

Crystine Miller, Director of Student Affairs & Student Engagement, OCHE

Lauren Fern, Assistant Professor & Mathematics Discipline Lead, Missoula College

Elizabeth Burroughs, Phd, Professor, Mathematics, Montana State University

Distribution of Enrollment of First-Time Freshman in a First Math/Writing Class over Time



MUS Developmental Education Strategies

Institute **Math Pathways** (specific math courses directly relevant to each field of study)

Transition away from pre-requisite to a **co-requisite model**

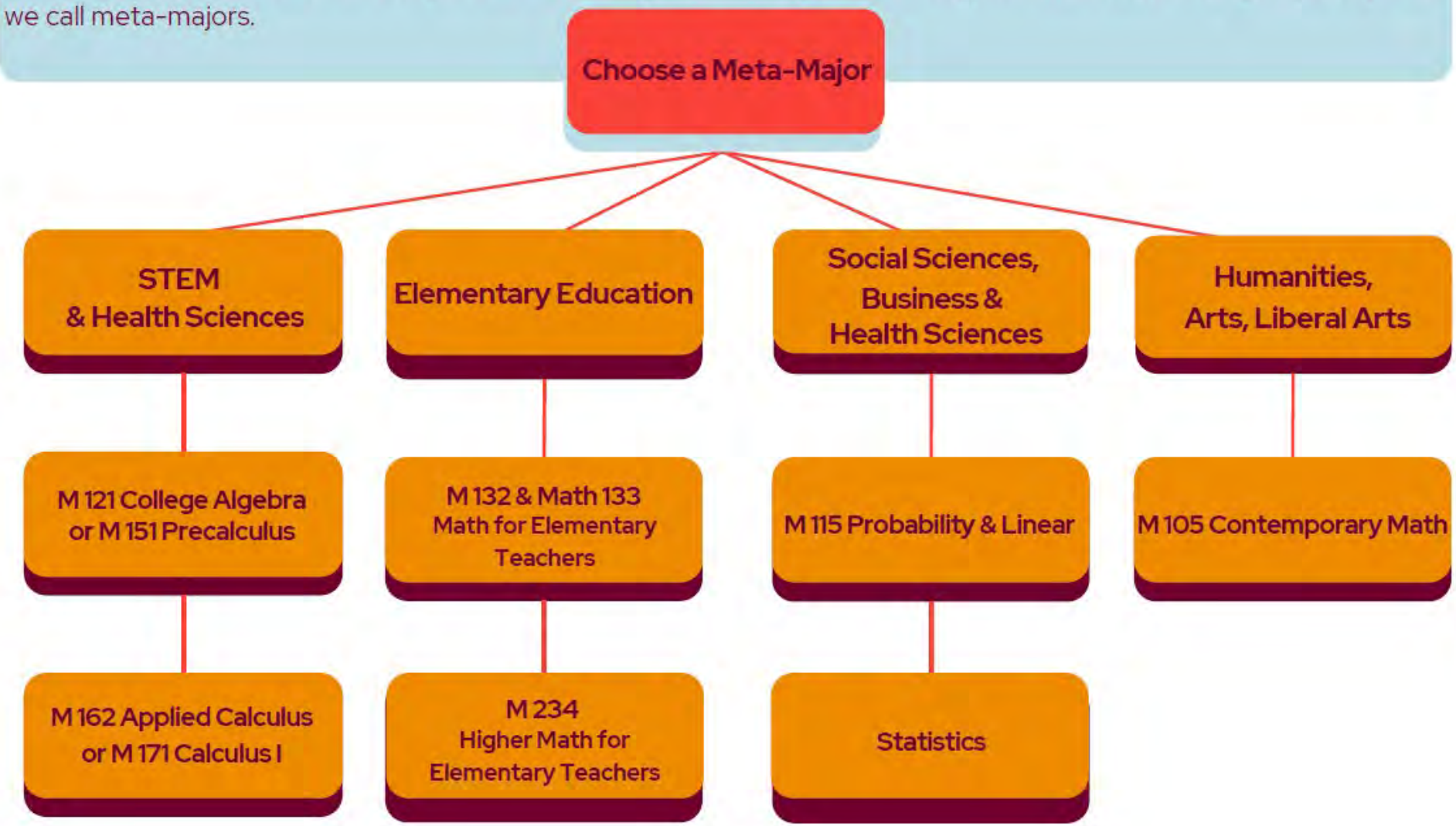
Revise performance funding metric to incentivize first-year math/writing completion

Adopt common, system-wide **placement policy**

Promote **professional development** for faculty, advisors, and administrators

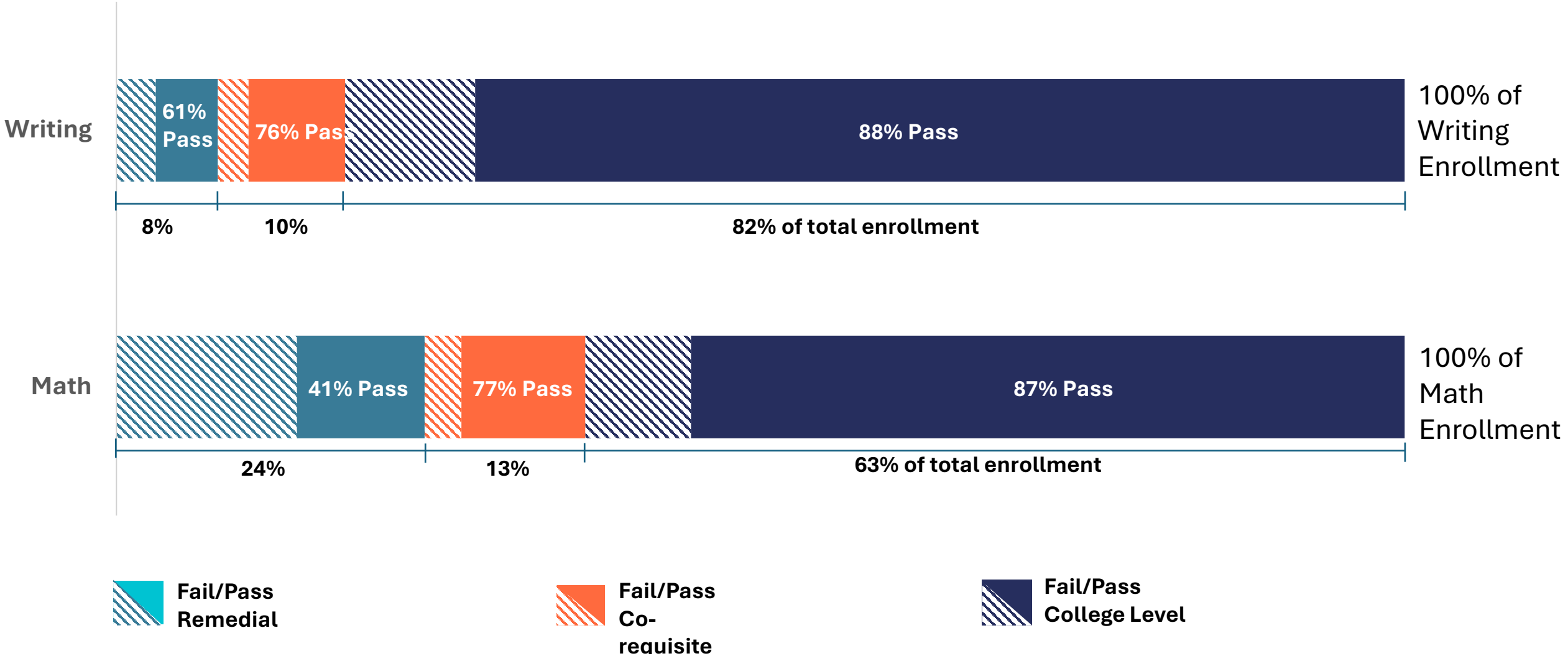
Math Pathways

All students who enter higher-ed will need to take a math class (or transfer in an equivalent from another institution, dual credit, IP, AB,...). The aim is for students to take a math class this is aligned with their intended major and career goals so they can gain the skills that will be useful, relevant, and needed for success in their chosen field. Upon the start of college, many students are not yet sure what they want to major in or study, so these tend to be grouped by what we call meta-majors.



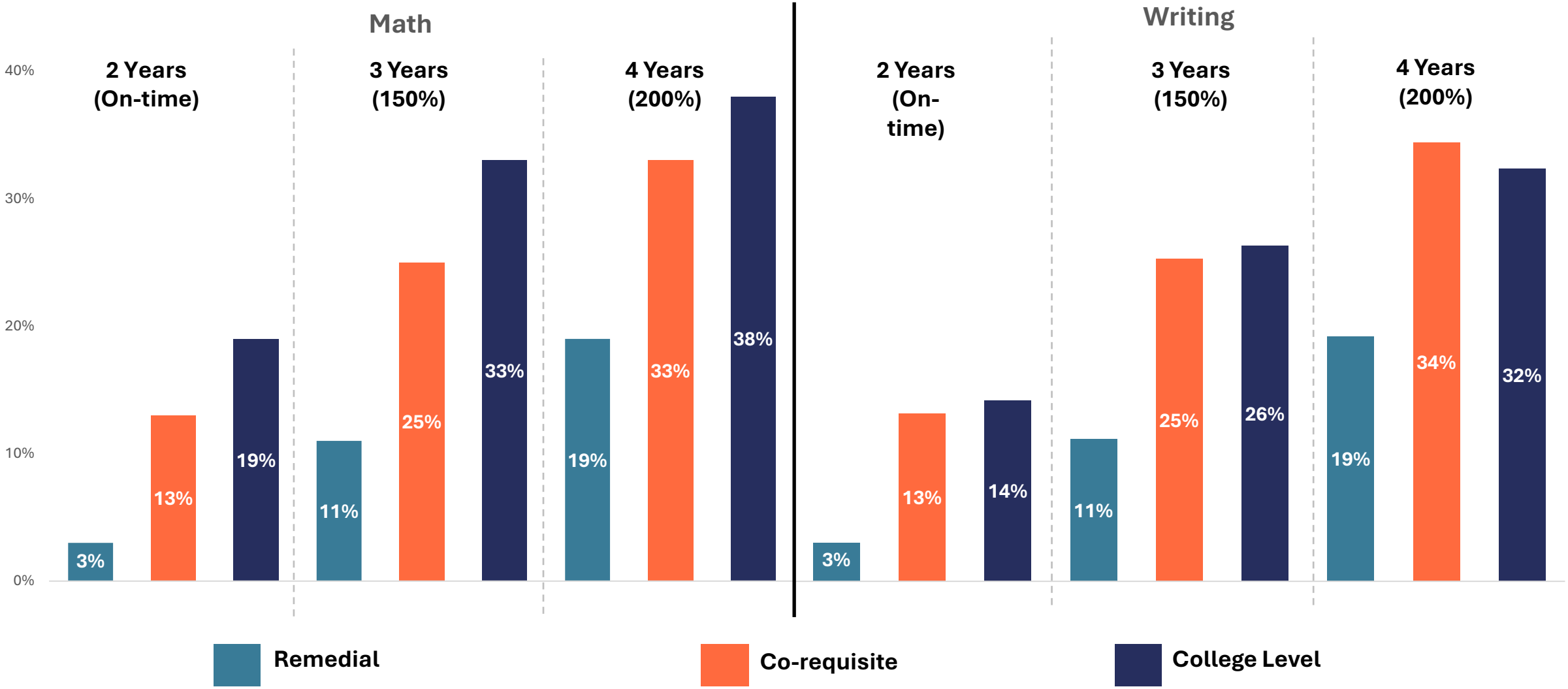
Proportion of Enrollment and College Level Pass Rates

All First-Time Freshman from **2015-2022**



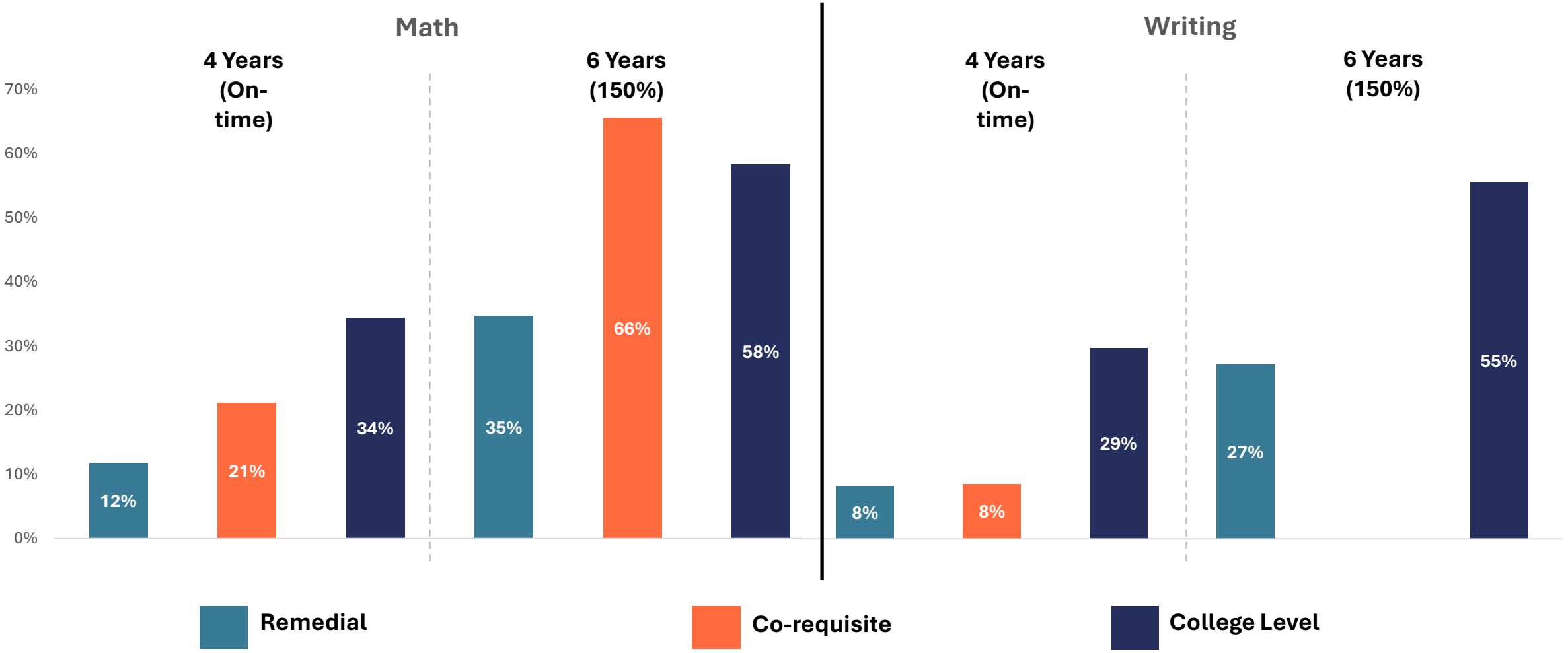
Implications: Graduation Rates 2-year

Graduation rate of 2-year college student cohorts who started college between 2015 and 2019 and either took a co-req, remedial or college level math or writing course.



Implications: Graduation Rates 4-year

Graduation rate of 4-year college student cohorts who started college between 2015 and 2017 and either took a co-req, remedial or college level math or writing course.



Recommendation

Montana high schools adopt three years of math as the minimum graduation standard.

- The proposed “Core” standards are very strong. Yet, there remains a skills gap between content in those standards and any of the math courses in the MUS math pathways including pathways for CTE, certificate, and two-year degree programs. Additionally, only two years of math does not give students adequate time and practice in the skill areas required for college-readiness.
- Every Montana Career Pathway for in-demand careers in the state recommends four years of math to be career and college-ready.
- Low math course taking impacts students self-perception of ability to pursue postsecondary education, including certificate, two-year, and four-year degree paths.
- Montana is one of only three states in the country with a minimum requirement of two math courses for HS graduation.
- Montana HS graduation standards require four years of writing/ELA. MUS enrollment trends suggest that increased ELA course-taking at the HS level results in stronger college-readiness skills for MT high school students and lower need for remediation.

K-12 and Higher Ed Collaboration

- Structuring math in dual enrollment opportunities for high school students
- Leveraging existing resources to support K-12 teachers in earning required 9 credits of math
- Strengthening use of EdReady as a tool for college readiness
- Creating shared professional development opportunities to strengthen transition between k-12 and post-secondary for Montana students.
- Strengthening dialogue between K-12 and Postsecondary

MACIE LIAISON – (Items 14-15)

Susie Hedalen

ITEM 14

MACIE REPORT

Action Item:

- **Action on Fort Peck Tribal Representative**

Jordann Lankford Forster

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

Montana Board of Public Education
MACIE Summary
July 2024

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	Approve Fort Peck Tribal Representative
Related Issue(s)	June MACIE Meeting
Recommendations	Approve Fort Peck Tribal Representative (information below)

Fort Peck Tribal Representative
Rena Lambert
Poplar, MT

Rena Lambert serves as the Education Director for the Fort Peck Tribes. She is excited to participate in MACIE on behalf of the tribe.

ITEM 15

AMERICAN INDIAN STUDENT ACHIEVEMENT PANEL AND DISCUSSION

Jordann Lankford Forster, Ivan Small, Carrie Kouba, Crystal Hickman

Montana American Indian Student Achievement Data

Explanation of Data Used:

- The data used in this report comes from the statewide assessments given in the 2018, 2019, 2021, 2022, and 2023 school years.
- SBAC – The Smarter Balanced assessment serves as the Math and English Language Arts(ELA) assessments for Grades 3-8.
- ACT – The ACT is used as the statewide assessment for Grade 11 for English and Math.
- There are four proficiency levels for each test, two below obtaining proficiency in a subject -Novice and Nearing Proficiency – and two at proficient or above –Proficient and Advanced.
- Cohort Dropout Rate – High School Dropout rates are calculated by taking the number of students who dropped out in four years or less, divided by the total number of students in their anticipated graduation year.
- Cohort Graduation Rate – Graduation rates are calculated by taking the number of students who graduate (1) in four years or less with a regular high school diploma, or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities, divided by the number of students in their expected graduation year.

Areas of success:

Reading and ELA:

- Overall reading proficiency for high school students grew by 5% points between 2022 and 2023 and has surpassed pre-pandemic levels reaching 21% in 2023 as compared to 18% in 2019.
- Advanced reading proficiency in Indian high school students doubled in the last year rising from 3% in 2022 to 6% in 2023.
- All students in grades 3-8, Indian and non-Indian, experienced an increase in reading proficiency between 2022 and 2023.

Math:

- High school math proficiency for Indian students increased between 2022 and 2023 and has reached pre-pandemic levels of proficiency.
- In 2018, non-Indian high school students had a proficiency rate in math that was 26 percentage points higher than Indian high school students. In 2023, that difference is now 20 percentage points, showing a 6% decrease in the gap in math proficiency between Indian and non-Indian high school students.

- Math proficiency for Indian students in grades 3-8 is beginning to tend upwards after a decline during the pandemic between 2018 and 2021.

Science:

- ACT science proficiency for Indian high school students increased from 8% in 2021 to 18% in 2023.

Graduation:

- The average four-year cohort graduation rate for Indian students in 2023 was 67.5% which is higher than the national graduation threshold minimum goal of 67%.

Drop out:

- Overall, dropout rates fell for Indian students between 2022 and 2023.
- Indians on reservations are the only population showing a decreasing trend in dropout rate over the last six years (despite increase from 2019 to 2021).

Areas of challenge:

Overall challenges: Trendline data shows high school Indian students in 2023 achieved proficiency levels that were higher than rates seen in 2018 in both math and ELA; meaning, Indian high school students are achieving at a higher rate post-pandemic as compared to pre-pandemic (the same is true for non-Indian students in ELA only) . This is not the case, however, for students in grades 3-8. Both Indian and non-Indian students are showing lower levels of proficiency in 2023 in both math and ELA, as compared to levels in 2018. This may indicate both Indian and non-Indian students in grades 3-8 are still recovering from the effects of the Covid pandemic, while older students (high school students) may be more fully recovered from the pandemic's effects.

Reading and ELA:

- Forty-nine percent of non-Indian students in grades 3-8 are proficient in reading compared to 19% of Indian students, a difference of 30 percentage points.
- Fifty-one percent of non-Indian high school students are proficient in reading compared to 21% of Indian students, a difference of 30 percentage points.
- All students in grades 3-8, Indian and non-Indian, show decreasing rates of reading proficiency between 2018 and 2023 and increasing rates of students scoring in the novice category.

Math:

- Forty-one percent of non-Indian students in grades 3-8 are proficient in math compared to 14% of Indian students, a difference of 27 percentage points.
- Thirty percent of non-Indian high school students are proficient in math compared to 10% of Indian students, a difference of 20 percentage points.

Science:

- Forty-five percent of non-Indian students in grades 3-8 are proficient in science compared to 18% of Indian students, a difference of 27 percentage points.
- Forty-five percent of non-Indian high school students are proficient in science compared to 18% of Indian students, a difference of 27 percentage points.

Graduation:

- The average graduation rate for non-Indian students in 2023 was 89.5% compared to 67.5% for Indian students, a difference of 22 percentage points.

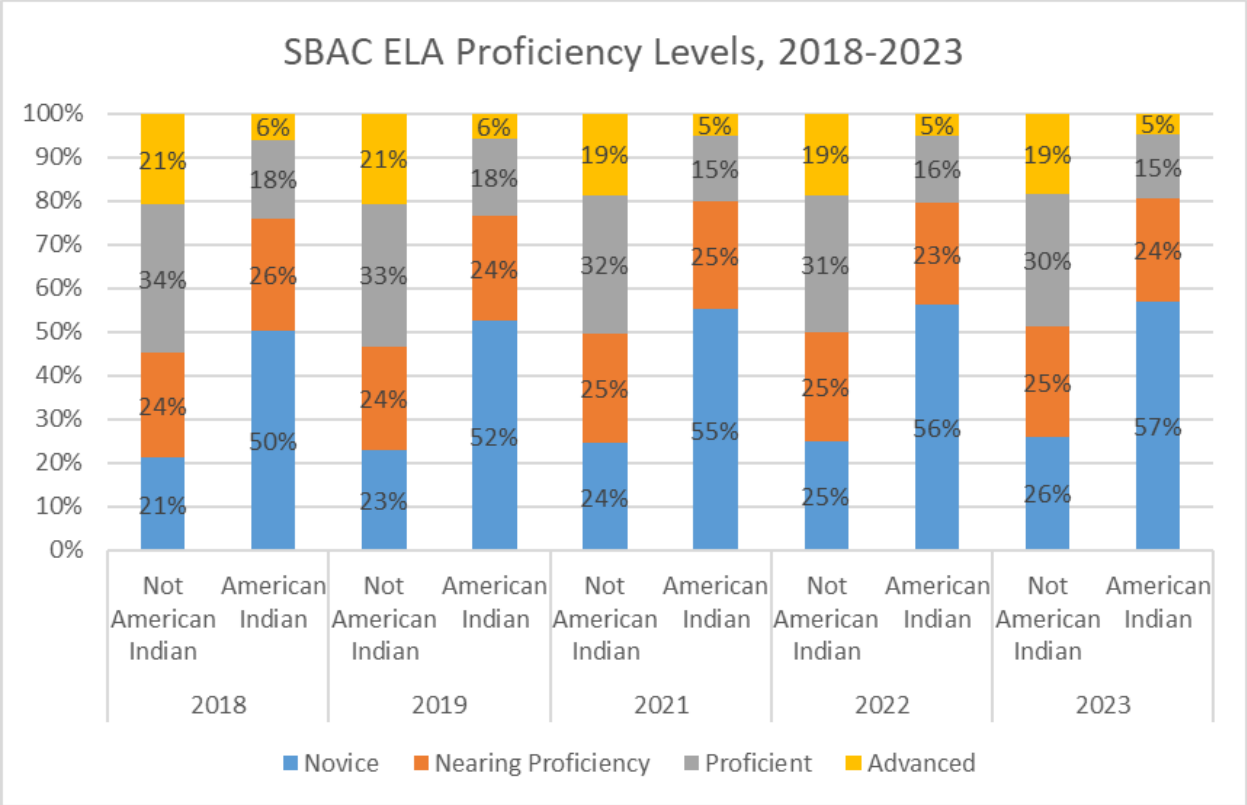
Drop out:

- The average dropout rate for non-Indian students in 2023 was 1.7% compared to 5% for Indian students.

Academic Achievement, Graduation, and Dropout Data

Smarter Balanced ELA Proficiency:

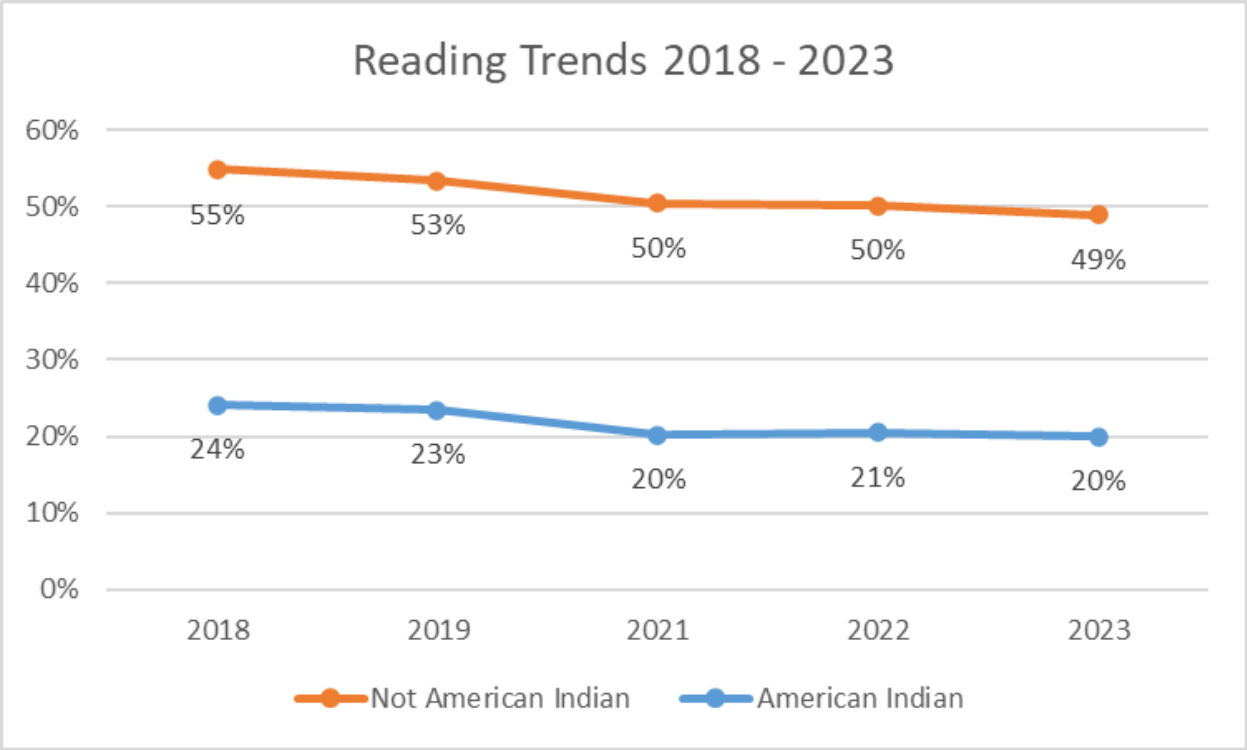
Graph 1



Graph1: shows the percentages of students scoring in each proficiency level for the Smarter Balance ELA assessment. This data is broken out by years 2018, 2019, 2021, 2022, and 2023. The comparison of Indian and non-Indian student ELA achievement data displays a gap with 20% of Indian students scoring at a proficient level compared to 49% of non-Indian students. Likewise, the average percentage of students falling in the novice category from 2018-2023 for Indian students is 54%, as compared to non-Indian students who show an average novice rate of 23.8% during that same time frame. The percentage of Indian students testing at the novice level has been increasing over the past 5 years and ELA proficiency has not yet recovered to pre-pandemic levels.

Smarter Balanced Reading

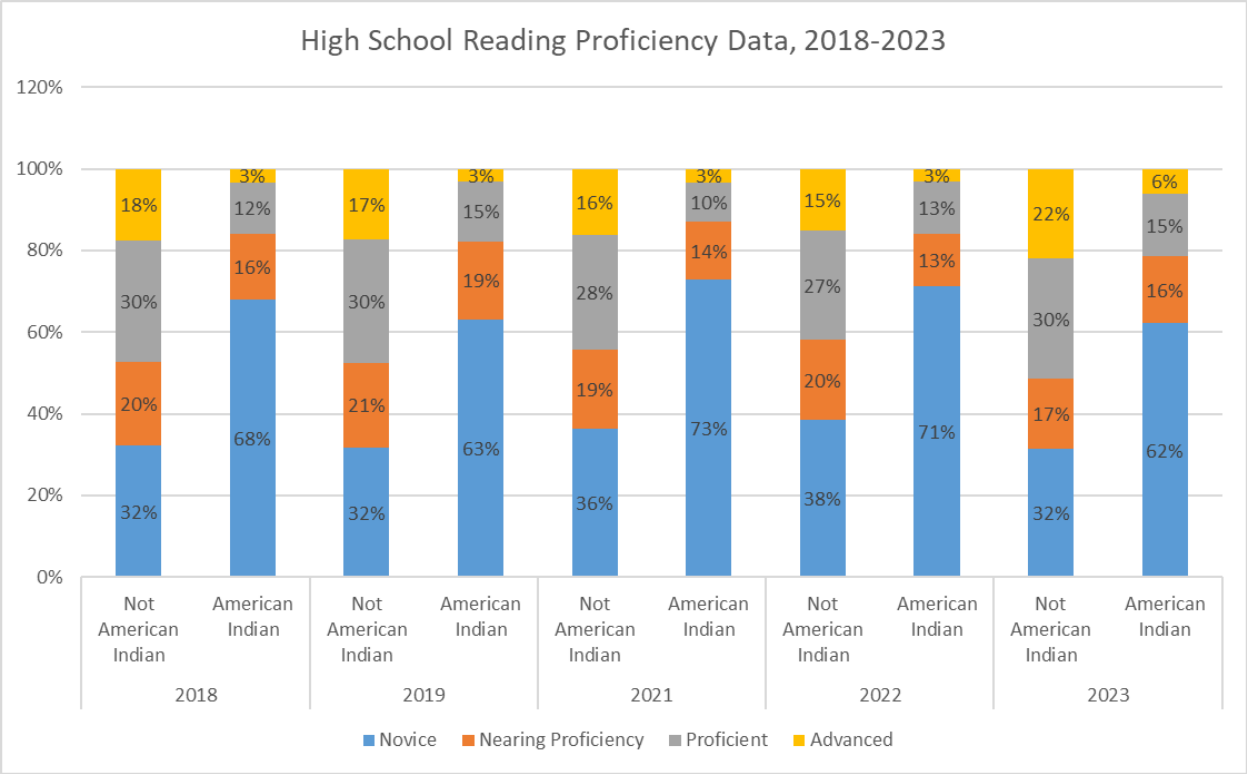
Graph 2



Graph 2 illustrates the percentages of students considered proficient in reading between 2018 and 2023. The proficiency gap between Indian and non-Indian students fell by two percentage points in the time frame displayed. In 2018, the rate of non-Indian students considered proficient was 31 percentage points higher than that of non-Indian students; in 2023 this difference between non-Indian and Indian students was 29 percentage points.

ACT Reading

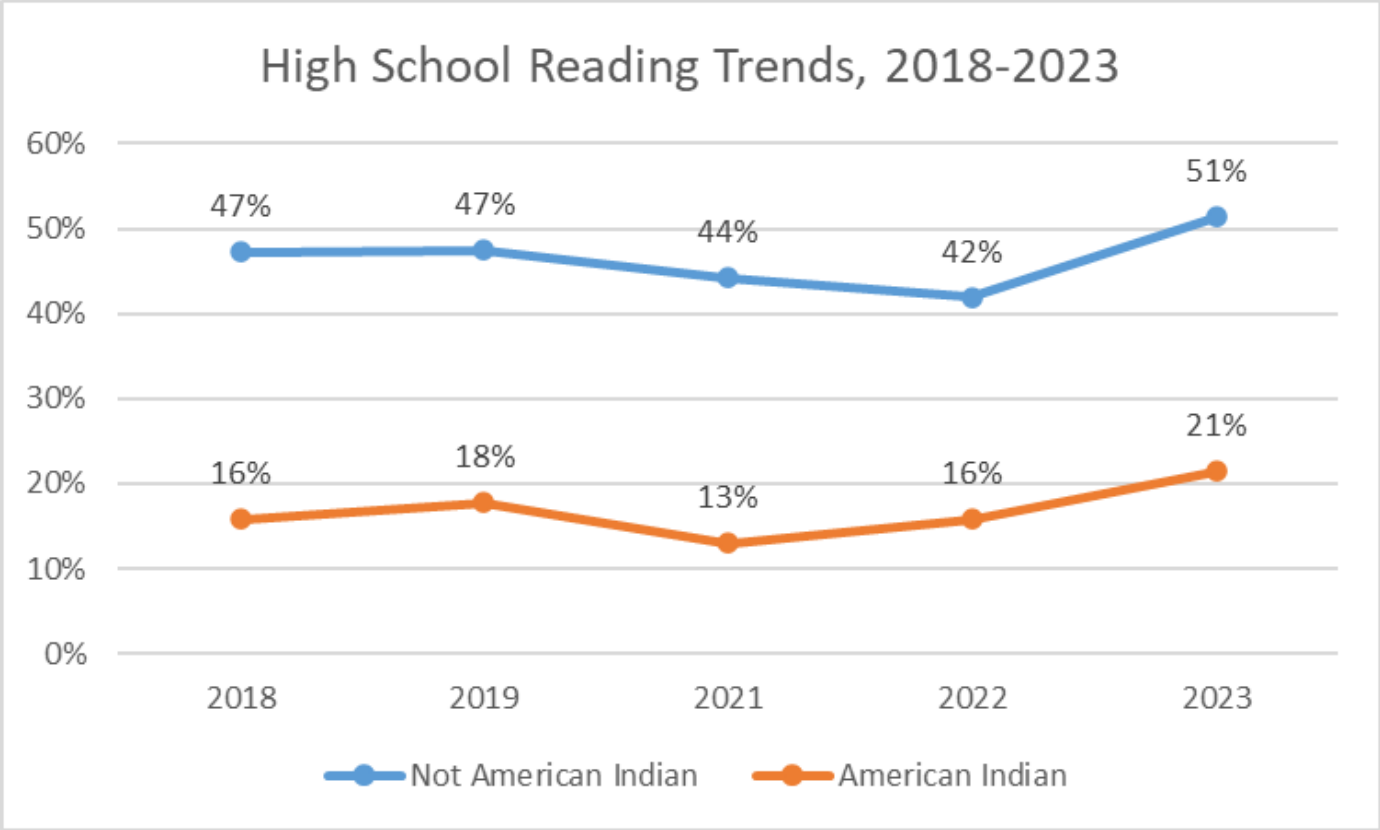
Graph 3



Graph 3 shows the percentages of high school students scoring in each proficiency level for the ACT Reading Assessment. This data is broken out by years 2018, 2019, 2021, 2022 and 2023. Fifty-two percent of non-Indian students were deemed proficient in reading in 2023 while 21% of Indian students scored in the proficient category that same year.The percentage of Indian students scoring at the novice level decreased from 71% in 2022 to 62% in 2023, which is six percentage points lower than the pre-pandemic novice percentage of 68% in 2018. By comparison, the percentage of novice non-Indian students in 2018 was 32%, which is equal to the percentage of non-Indian students falling in the novice category in 2023.

High School Reading Trends

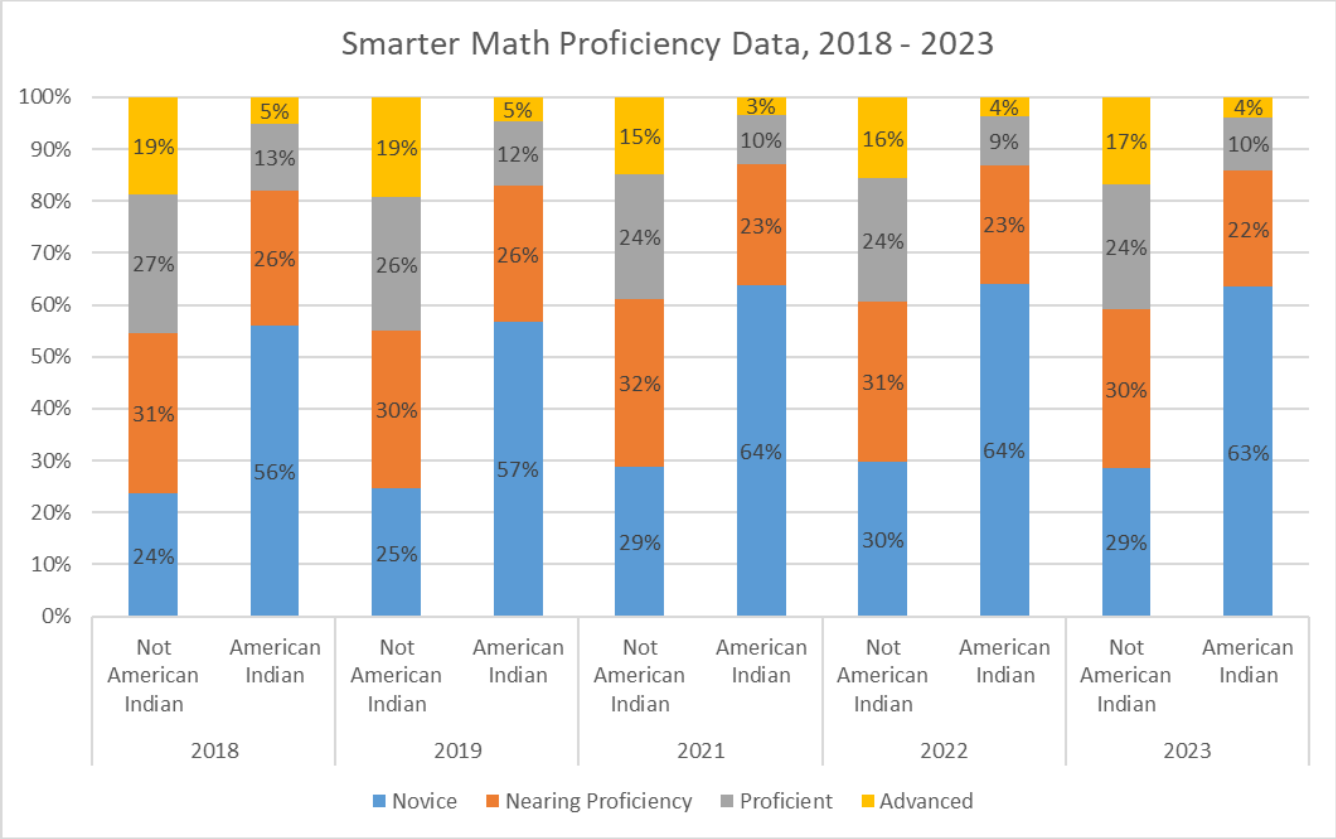
Graph 4



Graph 4 illustrates the percentages of high school students considered proficient in reading for the years 2018, 2019, 2021, 2022, and 2023. Both Indian and non-Indian students show an increase in reading proficiency between 2018 and 2023, with a noticeable rise between 2022 and 2023. Both Indian and non-Indian students are displaying reading proficiency rates that surpass pre-pandemic proficiency numbers. As of 2023, non-Indian students are testing proficiently at a rate 30 percentage points higher than Indian students; this is a decrease of 1 percentage point when compared to 2018.

SBAC Math

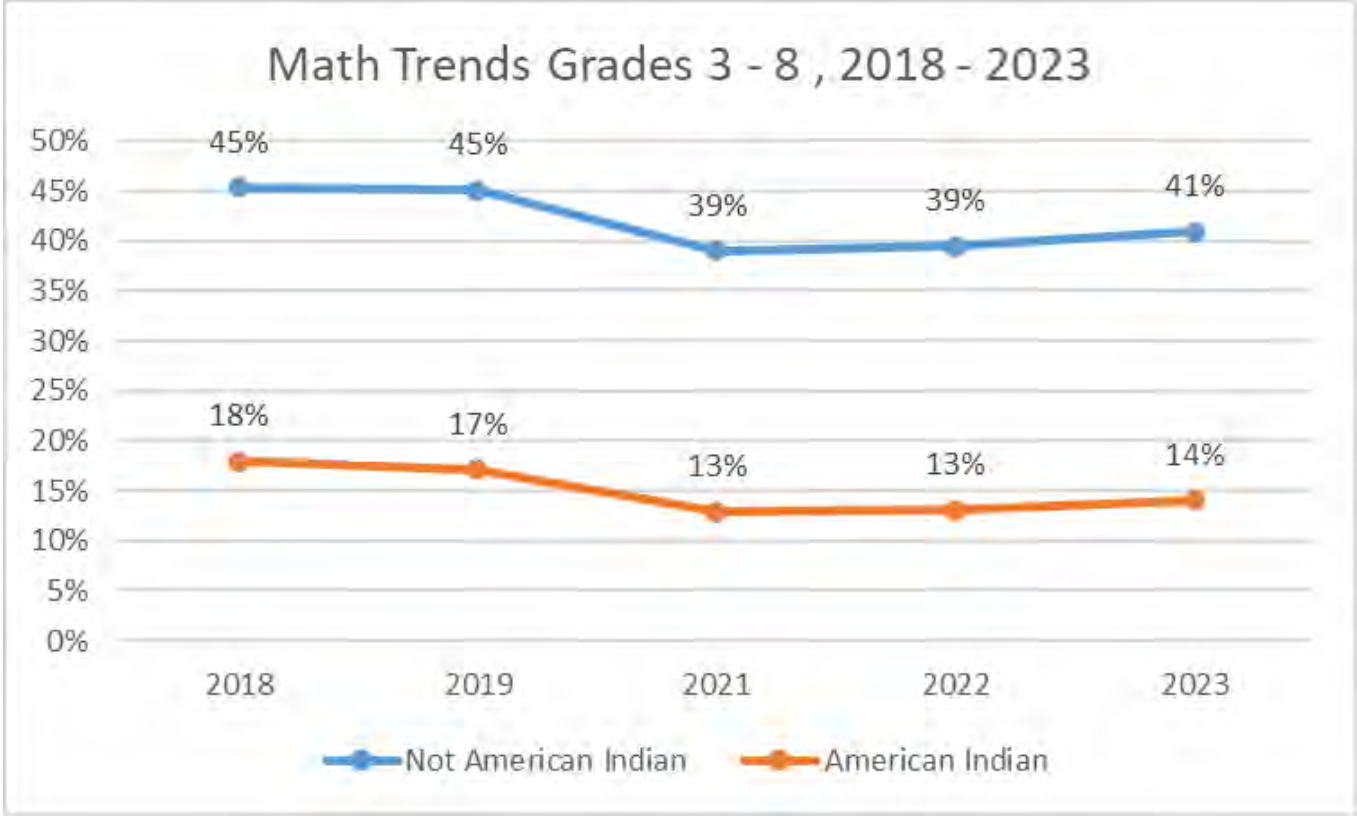
Graph 5



Graph 5 shows the percentages of students scoring in each proficiency level for the Smarter Balance Math assessment. This data is broken out by years 2018, 2019, 2021, 2022, and 2023. Twenty-nine perfect of non-Indian students were considered novice in 2023, as compared to 63% of Indian students. The average percentage of novice students between 2018-2023 is 27.7% for non-Indian students and 60.8% for Indian students.

Math Trends Grades 3-8

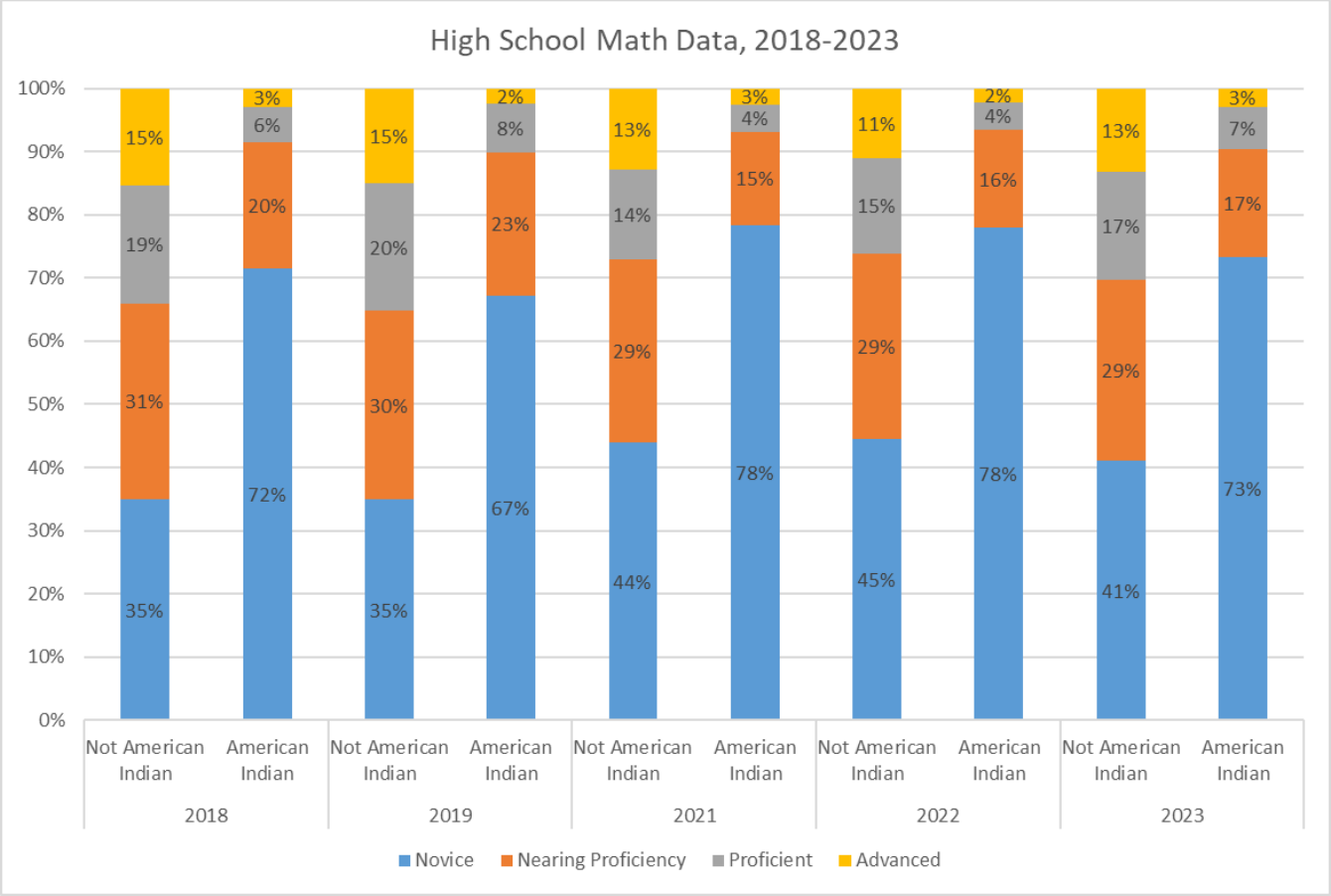
Graph 6



Graph 6 illustrates the percentages of students considered proficient. The gap in proficiency is more evident between non-Indian and Indian American students. In the year 2023 the non-Indian American population percentage of proficiency is 41%. Indian American students scored 14% in 2023. Since 2018 the average for Indian American students scoring proficient or advanced is 15%. The Non-Indian American student average for the same time period was 41.8%.

ACT Math

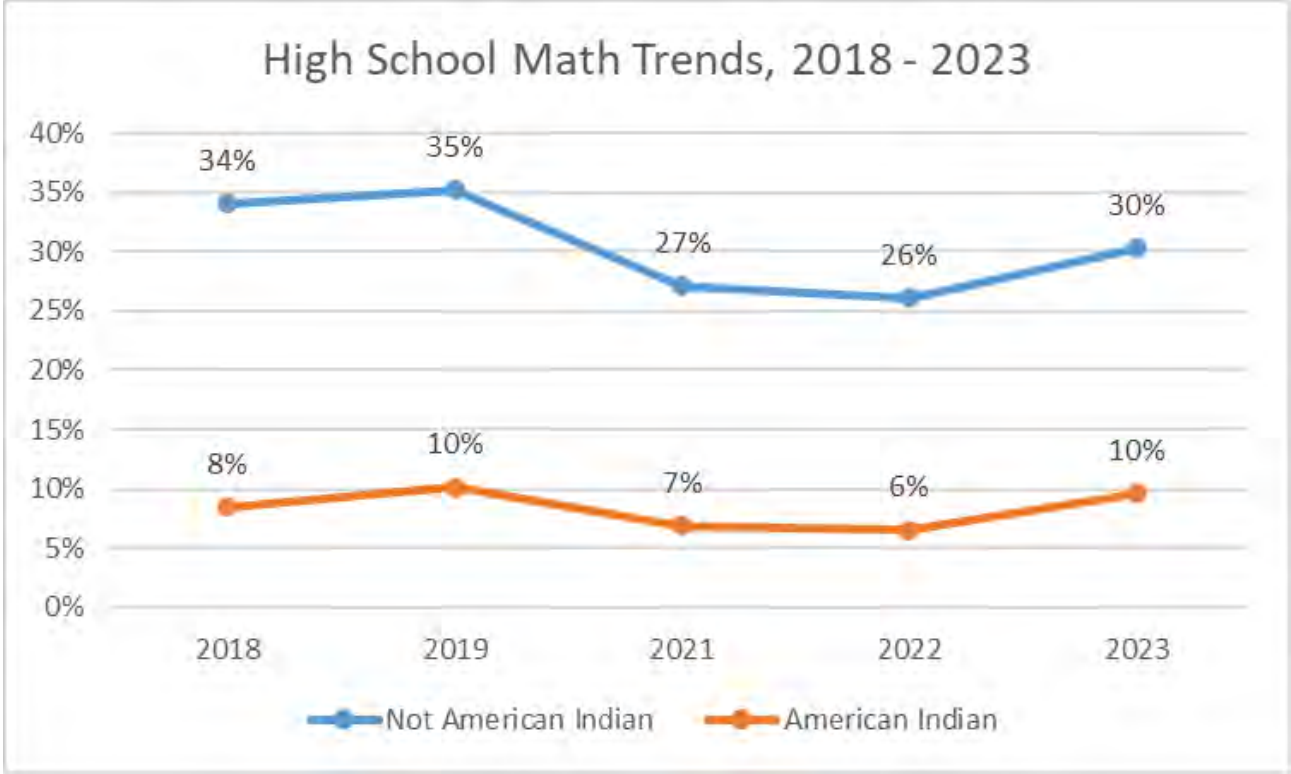
Graph 7



Graph 7 illustrates the percentages of high school students considered proficient in math for the years 2018, 2019, 2021, 2022 and 2023. In 2023, 10% of Indian students were proficient while 30% of non-Indian students were proficient. In 2023, the percentage of Indian students scoring in the novice category was down by 5 percentage points, as compared to 2022 with 73% of Indian students scoring as novice compared to 78% the year prior. The average percentage of students scoring as novice in math between 2018 and 2023 is 40% for non-Indian students, and 73.6% for Indian students.

High School Math Trends

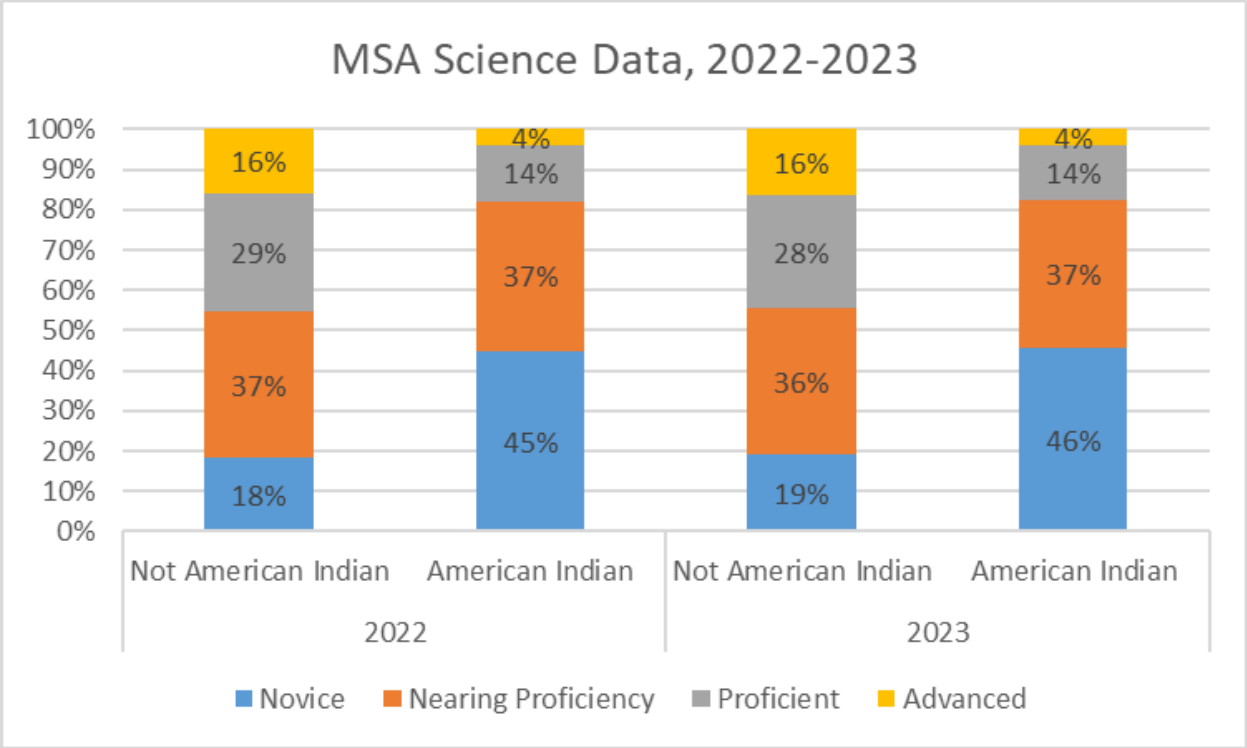
Graph 8



Graph 8 indicates a 4% improvement in Indian students scoring proficient or advanced in math between 2022 and 2023. Non-Indian American students scoring proficient or advanced also made a 4% gain. In 2023, non-Indian students scored at a proficient rate that was 20 percentage points higher than non-Indian students; this is an improvement as the difference in 2018 was 26 percentage points, meaning the gap between Indian and non-Indian students has decreased by 6%.

MSA Science

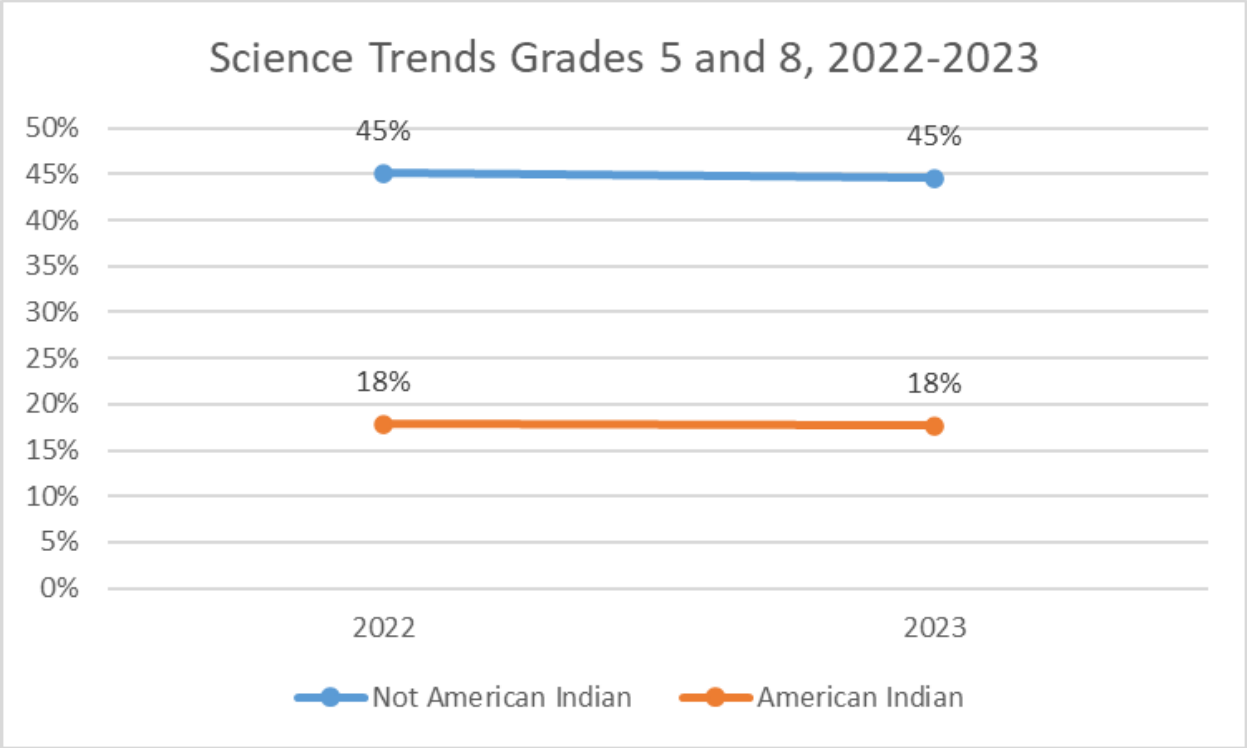
Graph 9



Graph 9 illustrates the percentages of students considered proficient in science for the years 2022 and 2023. There has been very little difference between the percentages of students scoring in each category from 2022 to 2023. In 2023, 46% of Indian students scored as novices compared to19% of non-Indian students.

Science Trends Grades 5 and 8

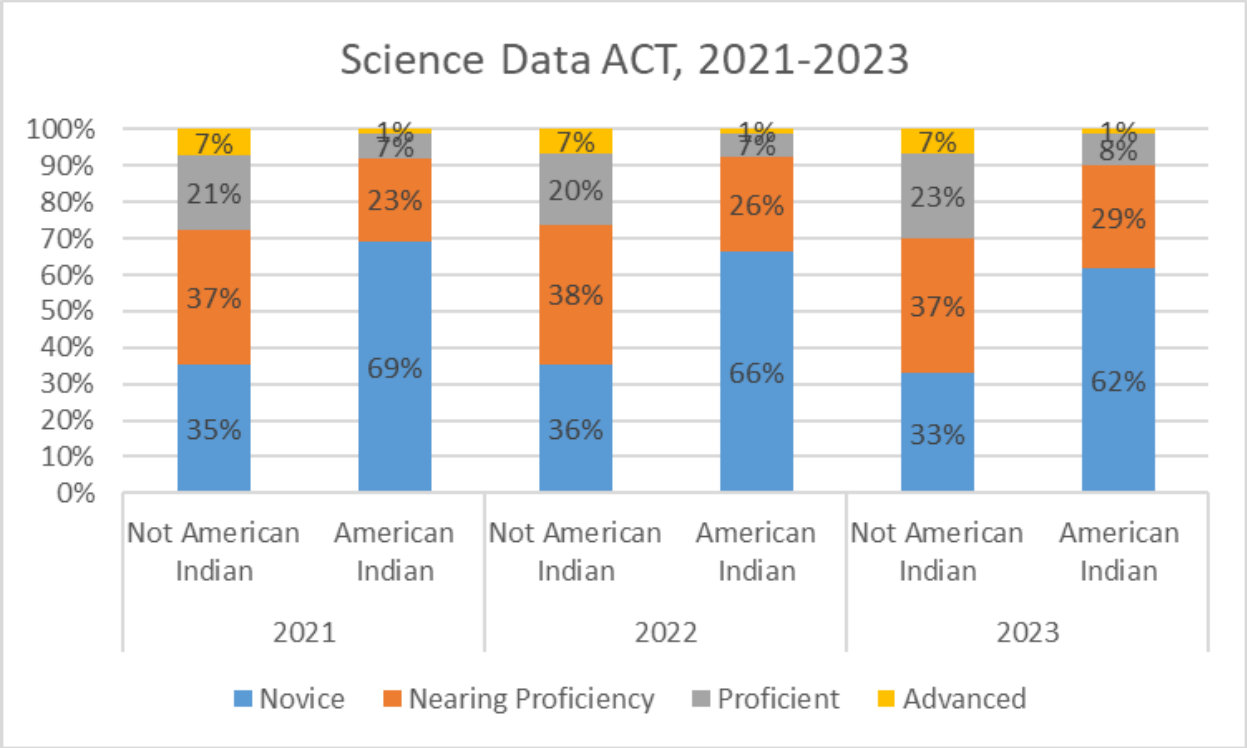
Graph 10



Graph 10 shows the number of students scoring as proficient in science in 2022 and 2023. There has been no change in the number of students scoring as proficient, with 18% of Indian students scoring proficient in 2022 and 2023 and 45% of non-Indian students scoring proficient during the same years.

ACT Science

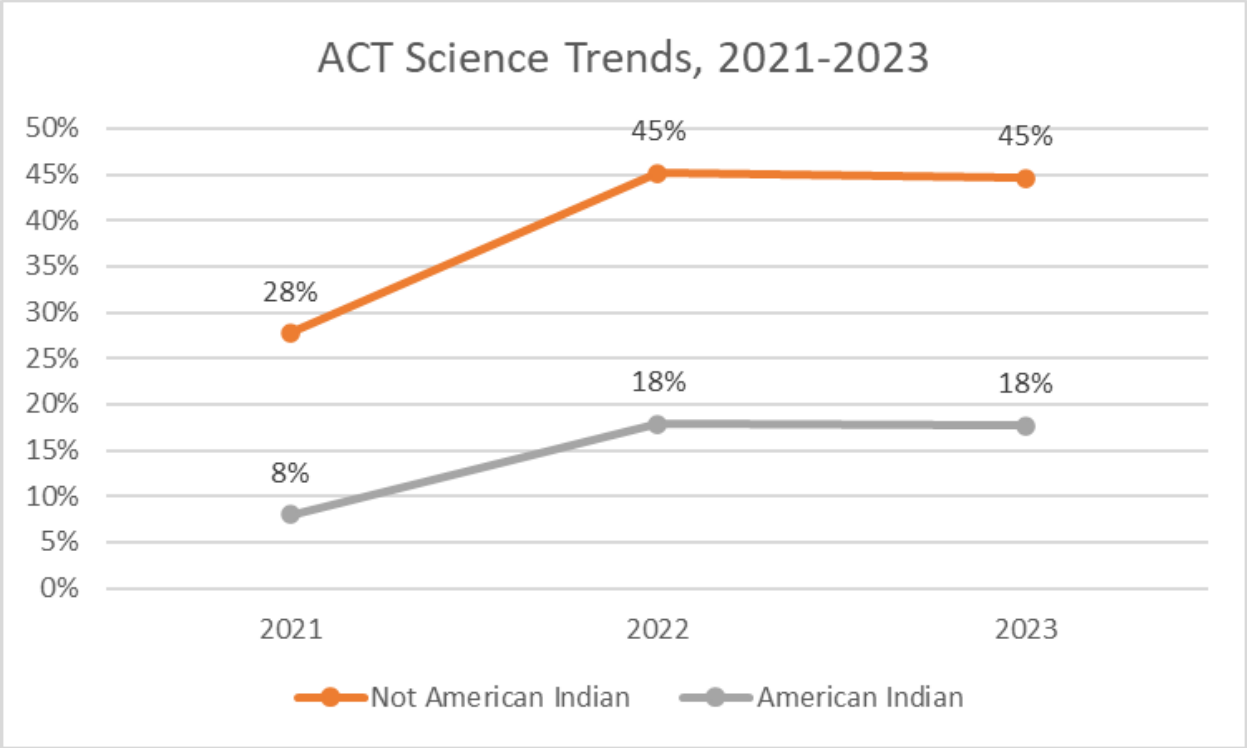
Graph 11



Graph 11 illustrates the percentages of high school students considered proficient in science for the years 2021, 2022 and 2023. The number of Indian students scoring in the novice category has decreased from 69% in 2021 to 62% in 2023, a decrease of 7 percentage points. The number of non-Indian students scoring as novice also fell between 2021 and 2023 from 35% to 33%.

ACT Science Trends

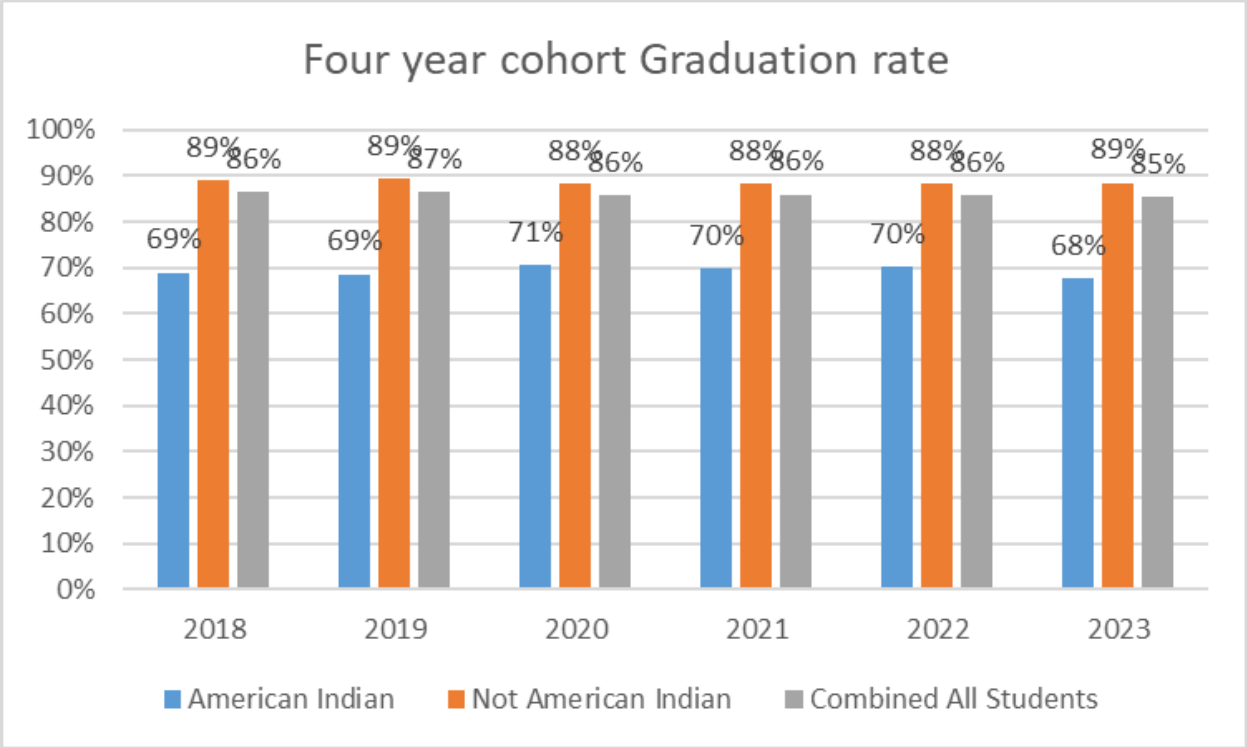
Graph 12



Graph 12 shows the number of high school students scoring proficient in science in the years 2021, 2022, and 2023. The number of Indian students scoring proficient in science increased by 10 percentage points between 2021 and 2023. The number of non-Indian students proficient in science also increased between 2021 and 2023. In 2023, 18% of Indian students were proficient in science as compared to 45% of non-Indian students.

Graduation

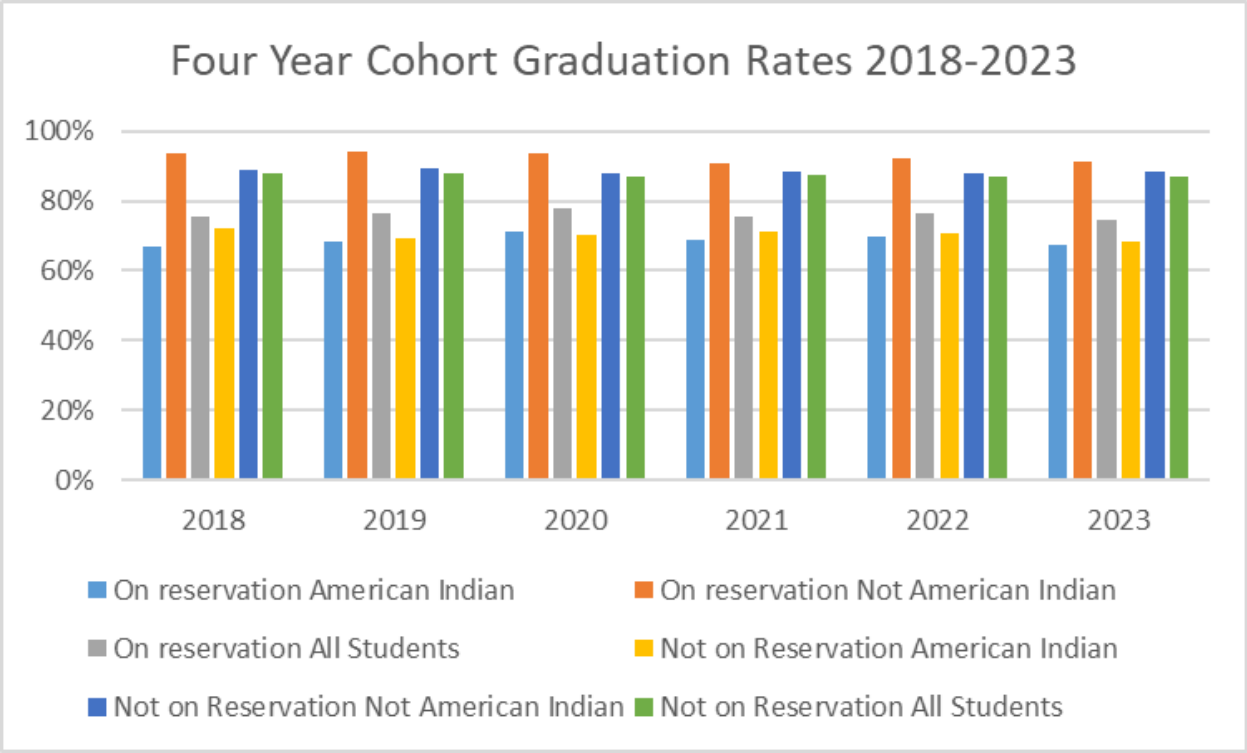
Graph 13



Graph 13 illustrates the percentages of students who graduated in 4 years for the years 2018, 2019, 2020, 2021, 2022, and 2023. The 4-year graduation rate of Indian students has fallen since 2020, with 71% of Indian students graduating in 2020 compared to 68% of Indian students in 2023. By contrast, the number of non-Indian students has remained nearly consistent between 2018 and 2023 at 88% or 89% of students graduating in four years.

Graduation Rates

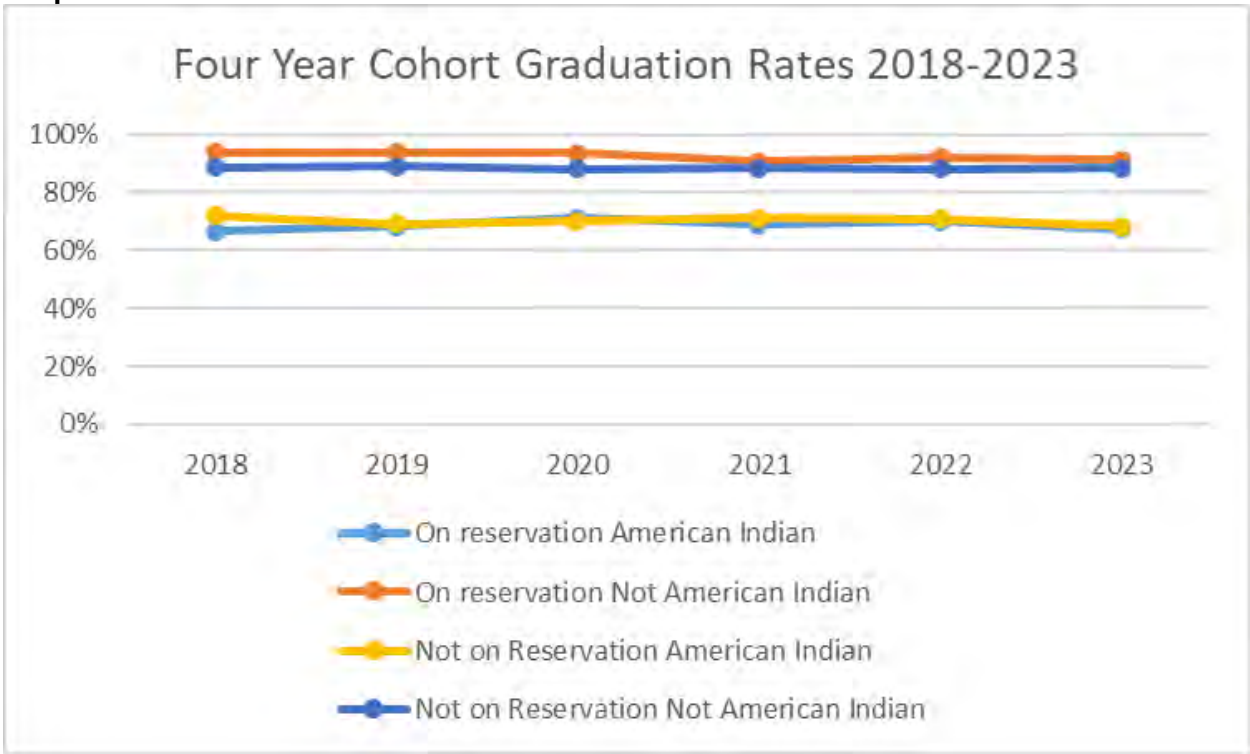
Graph 14



Graph 14 illustrates the graduation rates for six student groups for the years 2018, 2019, 2020, 2021, 2022, and 2023. For all years represented, the student group with the highest four-year graduation rate are students on a reservation and non-Indian. This is followed by non-Indian students not on a reservation for years 2018-2023. For all years except 2020, Indian students living on a reservation had the lowest four-year graduation rate followed by Indian students not on a reservation; in 2020, Indian students not on a reservation had a graduation rate slightly lower than Indian students on a reservation.

Graduation Rate Trends

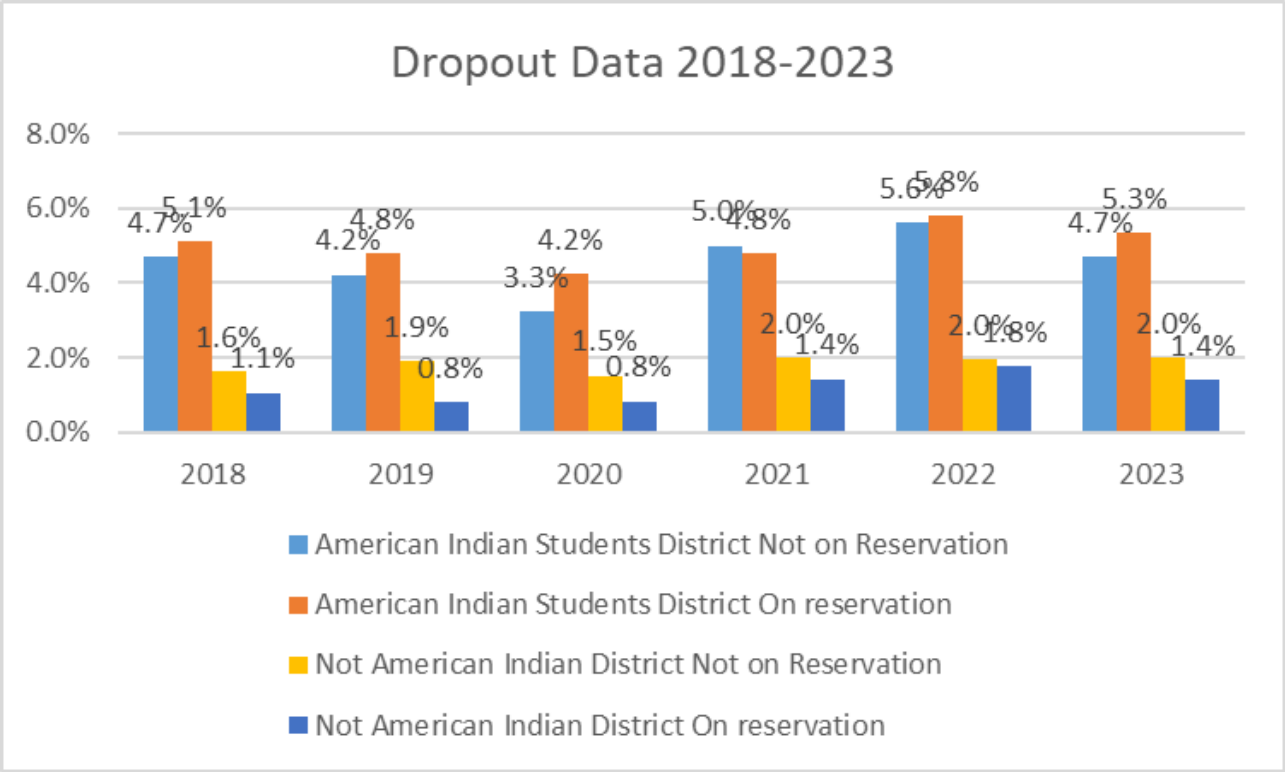
Graph 15



Graph 15 shows the graduation rates for four student groups for the years 2018 to 2023. Over the last 5 years, the graduation rates for all students groups has stayed relatively the same though a slight decrease in graduation was present for Indian students on and off reservations between 2022 and 2023.

Dropout

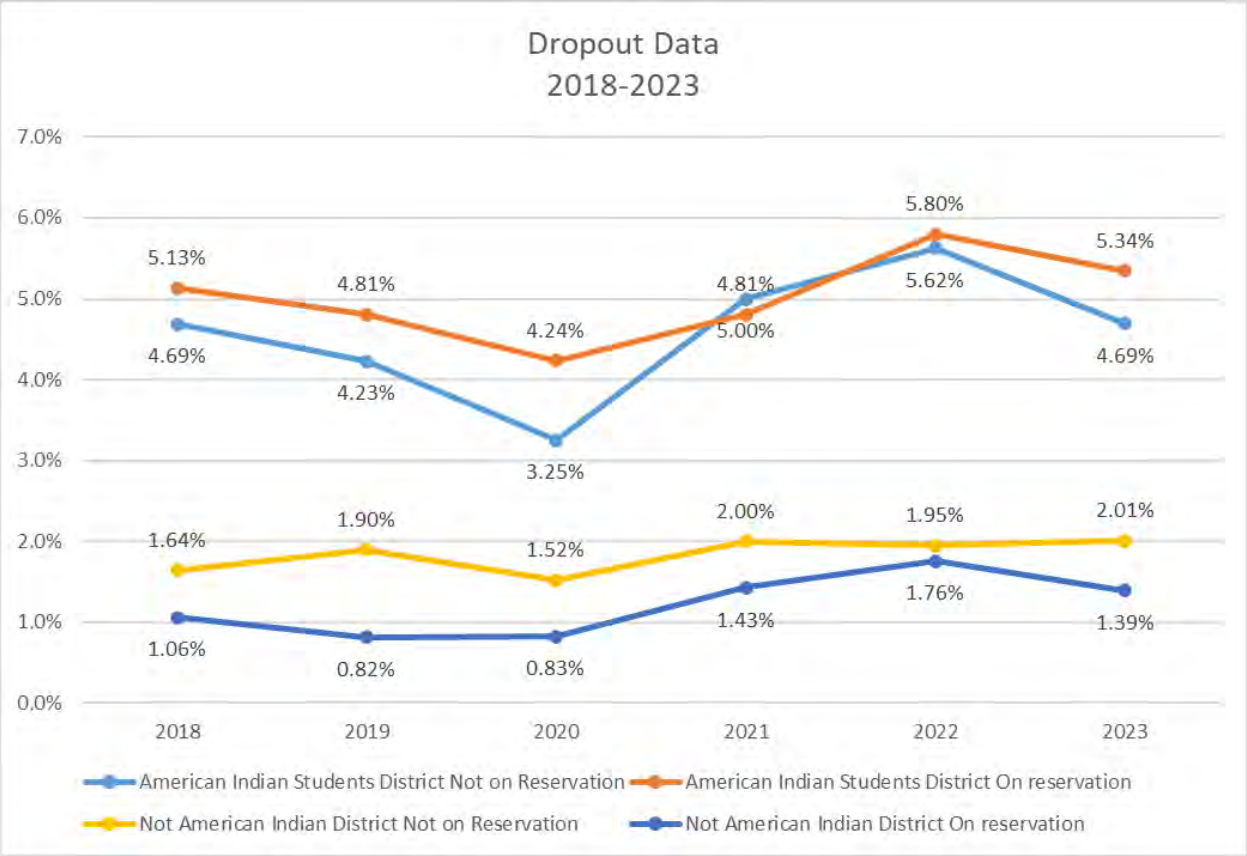
Graph 16



Graph 16 displays the group out rate for four student groups for years 2018- 2023. In all years except for 2021, Indian students on a reservation show the highest rate of drop out, followed by Indian students not on a reservation. In 2021, Indian students on a reservation displayed the highest dropout rate. Overall, the rate of dropout for all student groups in 2023 is similar to the dropout rates in 2018.

Dropout Rate Trends

Graph 17



Graph 17 displays the dropout rate for four student groups for years 2018- 2023. Between 2022 and 2023, the dropout rate for Indian students not on a reservation fell from 5.62% to 4.69%. Likewise, the dropout rate for Indian students on a reservation fell from 5.8% in 2022 to 5.34% in 2023.

ACCREDITATION COMMITTEE – (Items 16-22)

Madalyn Quinlan

ITEM 16

REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS

Dr. Julie Murgel
Marie Judisch

Montana Board of Public Education
Executive Summary

Date: July 2024

Presentation	Mathematics Content Standards Revision
Presenter	Marie Judisch
Position Title	Senior Manager of Teaching and Learning Montana Office of Public Instruction
Overview	Review of Proposed Rules: Math Content Standards – Title 10, Chapter 53, Subchapter 5 - Amend K-12 Mathematical Practices - Amend K-8 Content Standards - Repeal Former 9-12 Content Standards - Adopt New 9-12 Content Standards
Requested Decision(s)	Informational Item
Related Issue(s)	Content Standards, Accreditation
Recommendation(s)	None

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Proposed Amendments to the Administrative Rules of Montana Mathematics Content Standards, Chapter 10.53 Subchapter 5

Submitted [date], 2024 by the Superintendent of Public Instruction

Prepared for: The Montana Board of Public Education

Prepared by:

- Marie Judisch, Senior Manager, Montana Office of Public Instruction
- Katrina Engeldrum, Math Instructional Coordinator, Montana Office of Public Instruction

Overview

The Superintendent of Public Instruction, with approval from the Montana Board of Public Education (BPE), in late 2022 opened for review the Montana Mathematics Standards detailed in Chapter 10.53.5 of the Administrative Rules of Montana (ARM)[1]. The purpose of the review is to ensure that Montana public schools are setting high academic standards for all children of our state. The goal is to serve our Montana students and educators with the best possible mathematics standards to guide instruction and prepare our students for their lives beyond the classroom. This document provides for consideration of the BPE the Superintendent's recommended amendments and updates to the Math Standards. It includes an introduction to Montana's math content standards; a summary of the research and review and revision activities that informed the Superintendent's consideration and deliberation with instructional partners; the Superintendent's proposed changes, consisting of both the rationales for the changes and their proposed specific language (i.e., ARM "redlines"); and a draft economic impact statement for the proposed amendments as required by Montana Code Annotated (MCA) 2021 2-4.405.

[1] See https://rules.mt.gov/gateway/Subchapterhome.asp?scn=10%2E53.5

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Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive process to review, revise, and update Montana's Math Standards. The Superintendent's vision was to both respond to the declining performance of Montana students on math assessments, particularly since the COVID-19 pandemic, and to make the Math Standards more approachable and understandable by families and other non-educators while retaining rigor and high expectations for students. Specifically, the Superintendent sought to improve the standards to provide **simplicity**, **practicality**, and **clarity**. Montana's Math Standards should consist of fewer standards focused on specific learning goals and written in clear and concise language for students, parents/guardians, and educators. The Superintendent also sought to increase a focus on critical concepts and **mathematical practices**, authentically integrate the **cultural heritage of Montana Indigenous Peoples,** and identify ways to more effectively integrate **early numeracy and number sense** at the K-5 level, as well as consider the inclusion of **data science, financial literacy, and new math pathways** at the secondary level. The Superintendent seeks to foster increased **educator confidence**, **student capacity**, and **parent/guardian/community understanding** of math teaching and learning in Montana.

Historical Context

Montana educators have worked since the 1980s to develop statewide standards in math and other subject areas, informed by work by national professional associations such as the National Council for Teachers of Mathematics. This work was periodically given extra impetus through federal influence or requirements. For example, the federal Title 1 program for low-income students who needed additional help in reading and math required all states to have state standards in reading and math by 1998. In 2011, again with pressure from the federal government and with input from Montana educators, the BPE adopted math standards based on the Common Core[1]. Details of Montana's current Math Standards can be found in ARM Chapter 10.53.5[1], as well as in guidance documents provided by OPI[2].

The Math Standards influence and guide such matters as the preparation and professional, curriculum adoption, assessment, and math pathways for older students. The amendments and updates proposed in this document are focused on keeping the legacy of this thoughtful work by earlier educators and instructional partners while evolving Montana's Math Standards to be more approachable for the public and supporting teachers and schools to continually improve to **put Montana students first**.

[2] See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

Summary of Research and Review Activities

As guided by the rulemaking policy of OPI[2] and summarized in Table 1 below, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal and external research and instructional partner engagement activities to facilitate the development of proposed revisions to Montana's Math Standards.

Table 1: ARM Ch. 55 Amendment Timeline[3]

Research and Review (OPI)	Revision (OPI)	Negotiated Rulemaking (OPI, BPE)	Adoption Phase (OPI, BPE)	Adoption (BPE)	Implementation
October 2022 through March 2023	April through August 2023	September through December 2023	January through June 2024	September 2024	July 2025

The first three steps (Research and Review, Revision, and Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE, although OPI staff will support the BPE as it carries out its responsibilities in considering the Superintendent's proposed changes and moving forward with those recommendations that they accept.

Research and Review Phase

Beginning in the fall of 2022, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the review and revision process. This included OPI staff engaging staff of the Regional Educational Laboratory Northwest (REL Northwest) to prepare summaries of research and evidence on math teaching and learning and collecting samples of math standards used in other U.S. states and Canadian provinces. Through this review, opportunities for enhancements to Montana's accreditation standards were identified. Specifically, four key opportunities were articulated:

[3] Shared as information item at BPE meeting on 11/18/21

1. **Promote simplicity, clarity, and practicality in Montana Math Standards.**

   Content standards are of greatest interest and utility to professional educators and the organizations that prepare and employ them. That said, the Superintendent felt the standards had more detail than was necessary in places. Streamlining the standards to remove any duplication or unnecessary detail would make them not only more useful for educators but would also make them more easily understood and approachable by parents and members of the community. Detailed guidance and examples of math concepts could be retained and offered to educators in OPI guidance documents as elaborations of the standards while keeping the most essential language in ARM. This is an approach taken by several states and Canadian provinces that makes their math standards easier to parse and understand by both professional educators and the public.

2. **Revisit and refresh mathematical practices.**

   In adopting the Common Core State Standards for Mathematics in 2011, Montana also adopted the Common Core's standards for mathematical practice[4]. Mathematical practices refer to the habits, skills, and ways of thinking that are essential for effectively engaging with mathematics. They are meant to promote a deeper understanding of mathematics rather than just rote memorization of procedures. These practices help students become more proficient in math and better equipped to solve complex problems. They are designed to be integrated into the teaching and learning of mathematics, providing students with a deeper understanding of the subject and the ability to apply mathematical concepts in various contexts. They promote mathematical thinking and problem-solving skills that are essential in both educational and real-world settings. Mathematics professional groups have continued to research ways to improve math teaching and learning and have proposed updated configurations of mathematical practices. Reviewing Montana's Math Standards would provide an opportunity to review the original eight Mathematical Practices of the Common Core and see if there were any desirable updates or adjustments. The task force reviewed the recent work completed by the National Assessment of Educational Progress (NAEP) and discussed strategies to integrate the five mathematical practices they established in 2022.

[4] See ARM 10.53.501.

3. **Update standards to include the most recent research and evidence on effective math teaching and learning.**

   As Montana's Math Standards were last updated in 2011, the Superintendent felt it was timely to review the standards for opportunities to incorporate the latest research on math teaching and learning. One specific example is an opportunity to integrate research on early numeracy and number sense at the K-5 level. At the secondary level, the Superintendent asked the Revision Task Force to consider if data science and financial literacy could be included in the standards as specific applications of math that are of growing statewide and national interest. Similarly, the Superintendent encouraged the Revision Task Force to consider ways secondary math pathways could better fit the college and career goals of Montana high schoolers.

4. **Authentically integrate IEFA into Montana's Math Standards.**

   Montana's current math standards include references to IEFA, but they can feel added as an afterthought. The Superintendent charged with the Revision Task Force to find ways to more authentically integrate math examples and practices that honor the diverse and rich legacy of Indigenous peoples in Montana. To that end, the OPI Indian Education for All and The Tribal Student Achievement, Relations, and Resiliency staff participated in convenings of the Revision Task Force and OPI set up a special working group to engage Tribal Education Department liaisons as advisors to the standards-writing process.

Revision Phase

Informed by the research and opportunities for revision identified in the research and review phase described above, the Superintendent and OPI staff launched a Math Standards Revision Task Force. The Task Force consisted of both a Development Team and a Review Team composed of current and former Montana math teachers, higher education faculty, and other instructional partners (See Appendix A, B and C for a complete list). OPI recruited Task Force members from schools, institutions, and communities across the state to get a broad representation of school communities and sizes as well as a broad range of professional expertise in K-12 math instruction. The Development Team was tasked with using the research and data collected in the Research and Review phase to propose revisions to the Montana Math Standards. The Review Team was tasked with reviewing the work of the Development team and providing feedback that would inform the Negotiated Rulemaking Committee convened during the Negotiated Rulemaking phase.

OPI convened the Development Team several times virtually between May and November of 2023 and in person in Helena July 19-21, 2023. OPI convened the Review Team virtually several times between May and October. OPI used a specially developed course on the Teacher Learning Hub to train and connect members of the Task Force and provide a common workspace and file repository. OPI also posted information about the Revision Phase and the work of the Task Force on the OPI website. OPI staff worked with staff from the Region 17 Comprehensive Center at Education Northwest to design and facilitate inclusive, collaborative, and productive in-person and virtual work sessions. Subgroups of the Development Team periodically met on their own time without OPI presence or facilitation to continue their discussions and reviews of standards. OPI also worked with ad-hoc workgroups of Development and Review Team members to complete specific revision and review tasks, such as:

- Proposing a new set of Montana-specific mathematical practices;
- Designing guidance documents for OPI to use to provide educators with elaborations and detailed examples that support each standard that did not need to be added to ARM; and
- Aligning proposed revisions between different levels of standards (e.g., between K-5 and 6-8 standards and between 6-8 and 9-12 standards).

The Task Force generated a set of proposed revisions to the Montana State Math Standards with accompanying rationales for the changes. These included a new proposed set of mathematical practices that includes IEFA, added focus on early numeracy in the elementary grades, and a proposed reworking of course pathways in grades 9-12. The Content Standards Revision Team from OPI shared the drafted standards with the Montana Advisory Council on Indian Education (MACIE), asking for feedback on the general standards and specifically the task force's approach to authentic integration of Indian Education for All. OPI staff worked with members of the Task Force to refine their recommendations and rationales and prepare detailed ARM language (i.e., "redlines"). The proposed changes and rationales can be found in the "Superintendent's Recommended Revisions to Montana Math Standards" section.

Negotiated Rulemaking

As required by (MCA) 2021 2.4.405 and building on the contributions and outputs of the research and review and revision phases, the Superintendent will convene a Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and fact-finding process to inform the articulation of her recommended revisions to the Montana Math Standards. The NRC consisted of the twelve members fulfilling the required roles, as listed in MCA (See Appendix D for a complete list)

Superintendent's Recommended Revisions to Montana Math Standards

The Superintendent's recommended revisions to Montana's math standards are based on a thoughtful consideration of the myriad and intersecting conditions, inputs, challenges, and opportunities confronting public schools in Montana. They are informed by the research and instructional partner input collected through the methods described above, as well as the contributions of the Math Standards Task Force. The following sections provide the Superintendent's final recommended revisions, including both proposed detailed revision language (i.e., "redlines") and a rationale for each articulated by the Task Force and/or the Superintendent. It should be noted that the recommended revisions are ultimately the Superintendent's and reflect her prerogative and responsibility to present to the BPE those that she deems worth moving forward.

Instructions for navigating this document:

Structure:

Each grade level has a table presenting the proposed revisions.

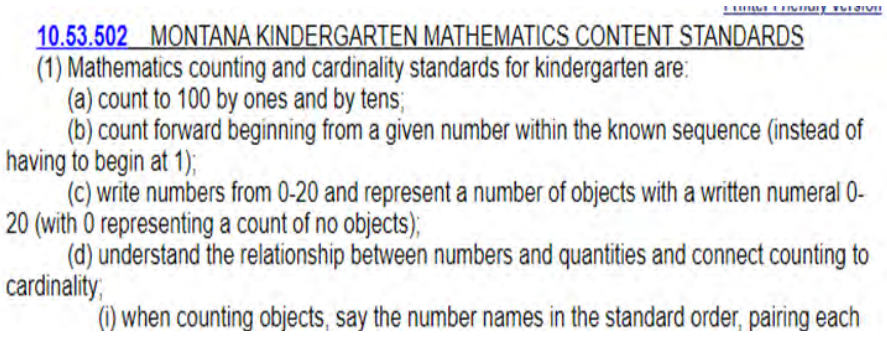
In the **K-8 standards**, this information is presented in three columns. On the left, you will find the standard language as it currently exists in ARM. The center column presents the proposed revisions from the Superintendent, based on the work conducted by the Task Force and Negotiated Rulemaking Committee (NRC). The column located on the right presents the rationale for the changes. This rationale combines the reasoning from the two committee groups.

In the **9-12** standards, this information is presented in two columns. In addition to revising the individual standards, the 9-12 task force recommended a restructuring of the standards. When reviewing this set, you will notice that there are two groups of standards. The 2011 set, which has been proposed to be repealed, presents the previous standards from ARM in the left column. In the right column, you will find information regarding each standard's retention or omission from the proposed set of new standards, along with the rationale provided by the Task Force. Similarly, the proposed set of standards appears in two columns. The left column contains the proposed language and the right informs the reader whether the standard was adapted from the 2011 set or is a new standard and also provides a rationale for the proposals.

It is important to note that the structure of the standards as they are given in ARM, and how they are given in teacher guidance documents are significantly different.

While the teacher guidance documents from 2011 provide 'clusters' that group certain standards by their shared core concepts, the ARM language from 2011 does not. You may also notice that the sentence structure in ARM presents a different format than the guidance documents. ARM utilizes semicolons and presents the standards as a list, while the guidance documents provide the standards in formal sentence structure using capitals and varying punctuation. The last thing you will notice is that the guidance documents utilize a coding system for the standards to help with the organization of the standards. It is not necessary for the standards presented in guidance documents to have the same structure as appears in ARM. It should be noted that throughout revisions, the task force referred to the guidance documents that are primarily used by educators in the field and do not match the ARM structure. The development teams across K-12 intend to create dynamic guidance documents that present the standards in a clear and easy-to-follow way for educators and families. The following figures from the two types of documents illustrate this distinction:

Figure 1[5]: Montana Kindergarten Standards ARM 10.53.502



10.53.502 MONTANA KINDERGARTEN MATHEMATICS CONTENT STANDARDS

(1) Mathematics counting and cardinality standards for kindergarten are:

(a) count to 100 by ones and by tens;

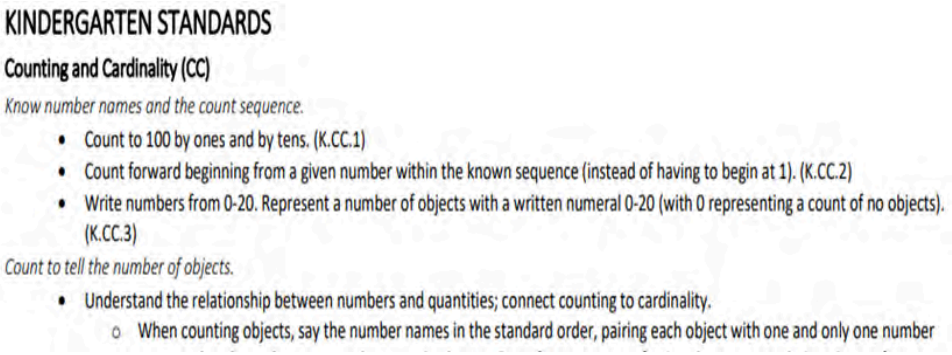
(b) count forward beginning from a given number within the known sequence (instead of having to begin at 1);

(c) write numbers from 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects);

(d) understand the relationship between numbers and quantities and connect counting to cardinality;

(i) when counting objects, say the number names in the standard order, pairing each

Figure 2[6]: Guidance Document Presentation of Standards



KINDERGARTEN STANDARDS

Counting and Cardinality (CC)

Know number names and the count sequence.

- Count to 100 by ones and by tens. (K.CC.1)
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.2)
- Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.3)

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, say the number names in the standard order, pairing each object with one and only one number

Additional Considerations:

Each grade-level proposal will begin with an overview statement. This will prepare you for reading each set of standards and provide additional guidance from the Task Force where provided. You will begin to notice trends that consistently appear in each set of standards. They have been summarized for you in the 2024 Proposal Overview.

It is also important to note that the OPI intends to provide many and varying guidance documents to support educators and families throughout the implementation process. For more information regarding the implementation plans of OPI, please refer to appendix G.

[5] https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E502

[6] https://opi.mt.gov/LinkClick.aspx?fileticket=Uq0l_VnbWzs%3D&portalid=182

2024 Proposal Overview

K-8 vs. 9-12

The proposed set of standards for K-12 is best examined in two parts, taking one part to contain all K-8 standards, and the other containing all 9-12 standards. This is recommended due to the 9-12 Task Force's decision to **revise and restructure** the standards for high school mathematics. While necessary, it does create some additional considerations that must be had unique to the considerations within K-8.

Guidance Documents:

The Superintendent, Negotiated Rulemaking Committee, Task Force, OPI Staff, and Educators all agree that robust and dynamic guidance documents must be created to ensure the successful implementation of the proposed standards. This work began in November 2023 and will continue to progress and adapt as needs continue to appear. These documents have been proposed to support a variety of instructional partners, from families to educators and everyone in between. The proposed documents also contain recommendations from IEFA integration to strategies for mathematical conversations at home. The guidance documents list is vast and growing. The Superintendent and OPI do not intend to abandon educators to their own devices during implementation and will support the process thoroughly. For more information regarding the implementation plan, please refer toappendix G.

Common Trends Throughout the Standards:

Many trends emerged that were consistent throughout the grade levels, K-12. A list and brief description of each has been provided here:

Cultural Connections Statement:

The 2011 set of standards often presented the Indian Education For All statement in the middle of a standard. The Tribal Panel, Task Force, and NRC all agreed that a new place should be found for this statement to provide more prominence and to increase the clarity of the concept contained within the standard. Furthermore, the language was expanded to include relevant and culturally responsive language when referring to Indigenous populations and to include local communities. The NRC weighed the use of "Indigenous Peoples" against "American Indian" extensively. While "American Indian" is the federally adopted language, the NRC felt that "Indigenous Peoples" was more respectful and more adequately communicated the dynamic cultures present in Indigenous Populations, underlining that "American Indian(s)" implies one group alone while "Indigenous Peoples" communicates that many cultural groups exist within Indigenous Populations. They agreed on the use of "Indigenous Peoples", challenging Montana to pave the way for the adoption of this language. Where appropriate, the sentence: "This standard should

incorporate cultural context relating to Montana Indigenous Peoples and local communities" was added as a clause to the end of a standard. This language and placement is used consistently throughout the K-12 items. It is the intent to provide a guide for how this incorporation could occur in a classroom setting.

Listing Language Update:

Many grade levels inconsistently listed standards in 2011. The Task Force and NRC made efforts to include the word "by:" at the end of a standard that contained substandard as well as change the subsequent verbs to "ing" verbs in compliance.

"Word Problems" or "Real-Life Problems" replaced with "Problems In Context":

The NRC determined that consistency in the wording of application expectations should occur. Where standards indicate the specific necessity of application (though not limited to these standards alone), the phrase "problems in context" has replaced inconsistent language in the 2011 standards.

Removal of Examples and Elaborations:

The Task Force and NRC made efforts to significantly reduce the number of instances where specific examples appear in the ARM language for standards. This is not to say that they believe them unnecessary. The recommendation is that examples and elaborations appear in guidance documents, rather than in ARM, to free up instruction for educators rather than dictate a list of specific examples that must be utilized.

Revision for Clarity and Reducing Length:

Many of the standards were revised with the intent to reduce the use of unnecessary language and to provide clarity to the concept contained therein. Often, revisions did not change the standard's intent, but did shorten its length, and utilized language more familiar to families and educators.

ARM 10.53.501[7]: Montana K-12 Mathematical Practices

Proposed Action: Revision

Summary of Proposed Changes:

In assessing the research compiled for the revision of mathematics standards and mathematical practices, the Mathematical Practices Task Force identified that the eight mathematical practices utilized in Montana are no longer aligned with those tested within the National Assessment of Educational Progress (NAEP). While the task force recognized the importance of the five mathematical practices outlined by NAEP, the task force also identified the diverse and unique needs of Montana learners and determined that a full adoption would not be the best course of action.

They determined that a revision of the Montana Mathematical Practices was necessary and that in some way, efforts should be made to ensure that current mathematical practices align with the language used by NAEP and that the needs of Montana learners must also be represented within the mathematical practices. Therefore, what has been proposed is a modification of the 5 NAEP Mathematical Practices[8], and a proposal of additional practices that, as a package, the task force believes will be a more authentic foundation for an essential understanding of mathematics in Montana.

[7] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E501

[8] See https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/mathematics/2026-math-frameowork/2022-NAGB-Mathematics-One-Pager-508.pdf

Proposed Mathematical Practices:

Math Practices 2011	Proposed Math Practices 2024	Rationale
10.53.501 STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES K-12 ~~(1) Mathematical practice standard 1 is to make sense of problems and persevere in solving them. Mathematically proficient students:~~ ~~(a) explain the meaning of a problem and restate it in their words;~~ ~~(b) analyze given information to develop possible strategies for solving the problem;~~ ~~(c) identify and execute appropriate strategies to solve the problem;~~ ~~(d) evaluate progress toward the solution and make revisions if necessary; and~~ ~~(e) check their answers using a different method and continually ask "Does this make sense?".~~	**10.53.501** STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES K-12 (1) Mathematical practice standard 1 is to problem solve and persevere. Mathematically proficient students: (a) make conjectures, plan, and follow solution strategies; (b) evaluate their progress and accuracy; (c) engage in sense-making and self-monitoring; and (d) persevere in seeking solutions, and value alternative approaches.	Efforts were made to condense wording and increase comprehension.
~~(2) Mathematical practice standard 2 is to reason abstractly and quantitatively. Mathematically proficient students:~~ ~~(a) make sense of quantities and their relationships in problem situations;~~	(2) Mathematical practice standard 2 is to abstract and generalize. Mathematically proficient students are able to decontextualize and symbolically represent both mathematical and non-mathematical	Efforts were made to increase compatibility with NAEP math practices language. 2011 MP7 (item 10.53.501 (7))and 2011 MP8 (item 10.53.501 (8)) were condensed into the 2024 proposed (item 10.53.501 (2))

~~(b) use varied representations and approaches when solving problems;~~ ~~(c) know and flexibly use different properties of operations and objects; and~~ ~~(d) change perspectives, generate alternatives, and consider different options.~~	situations to search for and analyze regularities, patterns, and structures.	
~~(3) Mathematical practice standard 3 is to construct viable arguments and critique the reasoning of others. Mathematically proficient students:~~ ~~(a) understand and use prior learning in constructing arguments;~~ ~~(b) habitually ask "why" and seek an answer to that question;~~ ~~(c) question and problem-pose;~~ ~~(d) develop questioning strategies to generate information;~~ ~~(e) seek to understand alternative approaches suggested by others and as a result, adopt better approaches;~~ ~~(f) justify their conclusions, communicate them to others, and respond to the arguments of others; and~~ ~~(g) compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an~~	(3) Mathematical practice standard 3 is to justify and prove. Mathematically proficient students create, evaluate, justify, and refute mathematical claims in developmentally and mathematically appropriate ways.	Efforts were made to increase compatibility with NAEP math practices language. 2011 MP6 (item 10.53.501 (6)) was condensed into 2024 MP3 (item 10.53.501(3))

~~argument, explain what it is.~~		
~~(4) Mathematical practice standard 4 is to model with mathematics. Mathematically proficient students:~~ ~~(a) apply the mathematics they know to solve problems arising in everyday life, society, and the workplace;~~ ~~(b) make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later;~~ ~~(c) identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas; and~~ ~~(d) analyze mathematical relationships to draw conclusions.~~	(4) Mathematical practice standard 4 is to model with mathematics. Mathematically proficient students: (a) make sense of a scenario; (b) identify a problem to be solved, and mathematize it; and (c) apply a mathematical model to reach a solution and verify its viability.	This is a revision of the original statement for clarity, that aligns with the NAEP math practices language.
~~(5) Mathematical practice standard 5 is to use appropriate tools strategically. Mathematically proficient students:~~ ~~(a) use tools when solving a mathematical problem and to deepen their understanding of concepts (e.g., pencil and paper, physical models, geometric construction and measurement devices, graph paper, calculators, computer-based algebra, or geometry systems); and~~ ~~(b) make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations and detect possible errors by strategically using estimation and other mathematical knowledge.~~	(5) Mathematical practice standard 5 is to represent. Mathematically proficient students: (a) recognize, use, create, interpret, and translate representations using appropriate methods and tools; and (b) understand multiple ways of representing mathematical ideas and how they are related.	Efforts were made to increase compatibility with NAEP math practices language.

~~(6) Mathematical practice standard 6 is to attend to precision. Mathematically proficient students:~~ ~~(a) communicate their understanding of mathematics to others;~~ ~~(b) use clear definitions and state the meaning of the symbols they choose, including using the equal sign consistently and appropriately;~~ ~~(c) specify units of measure and use label parts of graphs and charts; and~~ ~~(d) strive for accuracy.~~	(6) Mathematical practice standard 6 is to collaborate mathematically. Mathematically proficient students engage in mathematics as a social enterprise through discussion and collaborative inquiry where ideas are offered, debated, connected, and built upon toward solutions, shared understanding, and appreciation of other perspectives.	Mathematics is improved with collaboration between individuals. There has been a long-standing spirit of collaboration and healthy discourse in the mathematical community, dating back to its infancy. The committee felt that this was a vital practice for math learners to engage within and essential to the progression of the field. Efforts were made to increase compatibility with NAEP math practices language. 2011 MP6 (item 10.53.501 (6)) was condensed into 2024 MP3 (item 10.53.501(3))
~~(7) Mathematical practice standard 7 is to look for and make use of structure. Mathematically proficient students:~~ ~~(a) look for, develop, generalize, and describe a pattern orally, symbolically, graphically, and in written form; and~~ ~~(b) apply and discuss properties.~~	(7) Mathematical practice standard 7 is to culturally connect. Mathematically proficient students: (a) recognize cultural connections and contributions to mathematics; and (b) appreciate the role of mathematics in various cultural contexts, including those of tribally-specific Montana Indigenous Peoples.	Connecting mathematics to our circumstances, histories, and communities, roots it in existence. This cultural connections math practice also allows for honoring Indigenous and cultural ways of knowing. It is vital for students to see how math relates to the world and communities they belong to, along with the histories of people. The committee felt that connecting to community culture generates a pathway for improving student engagement with mathematical concepts in meaningful ways that can have positive long-term effects. Efforts were made to increase compatibility with NAEP math practices language. 2011 MP7 (item 10.53.501 (7)) was condensed into 2024 proposed (item 10.53.501 (2))

~~(8) Mathematical practice standard 8 is to look for and express regularity in repeated reasoning. Mathematically proficient students:~~ ~~(a) look for mathematically sound shortcuts; and~~ ~~(b) use repeated applications to generalize properties.~~		Efforts were made to increase compatibility with NAEP math practices language. 2011 MP8 (item 10.53.501 (8)) was condensed into 2024 proposed (item 10.53.501 (2))

ARM 10.53.502[9]: Montana Kindergarten Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 25
- Total number of standards proposed for 2024: 25
- Standards removed: 3
  Each of these removed standards were condensed into one standard.
- New standards proposed: 3
  One additional standard expands knowledge to better prepare students for 1st grade expectations.
  One additional standard adds financial literacy expectations to the standards.
  One additional standard adds expectations relating to time knowledge.
- Standards identified as high cultural connections priorities: 4
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.

[9] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E502

Proposed Montana Kindergarten Mathematics Standards:

Kindergarten Standards 2011	Kindergarten Standards 2024	Rationale
10.53.502 MONTANA KINDERGARTEN MATHEMATICS CONTENT STANDARDS		
(1) Mathematics counting and cardinality standards for kindergarten are:	**(1) Mathematics counting and cardinality standards for kindergarten are:**	**(1) No change**
(a) flexibly count to 100 by ones and by tens;	(a) flexibly count to 100 by ones and by tens;	(a) add: “flexibly”
(b) count ~~forward~~ beginning from a given number within the known sequence ~~(instead of having to begin at 1)~~;	(b) count beginning from a given number within the known sequence;	(b) Delete: "forward" to broaden the standard to include backward counting; pull parenthetical clause to elaborations
(c) write numbers from 0-20 and represent a number of objects with a written numeral 0-20 ~~(with 0 representing a count of no objects)~~;	(c) write numbers from 0-20 and represent a number of objects with a written numeral 0-20;	(c) Delete: parenthetical clause, may appear in guidance documents.
(d) understand the relationship between numbers and quantities and connect counting to cardinality by recognizing that each successive number name refers to a quantity that is one larger within a normal counting sequence;	(d) understand the relationship between numbers and quantities and connect counting to cardinality by recognizing that each successive number name refers to a quantity that is one larger within a normal counting sequence;	(d) Addition of the word "by:" and consolidated content from (1)(d)(iii) and included the phrase “within a normal counting sequence”
~~(d.i) when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object from a variety of cultural contexts, including those of Montana American Indians;~~		(d.i) Redundancy in (1)(d), included in the elaboration.
~~(d.ii) understand that the last number name said tells the number of objects counted and the number of objects is the same regardless~~		(d.ii) Redundancy in (1)(d), included in the elaboration.

~~of their arrangement or the order in which they were counted;~~ ~~(d.iii) understand that each successive number name refers to a quantity that is one larger;~~		(d.iii) Condense into item 1(d)
(e) count to answer "how many?" ~~questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration and given a number from 1-20, count out that many objects from a variety of cultural contexts, including those of Montana American Indians~~ in a variety of arrangements and, given a number, produce a set within 20;	(e) count to answer "how many?" in a variety of arrangements and, given a number, produce a set within 20;	(e) Delete additional information to get down to the specific task asked for.
(f) identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group~~, e.g., by using matching and counting strategies~~; and	(f) identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; and	(f) Example may appear in guidance documents, removed for clarity.
(g) compare two numbers between 1 and 10 presented as written numerals.	(g) compare two numbers between 1 and 10 presented as written numerals.	(g) No change
(2) Mathematics operations and algebraic thinking content standards for kindergarten are:	.**(2) Mathematics operations and algebraic thinking content standards for kindergarten are:**	**(2) No change**
(a) represent addition and subtraction ~~with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations~~ in multiple ways;	(a) represent addition and subtraction in multiple ways;	(a) Examples may appear in guidance documents, removed for clarity.
(b) solve addition and subtraction ~~word problems from a variety of cultural contexts,~~	(b) solve addition and subtraction problems in context within 10; this standard should incorporate cultural context relating to	(b) Change “word problems” to “problems in context” to align with NAEP and NCTM.

~~including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem~~ problems in context within 10; this standard should incorporate cultural context relating to Montana Indigenous People and local communities; (c) decompose numbers less than or equal to 10 into pairs in ~~more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1)~~ multiple ways; (d) for any number from 1 to 9, find the number that makes 10 when added to the given number~~, e.g., by using objects or drawings, and record the answer with a drawing or equation~~; ~~and~~ (e) ~~fluently~~ flexibly, accurately add and subtract within 5~~.~~; and (f) recognize the characteristics of the commutative property in addition.	Montana Indigenous Peoples and local communities; (c) decompose numbers less than or equal to 10 into pairs in multiple ways; (d) for any number from 1 to 9, find the number that makes 10 when added to the given number; (e) flexibly and accurately add and subtract within 5; and (f) recognize the characteristics of the commutative property in addition.	Modified based on consultation with the Tribal panel, task force, and NRC. Examples were removed for clarity, but may appear in guidance documents. (c) Add: “in multiple ways”. Examples may appear in guidance documents, removed for clarity. (d) Examples may appear in guidance documents, removed for clarity. (e) Delete: "Fluently" Add: "Flexibly and accurately" to define what fluency looks like. (f) Add this standard to connect concepts to the commutative property.
(3) Mathematics number and operations in base ten content standard for kindergarten is: (a) compose and decompose numbers from 11-19 into ten ones and ~~some~~ further ones, ~~e.g., by using objects or drawings;~~ in multiple ways and record each composition or decomposition by a drawing or an equation ~~(such as 18 = 10 + 8); and understand that these numbers are composed of ten ones and~~	**(3) Mathematics number and operations in base ten content standard for kindergarten is:** (a) compose and decompose numbers from 11-19 into ten ones and further ones, in multiple ways, and record each composition or decomposition by a drawing or an equation.	**(3) No change** (a) Delete: in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). Add: in multiple ways. Further examples may appear in guidance documents but were removed for clarity.

~~one, two, three, four, five, six, seven, eight, or nine ones~~.		
(4) Mathematics measurement and data content standards for kindergarten are:	**(4) Mathematics measurement and data content standards for kindergarten are:**	**(4) No change**
(a) describe several measurable attributes of ~~objects, such as length or weight and describe several measurable attributes of~~ a single object;	(a) describe several measurable attributes of a single object;	(a) Add: "several" and "a single" for clarity. Elaborations may appear in guidance documents, removed for clarity.
(b) directly compare two objects with a measurable attribute in common~~, to see which object has "more of"/"less of" the attribute and describe the difference; for example, directly compare the heights of two children and describe one child as taller/shorter; and~~ using comparative language;	(b) directly compare two objects with a measurable attribute in common using comparative language;	(b) Add: "comparative language" for clarity. Examples may appear in guidance documents, removed for clarity.
(c) classify, count, and sort objects ~~from a variety of cultural contexts, including those of Montana American Indians,~~ into ~~given~~ categories~~, count the numbers of objects in each category, and sort the categories by count.~~; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) classify, count, and sort objects into categories; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) Rewritten for clarity and modified based on consultation with the Tribal panel, task force, and NRC.
(d) describe attributes and identify the names of coins; and	(d) describe attributes and identify the names of coins; and	(d) New standard
(e) explain time in days, months, years, and seasons.	(e) explain time in days, months, years, and seasons.	(e) New standard
(5) Mathematics geometry content standards for kindergarten are:	**(5) Mathematics geometry content standards for kindergarten are:**	**(5) No change**

(a) describe the relative positions of objects, ~~including those of Montana American Indians,~~ in ~~the~~ their environment ~~using names of shapes and describe the relative positions of these objects using terms such as: above, below, beside, in front of, behind, and next to~~; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(a) describe the relative positions of objects, in their environment; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) Rewritten for clarity. Modified based on consultation with the Tribal panel, task force, and NRC. Delete descriptive language. Elaborations may appear in guidance documents, removed for clarity.
(b) correctly name shapes regardless of their orientations or overall size;	(b) correctly name shapes regardless of their orientations or overall size;	(b) No change
(c) identify shapes as two-dimensional ~~(lying in a plane, "flat")~~ or three-dimensional ~~("solid")~~;	(c) identify shapes as two-dimensional or three-dimensional;	(c) Delete descriptive language for clarity, may appear in guidance documents.
(d) analyze and compare two- and three-dimensional shapes~~, in different sizes and orientations,~~ using informal language ~~to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"),~~ and other attributes ~~(e.g., having sides of equal length)~~;	(d) analyze and compare two- and three-dimensional shapes using informal language and other attributes;	(d) Delete descriptive language for clarity Add: "and other attributes". Elaborations may appear in guidance documents.
(e) model shapes in the ~~world from a variety of cultural contexts, including those of Montana American Indians, by building shapes from components (e.g., sticks and clay balls) and drawing shapes~~ environment; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and	(e) model shapes in the environment; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and	(e) Rewritten for clarity. Modified based on consultation with the Tribal panel, task force, and NRC. Delete descriptive language. Elaborations may appear in guidance documents.
(f) compose simple shapes to form larger shapes~~; for example, "Can you join these two triangles with full sides touching to make a rectangle?"~~.	(f) compose simple shapes to form larger shapes.	(f) Delete: example, may appear in guidance documents

ARM 10.53.503[10]: Montana Grade 1 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 24
- Total number of standards proposed for 2024: 29
- Standards removed: 3
  Each of these removed standards were considered elaborative and it has been requested that they be moved to guidance documents.
- New standards proposed: 8
  Seven additional standards are the result of separating concepts from previous standards into distinct and separate items.
  One additional standard adds financial literacy expectations to the standards.
- Standards identified as high cultural connections priorities: 3
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word "fluently" which was vague and difficult to quantify. These standards now use variations of "flexibly", "accurately", and/or "efficiently" where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
  - Separation of concepts - Many "additional standards" in 1st grade are not additional concepts or expectations for 1st grade students. Rather, they are the result of taking standards where multiple concepts are present, and separating each concept into its own distinct standard. There is only one new concept added to the standards and it deals with financial literacy.

[10] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E503

Proposed Montana Grade 1 Mathematics Standards:

1st Grade Standards 2011	1st Grade Standards 2024	Rationale
10.53.503 MONTANA GRADE 1 MATHEMATICS CONTENT STANDARDS		
(1) Mathematics operations and algebraic thinking content standards for Grade 1 are:	**(1) Mathematics operations and algebraic thinking content standards for Grade 1 are:**	**(1) No change**
(a) use addition and subtraction within 20 to solve ~~word~~ problems ~~within a cultural~~ in context~~, including those of Montana American Indians, involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem~~ of all types; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) use addition and subtraction within 20 to solve problems in context of all types; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) Elaboration removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change "word problems" to "problems in context" to align with NAEP and NCTM.
(b) solve ~~word~~ problems ~~within a cultural~~ in context,~~ including those of Montana American Indians,~~ that call for addition of three whole numbers ~~whose~~ with a sum ~~is~~ less than or equal to 20~~, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem~~ in context of all types; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(b) solve problems in context that call for addition of three whole numbers with a sum less than or equal to 20; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(b) Elaboration removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change "word problems" to "problems in context" to align with NAEP and MCTM.
(c) ~~apply properties of operations as strategies~~ flexibly compose and decompose numbers to add and subtract;~~ for example: if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition); to add 2 +~~	(c) flexibly compose and decompose numbers to add and subtract;	(c) Revision of standard to highlight mathematical properties taught throughout k-12 math. Examples were removed for clarity, yet may still appear in guidance documents.

~~6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition);~~ (d) understand subtraction as an unknown-addend problem;~~ for example, subtract 10 - 8 by finding the number that makes 10 when added to 8;~~ (e) relate counting to addition and subtraction ~~(e.g., by counting on 2 to add 2)~~; (f) flexibly, accurately, and efficiently add and subtract within ~~20 demonstrating fluency for addition and subtraction within~~ 10; ~~use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13);~~ (f.i) use multiple strategies to add and subtract within 20; (g) understand the meaning of the equal sign and determine if equations ~~involving addition and subtraction~~ are true or false; ~~for example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2;~~ and (h) determine the unknown ~~whole~~ number in an addition or subtraction equation relating to three ~~whole~~ numbers~~; for example, determine the unknown number that makes the equation~~	(d) understand subtraction as an unknown-addend problem; (e) relate counting to addition and subtraction; (f) flexibly, accurately, and efficiently add and subtract within 10; (f.i) use multiple strategies to add and subtract within 20; (g) understand the meaning of the equal sign and determine if equations are true or false; and (h) determine the unknown number in an addition or subtraction equation relating to three numbers.	(d) Examples were removed for clarity, yet may still appear in guidance documents. (e) Examples were removed for clarity, yet may still appear in guidance documents. (f) Add: Expand expectations of what fluency looks like. Separate addition/subtraction within 10 and 20 as two distinct standards. Examples were removed for clarity, yet may still appear in guidance documents. (f.i) Addition of standard. Originates from separation of two concepts in (f) (g) Examples were removed for clarity, yet may still appear in guidance documents. (h) Examples were removed for clarity, yet may still appear in guidance documents.

~~true in each of the equations: 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?~~.		
(2) Mathematics number and operations in base ten content standards for Grade 1 are:	**(2) Mathematics number and operations in base ten content standards for Grade 1 are:**	**(2) No change**
(a) ~~count to 120, starting at any number less than 120 and read and write numerals and represent a number of objects with a written numeral in this range;~~ flexibly count, read, write, and represent numbers to 120;	(a) flexibly count, read, write, and represent numbers to 120;	(a) Simplify wording for clarity.
(b) understand that ~~the two digits of a two-digit number represent amounts of tens and ones and understand the following as special cases~~ ten is a unit composed of ten ones and that a two-digit number represents tens and ones;	(b) understand that ten is a unit composed of ten ones and that a two-digit number represents tens and ones;	(b) Simplify for clarity. Expand in guidance documents.
~~(b.i) 10 can be thought of as a bundle of ten ones called a "ten";~~		(b.i) Delete. Move to guidance documents.
~~(b.ii) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones;~~		(b.ii) Delete. Move to guidance documents.
~~(b.iii) the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones);~~		(b.iii) Delete. Move to guidance documents.
(c) compare two two-digit numbers ~~based on meanings of the tens and ones digits, recording the results of comparisons with the~~ using comparison symbols >, =, and <;	(c) compare two-digit numbers using comparison symbols >, =, and <;	(c) Delete: "two" - redundancy. Simplify for clarity.
(d) ~~add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies~~	(d) build a foundation for addition within 100 by:	(d) Make the distinction clear. Simplify for clarity, and use listing (i) and (ii) to make the standard more clear.

~~based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used; understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten;~~build a foundation for addition within 100 by: (d.i) adding two-digit to one-digit numbers; and (d.ii) adding multiples of 10 to two-digit numbers; (e) using place value, given a two-digit number, ~~mentally~~ find 10 more or 10 less than the number~~, without having to count; explain the reasoning used~~; and (f) subtract multiples of 10 ~~in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method, and explain the reasoning used.~~ from a two-digit number.	(d.i) adding two-digit to one-digit numbers; and (d.ii) adding multiples of 10 to two-digit numbers; (e) using place value, given a two-digit number, find 10 more or 10 less than the number; and (f) subtract multiples of 10 from a two-digit number.	(d.i) Use listing language to make this standard more clear. (d.ii) Use listing language to make this standard more clear. (e) Simplify wording for clarity. Reasoning implied in Mathematical Practices. (f) Elaboration was removed for clarity, yet may still appear in guidance documents.
(3) Mathematics measurement and data content standards for Grade 1 are: (a) order three objects ~~from a variety of cultural contexts, including those of Montana American Indians,~~ by length and compare the lengths of two objects indirectly by using a third object;	**(3) Mathematics measurement and data content standards for Grade 1 are:** (a) order three objects by length and compare the lengths of two objects indirectly by using a third object; this standard should incorporate	**(3) No change** (a) Modified based on consultation with the Tribal panel, task force, and NRC.

this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	cultural context relating to Montana Indigenous Peoples and local communities;	
(b) express the length of an object as a whole number of length units~~, by laying multiple copies of a shorter object (the length unit) end to end~~; understand that the ~~length~~ measurement of an object is the number of same-size length units that span it with no gaps or overlaps ~~and limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps~~;	(b) express the length of an object as a whole number of length units; understand that the measurement of an object is the number of same-size length units that span it with no gaps or overlaps;	(b) Delete phrases to eliminate redundancy.
(c) tell and write time in hours and half-hours using analog and digital clocks; ~~and~~	(c) tell and write time in hours and half-hours using analog and digital clocks;	(c) No change, remove “and” for ARM language purposes.
(d) identify the value of coins; and	(d) identify the value of coins; and	(d) New standard, building knowledge present in Kindergarten.
~~(d)~~ (e) organize, represent, and interpret data with up to three categories ~~and ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.~~ by:	(e) organize, represent, and interpret data with up to three categories by:	(e) Delete elaborations and build them into their own sub-standards to increase clarity.
(e.i) asking and answering questions about the total number of data points;	(e.i) asking and answering questions about the total number of data points;	(e.i) Building off of (e)
(e.ii) identifying how many are in each category; and	(e.ii) identifying how many are in each category; and	(e.ii)Building off of (e)
(e.iii) analyzing differences between categories.	(e.iii) analyzing differences between categories.	(e.iii) Building off of (e)

(4) Mathematics geometry content standards for Grade 1 are:	**(4) Mathematics geometry content standards for Grade 1 are:**	**(4) No change**
(a) distinguish between defining attributes ~~(e.g., triangles are closed and three-sided)~~ versus nondefining attributes ~~(e.g., color, orientation, overall size) and build and draw shapes to possess defining attributes~~;	(a) distinguish between defining attributes versus nondefining attributes;	(a) Examples were removed for clarity, yet may still appear in guidance documents.
(b) build and draw shapes to possess defining attributes;	(b) build and draw shapes to possess defining attributes;	(b) Building off of (a)
~~(b)~~ (c) compose ~~two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape~~ new shapes using two- and three-dimensional shapes; and	(c) compose new shapes using two- and three-dimensional shapes; and	(c) Listing indicator changed due to addition of standard. Examples were removed for clarity, yet may still appear in guidance documents.
~~(c)~~ (d) partition circles and rectangles into two and four equal shares; describe the shares using the words: halves, fourths, and quarters~~; and use the phrases half of, fourth of, and quarter of; describe the whole as two of, or four of the shares; and understand for these examples that decomposing into more equal shares creates smaller shares~~.	(d) partition circles and rectangles into two and four equal shares; describe the shares using the words: halves, fourths, and quarters.	(d) Examples and elaborations were removed for clarity, yet may still appear in guidance documents.

ARM 10.53.504[11]: Montana Grade 2 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 28
- Total number of standards proposed for 2024: 27
- Standards removed: 2
  Each of these removed standards were considered elaborative and it has been requested that they be moved to guidance documents.
- New standards proposed: 1
  One additional standard is the result of separating concepts from a previous standard into distinct and separate items.
- Standards identified as high cultural connections priorities: 4
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
  - Separation of concepts - The “additional standard” in 2nd grade is not an additional concept or expectation for 2nd grade students. Rather, it is the result of taking a standard where multiple concepts were present, and separating each concept into its own distinct standard. There are no new conceptual expectations added to 2nd grade.

[11] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E504

Proposed Montana Grade 2 Mathematics Standards:

2nd Grade Standards 2011	2nd Grade Standards 2024	Rationale
10.53.504 MONTANA GRADE 2 MATHEMATICS CONTENT STANDARDS	**10.53.504 MONTANA GRADE 2 MATHEMATICS CONTENT STANDARDS**	**10.53.504 MONTANA GRADE 2 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics operations and algebraic thinking content standards for Grade 2 are:	**(1) Mathematics operations and algebraic thinking content standards for Grade 2 are:**	**(1) No change**
(a) use addition and subtraction within 100 to solve one- and two-step ~~word~~ problems ~~involving situations within a cultural~~ in context~~, including those of Montana American Indians, of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem~~ involving all problem types; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) use addition and subtraction within 100 to solve one- and two-step problems in context involving all problem types; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) Elaboration was removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(b) ~~fluently~~ flexibly, accurately, and efficiently add and subtract within 20 using mental strategies~~ and by the end of Grade 2, know from memory all sums of two one-digit numbers~~;	(b) flexibly, accurately, and efficiently add and subtract within 20 using mental strategies;	(b) Changed fluently to "flexibly, accurately, and efficiently"; pulled memory expectation with recommendation that it be added to guidance documents.
(c) determine whether a group of objects, ~~(~~up to 20~~),~~ has an odd or even number of members~~, e.g., by pairing objects or counting them by 2s and write an equation to express~~	(c) determine whether a group of objects, up to 20, has an odd or even number of members; and	(c) Examples were removed for clarity, yet may still appear in guidance documents.

~~an even number as a sum of two equal addends~~; and (d) use addition to find the total number of objects arranged in rectangular arrays~~ with up to five rows and up to five columns and write an equation to express the total as a sum of equal addends~~.	(d) use addition to find the total number of objects arranged in rectangular arrays.	(d) Examples were removed for clarity, yet may still appear in guidance documents.
(2) Mathematics number and operations in base ten content standards for Grade 2 are: (a) understand one hundred is a unit composed of ten tens and that ~~the three digits of a~~ three-digit ~~number~~ numbers represent amounts of hundreds, tens, and ones~~, e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and understand the following special cases:~~; ~~(a.i) 100 can be thought of a s a bundle of ten tens — called a "hundred;" and~~ ~~(a.ii) the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones);~~ (b) ~~count within 1000;~~ skip-count by 5s, 10s, and 100s; (c) ~~read and write~~ flexibly count, read, write, and represent numbers to 1000 ~~using base-ten numerals, number names, and expanded form~~;	**(2) Mathematics number and operations in base ten content standards for Grade 2 are:** (a) understand one hundred is a unit composed of ten tens and that three-digit numbers represent amounts of hundreds, tens, and ones; (b) skip-count by 5s, 10s, and 100s; (c) flexibly count, read, write, and represent numbers to 1000;	**(2) No change** (a) Removing special cases. Elaboration was removed for clarity, yet may still appear in guidance documents. (a.i) Elaboration was removed for clarity, yet may still appear in guidance documents. (a.ii) Elaboration was removed for clarity, yet may still appear in guidance documents. (b) Clarification on standard skill intent. (c) Add flexibly, and specific methods of demonstrating fluency.

(d) compare two three-digit numbers ~~based on meanings of the hundreds, tens, and ones digits,~~ using >, =, and < symbols ~~to record the results of comparisons~~;	(d) compare two three-digit numbers using comparison symbols: >, =, and < ;	(d) Shorten for clarity.
(e) ~~fluently~~ flexibly, accurately, and efficiently add and subtract within 100 using multiple strategies ~~based on place value, properties of operations, and/or the relationship between addition and subtraction~~;	(e) flexibly, accurately, and efficiently add and subtract within 100 using multiple strategies;	(e) Broaden language for multiple modalities.
(f) add up to four two-digit numbers using ~~multiple~~ strategies ~~based on place value and properties of operations~~;	(f) add up to four two-digit numbers using multiple strategies;	(f) Broaden language for multiple modalities.
(g) add and subtract within 1000 using ~~concrete models or drawings and~~ multiple strategies ~~based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds~~;	(g) add and subtract within 1000 using multiple strategies;	(g) Elaboration was removed for clarity, yet may still appear in guidance documents.
(h) ~~mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900~~ using place value, add or subtract 10 or 100 from a given number; and	(h) using place value, add or subtract 10 or 100 from a given number; and	(h) Rewording for clarity.

(i) ~~explain why addition and subtraction strategies work using place value and the properties of operations.~~ Understand and make connections between different strategies for addition and subtraction.	(i) understand and make connections between different strategies for addition and subtraction.	(i) Rewording for clarity.
(3) Mathematics measurement and data content standards for Grade 2 are:	**(3) Mathematics measurement and data content standards for Grade 2 are:**	**(3) No change**
(a) measure the length of an object by selecting and using appropriate tools ~~such as rulers, yardsticks, meter sticks, and measuring tapes~~;	(a) measure the length of an object by selecting and using appropriate tools;	(a) appropriate tools may have many forms. An exhaustive list cannot be created. However, these may be elaborated on in guidance documents.
(b) ~~measure the length of an object twice, using length units of different lengths for the two measurements and describe how the two measurements relate to the size of the unit chosen;~~ understand the relationship between unit sizes and number of units by measuring a single object using two different units of common measurement;	(b) understand the relationship between unit sizes and number of units by measuring a single object using two different units of common measurement;	(b)Delete specifications; implied in primary statement. Addition of “units of common measurement” to align with language used in other standards.
(c) estimate lengths using units of ~~inches, feet, centimeters, and meters~~ common measurement;	(c) estimate lengths using units of common measurement;	(c) Shortened for clarity. Added phrase “common measurement” to encompass the previously listed examples. This may be defined further in guidance documents.
(d) measure to determine how much longer one object is than another, expressing the	(d) measure to determine how much longer one object is than another, expressing the	(d) No change

length difference in terms of a standard length unit; (e) use addition and subtraction within 100 to solve ~~word~~ problems ~~within a cultural~~ in context~~, including those of Montana American Indians,~~ involving lengths that are given in the same units~~, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem~~ ; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; (f) represent whole numbers as lengths from 0 ~~on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..~~. and represent ~~whole-number~~ sums and differences within 100 on a number line ~~diagram~~; (g) tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.; (h) solve ~~word~~ problems in context involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately; ~~for example: if you have two dimes and three pennies, how many cents do you have?;~~ (i) generate measurement data ~~by measuring lengths of several objects to the nearest whole~~	length difference in terms of a standard-length unit; (e) use addition and subtraction within 100 to solve problems in context involving lengths that are given in the same units; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; (f) represent whole numbers as lengths from 0 and represent sums and differences within 100 on a number line; (g) tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.; (h) solve problems in context involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately; (i) generate measurement data and present the data in multiple ways; this standard should	(e) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” to “problems in context” to align with NAEP and NCTM. (f) Simplified for clarity. (g)No change (h) Examples were removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM. (i) Modified based on consultation with the Tribal panel, task force, and NRC. Revised wording for clarity.

~~unit or by making repeated measurements of the same object and show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units;~~ and present the data in multiple ways; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; (j) ~~draw a picture graph and a bar graph (with single-unit scale) to represent a data set from a variety of cultural contexts, including those of Montana American Indians, with up to four categories and solve simple put together, take apart and compare problems using information presented in a bar graph.~~ organize, represent, and interpret data with up to four categories; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (k) solve addition and subtraction problems of all types using data presented.	incorporate cultural context relating to Montana Indigenous Peoples and local communities; (j) organize, represent, and interpret data with up to four categories; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (k) solve addition and subtraction problems of all types using data presented.	(j) Modified based on consultation with the Tribal panel, task force, and NRC. Additional concept separated into new standard (see below) (k) Add standard to accommodate for items taken from (j), separating concepts.
(4) Mathematics geometry content standards for Grade 2 are: (a) recognize and draw shapes having specified attributes~~, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes~~;	**(4) Mathematics geometry content standards for Grade 2 are:** (a) recognize and draw shapes having specified attributes;	**(4) No change** (a) Elaboration was removed for clarity, yet may still appear in guidance documents.

(b) partition a rectangle into rows and columns of same size squares and ~~count to~~ find the total number ~~of them~~; and (c) partition circles and rectangles into ~~two, three, or four~~ equal shares~~; describe the shares using the words halves, thirds, half of, a third of, etc.; describe the whole as two halves, three thirds, four fourths; and~~, recognize that equal shares ~~of identical wholes~~ need not have the same shape, and express the shares in two-halves, three-thirds, and four fourths.	(b) partition a rectangle into rows and columns of same-size squares and find the total number; and (c) partition circles and rectangles into equal shares, recognize that equal shares need not have the same shape, and express the shares in two halves, three-thirds, and four-fourths.	(b) Removal of unnecessary language. (c) Rewording for clarity.

ARM 10.53.505[12]: Montana Grade 3 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 37
- Total number of standards proposed for 2024: 41
- Standards removed: 0
- New standards proposed: 4
  Four additional standards are the result of separating concepts from previous standards into distinct and separate items.
- Standards identified as high cultural connections priorities: 3
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
  - Separation of concepts - Each “additional standard” in 3rd grade are not additional concepts or expectations for 3rd grade students. Rather, they are the result of taking standards where multiple concepts are present, and separating each concept into its own distinct standard. There are no new conceptual expectations added to 3rd grade.

[12] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E505

Proposed Montana Grade 3 Mathematics Standards:

3rd Grade Standards 2011	3rd Grade Standards 2024	Rationale
10.53.505 MONTANA GRADE 3 MATHEMATICS CONTENT STANDARDS	**10.53.505 MONTANA GRADE 3 MATHEMATICS CONTENT STANDARDS**	**10.53.505 MONTANA GRADE 3 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics operations and algebraic thinking content standards for Grade 3 are:	**(1) Mathematics operations and algebraic thinking content standards for Grade 3 are:**	**(1) No change**
(a) ~~interpret~~ understand products of whole numbers~~, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each; for example, describe a context in which a total number of objects can be expressed as 5 × 7;~~ as the total number found by multiplying a number of groups by the number of objects per group;	(a) understand products of whole numbers as the total number found by multiplying a number of groups by the number of objects per group;	(a) Change to "understand" because application standards come later and "interpret" was a confusing verb in this context.
(b) ~~interpret~~ understand whole-number quotients of whole numbers~~, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each; for example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8;~~	(b) understand whole-number quotients of whole numbers:	(b) Adding in elaboration and reworking examples for clarity. Efforts made to use language families would be more familiar with. Recommendation that the following be added to guidance documents to overcome the loss of example given in the previous standard: "when sharing, the quotient represents the number of shared objects in a group. When grouping, the quotient represents the amount of groups within the shared quantity".
(b.i) as the number of objects in each group with the total quantity divided equally into a number of shares; and	(b.i) as the number of objects in each group with the total quantity divided equally into a number of shares; and	(b.i) separation of concept from (b) to make distinction clear.
(b.ii) as the number of shares when a total number of objects is partitioned into equal-sized groups;	(b.ii) as the number of shares when a total number of objects is partitioned into equal-sized groups;	(b.ii) separation of concept from (b) to make distinction clear.

(c) use multiplication and division within 100 to solve ~~word~~ problems in context in situations involving equal groups, arrays, and measurement quantities~~, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem~~;	(c) use multiplication and division within 100 to solve problems in context in situations involving equal groups, arrays, and measurement quantities;	(c) Examples were removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(d) determine the unknown whole number in a multiplication or division equation relating three whole numbers; ~~for example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?;~~	(d) determine the unknown whole number in a multiplication or division equation relating three whole numbers;	(d) Examples were removed for clarity, yet may still appear in guidance documents.
(e) apply ~~properties of operations as strategies to multiply and divide; for example: if 6 × 4 = 24 is known, then 4 × 6 = 24 is also known (commutative property of multiplication); 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30 (associative property of multiplication); knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56 (distributive property)~~ the commutative property of multiplication, associative property of multiplication, and distributive property of multiplication over addition on whole numbers as strategies to multiply;	(e) apply the commutative property of multiplication, associative property of multiplication, and distributive property of multiplication over addition on whole numbers as strategies to multiply;	(e) Examples were removed for clarity, yet may still appear in guidance documents. Rewritten for clarity.
(f) ~~understand~~ use division as an unknown factor problem; ~~for example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8;~~	(f) use division as an unknown factor problem;	(f) Examples were removed for clarity, yet may still appear in guidance documents.
(g) ~~fluently~~ flexibly, accurately, and efficiently multiply and divide within 100, using strategies such as the relationship between multiplication and division ~~(e.g., knowing that 8 × 5 = 40, one~~	(g) flexibly, accurately, and efficiently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations;	(g) Define what mathematical fluency looks like by adding "Flexibly, accurately and efficiently". Removal of memory expectation.

~~knows 40 ÷ 5 = 8)~~ or properties of operations ~~and by the end of Grade 3, know from memory all products of two one-digit numbers~~; (h) solve two step ~~word~~ problems in context using the four operations ~~within cultural contexts, including those of Montana American Indians~~; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies ~~including rounding~~; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (i) identify arithmetic patterns ~~(including patterns in the addition table or multiplication table)~~ and explain them using properties of operations~~; for example, observe that four times a number is always even, and explain why four times a number can be decomposed into two equal addends~~.	 (h) solve two step problems in context using the four operations; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (i) identify arithmetic patterns and explain them using properties of operations.	Examples were removed for clarity, yet may still appear in guidance documents. (h) Elimination of "including rounding". Change “word problems” to “problems in context” to align with NAEP and NCTM. (i) Examples were removed for clarity, yet may still appear in guidance documents. Elaboration was removed for clarity, yet may still appear in guidance documents.
(2) Mathematics number and operations in base ten content standards for Grade 3 are: (a) use place value understanding to round whole numbers to the nearest 10 or 100; (b) ~~fluently~~ flexibly, accurately, and efficiently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction; and	**(2) Mathematics number and operations in base ten content standards for Grade 3 are:** (a) use place value understanding to round whole numbers to the nearest 10 or 100; (b) flexibly, accurately, and efficiently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction; and	**(2) No change** (a) No change (b) Addition of "flexibly, accurately, and efficiently" to align with the definition of fluency.

(c) multiply one-digit whole numbers by multiples of 10 in the range 10-90 ~~(e.g., 9 × 80, 5 × 60)~~ using strategies based on place value and properties of operations.	(c) multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	(c) Examples were removed for clarity, yet may still appear in guidance documents.
(3) Mathematics number and operations fractions content standards for Grade 3 are:	**(3) Mathematics number and operations fractions content standards for Grade 3 are:**	**(3) No change.**
(a) understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts and understand a fraction a/b as the quantity formed by a parts of size 1/b;	(a) understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts and understand a fraction a/b as the quantity formed by a parts of size 1/b;	(a) No change
(b) understand a fraction as a number on the number line ~~and represent fractions on a number line diagram;~~ by:	(b) understand a fraction as a number on the number line by:	(b) Simplified for clarity, addition of the word "by"
(b.i) representing a unit fraction ~~1/b~~ on a number line ~~diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts, recognize that each part has size 1/b, and that the endpoint of the part based at 0 locates the number 1/b on the number line~~; and	(b.i) representing a unit fraction on a number line;	(b.i) Grammatical changes and separating elements into other sub-standards below.
(b.ii) representing a fraction ~~a/b on a number line diagram by marking off a lengths 1/b from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line~~ as multiple copies of a unit fraction on a number line; and	(b.ii) representing a fraction as multiple copies of a unit fraction; and	(b.ii) Simplified for clarity, grammatical changes. Separating elements into other sub-standards below.
(b.iii) representing fractions on a number line;	(b.iii) representing fractions on a number line;	(b.iii) elements taken from (b.i) and (b.ii) incorporated here.

(c) ~~explain~~ understand the equivalence of fractions in special cases and compare fractions by reasoning about their size~~;~~ by:	(c) understand the equivalence of fractions in special cases and compare fractions by reasoning about their size by:	(c) Grammatical changes.
(c.i) ~~understand~~ understanding two fractions as equivalent ~~(equal)~~ if they are the same size or the same point on a number line;	(c.i) understanding two fractions as equivalent if they are the same size of the same point on a number line;	(c.i) Grammatical changes. Remove the word "equal" due to redundancy.
(c.ii) ~~recognize~~ recognizing and ~~generate~~ generating simple equivalent fractions~~, e.g., 1/2 = 2/4, 4/6 = 2/3 and explain why the fractions are equivalent, e.g., by using a visual fraction model~~; and by demonstrating or justifying why the fractions are equivalent;	(c.ii) recognizing and generating simple equivalent fractions; and by demonstrating or justifying why the fractions are equivalent;	(c.ii) Grammatical changes. Examples were removed for clarity, yet may still appear in guidance documents.
(c.iii) ~~express~~ writing whole numbers as fractions, ~~and recognize~~ recognizing fractions that are equivalent to whole numbers~~; for example: express 3 in the form 3 = 3/1; recognize that 6/1 = 6;~~ , and ~~locate 4/4 and 1 at the same point of a~~ locating them on the number line ~~diagram~~; ~~and~~	(c.iii) writing whole numbers as fractions, recognizing fractions that are equivalent to whole numbers, and locating them on the number line;	(c.iii) Grammatical changes. Removed example.
(c.iv) ~~compare~~ comparing two fractions with the same numerator or the same denominator by reasoning about their size~~; recognize~~ and recognizing that comparisons are valid only when the two fractions refer to the same whole~~; record the results of comparisons with the symbols >, =, or <; and justify the conclusions, e.g., by using a visual fraction model.~~; and	(c.iv) comparing two fractions with the same numerator or the same denominator by reasoning about their size and recognizing that comparisons are valid only when the two fractions refer to the same whole; and	(c.iv) Pulling the final statement into its own standard.
(c.v) recording the results of fraction comparisons with the symbols >, =, or < and justifying the conclusions.	(c.v) recording the results of fraction comparisons with the symbols >, =, or < and justifying the conclusions.	(c.v) Taking the final statement from (iv) and creating a new standard.

(4) Mathematics measurement and data content standards for Grade 3 are:	**(4) Mathematics measurement and data content standards for Grade 3 are:**	**(4) No change**
(a) tell and write time on an analog and digital clock to the nearest minute and measure time intervals in minutes and solve ~~word~~ problems in context involving addition and subtraction of time intervals in minutes~~, e.g., by representing the problem on a number line diagram~~;	(a) tell and write time on an analog and digital clock to the nearest minute and measure time intervals in minutes and solve problems in context involving addition and subtraction of time intervals in minutes;	(a) Consistency with 2nd grade standard. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(b) measure and estimate liquid volumes and masses of objects using ~~standard units of grams (g), kilograms (kg), and liters (l) and~~ customary and metric units by adding, subtracting, multiplying, ~~or divide~~ and dividing to solve one step ~~word~~ problems in context involving masses or volumes that are given in the same units~~, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem~~;	(b) measure and estimate liquid volumes and masses of objects using customary and metric units by adding, subtracting, multiplying, and dividing to solve one step problems in context involving masses or volumes that are given in the same units;	(b) Inclusion of customary units. Revision for clarity. Examples were removed for clarity, yet may still appear in guidance documents.
(c) draw a scaled picture graph and a scaled bar graph to represent a data set with several categories~~, within cultural contexts including those of Montana American Indians~~; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs; ~~for example, draw a bar graph in which each square in the bar graph might represent five pets~~ this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC.
(d) generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and show the data by making a line plot where the horizontal scale is	(d) generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and show the data by making a line plot where the horizontal scale is marked off in appropriate units;	(d) Examples were removed for clarity, yet may still appear in guidance documents.

marked off in appropriate units~~, i.e. whole numbers, halves, or quarters~~;		
(e) recognize area as an attribute of plane figures and understand concepts of area measurement~~:~~ by:	(e) recognize area as an attribute of plane figures and understand concepts of area measurement by:	(e) Added the word "by:"
(e.i) understanding that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area; and	(e.i) understanding that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area; and	(e.i) Grammatical changes
(e.ii) understanding that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units;	(e.ii) understanding that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units;	(e.ii) Grammatical changes
(f) measure areas by counting unit squares ~~(square cm, square m, square in, square ft, and improvised units)~~;	(f) measure areas by counting unit squares;	(f) Examples were removed for clarity, yet may still appear in guidance documents.
(g) relate area to the operations of multiplication and addition~~:~~ by:	(g) relate area to the operations of multiplication and addition by:	(g) Added the word "by:"
(g.i) ~~find~~ finding the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying the side lengths;	(g.i) finding the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying the side lengths;	(g.i) Grammatical changes
(g.ii) ~~multiply~~ multiplying side lengths to find areas of rectangles with whole-number side lengths ~~in the context of~~ while solving ~~real-world and mathematical~~ problems in context and represent representing whole-number products as rectangular areas ~~in mathematical reasoning~~;	(g.ii) multiplying side lengths to find areas of rectangles with whole-number side lengths while solving problems in context and representing whole-number products as rectangular areas;	(g.ii) Grammatical changes. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(g.iii) ~~use~~ using tiling ~~to show in a concrete case that the~~ and area models to represent the	(g.iii) using tiling and area models to represent the distributive property in finding the area of a	(g.iii) Grammatical changes. Use of “area models” to demonstrate development of

distributive property in finding area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c ~~and use area models to represent the distributive property in mathematical reasoning~~; (g.iv) ~~recognize~~ recognizing area as additive; finding areas of ~~rectilinear~~ straight-line figures by decomposing them into nonoverlapping rectangles and adding the areas of the nonoverlapping parts; ~~and apply this technique to solve real-world problems, including those of Montana American Indians~~ this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (h) solve ~~real-world and mathematical~~ problems in context involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c; (g.iv) recognizing area as additive; finding areas of straight-line figures by decomposing them into nonoverlapping rectangles and adding the areas of the nonoverlapping parts; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; and (h) solve problems in context involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	distributive property, a foundational understanding for higher grade levels. (g.iv) Grammatical changes, clarifying language. Modified based on consultation with the Tribal panel, task force, and NRC. (h) Change “word problems” to “problems in context” to align with NAEP and NCTM. Grammatical changes.
(5) Mathematics geometry content standards for Grade 3 are: (a) understand that shapes in different categories ~~(e.g., rhombuses, rectangles, and others)~~ may share attributes ~~(e.g., having four sides)~~ and that the shared attributes can define a larger category ~~(e.g., quadrilaterals)~~; recognize rhombuses, rectangles, and squares as examples of quadrilaterals; and draw examples of quadrilaterals that do not belong to any of these subcategories; and	**(5) Mathematics geometry content standards for Grade 3 are:** (a) understand that shapes in different categories may share attributes and that the shared attributes can define a larger category; recognize rhombuses, rectangles, and squares as examples of quadrilaterals; and draw examples of quadrilaterals that do not belong to any of these subcategories; and	**(5) No change** (a) Examples were removed for clarity, yet may still appear in guidance documents.

(b) partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole~~; for example, partition a shape into four parts with equal area, and describe the area of each part as 1/4 of the area of the shape~~.	(b) partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole;	(b) Examples were removed for clarity, yet may still appear in guidance documents.

ARM 10.53.506[13]: Montana Grade 4 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 37
- Total number of standards proposed for 2024: 37
- Standards removed: 0
- New standards proposed: 0
- Standards identified as high cultural connections priorities: 5
- Common updates:
    - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
    - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
    - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
    - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
    - Use of “problems in context” - The use of “word problems”, “real-world problems” or other variations, were replaced with “problems in context”. This was done to provide the use of consistent language throughout the K-12 standards.

[13] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E506

Proposed Montana Grade 4 Mathematics Standards:

4th Grade Standards 2011	4th Grade Standards 2024	Rationale
10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS	**10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS**	**10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics operations and algebraic thinking content standards for Grade 4 are:	**(1) Mathematics operations and algebraic thinking content standards for Grade 4 are:**	**(1) No change**
(a) interpret a multiplication equation as a multiplicative comparison, ~~e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5~~ and represent verbal statements of multiplicative comparisons as multiplication equations;	(a) interpret a multiplication equation as a multiplicative comparison and represent verbal statements of multiplicative comparisons as multiplication equations;	(a) Add: "multiplicative" for consistency with other standards. Examples were removed for clarity, yet may still appear in guidance documents. Specifically, non-prime examples are recommended for addition to guidance.
(b) multiply or divide to solve ~~word~~ problems in context involving multiplicative comparison~~,~~ ~~e.g., by using drawings and equations with a symbol for the unknown number to represent the problem,~~ and distinguish~~ing~~ multiplicative comparison from additive comparison;	(b) multiply or divide to solve problems in context involving multiplicative comparison and distinguish multiplicative comparison from additive comparison;	(b) Examples were removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM. Grammatical changes.
(c) solve multistep ~~word~~ problems in context ~~within cultural contexts, including those of Montana American Indians,~~ with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies ~~including rounding~~; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) solve multistep problems in context with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c) Remove: "including rounding" Add: "i.e.; a variable" to use the proper term. Change “word problems” to “problems in context” to align with NAEP and NCTM. Modified based on consultation with the Tribal panel, task force, and NRC.

(d) find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number; and determine whether a given whole number in the range 1-100 is prime or composite; and (e) ~~generate~~ analyze a number or shape pattern~~s~~ that follows a given rule; identify ~~apparent~~ and explain informally, features of the pattern that were not explicit in the rule itself; ~~for example, given the rule "add 3" and the starting number 1,~~ generate terms in the resulting sequence and observe ~~that the terms appear to alternate between odd and even numbers; explain informally why the numbers will continue to alternate in this way~~ the pattern.	(d) find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number; and determine whether a given whole number in the range 1-100 is prime or composite; and (e) analyze a number or shape pattern that follows a given rule; identify and explain informally, features of the pattern that were not explicit in the rule itself; generate terms in the resulting sequence and observe the pattern.	(d) No change (e) Replace: "generate" with "analyze". Clarify multiple ways of knowing with a swap of "apparent" and "and explain informally". Examples were removed for clarity, yet may still appear in guidance documents.
(2) Mathematics number and operations in base ten content standards for Grade 4 are: (a) recognize that in a multi-digit whole number, ~~a digit in one~~ each place represents ten times ~~what it represents in~~ than the the place to its right; ~~for example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division;~~ (b) read and write multi-digit whole numbers using ~~base ten numerals, number names,~~standard form, word form, and expanded form and compare two multi-digit	**(2) Mathematics number and operations in base ten content standards for Grade 4 are:** (a) recognize that in a multi-digit whole number, each place represents ten times more than the place to its right; (b) read and write multi-digit whole numbers using standard form, word form, and expanded form and compare two multi-digit numbers	**(2) No change** (a) Examples were removed for clarity, yet may still appear in guidance documents. (b) Clarifying language.

numbers based on ~~meanings~~ the value of the digits in each place, using >, =, and < symbols ~~to record the results of comparisons~~; (c) use place value understanding to round multi-digit whole numbers to any place; (d) ~~fluently~~ accurately and efficiently add and subtract multi-digit whole numbers using the standard algorithm; (e) multiply a whole number of up to four digits by a one-digit whole number; multiply two two-digit numbers, flexibly using strategies based on place value and the properties of operations; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and (f) find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, flexibly using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	based on the value of the digits in each place, using >, =, and < symbols; (c) use place value understanding to round multi-digit whole numbers to any place; (d) accurately and efficiently add and subtract multi-digit whole numbers using the standard algorithm; (e) multiply a whole number of up to four digits by a one-digit whole number; multiply two two-digit numbers, flexibly using strategies based on place value and the properties of operations; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and (f) find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, flexibly using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	(c) No change (d) Utilize “accurately and efficiently” to replace “fluently”. (e) Addition of word "flexibly" (f) Addition of word "flexibly"
(3) Mathematics number and operations - fractions content standards for Grade 4 are: (a) explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models ~~with attention to how the number and size of the parts differ even though the two fractions themselves are the same size~~ and	**(3) Mathematics number and operations - fractions content standards for Grade 4 are:** (a) explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models and use this principle to recognize and generate equivalent fractions;	**(3) No change** (a) Elaboration was removed for clarity, yet may still appear in guidance documents.

use this principle to recognize and generate equivalent fractions;		
(b) compare two fractions with different numerators and different denominators, ~~e.g.,~~ by creating common denominators or numerators, or by comparing to a benchmark fraction ~~such as 1/2~~; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols >, =, or <; and justify the conclusions~~, e.g., by using a visual fraction model~~;	(b) compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols >, =, or <; and justify the conclusions;	(b) Examples were removed for clarity, yet may still appear in guidance documents.
(c) understand a fraction a/b with a > 1 as a sum of fractions 1/b~~;~~ by:	(c) understand a fraction a/b with a > 1 as a sum of fractions 1/b by:	(c) Inclusion of the word “by:”
(c.i) understand~~ing~~ addition and subtraction of fractions as joining and separating parts referring to the same whole;	(c.i) understanding addition and subtraction of fractions as joining and separating parts referring to the same whole;	(c.i) Grammatical changes
(c.ii) ~~decompose~~ decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation; ~~justify decompositions, e.g., by using a visual fraction model; for example: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8~~;	(c.ii) decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation;	(c.ii) Grammatical changes. Remove expectation of justification. Examples were removed for clarity, yet may still appear in guidance documents.
(c.iii) ~~add~~ adding and ~~subtract~~ subtracting mixed numbers with like denominators~~, e.g.,~~ by replacing each mixed number with an equivalent improper fraction, ~~and/or by using properties of operations and the relationship between addition and subtraction~~ or other efficient strategies; and	(c.iii) adding and subtracting mixed numbers with like denominators, by replacing each mixed number with an equivalent improper fraction or other efficient strategies; and	(c.iii) Clarifying language. Elaboration on other efficient strategies may appear in guidance documents.

(c.iv) ~~solve~~ solving ~~word~~ problems ~~within cultural contexts, including those of Montana American Indians,~~ in context involving addition and subtraction of fractions referring to the same whole and having like denominators, ~~e.g., by using visual fraction models and equations to represent the problem~~; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c.iv) solving problems in context involving addition and subtraction of fractions referring to the same whole and having like denominators; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(c.iv) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number~~:~~ by:	(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number by:	(d) Addition of the word "by:"
(d.i) ~~understand~~ understanding a fraction a/b as a multiple of 1/b~~; for example, use a visual fraction model to represent 5/4 as the product 5 × (1/4)~~, and recording the conclusion by the equation ~~5/4 = 5 × (1/4)~~ a/b = a*(1/b);	(d.i) understanding a fraction a/b as a multiple of 1/b and recording the conclusion by the equation a/b = a × (1/b));	(d.i) Grammatical changes. Example was generalized. Specific examples were removed for clarity, yet may still appear in guidance documents.
(d.ii) ~~understand~~ understanding a multiple of a/b as a multiple of 1/b, ~~and use~~ using this ~~understanding~~ to multiply a fraction by a whole number~~; for example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5),~~ and recognizing ~~this product as 6/5 (in general,~~ n × (a/b) = (n × a)/b~~)~~;	(d.ii) understanding a multiple of a/b as a multiple of 1/b, using this to multiply a fraction by a whole number and recognizing n × (a/b) = (n × a)/b; and	(d.ii) Grammatical changes. Examples were removed for clarity, yet may still appear in guidance documents. Generalized example retained.
(d.iii) ~~solve word~~ solving problems ~~within cultural contexts, including those of Montana American Indians,~~ in context involving multiplication of a fraction by a whole number~~, e.g., by using visual fraction models and equations to represent the problem; for example, if each person at a party will eat 3/8 of a pound of roast beef and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole~~	(d.iii) solving problems in context involving multiplication of a fraction by a whole number; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(d.iii) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” to “problems in context” to align with NAEP and NCTM.

~~numbers does your answer lie? As a contemporary American Indian example, for family/cultural gatherings, the Canadian and Montana Cree bake bannock made from flour, salt, grease, and baking soda, in addition to 3/4 cup water per pan. When making four pans, how much water will be needed?~~; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;		
(e) express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; ~~for example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100;~~	(e) express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100;	(e) Examples were removed for clarity, yet may still appear in guidance documents.
(f) use decimal notation for fractions with denominators 10 or 100; ~~for example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; and locate 0.62 on a number line diagram;~~ and	(f) use decimal notation for fractions with denominators 10 or 100; and	(f) Examples were removed for clarity, yet may still appear in guidance documents.
(g) compare two decimals to hundredths by reasoning about their size; recognize that comparisons are valid only when the two decimals refer to the same whole; record the results of comparisons with the symbols >, =, or <; and justify the conclusions~~, e.g., by using a visual model~~.	(g) compare two decimals to hundredths by reasoning about their size; recognize that comparisons are valid only when the two decimals refer to the same whole; record the results of comparisons with the symbols >, =, or <; and justify the conclusions.	(g) Removal of "visual model" allows for multiple ways of representing justification.
(4) Mathematics measurement and data content standards for Grade 4 are:	**(4) Mathematics measurement and data content standards for Grade 4 are:**	**(4) No change**
(a) know relative sizes of ~~measurement~~ units within one system of ~~units including km, m, cm, kg, g, lb., oz., l, ml, hr, min., and sec.;~~	(a) know the relative sizes of units within one system of measurement and within the	(a) Examples were removed for clarity, yet may still appear in guidance documents.

~~within a single system of~~ measurement~~,~~ and within the system, express measurements ~~in~~ of a larger unit in terms of a smaller unit; ~~record measurement equivalents in a two-column table; for example know that 1 ft is 12 times as long as 1 in.; express the length of a four ft snake as 48 in.; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...;~~	system, express measurements of a larger unit in terms of a smaller unit;	
(b) use the four operations to solve ~~word~~ problems ~~within cultural contexts, including those of Montana American Indians, involving~~ in context of distances, intervals of time, liquid volumes, masses of objects, and money~~;~~. including problems ~~involving~~ with simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit, represent measurement quantities using diagrams ~~such as number line diagrams~~ that feature a measurement scale; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(b) use the four operations to solve problems in context of distances, intervals of time, liquid volumes, masses of objects, and money, including problems with simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit, represent measurement quantities using diagrams that feature a measurement scale; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(b) Grammatical changes. Modified based on consultation with the Tribal panel, task force, and NRC.Change “word problems” to “problems in context” to align with NAEP and NCTM.
(c) apply the area and perimeter formulas for rectangles ~~in real-world and mathematical problems; for example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor~~ including problems in context;	(c) apply area and perimeter formulas for rectangles including problems in context;	(c) Examples were removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(d) make a line plot to display a data set of measurements in fractions of a unit ~~(1/2, 1/4, 1/8);~~ and solve problems involving addition and subtraction of fractions by using information presented in line plots; ~~for~~	(d) make a line plot to display a data set of measurements in fractions of a unit and solve problems involving addition and subtraction of	(d) Examples were removed for clarity, yet may still appear in guidance documents.

~~example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect or arrow/spearhead collection;~~	fractions by using information presented in line plots;	
(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement by:	(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement by:	(e) Inclusion of the word "by:"
(e.i) ~~an angle is measured with reference to a circle with its center at the common endpoint of the rays; by considering the fraction of the circular are between the points where the two rays intersect the circle, an angle that turns through 1/360 of a circle is called a "one-degree angle" and can be used to measure angles~~ understanding that an angle is formed by two rays with a common endpoint at the center of a circle that measures a total of 360 degrees, and a single-degree unit measure is equal to 1/360th of the circle; and	(e.i) understanding that an angle is formed by two rays with a common endpoint at the center of a circle that measures a total of 360 degrees, and a single-degree unit measure is equal to 1/360th of the circle; and	(e.i) Revision of wording of standard to use clarifying language that families and teachers will better understand. Concept retained.
(e.ii) understanding that an angle that turns through n one-degree angles is said to have an angle measure of n degrees;	(e.ii) understanding that an angle that turns through n one-degree angles is said to have an angle measure of n degrees;	(e.ii) Clarifying language.
(f) measure angles in whole-number degrees using a protractor and sketch angles of specified measure; and	(f) measure angles in whole-number degrees using a protractor and sketch angles of specified measure; and	(f) Addition of “and” to match arm language.
(g) recognize angle measure as additive; when an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measurers of the parts; solve addition and subtraction problems to find unknown angles on a diagram ~~in real-world and mathematical~~ including problems in	(g) recognize angle measure as additive; when an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measurers of the parts; solve addition and subtraction problems to find	(g) Examples were removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM.

context; ~~e.g., by using an equation with a symbol for the unknown angle measure.~~	unknown angles on a diagram including problems in context.	
(5) Mathematics geometry content standards for Grade 4 are: (a) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures; (b) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size; recognize right triangles as a category; and identify right triangles; and (c) recognize a line of symmetry for a two-dimensional figure~~, including those found in Montana American Indian designs,~~ as a line across the figure such that the figure can be folded along the line into matching parts~~;~~, identify line-symmetric figures~~;~~ and draw lines of symmetry; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities.	**(5) Mathematics geometry content standards for Grade 4 are:** (a) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures; (b) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size; recognize right triangles as a category; and identify right triangles; and (c) recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts, identify line-symmetric figures, and draw lines of symmetry; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities.	**(5) No change** (a) No change (b) No change (c) Modified based on consultation with the Tribal panel, task force, and NRC.

ARM 10.53.507[14]: Montana Grade 5 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 40
- Total number of standards proposed for 2024: 40
- Standards removed: 0
- New standards proposed: 0
- Standards identified as high cultural connections priorities: 6
- Common updates:
    - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
    - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
    - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
    - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
    - Use of “problems in context” - The use of “word problems”, “real-world problems” or other variations, were replaced with “problems in context”. This was done to provide the use of consistent language throughout the K-12 standards.

[14] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E507

Proposed Montana Grade 5 Mathematics Standards:

5th Grade Standards 2011	5th Grade Standards 2024	Rationale
10.53.507 MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS	**10.53.507 MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS**	**10.53.507 MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics operations and algebraic thinking content standards for Grade 5 are:	**(1) Mathematics operations and algebraic thinking content standards for Grade 5 are:**	**(1) No change**
(a) use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols using the order of operations;	(a) use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols using the order of operations;	(a) Clarifying language.
(b) write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them; ~~for example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7); recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product;~~ and	(b) write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them; and	(b) Examples were removed for clarity, yet may still appear in guidance documents.
(c) generate two numerical patterns using ~~two~~ given rules and complete an input-output table for the data; identify apparent relationships between corresponding terms; form ordered pairs ~~consisting of corresponding terms from the two patterns and graph the ordered pairs~~ from the values in the input-output table and graph them on a coordinate plane~~; for example, given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence; and explain informally why this is so~~.	(c) generate numerical patterns using given rules and complete an input-output table for the data; identify apparent relationships between corresponding terms; form ordered pairs from the values in the input-output table and graph them on a coordinate plane.	(c) Clarifying language, simplified. Examples were removed for clarity, yet may still appear in guidance documents.

(2) Mathematics number and operations in base ten content standards for Grade 5 are:	**(2) Mathematics number and operations in base ten content standards for Grade 5 are:**	**(2) No change**
(a) recognize that in a multidigit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left;	(a) recognize that in a multidigit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left;	(a) No change
(b) explain patterns in the number of zeros of the product when multiplying a number by powers of 10; explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; and use whole-number exponents to denote powers of 10;	(b) explain patterns in the number of zeros of the product when multiplying a number by powers of 10; explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; and use whole-number exponents to denote powers of 10;	(b) No change
(c) read, write, and compare decimals to thousandths~~;~~ by:	(c) read, write, and compare decimals to thousandths by:	(c) Addition of the word "by"
(c.i) ~~read~~ reading and ~~write~~ writing decimals to thousandths using ~~base ten numerals, number names,~~ standard form, word form, and expanded form~~, e.g. 347.392 = 3 × 100 +4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000)~~; and	(c.i) reading and writing decimals to thousandths using standard form, word form, and expanded form; and	(c.i) Grammatical changes and clarifying language. Examples were removed for clarity, yet may still appear in guidance documents.
(c.ii) ~~compare~~ comparing two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols ~~to record the results of comparisons~~;	(c.ii) comparing two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols;	(c.ii) Grammatical changes. Removed “to record the results of comparisons” due to redundancy.
(d) use place value understandings to round decimals to any place;	(d) use place value understandings to round decimals to any place;	(d) No change (e) Addition of “accurately and efficiently"

(e) ~~fluently~~ accurately and efficiently multiply multi-digit whole numbers using the standard algorithm; (f) flexibly, accurately, and efficiently find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and (g) add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings ~~within cultural contexts, including those of Montana American Indians, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and explain the reasoning used~~ ; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities.	(e) accurately and efficiently multiply multi-digit whole numbers using the standard algorithm; (f) flexibly, accurately, and efficiently find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and (g) add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities.	(f) Addition of "flexibly, accurately, and efficiently" (g) Adjusted for grade level expectations. Removed IEFA statement. Examples were removed for clarity, yet may still appear in guidance documents.
(3) Mathematics number and operations – fractions content standards for Grade 5 are: (a) add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions ~~in such a way as to produce an equivalent sum or difference of fractions with like denominators; for example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12 (in general, a/b + c/d = (ad + bc)/bd)~~;	**(3) Mathematics number and operations – fractions content standards for Grade 5 are:** (a) add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions;	**(3) No change** (a) Elaboration was removed for clarity, yet may still appear in guidance documents.

(b) solve ~~word~~ problems in context involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators~~, e.g., by using visual fraction models or equations to represent the problem;~~ and use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers;~~ for example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2;~~	(b) solve problems in context involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators and use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers;	(b) Elaboration was removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM. Examples were removed for clarity, yet may still appear in guidance documents.
(c) interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b)~~;~~ and solve ~~word~~ problems in context involving division of whole numbers leading to answers in the form of fractions or mixed numbers~~, e.g., by using visual fraction models or equations to represent the problem; for example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4; if 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?~~;	(c) interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b) and solve problems in context involving division of whole numbers leading to answers in the form of fractions or mixed numbers;	(c) Elaboration was removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM.
(d) apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction~~;~~ by:	(d) apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction by:	(d) Addition of the word "by"
(d.i) ~~interpret~~ expressing the product (a/b) × q as “a” parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b; ~~for example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation within cultural contexts, including those of~~	(d.i) expressing the product (a/b) × q as “a” parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b; and	(d.i) Grammatical change, removal of example. Redundancy removal of IEFA statement. (Present in (f))

~~Montana American Indians; and do the same with (2/3) × (4/5) = 8/15 (in general, (a/b) × (c/d) = ac/bd);~~ and		
(d.ii) ~~find~~ finding the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths; show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles; and represent fraction products as rectangular areas;	(d.ii) finding the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths; show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles; and represent fraction products as rectangular areas;	(d.ii) Grammatical change.
(e) interpret multiplication as scaling (resizing), by:	(e) interpret multiplication as scaling (resizing), by:	(e) No change
(e.i) comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication; and	(e.i) comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication; and	(e.i) No change
(e.ii) explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number ~~(recognizing multiplication by whole numbers greater than 1 as a familiar case)~~; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1;	(e.ii) explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1;	(e.ii) No change
(f) solve ~~real-world~~ problems in context involving multiplication of fractions and mixed numbers~~, e.g., by using visual fraction models or equations to represent the problem within cultural contexts, including those of Montana American Indians~~; this standard should incorporate cultural context relating to	(f) solve problems in context involving multiplication of fractions and mixed numbers; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(f) Elaboration was removed for clarity, yet may still appear in guidance documents. Change “word problems” to “problems in context” to align with NAEP and NCTM.

Montana Indigenous Peoples and local communities; (g) apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions~~;~~ by: (g.i) ~~interpret~~ expressing division of a unit fraction by a nonzero whole number and compute such quotients;~~ for example, create a story context within cultural contexts, including those of Montana American Indians, for (1/3) ÷ 4, and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3;~~ (g.ii) ~~interpret~~ expressing division of a whole number by a unit fraction and compute such quotients;~~ for example, create a story context within cultural contexts, including those of Montana American Indians, for 4 ÷ (1/5), and use a visual fraction model to show the quotient; and use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4;~~ and (g.iii) ~~solve~~ solving ~~real-world~~ problems in context involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions~~, e.g., by using visual fraction models and equations to represent the problem; for example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?.~~; this standard should incorporate cultural context	(g) apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions by: (g.i) expressing division of a unit fraction by a nonzero whole number and compute such quotients; (g.ii) expressing division of a whole number by a unit fraction and compute such quotients; and (g.iii) solving problems in context involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.	(g) Addition of the word “by”: (g.i) IEFA statement removed due to redundancy in (iii). Elaboration was removed for clarity, yet may still appear in guidance documents. (g.ii) IEFA statement removed due to redundancy in (iii) Elaboration was removed for clarity, yet may still appear in guidance documents. (g.iii) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC.

relating to Montana Indigenous Peoples and local communities.		
(4) Mathematics measurement and data content standards for Grade 5 are:	**(4) Mathematics measurement and data content standards for Grade 5 are:**	**(4) No change**
(a) convert among different-sized standard measurement units within a given measurement system ~~(e.g., convert 5 cm to 0.05 m)~~ and use these conversions in solving multi-step~~, real-world~~ problems ~~within a cultural context, including those of Montana American Indians;~~ in context; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step problems in context; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	(a) Change “word problems” to “problems in context” to align with NAEP and NCTM. Modified based on consultation with the Tribal panel, task force, and NRC.
(b) make a line plot to display a data set of measurements in fractions of a unit ~~(1/2, 1/4, 1/8);~~ and use operations on fractions ~~for this grade~~ to solve problems involving information presented in line plots; ~~for example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally;~~	(b) make a line plot to display a data set of measurements in fractions of a unit and use operations on fractions to solve problems involving information presented in line plots;	(b) Examples were removed for clarity, yet may still appear in guidance documents.
(c) recognize volume as an attribute of solid figures and understand concepts of volume measurement~~:~~ by:	(c) recognize volume as an attribute of solid figures and understand concepts of volume measurement by:	(c) Addition of the word "by"
(c.i) understanding that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume; and	(c.i) understanding that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume; and	(c.i) Grammatical changes
(c.ii) understanding that a solid figure which can be packed without gaps or overlaps using	(c.ii) understanding that a solid figure can be packed without gaps or overlaps using n unit	(c.ii) Grammatical changes

n unit cubes is said to have a volume of n cubic units; (d) measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and ~~improvised~~ non-standard units; (e) relate volume to the operations of multiplication and addition and ~~solve real-world and mathematical problems involving volume within cultural contexts, including those of Montana American Indians;~~ volume problems including problems in context by: (e.i) ~~find~~ finding the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and showing that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base~~;~~ and ~~represent~~ representing ~~threefold whole-number products as volumes, e.g., to represent~~ the product of three whole numbers using the associative property of multiplication; (e.ii) ~~apply~~ applying the formulas V = l × w × h and V = ~~b~~B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths ~~in the context of solving real-world and mathematical~~ problems including problems in context; and (e.iii) ~~recognize~~ recognizing volume as additive and ~~find~~ finding volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the nonoverlapping parts, applying this technique to solve ~~real-world~~ problems in	cubes is said to have a volume of n cubic units; (d) measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units; (e) relate volume to the operations of multiplication and addition and volume problems including problems in context by: (e.i) finding the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and showing that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base and representing the product of three whole numbers using the associative property of multiplication; (e.ii) applying the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths problems including problems in context; and (e.iii) recognizing volume as additive and finding volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the nonoverlapping parts, applying this technique to solve problems in context; this standard should incorporate cultural context relating to	 (d) Language change for clarity. (e) Addition of the word "by". Transference of IEFA statement to item 4.e.iii. Change “word problems” to “problems in context” to align with NAEP and NCTM. (e.i) Grammatical changes and clarifying language. (e.ii) Grammatical changes. Change “word problems” to “problems in context” to align with NAEP and NCTM. (e.iii) Grammatical changes. Change “word problems” to “problems in context” to align with NAEP and NCTM. Modified based on consultation with the Tribal panel, task force, and NRC.

context; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.	Montana Indigenous Peoples and local communities.	
(5) Mathematics geometry content standards for Grade 5 are:	**(5) Mathematics geometry content standards for Grade 5 are:**	**(5) No change**
(a) use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines ~~(~~at the origin~~)~~ arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates; understand that the x-coordinate, the first number, indicates how far to travel from the origin in the direction of ~~one~~ the x-axis and the y-coordinate, the second number, indicates how far to travel in the direction of the ~~second~~ y-axis~~, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate)~~;	(a) use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates; understand that the x-coordinate, the first number, indicates how far to travel from the origin in the direction of the x-axis and the y-coordinate, the second number, indicates how far to travel in the direction of the y-axis;	(a) Clarifying language used.
(b) represent ~~real-world and mathematical~~ problems including problems in context by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation~~, including those found in Montana American Indian designs~~; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities;	(b) represent problems including problems in context by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation; this standard should incorporate designs and cultural context relating to Montana Indigenous Peoples and local communities;	(b) Change “word problems” to “problems in context” to align with NAEP and NCTM. Modified based on consultation with the Tribal panel, task force, and NRC.
(c) understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; ~~for example, all rectangles have four right angles~~	(c) understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; and	(c) Examples were removed for clarity, yet may still appear in guidance documents.

~~and squares are rectangles, so all squares have four right angles;~~ and (d) classify two-dimensional figures in a hierarchy based on properties.	(d) classify two-dimensional figures in a hierarchy based on properties.	(d) No change

ARM 10.53.508[15]: Montana Grade 6 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 47
- Total number of standards proposed for 2024: 41
- Standards removed: 6
  Five standards were condensed into other standards. While the overall number was reduced, these concepts are retained.
  One standard was considered redundant and removed from the standards. It was felt that this concept was covered in another standard.
- New standards proposed: 0
- Standards identified as high cultural connections priorities: 6
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word "fluently" which was vague and difficult to quantify. These standards now use variations of "flexibly", "accurately", and/or "efficiently" where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
  - Use of "problems in context" - The use of "word problems", "real-world problems" or other variations, were replaced with "problems in context". This was done to provide the use of consistent language throughout the K-12 standards.

[15] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E508

Proposed Montana Grade 6 Mathematics Standards:

6th Grade Standards 2011	6th Grade Standards 2024	Rationale
10.53.508 MONTANA GRADE 6 MATHEMATICS CONTENT STANDARDS **(1) Mathematics ratios and proportional relationship content standards for Grade 6 are:** (a) understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; ~~for example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."~~ (b) understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship; ~~for example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."~~ (c) use ratio and rate reasoning to solve ~~real-world and mathematical~~ proportional problems ~~from a variety of cultural contexts, including those of Montana American Indians, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations~~ in context about unit rates, percentages (as a rate per 100), and/or measurement units using tables or equations; this standard should incorporate cultural context relating to Montana Indigenous	**10.53.508 MONTANA GRADE 6 MATHEMATICS CONTENT STANDARDS** **(1) Mathematics ratios and proportional relationship content standards for Grade 6 are:** (a) understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; (b) understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship; and (c) use ratio and rate reasoning to solve proportional problems including problems in context about unit rates, percentages (as a rate per 100), and/or measurement units using tables or equations; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.	**10.53.508 MONTANA GRADE 6 MATHEMATICS CONTENT STANDARDS** **(1) No change** (a) Examples were removed for clarity, yet may still appear in guidance documents. (b) Examples were removed for clarity, yet may still appear in guidance documents. (c) Condensed (i), (ii), (iii) and (iv). Elaborations and examples were removed for clarity, yet may still appear in guidance documents.

Peoples and local communities. ~~(c.i) make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, plot the pairs of values on the coordinate plane, and use tables to compare ratios;~~ ~~(c.ii) solve unit rate problems including those involving unit pricing and constant speed; for example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? As a contemporary American Indian example, it takes at least 16 hours to bead a Crow floral design on moccasins for two children. How many pairs of moccasins can be completed in 72 hours?;~~ ~~(c.iii) find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity) and solve problems involving finding the whole, given a part and the percent;~~ ~~(c.iv) use ratio reasoning to convert measurement units and manipulate and transform units appropriately when multiplying or dividing quantities.~~		(c.i) Condensed into (c) (c.ii) Condensed into (c) (c.iii) Condensed into (c) (c.iv) Condensed into (c)
(2) Mathematics number system content standards for Grade 6 are: (a) represent, interpret, and compute quotients of fractions and solve ~~word~~ problems in context involving division of fractions by fractions~~, e.g., by using visual fraction models and equations~~	**(2) Mathematics number system content standards for Grade 6 are:** (a) represent, interpret, and compute quotients of fractions and solve problems in context involving division of fractions by fractions;	**(2) No change** (a) Examples were removed for clarity, yet may still appear in guidance documents.

~~to represent the problem; for example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?~~;		
(b) ~~fluently~~ accurately and efficiently divide multi-digit numbers using the standard algorithm;	(b) accurately and efficiently divide multi-digit numbers using the standard algorithm;	(b) update fluency language
(c) ~~fluently~~ accurately and efficiently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation;	(c) accurately and efficiently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation;	(c) update fluency language
(d) find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor; ~~for example, express 36 + 8 as 4 (9 + 2);~~	(d) find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor;	(d) Examples were removed for clarity, yet may still appear in guidance documents.
(e) understand that positive and negative numbers are used together to describe quantities having opposite directions or values ~~(e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge)~~ and use positive and negative numbers to represent quantities in ~~real-world~~ problems in context~~s~~,	(e) understand that positive and negative numbers are used together to describe quantities having opposite directions or values and use positive and negative numbers to represent quantities in problems in context, explaining the meaning of 0 in each situation;	(e) Examples were removed for clarity, yet may still appear in guidance documents.

explaining the meaning of 0 in each situation;		
(f) understand a rational number as a point on the number line and extend number line diagrams and coordinate axes ~~familiar from previous grades to represent points on the line and in the plane with negative number coordinates;~~ by:	(f) understand a rational number as a point on the number line and extend number line diagrams and coordinate axes by:	(f) revised for clarity and inclusion of the word "by" for consistent vertical alignment.
(f.i) ~~recognize~~ recognizing opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; ~~recognize~~ recognizing that the opposite of the opposite of a number is the number itself, ~~e.g., - (-3) = 3;~~ and that 0 is its own opposite;	(f.i) recognizing opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognizing that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite;	(f.i) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes occurred.
(f.ii) ~~understand~~ understanding signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane and ~~recognize~~ recognizing that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; and	(f.ii) understanding signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane and recognizing that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; and	(f.ii) Grammatical changes.
(f.iii) ~~find~~ finding and ~~position~~ positioning integers and other rational numbers on a horizontal or vertical number line diagram and ~~find~~ finding and ~~position~~ positioning pairs of integers and other rational numbers on a coordinate plane;	(f.iii) finding and positioning integers and other rational numbers on a horizontal or vertical number line diagram and finding and positioning pairs of integers and other rational numbers on a coordinate plane;	(f.iii) Grammatical changes occurred.
(g) understand ordering and absolute value of rational numbers~~;~~ by:	(g) understand ordering and absolute value of rational numbers by:	(g) Inclusion of the word "by" for consistent vertical alignment.
(g.i) ~~interpret~~ interpreting statements of inequality as statements about the relative position of two numbers on a number line diagram; ~~for example, interpret -3 > -7 as a~~	(g.i) interpreting statements of inequality as statements about the relative position of two numbers on a number line diagram;	(g.i) Grammatical changes. Examples were removed for clarity, yet may still appear in guidance documents.

~~statement that -3 is located to the right of -7 on a number line oriented from left to right;~~		
(g.ii) ~~write~~ writing, ~~interpret~~ interpreting, and ~~explain~~ explaining statements of order for rational numbers in ~~real-world contexts; for example, write -3o C > -7o C to express the fact that -3o C is warmer than -7o C~~ problems in context;	(g.ii) writing, interpreting, and explaining statements of order for rational numbers in problems in context;	(g.ii) Grammatical changes. Examples were removed for clarity, yet may still appear in guidance documents.
(g.iii) ~~understand~~ understanding the absolute value of a rational number as its distance from 0 on the number line~~;~~ and ~~interpret~~ interpreting, absolute value as magnitude for a positive or negative quantity in ~~a real-world situation; for example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars~~ problems in context; and	(g.iii) understanding the absolute value of a rational number as its distance from 0 on the number line and interpreting absolute value as magnitude for a positive or negative quantity in problems in context; and	(g.iii) Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM. Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes.
(g.iv) ~~distinguish~~ distinguishing comparisons of absolute value from statements about order; ~~for example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars;~~	(g.iv) distinguishing comparisons of absolute value from statements about order;	(g.iv) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes.
(h) ~~solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, by graphing~~ graph points in all four quadrants of the coordinate plane and include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(h) graph points in all four quadrants of the coordinate plane and include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(h) Reduced "real world" requirement to emphasize the mathematical tool of graphing and analysis. Modified based on consultation with the Tribal panel, task force, and NRC.

(3) Mathematics expressions and equations content standards for Grade 6 are:	**(3) Mathematics expressions and equations content standards for Grade 6 are:**	**(3) No change**
(a) write and evaluate numerical expressions involving whole-number bases and exponents;	(a) write and evaluate numerical expressions involving whole-number bases and exponents;	(a) Addition of words "bases and"
(b) write, read, and evaluate expressions ~~in which letters stand for numbers;~~ with variables by:	(b) write, read, and evaluate expressions with variables by:	(b) Use of appropriate vocabulary word “variables” to replace “letters stand for numbers”. Use of the word "by" for vertical alignment consistency.
(b.i) ~~write~~ writing expressions that record operations with numbers and with ~~letters standing for numbers; for example, express the calculation "subtract y from 5" as 5 - y~~ variables;	(b.i) writing expressions that record operations with numbers and with variables;	(b.i) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes. Use of appropriate vocabulary word “variables”.
(b.ii) ~~identify~~ identifying parts of an expression using mathematical terms ~~(sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity; for example, describe the expression 2 (8 + 7) as a product of two factors; and view (8 + 7) as both a single entity and a sum of two terms; and~~ (sum, product, difference, quotient, term, factor, coefficient, variable) and writing expressions that represent verbal descriptions of problems in context; and	(b.ii) identifying parts of an expression using mathematical terms (sum, product, difference, quotient, term, factor, coefficient, variable), and writing expressions that represent verbal descriptions of problems in context; and	(b.ii) Changed student action from "describe" to "write" implying a written rather than a verbal activity. Team believed this is a standard that can be supported by real world applications. Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes.
(b.iii) ~~evaluate~~ evaluating expressions at specific values of their variables~~; include~~ including expressions that arise from formulas ~~used in real-world problems;~~ ~~perform~~ performing arithmetic operations, including those involving whole-number exponents ~~in the conventional order when there are no parentheses to specify a particular order (~~, and using the order of operations~~); for example, use the formulas V = s3 and A = 6 s2 to find~~	(b.iii) evaluating expressions at specific values of their variables, including expressions that arise from formulas, performing arithmetic operations, including those involving whole-number exponents, and using the order of operations;	(b.iii) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes.

~~the volume and surface area of a cube with sides of length s = 1/2~~;		
(c) apply the properties of operations including the distributive property, to generate equivalent expressions~~; for example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); and apply properties of operations to y + y + y to produce the equivalent expression 3y;~~ and determine when two expressions are equivalent;	(c) apply the properties of operations, including the distributive property, to generate equivalent expressions, and determine when two expressions are equivalent;	(c) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical and punctuation changes.
~~(d) identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them); for example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for;~~		(d) Standard removed due to redundancy
~~(e)~~(d) understand ~~solving~~ how to solve an equation or inequality as a process ~~of answering a question: which values from a specified set, if any, make the equation or inequality true? Use~~ by using substitution to determine whether a given number in a specified set makes an equation or inequality true;	(d) understand how to solve an equation or inequality as a process by using substitution to determine whether a given number in a specified set makes an equation or inequality true;	(d) Make a statement rather than a question to make it clearer.
~~(f)~~(e) ~~use variables to represent numbers and~~ write expressions when solving ~~a real-world or mathematical problem~~ problems in context and understand that a variable can represent an	(e) write expressions when solving problems in context and understand that a variable can represent an unknown number, or any number in a specified set;	(e) Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM. Use clarifying language.

unknown number, or, ~~depending on the purpose at hand,~~ any number in a specified set;		
~~(g)~~(f) solve ~~real-world and mathematical~~ problems including problems in context by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers;	(f) solve problems including problems in context by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers;	(f) Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM.
~~(h)~~(g) write an inequality of the form x > c or x < c to represent a constraint or condition in ~~a real-world or mathematical problem; recognize that inequalities of the form x > c or x < c have infinitely many solutions; and represent~~ problems including problems in context; graph and describe solutions of such inequalities on number line diagrams; and	(g) write an inequality of the form x > c or x < c to represent a constraint or condition in problems including problems in context; graph and describe solutions of such inequalities on number line diagrams; and	(g) Changed the action verb or expectation to make the student outcome measurable. "Graph and describe" rather than "recognize".
~~(i)~~(h) use variables to represent two quantities ~~in a real-world problem from a variety of cultural contexts, including those of Montana American Indians,~~ that change in relationship to one another~~; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable;~~ analyze the relationship between the dependent and independent variables using graphs and tables~~, and relate these to the equation; for example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times and write the equation d = 65t to represent the relationship between distance and time.~~ and write an equation to express one quantity in terms of the other; this standard should incorporate cultural context relating to Montana Indigenous Peoples and	(h) use variables to represent two quantities that change in relationship to one another; analyze the relationship between the dependent and independent variables using graphs and tables, and write an equation to express one quantity in terms of the other; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.	(h) Changed the order of the first line for clarity. Changed the student outcome to "write an equation to express" rather than the less measurable verbiage "analyze" and "relate". Modified based on consultation with the Tribal panel, task force, and NRC.

local communities.		
(4) Mathematics geometry content standards for Grade 6 are: (a) find the area of ~~right~~ triangles,~~ other triangles, special~~ quadrilaterals, and other polygons by composing them into rectangles or decomposing them into triangles and other shapes;~~ apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians; for example, use Montana American Indian designs to decompose shapes and find the area;~~ this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; (b) find the volume of a right rectangular prism with fractional edge lengths by~~ packing~~ filling it with unit cubes of the appropriate unit fraction edge lengths ~~and show that the volume is the same as would be found by multiplying the edge lengths of the prism~~ and connect and apply the formulas V = l w h and V = ~~b~~ **B** h to find volumes of right rectangular prisms with fractional edge lengths ~~in the context of solving real-world and mathematical problems~~ to solve problems in context; (c) draw polygons in the coordinate plane given coordinates for the vertices~~; use coordinates to~~, find the length of a ~~side joining~~	**(4) Mathematics geometry content standards for Grade 6 are:** (a) find the area of triangles, quadrilaterals, and polygons by composing them into rectangles or decomposing them into triangles and other shapes; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities; (b) find the volume of a right rectangular prism with fractional edge lengths by filling it with unit cubes of the appropriate unit fraction edge lengths and connect and apply the formulas V = l w h and V = B h to find volumes of right rectangular prisms with fractional edge lengths to solve problems in context; (c) draw polygons in the four-quadrant coordinate plane given coordinates for the vertices, find the length of a horizontal or	**(4) Mathematics geometry content standards for Grade 6 are:** (a) Reduced repetitive language. This item could benefit from a tribal-specific example in the guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. (b) Simplified for clarity. Change volume formula to remedy mistakes in 2011. The previous edition erroneously recorded volume as being equal to bh, which is the formula for area. V=Bh were B refers to the area of the base of a solid. (c) Simplified for clarity. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM

~~points with the same first coordinate or the same second coordinate;~~ horizontal or vertical side and apply these techniques ~~in the context of solving real-world and mathematical~~ problems in context; and (d) represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures ~~and apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians.~~ in problems including problems in context; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.	vertical side, and apply these techniques to solve problems in context; and (d) represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures in a mathematical and real-world context; this standard should incorporate a cultural context relating to Montana American Indians and local communities.	(d) Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM
(5) Mathematics statistics and probability content standards for Grade 6 are: (a) recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers; ~~for example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages;~~ (b) understand that a set of data collected ~~(including Montana American Indian demographic data)~~ to answer a statistical question has a distribution ~~which~~ that can be described by its center, spread, and overall shape; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities;	**(5) Mathematics statistics and probability content standards for Grade 6 are:** (a) recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers; (b) understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	**(5) No change** (a) Examples were removed for clarity, yet may still appear in guidance documents. (b) Modified based on consultation with the Tribal panel, task force, and NRC.

(c) recognize that ~~a measures~~ measures of ~~center~~ central tendency for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number;	(c) recognize that a measures of central tendency for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number;	(c) Use of the appropriate vocabulary word "central tendency" to replace "center".
(d) display numerical data in plots on a number line, including dot plots, histograms, and box plots and describe any overall pattern and any striking deviations from the overall pattern with reference to the context which the data were gathered; and	(d) display numerical data in plots on a number line, including dot plots, histograms, and box plots and describe any overall pattern and any striking deviations from the overall pattern with reference to the context which the data were gathered; and	(d) Display and describe data distributions
(e) ~~summarize~~ characterize numerical data sets from a sample in relation to their context, such as by:	(e) characterize numerical data sets from a sample in relation to their context by:	(e) Link data to the context from which it is drawn
(e.i) reporting the number of observations;	(e.i) reporting the number of observations;	(e.i) No change
(e.ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement; and	(e.ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement; and	(e.ii) No change
(e.iii) ~~giving~~ finding quantitative measures of ~~center~~ central tendency (mode, median and/or mean) and variability (interquartile range and/or mean absolute deviation), ~~as well as describing any overall pattern and any striking deviations from the overall pattern with reference to~~ for numerical data sets and relating the choice of measures of central tendency and variability to the shape of the data distribution and the context in which the data were gathered; ~~and~~	(e.iii) finding quantitative measures of central tendency (mode, median and/or mean) and variability (interquartile range and/or mean absolute deviation), for numerical data sets and relating the choice of measures of central tendency and variability to the shape of the data distribution and the context in which the data were gathered.	(e.iii) Numerically summarize center and spread. Use of the appropriate vocabulary word "central tendency" to replace "center".
~~(e.iv) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data~~		(e.iv) Combined (iv) to (iii) for practicality

~~were gathered.~~		

ARM 10.53.509[16]: Montana Grade 7 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 42
- Total number of standards proposed for 2024: 27
- Standards removed: 16
  Six standards were condensed into other standards. While the overall number was reduced, these concepts are retained.
  Ten standards were removed as expectations from the 7th grade standards. These may still appear in guidance documents as elaborations.
- New standards proposed: 0
- Standards identified as high cultural connections priorities: 7
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate

[16] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E509

to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.

- Use of “problems in context” - The use of “word problems”, “real-world problems” or other variations, were replaced with “problems in context”. This was done to provide the use of consistent language throughout the K-12 standards.

Proposed Montana Grade 7 Mathematics Standards:

7th Grade Standards 2011	7th Grade Standards 2024	Rationale
10.53.509 MONTANA GRADE 7 MATHEMATICS CONTENT STANDARDS	**10.53.509 MONTANA GRADE 7 MATHEMATICS CONTENT STANDARDS**	**10.53.509 MONTANA GRADE 7 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics ratios and proportional relationship content standards for Grade 7 are:	**(1) Mathematics ratios and proportional relationship content standards for Grade 7 are:**	**(1) No change**
(a) compute unit rates associated with ratios of fractions, ~~including ratios of lengths, areas and other quantities~~ measured in like or different units; ~~for example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2 / 1/4 miles per hour, equivalently 2 miles per hour;~~	(a) compute unit rates associated with ratios of fractions, measured in like or different units;	(a) Examples were removed for clarity, yet may still appear in guidance documents. Used clarifying language
(b) recognize and represent proportional relationships between quantities, ~~including those represented in Montana American Indian cultural contexts;~~ using tables, graphs, and equations by:	(b) recognize and represent proportional relationships between quantities, using tables, graphs, and equations by:	(b) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC. Contextualized settings as "table, graph and equation”. Use of the word "by" for vertical alignment consistency.
(b.i) ~~decide~~ deciding whether ~~two~~ a table represents quantities ~~are~~ in a proportional relationship, ~~e.g.,~~ by testing for equivalent ratios ~~in a table or graphing on a coordinate plane and observing~~ and deciding whether a graph represents quantities in a proportional	(b.i) deciding whether a table represents quantities in a proportional relationship by testing for equivalent ratios and deciding whether a graph represents quantities in a proportional relationship if the graph is a straight line through the origin; and	(b.i) Split the two settings up: table and graph. Grammatical changes.

relationship if the graph is a straight line through the origin; and		
(b.ii) ~~identify~~ identifying the constant of proportionality (unit rate) in tables, graphs, and equations, ~~diagrams, and verbal descriptions~~ of proportional relationships; and	(b.ii) identifying the constant of proportionality (unit rate) in tables, graphs, and equations of proportional relationships; and	(b.ii) Removed diagrams and verbal descriptions.
~~(b.iii) represent proportional relationships by equations; for example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn; as a contemporary American Indian example, analyze cost of beading materials; cost of cooking ingredients for family gatherings, community celebrations, etc.; and~~		(b.iii) Omitted
~~(b.iv) explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate;~~		(b.iv) Omitted
(c) use proportional relationships to solve multistep ratio and percent problems ~~within cultural contexts, including those of Montana American Indians (e.g., percent of increase and decrease of tribal land); for example~~: including problems in context involving simple interest, tax, markups and markdowns, gratuities and commissions, fees, and percent increase and decrease, percent error; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(c) use proportional relationships to solve multi-step ratio and percent problems including problems in context involving simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(c) Modification of real-world connections statement. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM. Grammatical change. Modified based on consultation with the Tribal panel, task force, and NRC.

(2) Mathematics number system content standards for Grade 7 are:	**(2) Mathematics number system content standards for Grade 7 are:**	**(2) No change**
(a) ~~apply and extend previous understandings of addition and subtraction to~~ add and subtract rational numbers, ~~and~~ represent addition and subtraction on a horizontal or vertical number line diagram, and understand subtraction as adding the additive inverse p - q = p + (-q);	(a) add and subtract rational numbers, represent addition and subtraction on a horizontal or vertical number line diagram, and understand subtraction as adding the additive inverse, p – q = p + (-q);	(a) Reduced the number of sub-standards by clarifying within the standard itself. Redundancy.
~~(a.i) describe situations in which opposite quantities combine to make 0; for example, a hydrogen atom has 0 charge because its two constituents are oppositely charged;~~		(a.i) Omitted
~~(a.ii) understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative; show that a number and its opposite have a sum of 0 (are additive inverses); and interpret sums of rational numbers by describing real-world contexts;~~		(a.ii) Omitted
~~(a.iii) understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q); show that the distance between two rational numbers on the number line is the absolute value of their difference; and apply this principle in real-world contexts; and~~		(a.iii) Omitted
~~(a.iv) apply properties of operations as strategies to add and subtract rational numbers;~~		(a.iv) Omitted
(b) ~~apply and extend previous understandings of multiplication and division and of fractions to~~ multiply and divide rational numbers~~;~~ and use operations of rational numbers to solve problems in context; this standard should	(b) multiply and divide rational numbers and use operations of rational numbers to solve problems in context; this standard should incorporate a cultural context relating to	(b) Combine the third standard and condensed sub-standards into this standard, and use Oregon as a model.

incorporate a cultural context relating to Montana Indigenous Peoples and local communities; and	Montana Indigenous Peoples and local communities; and	
~~(b.i) understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers; and interpret products of rational numbers by describing real-world contexts;~~		(b.i) Omitted
~~(b.ii) understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number, i.e. if p and q are integers, then −(p/q) = (−p)/q = p/(−q); and interpret quotients of rational numbers by describing real-world contexts;~~		(b.ii) Omitted
~~(b.iii) apply properties of operations as strategies to multiply and divide rational numbers; and~~		(b.iii) Omitted
~~(b.iv)~~(c) ~~convert a~~ write any rational number ~~to~~ as a fraction, decimal, and percent using long division~~;~~ and know that the decimal form of a rational number terminates ~~in 0s~~ or ~~eventually~~ repeats;	(c) write any rational number as a fraction, decimal, and percent using long division and know that the decimal form of a rational number terminates or repeats;	~~(b.iv)~~(c) Changed verb to measurable/accessible action, added other forms of rational numbers. Updated numbering to reflect deletion of other standards.
~~(c) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, involving the four operations with rational numbers.~~		(c) Culturally responsive language added to item (b)

(3) Mathematics expressions and equations content standards for Grade 7 are:	**(3) Mathematics expressions and equations content standards for Grade 7 are:**	**(3) No change**
(a) ~~apply~~ use properties of operations ~~as strategies~~ to add, subtract, factor, and expand linear expressions with rational coefficients and generate equivalent expressions;	(a) use properties of operations to add, subtract, factor and expand linear expressions with rational coefficients and generate equivalent expressions;	(a) expanded to include generation of equivalent expressions.
(b) understand that rewriting an expression in different forms in a problem in context can ~~shed light on the problem and~~ show how the quantities in it are related; ~~for example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05;"~~	(b) understand that rewriting an expression in different forms in a problem in context can show how the quantities are related;	(b) Examples were removed for clarity, yet may still appear in guidance documents. Open to wording of "shed light"...used Oregon as an example.
(c) write and solve ~~multistep real-life and mathematical~~ one- and two-step equations including problems ~~posed with positive and negative~~ in context with rational numbers, ~~in any form (whole numbers, fractions, and decimals), using tools strategically; apply properties of operations to calculate with numbers in any form;~~ convert between forms as appropriate~~;~~, and assess the reasonableness of answers ~~using mental computation and estimation strategies; for example: if a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50 and if you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation~~; and	(c) write and solve one- and two-step equations including problems in context with rational numbers, convert between forms as appropriate, and assess the reasonableness of answers; and	(c) Examples and elaborations were removed for clarity, yet may still appear in guidance documents. Reduce language. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM.
(d) use variables to represent quantities ~~in a real-world or mathematical problems, including~~	(d) use variables to represent quantities and construct simple equations and inequalities to solve problems in context; this standard should	(d) Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” or "real-world" to “problems in

~~those represented in Montana American Indian cultural contexts,~~ and construct simple equations and inequalities to solve problems ~~by reasoning about the quantities~~ in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by: (d.i) ~~solve word~~ solving, accurately and efficiently, problems in context leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers~~; solve equations of these forms fluently;~~, ~~compare~~ comparing an algebraic solution to an arithmetic solution, and identifying the sequence of the operations used in each approach; ~~for example, the perimeter of a rectangle is 54 cm. and its length is 6 cm. What is its width?;~~ and (d.ii) ~~solve word~~ solving problems in context leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers~~; graph~~, graphing the solution set of the inequality, and ~~interpret~~ interpreting ~~it in the context of the problem~~ the solution in context; ~~for example: as a salesperson, you are paid $50 per week plus $3 per sale; this week you want your pay to be at least $100; write an inequality for the number of sales you need to make and describe the solutions.~~	incorporate a cultural context relating to Montana Indigenous Peoples and local communities by: (d.i) solving, accurately and efficiently, problems in context leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers, comparing an algebraic solution to an arithmetic solution, and identifying the sequence of the operations used in each approach; and (d.ii) solving problems in context leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers, graphing the solution set of the inequality, and interpreting the solution in context.	context" to align with NAEP and NCTM. Use of the word "by" for vertical alignment consistency. (d.i) Addition of fluency language. Change "word problems" or "real-world" to "problems in context" to align with NAEP and NCTM. Examples were removed for clarity, yet may still appear in guidance documents Grammatical changes. (d.ii) Examples were removed for clarity, yet may still appear in guidance documents. Change "word problems" or "real-world" to "problems in context" to align with NAEP and NCTM. Grammatical changes.
(4) Mathematics geometry content standards for Grade 7 are: (a) solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and	**(4) Mathematics geometry content standards for Grade 7 are:** (a) solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and	**(4) No change** (a) No change

reproducing a scale drawing at a different scale; (b) draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions; focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle; ~~(c) describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids;~~ ~~(d)~~(c) know and use the formulas for the area and circumference of a circle ~~and use them to solve problems from a variety of cultural contexts, including those of Montana American Indians~~ and give an informal derivation of the relationship between the circumference and area of a circle; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; ~~(e)~~(d) use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure; and ~~(f)~~(e) solve ~~real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians,~~ geometrical problems including problems in context involving area, volume, and surface area of two- and three-dimensional objects	reproducing a scale drawing at a different scale; (b) draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions; focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle; (c) know and use the formulas for the area and circumference of a circle and give an informal derivation of the relationship between the circumference and area of a circle; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; (d) use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure; and (e) solve geometrical problems including problems in context involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms; this standard should incorporate a	(b) No change ~~(c)~~ Removed standard, limited applications. (c) Modified based on consultation with the Tribal panel, task force, and NRC. Addition of expectation to use what the student knows. Update coding system with removal of previous item (c) (d) Update coding system with removal of previous item (c) (e) Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM. Grammatical changes. Update coding system with removal of previous item (c)

composed of triangles, quadrilaterals, polygons, cubes, and right prisms; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	cultural context relating to Montana Indigenous Peoples and local communities.	
(5) Mathematics statistics and probability content standards for Grade 7 are: (a) understand ~~that~~ statistics can be used to gain information about a population by examining a representative sample of the population; ~~generalizations about a population from a sample are valid only if the sample is representative of that population; and understand that random sampling tends to produce representative samples and support valid inferences;~~ (b) use data, ~~including Montana American Indian demographics data,~~ from a random sample to draw inferences about a population with an unknown characteristic of interest~~;~~ and generate or simulate multiple samples ~~(or simulated samples)~~ of the same size to gauge the variation in estimates or predictions; ~~for example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data; predict how many text messages your classmates receive in a day and gauge how far off the estimate or prediction might be;~~ this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	**(5) Mathematics statistics and probability content standards for Grade 7 are:** (a) understand statistics can be used to gain information about a population by examining a representative sample of the population; (b) use data, from a random sample to draw inferences about a population with an unknown characteristic of interest and generate or simulate multiple samples of the same size to gauge the variation in estimates or predictions; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	**(5) No change** (a) Utilization of “representative” to distinguish the type of sampling to be used, and to cover the statement that “generalizations about a population from a sample are valid if…” in order to shorten the standard for clarity. Elaborations may appear in guidance documents. (b) Examples were removed for clarity, yet may still appear in guidance documents. Use clarifying language. Modified based on consultation with the Tribal panel, task force, and NRC.

(c) ~~informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability; for example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable;~~ visually analyze two data distributions to compare measures of central tendency and variability;	(c) visually analyze two data distributions to compare measures of central tendency and variability;	(c) Complete rewrite using Oregon. Use of appropriate vocabulary “central tendency”.
(d) use measures of ~~center~~ central tendency and measures of variability for numerical data from random samples to draw ~~informal~~ comparative inferences about two populations; ~~for example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book;~~	(d) use measures of central tendency and measures of variability for numerical data from random samples to draw comparative inferences about two populations;	(d) Examples were removed for clarity, yet may still appear in guidance documents.
(e) understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring; ~~larger numbers indicate greater likelihood; a probability near 0 indicates an unlikely event; a probability around 1/2 indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event;~~	(e) understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring;	(e) Examples were removed for clarity, yet may still appear in guidance documents.
(f) ~~approximate the~~ find the experimental probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency ~~and predict the approximate relative frequency~~	(f) find the experimental probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency; this standard should incorporate a cultural context relating to	(f) Modified based on consultation with the Tribal panel, task force, and NRC. Examples were removed for clarity, yet may still appear in guidance documents.

~~given the probability; for example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times and when playing Montana American Indian hand/stick games, you can predict the approximate number of accurate guesses~~; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	Montana Indigenous Peoples and local communities;	
(g) develop a theoretical probability model and use it to find probabilities of events~~;~~, compare theoretical and experimental probabilities~~, from a model to observed frequencies; and if the agreement is not good,~~ and explain possible sources of ~~the~~ discrepancy, if any exist; and	(g) develop a theoretical probability model and use it to find probabilities of events, compare theoretical and experimental probabilities, and explain possible sources of discrepancy, if any exist; and	(g) Complete rewrite using Oregon. Heavy condensing of three parts into one.
~~(g.i) develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events; for example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected; and~~		(g.i) Condensed into (g)
~~(g.ii) develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process; for example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down; do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?;~~		(g.ii) Condensed into (g)
(h) represent sample spaces for compound events, identify the desired outcomes in the sample spaces, and find probabilities of	(h) represent sample spaces for compound events, identify the desired outcomes in the sample spaces, and find probabilities of events	(h) Complete rewrite and heavy condensing of four parts into one.

~~compound~~ events using organized lists, tables, tree diagrams, and simulation~~;~~s. ~~(h.i) understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs;~~ ~~(h.ii) represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams; for an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event; and~~ ~~(h.iii) design and use a simulation to generate frequencies for compound events; for example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?.~~	using organized lists, tables, tree diagrams, and simulations.	(h.i) Condensed into (h). Elaborations were removed for clarity, yet may still appear in guidance documents. (h.ii) Condensed into (h). Examples were removed for clarity, yet may still appear in guidance documents. (h.iii) Condensed into (h). Examples were removed for clarity, yet may still appear in guidance documents.

ARM 10.53.510[17]: Montana Grade 8 Mathematics Standards

Proposed Action: Revision

Summary of Proposed Changes:

- Total number of standards in 2011: 36
- Total number of standards proposed for 2024: 33
- Standards removed: 3
  Three standards were condensed into other standards. While the overall number was reduced, these concepts are retained.
- New standards proposed: 0
- Standards identified as high cultural connections priorities: 5
- Common updates:
  - Expansion of fluency language - Previous standards used the broad word “fluently” which was vague and difficult to quantify. These standards now use variations of “flexibly”, “accurately”, and/or “efficiently” where appropriate to provide more clarity regarding the specific way students can demonstrate fluency.
  - Use of common language - Previous standards sometimes used complex or lengthy sentences to describe the skill. These proposals have been simplified, where possible, to use common language more easily understood by all.
  - Removal of examples - The examples have been removed from the official language presented in ARM. All parties involved in the revision of these standards agree that educators and families need examples to support instruction. These will be present in guidance documents, rather than within the ARM. This will allow teachers to choose their own examples for instruction, rather than risk mandating specific examples to be used within the classroom under law.
  - Update for IEFA language - Previously, the cultural connections, or IEFA statements, existed in the middle of individual standards. These statements now appear as their own clauses at the end of some standards. This placement provides more emphasis on the IEFA component and contributes to the increased clarity of the standard itself. The statements have also been updated to include culturally responsive language and expanded to emphasize local communities, highlighting the intention that these standards relate to the community and culture(s) of the Indigenous Tribal Nations that exist, or historically existed, in the geographical region in which they are taught.
  - Use of “problems in context” - The use of “word problems”, “real-world problems” or other variations, were replaced with “problems in context”. This was done to provide the use of consistent language throughout the K-12 standards

[17] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E510

Proposed Montana Grade 8 Mathematics Standards:

8th Grade Standards 2011	8th Grade Standards 2024	Rationale
10.53.510 MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS	**10.53.510 MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS**	**10.53.510 MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS**
(1) Mathematics number system content standards for Grade 8 are:	**(1) Mathematics number system content standards for Grade 8 are:**	**(1) No change**
(a) know real numbers are made up of rational and irrational numbers, understand informally that every number has a decimal expansion~~;~~ ~~for rational numbers show that the decimal expansion repeats eventually;~~ and convert a decimal expansion which repeats eventually into a rational number; and	(a) know real numbers are made up of rational and irrational numbers, understand informally that every real number has a decimal expansion, and convert a decimal expansion which repeats eventually into a rational number; and	(a) Added clarifying language. Simplified for clarity.
(b) use rational approximations of irrational numbers to compare the ~~size~~ value of irrational numbers~~;~~, locate them approximately on a number line diagram~~;~~, and estimate the value of expressions ~~(e.g., π2); for example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations~~.	(b) use rational approximations of irrational numbers to compare the value of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	(b) Examples were removed for clarity, yet may still appear in guidance documents.
(2) Mathematics expressions and equations content standards for Grade 8 are:	**(2) Mathematics expressions and equations content standards for Grade 8 are:**	**(2) No change**
(a) know and apply the properties of integer exponents to generate equivalent numerical expressions; ~~for example, 32 × 3−5 = 3−3 = 1/33 = 1/27;~~	(a) know and apply the properties of integer exponents to generate equivalent numerical expressions;	(a) Examples were removed for clarity, yet may still appear in guidance documents.
(b) use square root and cube root symbols to represent solutions to equations of the form x^2	(b) use square root and cube root symbols to represent solutions to equations of the form x^2	(b) repeated in 1(a)

= p and x^3 = p, where p is a positive rational number; evaluate square roots of small perfect squares and cube roots of small perfect cubes; ~~and know that √2 is irrational;~~	= p and x^3 = p, where p is a positive rational number; evaluate square roots of small perfect squares and cube roots of small perfect cubes;	
(c) ~~use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate~~ represent very large or very small quantities~~ and to express how many times as much one is than the other; for example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109 and determine that the world population is more than 20 times larger;~~, using scientific notation, limited to a single digit times an integer power of ten;	(c) represent very large or very small quantities, using scientific notation, limited to a single digit times an integer power of ten;	(c) Simplified for clarity. Examples were removed for clarity, yet may still appear in guidance documents. .
(d) perform operations with numbers expressed in scientific notation~~, including problems where both decimal and scientific notation are used; use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading); and interpret scientific notation that has been generated by technology~~;	(d) perform operations with numbers expressed in scientific notation;	(d) Simplified for clarity. Examples were removed for clarity, yet may still appear in guidance documents.
(e) graph proportional relationships, interpreting the unit rate as the slope of the graph~~;~~ and compare two different proportional relationships ~~represented in different ways; for example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed~~ as tables, graphs, and equations;	(e) graph proportional relationships, interpreting the unit rate as the slope of the graph and compare two different proportional relationships as tables, graphs, and equations;	(e) Examples were removed for clarity, yet may still appear in guidance documents.
(f) use similar triangles to explain why the slope m is the same between any two distinct		(f) Punctuation changes.

points on a nonvertical line in the coordinate plane~~;~~ and derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b; (g) solve linear equations in one variable~~;~~ by: (g.i) ~~give~~ giving examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions and ~~show~~ showing which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers); and (g.ii) ~~solve~~ solving linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms; and (h) analyze and solve pairs of simultaneous linear equations~~;~~ by: (h.i) ~~understand~~ understanding that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously; (h.ii) ~~solve~~ solving systems of two linear equations in two variables algebraically ~~and estimate~~, estimating solutions by graphing the equations~~; solve~~, and solving simple cases by inspection; ~~for example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6;~~ and	(f) use similar triangles to explain why the slope m is the same between any two distinct points on a nonvertical line in the coordinate plane and derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b; (g) solve linear equations in one variable by: (g.i) giving examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions and showing which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers); and (g.ii) solving linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms; and (h) analyze and solve pairs of simultaneous linear equations by: (h.i) understanding that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously; (h.ii) solving systems of two linear equations in two variables algebraically, estimating solutions by graphing the equations, and solving simple cases by inspection; and	(g) Use of the word "by" for vertical alignment consistency. (g.i) Grammatical and punctuation changes. (g.ii) Grammatical and punctuation changes. (h) Use of the word "by" for vertical alignment consistency. (h.i) Grammatical and punctuation changes. (h.ii) Grammatical and punctuation changes. Examples were removed for clarity, yet may still appear in guidance documents.

(h.iii) ~~solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, leading~~ solving problems in context that lead to two linear equations in two variables; ~~for example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair~~ this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(h.iii) solving problems in context that lead to two linear equations in two variables; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(h.iii) Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC.
(3) Mathematics functions content standards for Grade 8 are:	**(3) Mathematics functions content standards for Grade 8 are:**	**(3) No change**
(a) understand that a function is a rule that assigns to each input exactly one output and the graph of a function is the set of ordered pairs (x,y) each consisting of an input, x, and the corresponding output, y;	(a) understand that a function is a rule that assigns to each input exactly one output and the graph of a function is the set of ordered pairs (x, y) each consisting of an input, x, and the corresponding output, y;	(a) Elaborated the definition of a graph of a function.
(b) compare properties of two functions ~~each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change~~ using tables, graphs, and equations;	(b) compare properties of two functions using tables, graphs, and equations;	(b) Elaborations and examples were removed for clarity, yet may still appear in guidance documents. Generalized representation to possibly include functions in the same form (i.e. both in table form or both in equation form)
(c) interpret the equation y = mx + b as defining a linear function whose graph is a straight line~~; give examples of functions that are not linear; for example, the function A = s2 giving the area of a square as a function of its~~	(c) interpret the equation y = mx + b as defining a linear function whose graph is a straight line with slope m passing through the point (0, b);	(c) Added specification for slope and y-intercept. Removed the necessity of identification of non-linear equations which is implied by the ability to recognize linear equations. Examples and elaborations were

~~side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line~~ with slope m passing through the point (0, b); (d) given linear data relating two quantities, construct a linear function ~~to model a linear relationship between two quantities; determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph;~~ that models the data and interpret the rate of change and initial value of a linear function in terms of the situation it models ~~and in terms of its graph or a table of values~~; and (e) given the graph of a function, describe qualitatively the functional relationship between ~~two~~ quantities ~~by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear)~~ and given a verbal description of a functional relationship, sketch a graph that exhibits the qualitative features of a function ~~that has been described verbally~~.	 (d) given linear data relating two quantities, construct a linear function that models the data and interpret the rate of change and initial value of the linear function in terms of the situation it models; and (e) given the graph of a function, describe qualitatively the functional relationship between quantities and given a verbal description of a functional relationship, sketch a graph that exhibits the qualitative features of a function.	removed for clarity, yet may still appear in guidance documents. (d) Rewritten for clarity. Elaborations were removed for clarity, yet may still appear in guidance documents. (e) Rewritten for clarity. Elaborations were removed for clarity, yet may still appear in guidance documents. Including verbal description expectation.
(4) Mathematics geometry content standards for Grade 8 are: (a) verify experimentally the properties of rotations, reflections, and translations ~~from a variety of cultural contexts, including those of Montana American Indians:~~ and understand that these are rigid transformations, lines are taken to lines, line segments to line segments of the same length, angles are taken to angles of the same measure, and parallel lines are	**(4) Mathematics geometry content standards for Grade 8 are:** (a) verify experimentally the properties of rotations, reflections, and translations and understand that these are rigid transformations, lines are taken to lines, line segments to line segments of the same length, angles are taken to angles of the same measure, and parallel lines are taken to parallel lines; this standard should incorporate	**(4) No change** (a) Condensing language from 4 standards into one.

taken to parallel lines; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; ~~(a.i) lines are taken to lines and line segments to line segments of the same length;~~ ~~(a.ii) angles are taken to angles of the same measure; and~~ ~~(a.iii) parallel lines are taken to parallel lines;~~ (b) understand that a two-dimensional figure is congruent to another if the second can be obtained ~~from the first by a sequence of rotations, reflections, and translations~~ by a sequence of rigid transformations and given two congruent figures, describe a sequence that exhibits the congruence between them; (c) describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures ~~from a variety of cultural contexts, including those of Montana American Indians,~~ using coordinates; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; (d) understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations and given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them;	a cultural context relating to Montana Indigenous Peoples and local communities; (b) understand that a two-dimensional figure is congruent to another if the second can be obtained by a sequence of rigid transformations and given two congruent figures, describe a sequence that exhibits the congruence between them; (c) describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; (d) understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations and given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them;	(a.i) Removal, condensed into (a) (a.ii) Removal, condensed into (a) (a.iii)Removal, condensed into (a) (b) Clarifying language, and appropriate vocabulary utilized. (c) Modified based on consultation with the Tribal panel, task force, and NRC. (d) No change

(e) use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles; ~~for example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line and give an argument in terms of transversals why this is so;~~	(e) use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles;	(e) Examples were removed for clarity, yet may still appear in guidance documents.
(f) explain a proof of the Pythagorean Theorem and its converse;	(f) explain a proof of the Pythagorean Theorem and its converse;	(f) No change
(g) apply the Pythagorean Theorem to determine unknown side lengths in right triangles ~~in real-world and mathematical~~ problems including problems in context in two and three dimensions; ~~for example, determine the unknown height of a Plains Indian tipi when given the side length and radius;~~ this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(g) apply the Pythagorean Theorem to determine unknown side lengths in right triangles problems including problems in context in two and three dimensions; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(g) Modified based on consultation with the Tribal panel, task force, and NRC. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM.
(h) apply the Pythagorean Theorem to find the distance between two points in a coordinate system; and	(h) apply the Pythagorean Theorem to find the distance between two points in a coordinate system; and	(h) No change
(i) know, use, and apply the formulas for the volumes of cones, cylinders, and spheres ~~and use them~~ to solve ~~real-world and mathematical~~ problems, including problems in context.	(i) know, use, and apply the formulas for the volumes of cones, cylinders, and spheres to solve problems, including problems in context.	(i) Move “use” to the front. Addition of expectation to apply. Change “word problems” or "real-world" to “problems in context” to align with NAEP and NCTM.
(5) Mathematics statistics and probability content standards for Grade 8 are:	**(5) Mathematics statistics and probability content standards for Grade 8 are:**	**(5) No change**

(a) construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association;	(a) construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association;	(a) No change
(b) know that straight lines are widely used to model relationships between two quantitative variables and for scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line;	(b) know that straight lines are widely used to model relationships between two quantitative variables and for scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line;	(b) No change
(c) use the equation of a linear model to solve problems in the context of bivariate measurement data~~, interpreting~~ and interpret the slope and intercept; ~~for example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height;~~	(c) use the equation of a linear model to solve problems in the context of bivariate measurement data and interpret the slope and intercept; and	(c) Examples were removed for clarity, yet may still appear in guidance documents. Grammatical changes.
(d) ~~understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table; construct and interpret a two-way table summarizing data including data from Montana American Indian sources on two categorical variables collected from the same subjects; use relative frequencies calculated for rows or columns to describe possible association between the two variables; for example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to~~	(d) construct and interpret frequencies and relative frequencies for bivariate categorical data in a two-way table to investigate patterns of association; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(d) Complete rewrite for clarity. Examples were removed for clarity, yet may still appear in guidance documents. Modified based on consultation with the Tribal panel, task force, and NRC.

~~have chores?~~ construct and interpret frequencies and relative frequencies for bivariate categorical data in a two-way table to investigate patterns of association; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.		

Montana High School Mathematics Standards:

Summary:

The following actions have been proposed to each ARM item under the high school standards:

Item	Description	Proposed Action
10.53.511 - ~~S~~ D	~~Symbols~~ Definitions of the 9-12 Math Content Standards	Amend
~~10.53.512 - HSNQS~~	Montana High School Mathematics Number and Quantity Standards	Repeal
~~10.53.513 - HSA~~	Montana High School Mathematics Algebra Standards	Repeal
~~10.53.514 - HSF~~	Montana High School Mathematics Functions Standards	Repeal
~~10.53.515 - HSM~~	Montana High School Mathematics Modeling Standards	Repeal
~~10.53.516 - HSG~~	Montana High School Mathematics Geometry Standards	Repeal
~~10.53.517 - HSSP~~	Montana High School Mathematics Statistics and Probability Standards	Repeal
10.53.518 - CNR	Montana High School Mathematics Core Numeric Reasoning Standards	Adopt
10.53.519 - CAF	Montana High School Mathematics Core Algebraic and Functional Reasoning Standards	Adopt
10.53.520 - CDRP	Montana High School Mathematics Core Data Reasoning and Probability Standards	Adopt
10.53.521 - CGR	Montana High School Mathematics Core Geometric Reasoning Standards	Adopt
10.53.522 - CPNQ	Montana High School Mathematics Core Plus Number and Quantity Standards	Adopt
10.53.523 - CPAFR	Montana High School Mathematics Core Plus Algebraic and Functional Reasoning Standards	Adopt
10.53.524 - CPDR	Montana High School Mathematics Core Plus Data Reasoning Standards	Adopt

Task Force Rationale: Package Overview

The Task Force offers the following statement as rationale for the overall work they have presented:

"Let us be honest. The 2011 Montana High School Math Standards were a mess. We knew this as users of the standards, and it was reinforced by the research conducted by the Northwest Regional Education Laboratory (NREL), which was contracted by OPI to provide research to guide the standards revision. The research, combined with our own experience as teachers and mentors of teachers, highlighted four issues with the 2011 standards:

1. **Scope:** There were too many standards to be covered in four years, let alone the two years of high school math that are required by state law, or the three years that are required by many districts.

2. **Wording:** The standards used complicated language that was familiar to professional mathematicians, but which was confusing to teachers, students, and families.

3. **Organization:** Mathematics is a web-like structure of interconnected topics. Standards are organized into a hierarchy of domains and clusters. There are many "correct" ways to slice the mathematical web into an organized hierarchy, each of which will have different utility for different communities. Unfortunately, the organization chosen for the 2011 standards was simply not useful for teachers because it did not match the ways that modern curricula or courses were structured. Thus, for example, a single standard may have spanned multiple instructional units, or, in many cases, multiple courses.

4. **Rigidity:** The standards prescribed the same 4-year math pathway for all students. This pathway prioritized algebraic symbol manipulation and abstract geometrical reasoning, often at the expense of more applied mathematical concepts such as mathematical modeling and data science.

The net effect was that teachers were confused and overwhelmed by the standards. Teachers had to spend inordinate time to understand the standards and reorganize them into a useful structure that matched their curriculum. Even then, teachers were so overwhelmed by the scope of the standards that they had no choice but to prioritize coverage over understanding, leading to instruction that was "a mile wide and an inch deep." Schools, too, were constrained to funnel all students into the same pathway, leading many students to take math courses that were simply not relevant or useful to their lives and careers.

The situation was untenable, making Superintendent Arntzen's call for simplicity, practicality, and clarity especially urgent and germane for the high school math standards. To respond to Superintendent Arntzen's call, we had to address all four of the issues highlighted above.

*To address Superintendent Arntzen's call for **simplicity,** we addressed the scope and organization issues, as follows:*

1. **Organization:** We organized the standards into two sets: (1) a CORE set, which details that standards that all Montana math students should learn upon graduation of high school; and (2) a third year of standards called CORE PLUS, which details the additional standards that Montana Universities expect a student with three years of mathematics to have learned (often in a course called "Algebra II"). This "two plus" model was recommended in the research from NREL.

2. **Scope:** Within each set we were very careful to ensure that there were few enough standards so as to be achievable in the given time frame (2 years for CORE and 1 year for CORE PLUS). We drew on our decades of combined experience in teaching high school mathematics to make these judgements.

*To address Superintendent Arntzen's call for **practicality**, we addressed the organization and rigidity issues, as follows:*

1. **Organization**: We organized the standards into domains and clusters that match common instructional units. This makes it easy for teachers to know what their students are expected to know, do, and understand in a given unit or class. Of course, the standards do not prescribe a particular instructional organization, and teachers can make decisions on how to organize the standards into instructional units that fit their contexts.

2. **Rigidity:** In the CORE standards, we struck a careful balance between abstract and applied mathematics, including data science. This way the CORE standards provide a rigorous grounding in mathematics for diverse purposes, including college and career readiness, and quantitative literacy for citizenship in the modern world. This grounding, in turn, enables flexibility, as the CORE opens the door for students to pursue different pathways in the remaining years of high school (including pathways that incorporate the CORE PLUS standards, for students that are planning to attend a 4-year university).

*To address Superintendent Arntzen's call for **clarity**, we addressed the wording issue.*

We maintained the mathematical rigor of the standards without using unnecessarily-technical terms or overly-wordy language. The resulting standards are understandable to teachers, students, and families.

Given the breadth of issues that we faced, we had to reimagine the high school standards in order to adequately respond to Superintendent Arntzen's call. But we did not start from scratch. We drew on resources, including research from NREL, guidance from professional organizations such as the National Council of Teachers of Mathematics, and modern standards from states that addressed similar issues including Alabama, Utah, and Oregon. We also drew on our own experience as teachers in Montana. Thus, although the standards incorporate wisdom from across the country, they are unique to Montana, both in wording and organization. We believe that they will serve as a model for other states. Most importantly, they will empower Montana teachers to offer mathematical experiences to their students that expand their professional opportunities, support their engagement in civic life, and foster an appreciation for the beauty, joy, and wonder of mathematics (cf., NCTM 2018)."

- ***9-12 Development Team Task Force (2023)***

In addition to the above statement, the Task Force has also provided rationale for why certain items were adjusted and these rationale have been provided in each of the tables presenting the 9-12 proposals. The task force also provided overview statements for each proposal, which the reader will find in the summary of each ARM Item Proposal for the 9-12 standards.

ARM 10.53.511[18]: Symbols

Proposed Action: Revision

Summary of Proposed Changes:

The previous item, titled symbols, is no longer applicable to the proposed set of standards. Therefore, it is proposed that this item title be revised to "ARM 10.53.511 Definitions" and that the following language be adopted.

[18] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E511

Proposed Montana Mathematics Definitions:

10.53.511 – ~~Symbols~~ Definitions	10.53.511 – Definitions	Rationale
~~(1) The symbol "+" denotes science, technology, engineering, mathematics (STEM) standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics.~~ The Montana High School Math Standards are broken into two groups, Core and Core Plus. Together these standards cover all Essential Concepts for high school. These terms are defined in the following manner:	(1) The Montana High School Math Standards are broken into two groups, Core and Core Plus. Together these standards cover all Essential Concepts for high school mathematics. These terms are defined in the following manner:	The spirit of the former "symbols" section was to provide clarification on the format and structure of the standards. Symbols are no longer utilized in the recommended standards for 9-12. The proposed "Definitions" serve the same purpose but with the structure of the proposed 9-12 standards in mind. It is, therefore, reasonable to utilize the same ARM Rule, 10.53.511, in a way that establishes this foundation of understanding.
~~(2) The symbol "*" denotes specific modeling standards appearing throughout the high school mathematics standards.~~ (a) Core standards: foundational standards that all Montana students should know and be able to do upon graduation of High School; and	(a) Core standards: foundational standards that all Montana students should know and be able to do upon graduation of High School; and	
(b) Core Plus: Additional standards that all Montana students can pursue to prepare for postsecondary education and careers.	(b) Core Plus: Additional standards that all Montana students can pursue to prepare for postsecondary education and careers.	

ARM 10.53.512[19]: Montana High School Mathematics Number and Quantity Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Number & Quantity standards:

1. **Simplicity:** To improve simplicity, the proposed standards focus only on Essential Concepts related to number and quantity. In practice, this means that the proposed standards do not include standards related to matrices and vectors, nor advanced operations with complex numbers. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.

2. **Organization:** the Number & Quantity standards are split between Core and Core Plus as follows:
   - Standards related to exponents and scientific notation are grouped in the Core standards
   - Standards related to complex numbers are grouped in the Core Plus standards
   - Standards related to modeling are grouped in sections specific to modeling in both the Core and Core Plus standards.

Data Summary:

- Total number of standards 2011: **32**
- Number of standards where concepts present were retained: **10**
- Number of standards where the concepts have been omitted from the 2024 proposed package with the recommendation that teachers consider including these concepts in advanced courses: **22**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[19] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E512

Proposed Repeals and Justifications:

Previous 2011 – 10.53.512 HSNQS - REPEAL	Rationale and Notes
~~**(1) Mathematics number and quantity: the real number system content standards for high school are:**~~ ~~(a) explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents; for example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5;~~ ~~(b) rewrite expressions involving radicals and rational exponents using the properties of exponents; and~~ ~~(c) explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.~~	**Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:** (a) Concept retained with revisions - Reworded for clarity, including removing the example. Consolidated with (1)(b) for simplicity (b) Concept retained with revisions - Reworded for clarity. Consolidated with (1)(a) for simplicity (c) Concept retained with revisions - Reworded for clarity. Moreover, the focus of the new standards is understanding rational and irrational numbers in *context* and *applications*, whereas the current standard is focused on abstract number theory. The revised focus improves the practicality of the standard.
~~**(2) Mathematics number and quantity: quantities content standards for high school are:**~~ ~~(a) use units as a way to understand problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, and to guide the solution of multistep problems; choose and interpret units consistently in formulas; and choose and interpret the scale and the origin in graphs and data displays;~~ ~~(b) define appropriate quantities for the purpose of descriptive modeling; and~~	**Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:** (a) Concept retained with revisions – Reworded for clarity. Consolidated with (2)(b) and moved to a section on mathematical modeling, which helps to clarify the intent of the standard. (b) Concept retained with revisions – Reworded for clarity. Consolidated with (2)(b) and moved to a section on mathematical modeling, which helps to clarify the intent of the standard.

~~(c) choose a level of accuracy appropriate to limitations on measurement when reporting quantities.~~	(c) Concept retained with revisions – Reworded for clarity. Moved to a section on mathematical modeling, which helps to clarify the intent of the standard.
~~**(3) Mathematics number and quantity: the complex number system content standards for high school are:**~~	**Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:**
~~(a) know there is a complex number i such that i2 = ¬C1 and every complex number has the form a + bi with a and b real;~~	(a) Concept retained with revisions – This standard is retained verbatim.
~~(b) use the relation i2 = ¬C1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers;~~	(b) Concept retained with revisions – Reworded for clarity.
~~(c) (+) find the conjugate of a complex number and use conjugates to find moduli and quotients of complex numbers;~~	(c) Concept retained with revisions – Reworded for clarity.
~~(d) (+) represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers) and explain why the rectangular and polar forms of a given complex number represent the same number;~~	(d) Concept omitted – The proposed standards include only the essential, core understandings and operations with complex numbers. Advanced skills and concepts related to complex numbers were removed for simplicity, as these are not included in NCTM's Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(e) (+) represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation; for example, (-1 + n√3 i)3 = 8 because (-1 + n√3 i) has modulus 2 and argument 120n°;~~	(e) Concept omitted – See (3)(d). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~(f) (+) calculate the distance between numbers in the complex plane as the modulus of the difference and the midpoint of a segment as the average of the numbers at its endpoints;~~	(f) Concept omitted - See (3)(d). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~(g) solve quadratic equations with real coefficients that have complex solutions;~~	(g) Concept retained with revisions – Added a connection to conjugate pairs to facilitate deeper understanding.

~~(h) (+) extend polynomial identities to the complex numbers and for example, rewrite x2 + 4 as (x + 2i)(x ǝC 2i); and~~ ~~(i) (+) know the Fundamental Theorem of Algebra and show that it is true for quadratic polynomials.~~	(h) Concept omitted– See (3)(d). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards. (i) Concept omitted– See (3)(d). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~**(4) Mathematics number and quantity: vector and matrix quantities content standards for high school are:**~~ ~~(a) (+) recognize vector quantities as having both magnitude and direction; represent vector quantities by directed line segments; and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v);~~ ~~(b) (+) find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point;~~ ~~(c) (+) solve problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, involving velocity and other quantities that can be represented by vectors;~~ ~~(d) (+) add and subtract vectors;~~ ~~(d.i) add vectors end-to-end, component-wise, and by the parallelogram rule and understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes;~~ ~~(d.ii) given two vectors in magnitude and direction form, determine the magnitude and direction of their sum; and~~ ~~(d.iii) understand vector subtraction v ǝC w as v + (ǝCw) where ǝCw is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction and represent vector subtraction graphically by~~	**Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:** (a) Concept omitted – Standards related to matrices and vectors were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include in advanced math courses. (b) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses. (c) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses. (d) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses. (d.i) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses. (d.ii) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses. (d.iii) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.

~~connecting the tips in the appropriate order and perform vector subtraction component-wise;~~	
~~(e) (+) multiply a vector by a scalar;~~	(e) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(e.i) represent scalar multiplication graphically by scaling vectors and possibly reversing their direction and perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy); and~~	(e.i) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(e.ii) compute the magnitude of a scalar multiple cv using ||cv|| = |c|v and compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0);~~	(e.ii) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(f) (+) use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network;~~	(f) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(g) (+) multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled;~~	(g) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(h) (+) add, subtract, and multiply matrices of appropriate dimensions;~~	(h) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(i) (+) understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties;~~	(i) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(j) (+) understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers and the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse;~~	(j) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(k) (+) multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector and work with matrices as transformations of vectors; and~~	(k) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(l) (+) work with 2 × 2 matrices as transformations of the plane and interpret the absolute value of the determinant in terms of area.~~	(l) Concept omitted – See (4)(a). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.

ARM 10.53.513[20]: Montana High School Mathematics Algebra Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Algebra standards:

1. **Simplicity:** We believe algebraic skills are very important. When there are too many standards, students "learn" algebra purely as rules for symbol manipulation without understanding. To improve students' algebra skills, the proposed standards are simplified to focus on Essential Concepts and skills, rather than a long list of esoteric concepts and techniques.

2. **Organization:** The algebra standards are combined with the function standards, and grouped by function family (e.g., linear, quadratic, etc). This improves the practicality of the standards because the groupings match common instructional units.

Data Summary:

- Total number of standards 2011: **34**
- Number of standards where concepts present were retained: **21**
- Number of standards where the concepts have been omitted from the 2024 proposed package with the recommendation that teachers consider including these concepts in advanced courses: **13**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[20] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E513

Proposed Repeals and Justifications:

Previous 2011 – 10.53.513 HSA - REPEAL	Rationale and Notes
~~**(1) Mathematics algebra: seeing structure in expressions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) interpret expressions that represent a quantity in terms of its context;*~~	(a) Concept retained with revisions – Revised for clarity, removing unnecessarily technical language. Moved to a section on mathematical modeling for practicality.
~~(a.i) interpret parts of an expression, such as terms, factors, and coefficients; and~~	(a.i) Concept retained with revisions – This standard is unchanged in the proposed 2024 standards.
~~(a.ii) interpret complicated expressions by viewing one or more of their parts as a single entity; for example, interpret P(1+r)n as the product of P and a factor not depending on P;~~	(a.ii) Concept retained with revisions – For practicality, this was revised to be specific to polynomials.
~~(b) use the structure of an expression to identify ways to rewrite it; for example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2);~~	(b) Concept retained with revisions – The proposed standards are more explicit about the types of expressions that students are expected to be able to rewrite, with each organized into common instructional units (e.g., linear, quadratic, etc.). This improves the practicality of the standards.
~~(c) choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression;*~~	(c) Concept retained with revisions – The proposed standards are more explicit about the types of expressions that students are expected to be able to rewrite, with each organized into common instructional units (e.g., linear, quadratic, etc.). This improves the practicality of the standards.
~~(c.i) factor a quadratic expression to reveal the zeros of the function it defines;~~	(c.i) Concept retained with revisions – Revised for clarity, and moved to a section on quadratic functions for practicality.
~~(c.ii) complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines; and~~	(c.ii) Concept retained with revisions – Revised for clarity, and moved to a section on quadratic functions for practicality.
~~(c.iii) use the properties of exponents to transform expressions for exponential functions; for example the expression 1.15t can be~~	(c.iii) Concept retained with revisions – Revised for clarity, and moved to a section on quadratic functions for practicality.

~~rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%;~~ ~~(d) derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems; for example, calculate mortgage payments.*~~	(d) Concept omitted - Standards related to sequences and series were removed for simplicity, as these are not included in NCTM's Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~**(2) Mathematics algebra: arithmetic with polynomials and rational expressions content standards for high school are:**~~ ~~(a) understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication and add, subtract, and multiply polynomials;~~ ~~(b) know and apply the Remainder Theorem: for a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x);~~ ~~(c) identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial;~~ ~~(d) prove polynomial identities and use them to describe numerical relationships; for example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples;~~ ~~(e) (+) know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle;~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:*** (a) Concept omitted - Removed for simplicity, as this concept is more appropriate for a university-level abstract algebra course. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards. (b) Concept omitted - Removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include in advanced math courses or to deepen students' understanding of other standards. (c) Concept retained with revisions - Revised for clarity, and to focus on *understanding the relationships* between factors and zeros of polynomials, rather than solely the skill of identifying zeros in factored form. (d) Concept omitted - Esoteric algebraic manipulations like this were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include in advanced math courses or to deepen students' understanding of other standards (e) Concept omitted - See (2)(d). This is a non-essential, esoteric algebraic manipulation, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.

~~(f) rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system; and~~	(f) Concept omitted - Standards related to rational functions were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses.
~~(g) (+) understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression and add, subtract, multiply, and divide rational expressions.~~	(g) Concept omitted - See (2)(a). Removed for simplicity, as this concept is more appropriate for a university-level abstract algebra course in college. Teachers may still include this concept in advanced math courses.
~~**(3) Mathematics algebra: creating equations content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) create equations and inequalities in one variable and use them to solve problems from a variety of contexts (e.g., science, history, and culture, including those of Montana American Indians) and include equations arising from linear and quadratic functions, and simple rational and exponential functions;~~	(a) Concept retained with revisions - Revised for clarity
~~(b) create equations in two or more variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales;~~	(b) Concept retained with revisions - Revised to clarify that this standard focuses on expressing functions in multiple representations and translating between representations.
~~(c) represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or nonviable options in a modeling context; for example, represent inequalities describing nutritional and cost constraints on combinations of different foods; and~~	(c) Concept retained with revisions - Revised for clarity
~~(d) rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations; for example, rearrange Ohm's law V = IR to highlight resistance R.~~	(d) Concept retained with revisions - Very slightly revised for clarity

~~**(4) Mathematics algebra: reasoning with equations and inequalities content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution and construct a viable argument to justify a solution method;~~	(a) Concept omitted – Removed for simplicity, as this standard is thoroughly covered in the 6-8 standards.
~~(b) solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise;~~	(b) Concept omitted – Standards related to rational functions were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include in advanced math courses.
~~(c) solve linear equations and inequalities in one variable, including equations with coefficients represented by letters;~~	(c) Concept omitted – Removed for simplicity, as this standard is thoroughly covered in the 6-8 standards.
~~(d) solve quadratic equations in one variable;~~	(d) Concept retained with revisions - Revised for clarity, including consolidating (d), (d)(i), and (d)(ii) into a single parsimonious standard for simplicity. Moved to a section on quadratic functions for practicality.
~~(d.i) use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2 = q that has the same solutions and derive the quadratic formula from this form; and~~	(d.i) Concept retained with revisions - Revised for clarity, including consolidating (d), (d)(i), and (d)(ii) into a single parsimonious standard for simplicity. Moved to a section on quadratic functions for practicality.
~~(d.ii) solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation and recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b;~~	(d.ii) Concept retained with revisions - Revised for clarity, including consolidating (d), (d)(i), and (d)(ii) into a single parsimonious standard for simplicity. Moved to a section on quadratic functions for practicality.
~~(e) prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions;~~	(e) Concept retained with revisions - Revised for clarity, using language that teachers understand. Namely, this standard is related to solving systems using elimination, so that language is used instead.
~~(f) solve systems of linear equations exactly and approximately (e.g., with graphs) focusing on pairs of linear equations in two variables;~~	(f) Concept retained with revisions - Revised for clarity, including specifying the specific techniques that students should learn for solving systems of linear equations.

~~(g) solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically; for example, find the points of intersection between the line y = −3x and the circle x2 + y2 = 3;~~	(g) Concept omitted - See (2)(d). This is a non-essential, esoteric algebraic manipulation, so removed for simplicity. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~(h) (+) represent a system of linear equations as a single matrix equation in a vector variable;~~	(h) Concept omitted - Standards related to matrices and vectors were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~(i) (+) find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater);~~	(i) Concept omitted - See (4)(h). Non-essential, so removed for simplicity. Teachers may still include in advanced math courses.
~~(j) understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line);~~	(j) Concept retained with revisions - Revised for clarity
~~(k) explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values or find successive approximations and include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions;* and~~	(k) Concept retained with revisions - Revised for clarity, including removing unnecessarily technical language.
~~(l) graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.~~	(l) Revised to focus on understanding the meaning of inequalities in context. Modern students should learn to use technology to produce graphs, switching the focus from the skill of graphing by hand to interpreting the meaning of the graphs produced by technology. The revised focus improves the practicality of the standard.

ARM 10.53.514[21]: Montana High School Mathematics Functions Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Functions standards:

1. The functions standards are split between Core and Core Plus as follows:
   - Standards related to linear, exponential, and quadratic functions are in the Core standards
   - Standards related to polynomials, logarithmic functions, and trigonometric functions are in the Core Plus standards.

   *This improves the **simplicity** of the standards because it provides guidance to teachers.*

2. Within the Core and Core Plus, the function standards are grouped by function family (e.g., linear, quadratic, etc.).
   *This improves the **practicality** of the standards because the groupings match common instructional units.*

Data Summary:

- Total number of standards 2011: **45**
- Number of standards where concepts present were retained: **34**
- Number of standards where the concepts have been omitted from the 2024 proposed package with the recommendation that teachers consider including these concepts in advanced courses: **11**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[21] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E514

Proposed Repeals and Justifications:

Previous 2011 – 10.53.514 HSF - REPEAL	Rationale and Notes
~~**(1) Mathematics functions: interpreting functions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range; if f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x; and the graph of f is the graph of the equation y = f(x);~~	(a) Concept retained with revisions – This standard covered two important concepts: The definition of function and function notation. Combining both into one standard is confusing. The proposed standards split these into separate standards. Both are revised for clarity, including removing unnecessarily technical language
~~(b) use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context;~~	(b) Concept retained with revisions – Very slightly revised for clarity—removed the unnecessary clarifier, "for inputs in their domains."
~~(c) recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers; for example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1;~~	(c) Concept omitted – Standards related to sequences and series were removed for simplicity, as these are not included in NCTM's Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include in advanced math courses or to deepen students' understanding of other standards.
~~(d) for a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship; key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity;*~~	(d) Concept retained with revisions – The proposed standards make two key revisions. First, this standard was very broad. The proposed standards are more specific and are organized by function family, to match common instructional units. This improves the clarity and practicality of the standards. Second, the proposed standards clarify that students should use technology strategically to produce graphs, rather than graphing by hand. This improves the practicality of the standards, as using technology is a more important skill for modern students than graphing by hand.
~~(e) relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes; for example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function;*~~	(e) Concept retained with revisions - Revised for clarity, including removing the example.

~~(f) calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval and estimate the rate of change from a graph;*~~	(f) Concept retained with revisions – Revised to focus specifically on linear functions, which have a constant rate of change. Other proposed standards address rates of change for nonlinear functions. This improves the simplicity of the standards.
~~(g) graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases;*~~	(g) Concept retained with revisions – Revised to state that students should be able to translate between multiple representations (not just symbolic to graphical), and that students should use technology strategically when doing so. This improves the practicality of the standards. Moreover, specific standards are written for each function family. This improves the clarity and practicality of the standards because it matches the organization of common instructional units.
~~(g.i) graph linear and quadratic functions and show intercepts, maxima, and minima;~~	(g.i) Concept retained with revisions – Revised to state that students should be able to translate between multiple representations (not just symbolic to graphical), and that students should use technology strategically when doing so. This improves the practicality of the standards. Moreover, specific standards are written for each function family. This improves the clarity and practicality of the standards because it matches the organization of common instructional units.
~~(g.ii) graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions;~~	(g.ii) Concept omitted - Standards related to radical and step functions were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses.
~~(g.iii) graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior;~~	(g.iii) Concept retained with revisions – Revised for clarity and practicality as described in (1)(g).
~~(g.iv) (+) graph rational functions, identifying zeros and asymptotes when suitable factorizations are available and showing end behavior; and~~	(g.iv) Concept omitted - Standards related to rational functions were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses.
~~(g.v) graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude;~~	(g.v) Concept retained with revisions – Revised for clarity and practicality as described in (1)(g).

~~(h) write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function;~~	(h) Concept retained with revisions – Revised to focus on understanding that different forms reveal different aspects, and the strategic skill of choosing the form that best suits the given information and intended use. This improves the practicality of the standards. Moreover, specific standards are written for each function family. This improves the clarity and practicality of the standards because it provides specificity for teachers, and matches the organization of common instructional units.
~~(h.i) use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph and interpret these in terms of a context; and~~	(h.i) Concept retained with revisions – Revised for clarity
~~(h.ii) use the properties of exponents to interpret expressions for exponential functions; for example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10 and classify them as representing exponential growth or decay; and~~	(h.ii) Concept retained with revisions – Revised for clarity, including removing the example and unnecessary technical language.
~~(i) compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.~~	(i) Concept retained with revisions – Very slightly revised for clarity.
~~**(2) Mathematics functions: building functions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) write a function that describes a relationship between two quantities;*~~	(a) Concept retained with revisions - Revised for clarity, including replacing unnecessarily technical language with the simpler phrase "mathematical modeling." Moved to a section on mathematical modeling, which helps to clarify the intent of the standard.
~~(a.i) determine an explicit expression, a recursive process, or steps for calculation from a context;~~	(a.i) Concept retained with revisions - See (2)(a): Revised for clarity.

~~(a.ii) combine standard function types using arithmetic operations; for example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model; and~~	(a.ii) Concept omitted – Removed for simplicity based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(a.iii) (+) compose functions; for example, if T(y) is the temperature in the atmosphere as a function of height and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time;~~	(a.iii) Concept omitted – Removed for simplicity based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(b) write arithmetic and geometric sequences both recursively and with an explicit formula; use them to model situations from a variety of contexts (e.g., science, history, and culture, including those of the Montana American Indian); and translate between the two forms;*~~	(b) Concept omitted – Standards related to sequences and series were removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(c) identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; and include recognizing even and odd functions from their graphs and algebraic expressions for them;~~	(c) Concept retained with revisions – The first part of the standard is kept verbatim. The remaining parts were removed. This simplifies the standard to focus on the core ideas.
~~(d) find inverse functions;~~	(d) Concept retained with revisions – Revised to focus on understanding the meaning of an inverse function, which is more important for modern students. This improves the practicality of the standard.
~~(d.i) solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse; for example, f(x) =2 x3 or f(x) = (x+1)/(x−1) for x ≠ 1;~~	(d.i) Concept retained with revisions – See (2)(d): Revised to focus on understanding.
~~(d.ii) (+) verify by composition that one function is the inverse of another;~~	(d.ii) Concept retained with revisions – See (2)(d): Revised to focus on understanding.
~~(d.iii) (+) read values of an inverse function from a graph or a table, given that the function has an inverse; and~~	(d.iii) Concept retained with revisions – See (2)(d): Revised to focus on understanding.

~~(d.iv) (+) produce an invertible function from a noninvertible function by restricting the domain;~~ ~~(e) (+) understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.~~	(d.iv) Concept retained with revisions – See (2)(d): Revised to focus on understanding. (e) Concept retained with revisions – This standard was moved to a section on exponential and logarithmic functions, which improves practicality because it matches common instructional units. Also, broken into two standards as the core understanding of the inverse relationship is distinct from the skill of solving problems.
~~**(3) Mathematics functions: linear, quadratic, and exponential models content standards for high school are:**~~ ~~(a) distinguish between situations that can be modeled with linear functions and with exponential functions;~~ ~~(a.i) prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals;~~ ~~(a.ii) recognize situations in which one quantity changes at a constant rate per unit interval relative to another; and~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:*** (a) Concept retained with revisions – Some of the standards in this section were revised for clarity, but the main revision in this section is organizational. First, linear and core exponential functions are in the CORE standards, while advanced exponential and logarithmic functions are in the CORE PLUS standards. This improves the simplicity of the standards by distinguishing between the standards that all Montana students should learn upon graduation (linear and core exponential functions in the CORE) and the additional standards that Montana Universities expect a student with three years of mathematics to have learned (logarithmic and advanced exponential, in the CORE PLUS). Second, the standards are organized by function family: linear (CORE.ALG.LIN) and exponential (CORE.ALG.EXP) in the CORE standards, and advanced exponential and logarithmic (PLUS.ALG.LOG) in the CORE PLUS standards. This organization improves the practicality of the standards because it matches the organization of common instructional units. Some standards were also moved to a dedicated section on mathematical modeling, which clarifies the intent of the standards. (a.i) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality. (a.ii) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality.

~~(a.iii) recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another;~~	(a.iii) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality.
~~(b) construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table);~~	(b) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality. Removed aspects related to sequences and series for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(c) observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function;~~	(c) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality. The revision shifts the focus to understanding the rates of change in each function family, rather than the end behavior. This shift in emphasis improves the practicality of the standards because rates of changes are a unifying concept across middle- and high school mathematics.
~~(d) for exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e and evaluate the logarithm using technology; and~~	(d) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality.
~~(e) interpret the parameters in a linear or exponential function in terms of a context.~~	(e) Concept retained with revisions – See (3)(a): Revised for clarity and reorganized for simplicity and practicality.
~~**(4) Mathematics functions: trigonometric functions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle;~~	(a) Concept retained with revisions – Very slightly revised for clarity, removing unnecessarily technical language.
~~(b) explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle;~~	(b) Concept retained with revisions – Very slightly revised for clarity, removing unnecessarily technical language.
~~(c) (+) use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6 and use the unit circle to~~	(c) Concept retained with revisions – Revised to focus on special right triangles with the angle measures indicated.

~~express the values of sine, cosines, and tangent for x, π + x, and 2π – x in terms of their values for x, where x is any real number;~~	
~~(d) (+) use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions;~~	(d) Concept omitted – Removed for simplicity, based on an analysis of Essential Concepts and other state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(e) choose trigonometric functions to model periodic phenomena from a variety of contexts (e.g. science, history, and culture, including those of the Montana American Indian) with specified amplitude, frequency, and midline;*~~	(e) Concept retained with revisions – Moved to a section on mathematical modeling for clarity, and consolidated with other modeling standards for simplicity.
~~(f) (+) understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed;~~	(f) Concept omitted – Advanced concepts related to trigonometric functions, including inverse trig functions and trigonometric identities were removed for simplicity, as these are not Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.
~~(g) (+) use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology; and interpret them in terms of the context;*~~	(g) Concept omitted – See (4)(f): Non-essential so removed for simplicity. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.
~~(h) prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios; and~~	(h) Concept omitted – See (4)(f): Non-essential so removed for simplicity. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.
~~(i) (+) prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.~~	(i) Concept omitted – See (4)(f): Non-essential so removed for simplicity. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.

ARM 10.53.515[22]: Montana High School Mathematics Modeling Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

The major improvement in the proposed standards is that modeling standards are now grouped together in dedicated sections in the algebra and geometry standards, rather than being distributed throughout the standards. In the time since the adoption of the previous standards, modeling has grown in importance. Having dedicated sections for modeling helps to underscore its importance, which modernizes the standards. The dedicated sections also improve the simplicity for teachers because they can see all modeling standards at once, rather than having to flip between many pages of standards.

Data Summary:

A data summary cannot be provided for this standards set due to the nature of expression of symbols that are not utilized in the proposed 2011 standards. It is worth noting that, while this standard is not formally retained in the proposed standards, elements of modeling concepts can be found in multiple proposed standards and that there are specific modeling standard clusters given within each domain. These are given through the use of explicit language rather than through the use of symbols.

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[22] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E515

Proposed Repeals and Justifications:

Previous 2011 – 10.53.515 HSM - REPEAL	Rationale and Notes
~~(1) Mathematics modeling content standards for high school are best interpreted in relation to other standards. Specific standards for modeling are indicated by a "*" symbol and appear throughout the high school standards.~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:*** (1) REPEAL - As described in the package overview, the proposed standards group the modeling standards in dedicated sections to underscore the importance of modeling for modern students, and to improve simplicity.

ARM 10.53.516[23]: Montana High School Mathematics Geometry Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

The major improvement to the geometry standards is that they are simplified to focus on Essential Concepts related to geometry. This is in line with modern state standards and the research from NREL, which de-emphasize learning a long list of geometric facts and techniques for their own sake in favor of engaging students fully in the geometric reasoning process. Thus, rather than treating transformations, constructions, and proof as discrete concepts and skills, the proposed standards unify them into a geometric reasoning process of exploring, conjecturing, and proving. To enable full engagement in the process, the facts and theorems to be explored and proven are streamlined.

Organizationally, the geometry standards are largely grouped in the CORE standards, with only a few of the more-advanced trigonometry standards in the CORE PLUS standards. This improves the simplicity of the standards by providing guidance to teachers.

Data Summary:

- Total number of standards 2011: **45**
- Number of standards where concepts present were retained: **26**
- Number of standards where the concepts have been omitted from the 2024 proposed package with the recommendation that teachers consider including these concepts in advanced courses: **19**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[23] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E516

Proposed Repeals and Justifications:

Previous 2011 – 10.53.516 HSG - REPEAL	Rationale and Notes
~~**(1) Mathematics geometry: congruence content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc;~~	(a) Concept omitted – The proposed standards focus on application of the definitions. This improves the practicality of the standards.
~~(b) represent transformations in the plane using transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs; and compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch);~~	(b) Concept retained with revisions – This standard was simplified to focus on representing transformations. Describing transformations as functions was removed for simplicity, as this is not included in NCTM's Essential Concepts, nor is it in the core of other modern state standards. Teachers may still include this concept in advanced math courses, although it is likely more suited to a university-level course in abstract algebra.
~~(c) given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself;~~	(c) Concept retained with revisions – Rather than transformation for "transformations" sake, the proposed standards clarify that students should use transformations to demonstrate congruence or similarity. This improves the practicality of the standards. This particular standard was revised to clarify that its focus is on using transformations to demonstrate congruence.
~~(d) develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments;~~	(d) Concept omitted – See (1)(a). The proposed standards focus on the *application* of the definitions.
~~(e) given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software and specify a sequence of transformations that will carry a given figure onto another;~~	(e) Concept retained with revisions – See (1)(c). This standard was revised to clarify the focus on congruence, and consolidated with (1)(f) for simplicity.
~~(f) use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure and given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent;~~	(f) Concept retained with revisions – Revised for clarity and consolidated with (1)(e) for simplicity.

~~(g) use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent;~~	(g) Concept retained with revisions – This standard is kept verbatim.
~~(h) explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions;~~	(h) Concept retained with revisions – Revised for clarity.
~~(i) prove theorems about lines and angles; theorems include: vertical angles are congruent, when a transversal crosses parallel lines, alternate interior angles are congruent, corresponding angles are congruent, and points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints;~~	(i) Concept retained with revisions – The proposed standards related to proof were moved to a dedicated section on geometric arguments. This improves the simplicity of the standards. The proposed standards also situate proof within a broader process of geometric reasoning that includes investigating figures, making conjectures, and proving theorems—not just proving statements that are given to them.
~~(j) prove theorems about triangles; theorems include: measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length, and the medians of a triangle meet at a point;~~	(j) Concept retained with revisions – See (1)(i): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. Also consolidated with (2)(d) for simplicity, with the list of theorems condensed to focus on those that are important for modeling. This improves the practicality of the standard.
~~(k) prove theorems about parallelograms; theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals;~~	(k) Concept retained with revisions – See (1)(i): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. Also, this standard was broadened to include other quadrilaterals, with a focus on the theorems that are important for modeling. This improves the practicality.
~~(l) make formal geometric constructions, including those representing Montana American Indians, with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.); copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line; and~~	(l) Concept retained with revisions – Rather than construction for "constructions" sake, the proposed standards clarify that students should use constructions to explore, conjecture, and prove theorems. This simplifies the standards. Moreover, to modernize the standards, the proposed standards emphasize the strategic use of technology for constructions. This improves the practicality.
~~(m) construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.~~	(m) Concept omitted - See (1)(l). Constructions using technology or other tools to support exploration, conjectures, and proofs, instead of for "construction" sake.

~~**(2) Mathematics geometry: similarity, right triangles, and trigonometry content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) verify experimentally the properties of dilations given by a center and a scale factor:~~	(a) Concept omitted – This standard was removed for simplicity and practicality. As described in (1)(c), rather than transformations for "transformations" sake, the proposed standards focus on using transformations (including dilations) to demonstrate congruence or similarity. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.
~~(a.i) a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged; and~~	(a.i) Concept omitted – See (2)(a): Removed for simplicity and practicality. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.
~~(a.ii) the dilation of a line segment is longer or shorter in the ratio given by the scale factor;~~	(a.ii) Concept omitted – See (2)(a): Removed for simplicity and practicality. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.
~~(b) given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar and explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides;~~	(b) Concept retained with revisions – This standard covers two concepts: Using transformations to determine similarity, and the criteria for triangle similarity. To improve clarity, this was split into two standards in the proposed.
~~(c) use the properties of similarity transformations to establish the AA criterion for two triangles to be similar;~~	(c) Concept retained with revisions – Kept nearly verbatim, but with a clarification that AA means "Angle-Angle".
~~(d) prove theorems about triangles; theorems include: a line parallel to one side of a triangle divides the other two proportionally and, conversely, the Pythagorean Theorem proved using triangle similarity;~~	(d) Concept retained with revisions – Consolidated with (1)(j) and moved to a dedicated section on geometric arguments for simplicity. The list of theorems was condensed to focus on those that are important for modeling. This improves the practicality of the standard.
~~(e) use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures;~~	(e) Concept retained with revisions – This standard was redundant, so removed for simplicity. Using triangles as a tool is implicit in the proposed standards related to proof and problem solving.

~~(f) understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles;~~	(f) Concept retained with revisions – Revised for clarity.
~~(g) explain and use the relationship between the sine and cosine of complementary angles;~~	(g) Concept omitted – Advanced concepts related to trigonometry, including trigonometric identities like this, were removed for simplicity, as these are not Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.
~~(h) use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems;~~	(h) Concept retained with revisions – Kept nearly verbatim, but removed the restriction to "applied problems."
~~(i) (+) derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side;~~	(i) Concept omitted – See (2)(g). Non-essential so removed for simplicity. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.
~~(j) (+) prove the Laws of Sines and Cosines and use them to solve problems; and~~	(j) Concept retained with revisions – Consolidated with (2)(k) for simplicity. Revised to focus on *application* of the Laws (removed the part requiring students to prove the laws). The focus on application improves the practicality of the standard.
~~(k) (+) understand and apply the Laws of Sines and Cosines to find unknown measurements in right and nonright triangles (e.g., surveying problems, resultant forces).~~	(k) Concept retained with revisions – Revised for clarity: removed "right triangles" as the Laws are redundant in right triangles, and removed example contexts. Consolidated with (2)(j) for simplicity.
~~**(3) Mathematics geometry: circles content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) prove that all circles are similar;~~	(a) Concept omitted – Removed for simplicity, to keep the amount of theorems to be proven at a reasonable level. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.

~~(b) identify and describe relationships among inscribed angles, radii, and chords; include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle;~~	(b) Concept retained with revisions – See (1)(i). Moved to a dedicated section on geometric arguments for simplicity. The list of theorems was kept verbatim.
~~(c) construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle;~~	(c) Concept omitted - Removed for simplicity. The first part of the standard describes construction for "construction" sake, which is not included in the proposed standards—see (1)(l). The second part of the standard was removed to keep the amount of theorems to be proven at a reasonable level. Teachers may still include these concepts in advanced math courses, or to deepen students' understanding of other standards.
~~(d) (+) construct a tangent line from a point outside a given circle to the circle; and~~	(d) Concept omitted - See (1)(l). Construction for "construction" sake, so removed for simplicity. Teachers may still include in advanced math courses, or to deepen students' understanding of other standards.
~~(e) derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius; define the radian measure of the angle as the constant of proportionality; and derive the formula for the area of a sector.~~	(e) Concept retained with revisions - This standard covers two concepts. The first concept is related to the definition of radian measure. This concept was retained but the standard was revised for clarity, removing unnecessary technical language. The second concept is the area of a sector. This was removed for simplicity, as it is not an Essential Concept, nor is it in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~**(4) Mathematics geometry: expressing geometric properties with equations content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) derive the equation of a circle of given center and radius using the Pythagorean Theorem and complete the square to find the center and radius of a circle given by an equation;~~	(a) Concept retained with revisions –The first part is included verbatim. The second part was removed for simplicity, as it is not an Essential Concept, nor is it at the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.

~~(b) derive the equation of a parabola given a focus and directrix;~~	(b) Concept omitted – Advanced concepts related to conic sections were removed for simplicity, as these are not Essential Concepts, nor are they in the core of many modern state standards. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.
~~(c) (+) derive the equations of ellipses and hyperbolas given the foci and directrices;~~	(c) Concept omitted – See (4)(b). Non-essential, so removed. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(d) use coordinates to prove simple geometric theorems algebraically; for example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle and prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2);~~	(d) Concept omitted – Removed for simplicity, to keep the amount of theorems to be proven at a reasonable level. Teachers may still include this concept in advanced math courses, or to deepen students' understanding of other standards.
~~(e) prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point);~~	(e) Concept retained with revisions – Moved to a section on linear functions, to match common instructional units. Revised to focus on applications of the slope criteria, rather than proof. These changes improve the practicality of the standard.
~~(f) find the point on a directed line segment between two given points that partitions the segment in a given ratio; and~~	(f) Concept omitted – Removed for simplicity, as this is not an Essential Concepts, nor is it in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(g) use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*~~	(g) Concept retained with revisions – Revised for clarity.
~~**(5) Mathematics geometry: geometric measurement and dimension content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone and use dissection arguments, Cavalieri's principle, and informal limit arguments;~~	(a) Concept omitted - Removed because students learn these formulas in 6-8, and they should learn justifications for the formulas then.

~~(b) (+) give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures;~~ ~~(c) use volume formulas for cylinders, pyramids, cones, and spheres to solve problems;* and~~ ~~(d) identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.~~	(b) Concept omitted - Removed for simplicity, as this is not an Essential Concept, nor is it in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards. (c) Concept retained with revisions - Revised for clarity, specifying that problems may include composite shapes. (d) Concept omitted - Removed for simplicity. While interesting, this is not an Essential Concept, nor is it in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~**(6) Mathematics Geometry: modeling with geometry content standards for high school are:**~~ ~~(a) use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder; modeling a Montana American Indian tipi as a cone);*~~ ~~(b) apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot);* and~~ ~~(c) apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:*** (a) Concept retained with revisions - Kept nearly verbatim, but removed the examples and included the updated IEFA language. Consolidated with (6)(c) for simplicity. (b) Concept omitted - Removed for simplicity, as this is not an Essential Concept, nor is it in the core of many modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards. (c) Concept retained with revisions - Consolidated with (6)(a) for simplicity.

ARM 10.53.517[24]: Montana High School Mathematics Statistics and Probability Standards

Proposed Action: Repeal

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Statistics and Probability standards:

1. **Focus**: In line with modern recommendations around data science, the proposed standards focus on reasoning with data in context, rather than abstract probability theory. This improves the practicality of the standards.

2. **Organization:** Concepts in the proposed standards are split between Core and Core Plus as follows:
   - Descriptive analyses (representing, describing, and interpreting data) are grouped in the Core standards
   - Inferential statistics are grouped in the Core Plus standards.

This improves the simplicity of the standards because it provides guidance to teachers.

Data Summary:

- Total number of standards 2011: **35**
- Number of standards where concepts present were retained: **23**
- Number of standards where the concepts have been omitted from the 2024 proposed package with the recommendation that teachers consider including these concepts in advanced courses: **12**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the previous set of standards. These are entirely struck out in red due to the motion to repeal the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard in the newly proposed 2024 standards. “Concept retained with revisions” indicates that the concept contained within the standard is also present in the 2024 proposed set, but has undergone revisions. “Concept omitted” indicates that the concept is no longer a standard for high school mathematics. Each designation is accompanied by a justification of the committee’s recommendation.

[24] See https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E53%2E517

Proposed Repeals and Justifications:

Previous 2011 – 10.53.517 HSSP - REPEAL	Rationale and Notes
~~**(1) Mathematics statistics and probability: interpreting categorical and quantitative data content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) represent data with plots on the real number line (dot plots, histograms, and box plots);~~	(a) Concept retained with revisions – This standard is kept nearly verbatim, but consolidated with (1)(f) for simplicity
~~(b) use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets;~~	(b) Concept retained with revisions – Kept nearly verbatim, with slight revision for clarity
~~(c) interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers);~~	(c) Concept retained with revisions – Kept nearly verbatim.
~~(d) use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages; recognize that there are data sets for which such a procedure is not appropriate; and use calculators, spreadsheets, tables, and Montana American Indian data sources to estimate areas under the normal curve;~~	(d) Concept retained with revisions – Split into three standards to clarify precisely what students are expected to do. Also specified that students should use technology for fitting and interacting with normal distributions. This improves the practicality for modern students.
~~(e) summarize categorical data for two categories in two-way frequency tables;interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies); and recognize possible associations and trends in the data;~~	(e) Concept retained with revisions – This standard covered many skills. The proposed standards keep the same skills but split them into sub-standards for clarity. Each is slightly revised for clarity. Moreover, they are grouped into a super-ordinate standard that clarifies the intent of these skills is to analyze categorical data in context.
~~(f) represent data on two quantitative variables on a scatter plot and describe how the variables are related;~~	(f) Concept retained with revisions – In the CORE data standards, this standard was revised to focus on the statistics of linear models, as linear models are the primary models used by statisticians to analyze bivariate data (quadratic and exponential models are included in the CORE modeling standards). Also, clarified that the purpose of these skills is to analyze bivariate quantitative data in context.

~~(f.i) fit a function to the data; use functions fitted to data to solve problems in the context of the data; use given functions or choose a function suggested by the context; and emphasize linear, quadratic, and exponential models;~~	(f.i) Concept retained with revisions – Moved to a section on modeling, so that the statistics standards can focus on linear models.
~~(f.ii) informally assess the fit of a function by plotting and analyzing residuals; and~~	(f.ii) Concept omitted – Removed for simplicity, as this is not included in NCTM's Essential Concepts, nor is it in the core of other modern state standards. Teachers may still include this concept in advanced math courses or to deepen students' understanding of other standards.
~~(f.iii) fit a linear function for a scatter plot that suggests a linear association;~~	(f.iii) Concept retained with revisions – Revised to clarify that technology should be used to fit linear functions. This improves the practicality of the standard.
~~(g) interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data;~~	(g) Concept retained with revisions – Moved to a section on linear functions, as this standard applies to all linear functions, not just those derived from linear models.
~~(h) compute (using technology) and interpret the correlation coefficient of a linear fit; and~~	(h) Concept retained with revisions – Revised very slightly for clarity.
~~(i) distinguish between correlation and causation.~~	(i) Concept retained with revisions – Mostly kept verbatim, with the following changes: Moved to a section on data literacy. Changed "correlation: to "association", as "correlation" is too narrow of a term.
~~**(2) Mathematics statistics and probability: making inferences and justifying conclusions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) understand statistics as a process for making inferences about population parameters based on a random sample from that population;~~	(a) Concept retained with revisions – Revised slightly to focus on the activity of making inferences.
~~(b) decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation; for example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?;~~	(b) Concept retained with revisions – The main concept is retained, but the focus is different. Broadly, this is about hypothesis testing through simulation, which is captured in a specific form in the proposed standard PLUS.DATA.INF.3.b (the current standard exemplifies the concept in terms of a test of a single proportion, while the proposed

	standard discusses the same concept in terms of comparing two groups)
~~(c) recognize the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each;~~	(c) Concept retained with revisions – Standard is kept verbatim
~~(d) use data from a sample survey to estimate a population mean or proportion and develop a margin of error through the use of simulation models for random sampling;~~	(d) Concept retained with revisions – Statistical estimation is a HUGE concept in modern data science, but it tends to get lost with only this one small standard. In the proposed standards, this concept is elaborated to clarify precisely what students should understand and be able to do.
~~(e) use data from a randomized experiment to compare two treatments and use simulations to decide if differences between parameters are significant; and~~	(e) Concept retained with revisions – Similar to (2)(d), this concept is retained and elaborated, given its importance in modern data science.
~~(f) evaluate reports based on data.~~	(f) Concept retained with revisions – This standard was very broad. The proposed standards clarify the specific aspects of reports that students are expected to evaluate, including experimental design, sampling strategy, and bias.
~~**(3) Mathematics statistics and probability: conditional probability and the rules of probability content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not");~~	(a) Concept retained with revisions - Revised to improve clarity, including removing overly-technical language.
~~(b) understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent;~~	(b) Concept retained with revisions – The concepts of independence and conditional probability—expressed in standards (3)(b)-(3)(f)—were retained in the proposed standards, as these are Essential Concepts that appear in the core of many modern state standards. However, current standards are repetitive and wordy. The proposed standards are revised and consolidated to improve clarity, including removing lots of unnecessarily-technical language. The proposed standards also

	emphasize the use of representations, which improves the practicality of the standards.
~~(c) understand the conditional probability of A given B as P(A and B)/P(B) and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B;~~	(c) Concept retained with revisions – See (3)(b): Revised for clarity and practicality.
~~(d) construct and interpret two-way frequency tables of data, including information from Montana American Indian data sources, when two categories are associated with each object being classified; use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities; for example, collect data from a random sample of students in your school on their favorite subject among math, science, and English; estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade; and do the same for other subjects and compare the results;~~	(d) Concept retained with revisions – See (3)(b): Revised for clarity and practicality.
~~(e) recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations; for example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer;~~	(e) Concept retained with revisions – See (3)(b): Revised for clarity and practicality.
~~(f) find the conditional probability of A given B as the fraction of B's outcomes that also belong to A and interpret the answer in terms of the model;~~	(f) Concept retained with revisions – See (3)(b): Revised for clarity and practicality.
~~(g) apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B) and interpret the answer in terms of the model;~~	(g) Concept omitted – In line with modern standards and research provided by NREL, the proposed standards prioritize data science over abstract probability theory, thus standards that focus on probability theory, including this one, are removed. For students, this increases the practicality of the standards. For teachers, removing abstract probability theory standards improves the simplicity of the standards. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.

~~(h) (+) apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model; and~~	(h) Concept omitted – See (3)(g). Abstract probability theory standards were removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(i) (+) use permutations and combinations to compute probabilities of compound events and solve problems.~~	(i) Concept omitted – See (3)(g). Abstract probability theory standards were removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~**(4) Mathematics statistics and probability: using probability to make decisions content standards for high school are:**~~	***Although it has been proposed that these standards be repealed, the concepts of these standards have the following presentation in the newly proposed standards with the provided rationale:***
~~(a) (+) define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space and graph the corresponding probability distribution using the same graphical displays as for data distributions;~~	(a) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(b) (+) calculate the expected value of a random variable and interpret it as the mean of the probability distribution;~~	(b) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(c) (+) develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated and find the expected value; for example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices and find the expected grade under various grading schemes;~~	(c) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(d) (+) develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically and find the expected value; for example, find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?;~~	(d) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.

~~(e) (+) weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values;~~	(e) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(e.i) find the expected payoff for a game of chance; for example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant; and~~	(e.i) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(e.ii) evaluate and compare strategies on the basis of expected values; for example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident;~~	(e.ii) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(f) (+) use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator); and~~	(f) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.
~~(g) (+) analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).~~	(g) Concept omitted - See (3)(g). Abstract probability theory standards removed for practicality and simplicity. Teachers may still include probability theory in more advanced math courses, or to deepen students' understanding of existing standards.

ARM 10.53.518: Montana High School Mathematics Core Numeric Reasoning Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Numeric Reasoning standards:

1. **Simplicity:** To improve simplicity, the proposed standards focus only on Essential Concepts related to number and quantity. In practice, this means that the proposed standards do not include standards related to matrices and vectors, nor advanced operations with complex numbers. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.

2. **Organization:** the Number & Quantity standards are split between Core and Core Plus as follows:
   - Standards related to exponents and scientific notation are grouped in the Core standards
   - Standards related to complex numbers are grouped in the Core Plus standards
   - Standards related to modeling are grouped in sections specific to modeling in both the Core and Core Plus standards.

Data Summary:

- Total number of standards 2024: **3**
- Number of standards where concepts present were retained from previous standards: **1**
- Number of standards where the concepts are newly added and were not present in previous standards: **2**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.518 CORE NUMERIC REASONING STANDARDS	Rationale and Notes
(1) Mathematics numeric reasoning: understand and apply the real number system content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) use reasoning to establish properties of integer exponents, including scientific notation;	(a) New Concept - The 2011 standards had scientific notation completely contained in 8th grade. In the proposed standards, the 8th-grade standards were revised such that scientific notation is only introduced in 8th grade. Hence we added this standard and (1)(a)(i) to the high school set to ensure students have a complete treatment of scientific notation.
(b) represent and perform operations within very large and very small numbers using scientific notation; and	(b) New Concept - See (1)(a): Added to ensure students have a complete treatment of scientific notation.
(c) define, manipulate, interpret, and compare real numbers presented through different representations, including both rational and irrational numbers and apply comparisons in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(c) Adapted from previous standards with revisions - Reworded for clarity. Moreover, the focus of the proposed standards is understanding rational and irrational numbers in context and applications, whereas the previous standard is focused on abstract number theory. The revised focus improves the practicality of the standard.

ARM 10.53.519: Montana High School Mathematics Core Algebraic and Functional Reasoning Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Algebraic and Functional Reasoning standards:

1. **Simplicity:** We believe algebraic skills are very important. When there are too many standards, students "learn" algebra purely as rules for symbol manipulation without understanding. To improve students' algebra skills, the proposed standards are simplified to focus on Essential Concepts and skills, rather than a long list of esoteric concepts and techniques.

2. **Practicality:** In the previous standards, there was a lot of overlap between the algebra and the function standards and the groupings did not match typical instructional units. In the proposed, the algebra and functions standards are combined to eliminate redundancy. They are organized by a function family (e.g., linear, quadratic, etc) to match common instructional units, with a common structure across groups. Finally, they are split between Core and Core Plus to provide further guidance to teachers, as follows:
    - Standards related to linear, exponential, and quadratic functions are in the Core standards.
    - Standards related to polynomials, logarithmic functions, and trigonometric functions are in the Core Plus standards.

Data Summary:

- Total number of standards 2024: **43**
- Number of standards where concepts present were retained from previous standards: **39**
- Number of standards where the concepts are newly added and were not present in previous standards: **4**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.519 CORE ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS	Rationale and Notes
(1) Mathematics algebraic and functional reasoning: understand and express functions content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) interpret parts of an expression, such as terms, factors, and coefficients;	(a) Concept adapted from previous standards with revisions - This part of the current standard is unchanged.
(b) understand the definition of a function and distinguish between functions and relations;	(b) Concept adapted from previous standards with revisions - Revised for clarity, including making a dedicated standard for the definition of function, and removing unnecessarily-technical language.
(c) represent functions using tables, graphs with appropriate scales and labels, equations, and verbal situations; using technology strategically by:	(c) Concept adapted from previous standards with revisions - Revised to clarify that this standard focuses on expressing functions in multiple representations (.the old standard only included graphs and equations).
(c.i) understanding that different representations highlight different aspects of functions, and choosing the representation that is appropriate for the context; and	(c.i) Concept adapted from previous standards with revisions - This standard is included to ensure that students do not just learn representations for "representations" sake, but rather because each representation highlights different aspects of functions.
(c.ii) comparing properties of two functions, including when each is represented in a different way;	(c.ii) Concept adapted from previous standards with revisions - This is kept verbatim, with one grammatical change.
(d) use function notation, evaluate functions, and interpret statements that use function notation in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(d) Concept adapted from previous standards with revisions - Revised for clarity, including making a dedicated standard for function notation and removing unnecessarily technical language.
(e) identify the domain and range of a function, including considering the constraints imposed by context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities	(e) Concept adapted from previous standards with revisions - Added Range (current standard only includes domain), and revised for clarity, including removing an example and removing unnecessarily technical language.

(f) understand that a graph of an equation in two variables is the set of all of its solutions plotted in a coordinate plane; (g) understand that expressions can be rewritten in equivalent forms to make different characteristics or features visible; and (h) rearrange literal equations to highlight quantities of interest.	(f) Concept adapted from previous standards with revisions - Revised slightly for clarity. (g) Concept adapted from previous standards with revisions - Revised slightly for clarity. Also, the current standard has two sub-standards that discuss rewriting quadratic and exponential expressions. The proposed standards are more explicit about the types of expressions that students are expected to be able to rewrite, with each organized into common instructional units (e.g., linear, quadratic, etc.). This improves the practicality of the standards. (h) Concept adapted from previous standards with revisions - Revised very slightly for clarity, replacing "formula" with "literal equation" as this is the more accurate term. Examples removed, but may yet appear in guidance documents.
(2) Mathematics algebraic and functional reasoning: linear functions content standards for high school are: (a) understand that linear functions have a constant rate of change;	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*** (a) Concept adapted from previous standards with revisions - The next sets of standards (sets 2, 3, and 4) are grouped by function family: linear, quadratic, and exponential. This increases the practicality of the standards because it matches common instructional units. Within each family, the standards are generally adapted from previous standards. Except as noted, they are primarily revised for clarity and to fit the organizational scheme described below. The major improvement is that they are arranged with an eye toward simplicity. For each family, the structure of the standards is repeated: 1. Understand key features of the function family including understanding how the variables change together, and the meaning of key features of the family (e.g., slope and y-intercept). 2. Using and converting between multiple representations of the function family and converting between them.

	3. Rewriting algebraic expressions/equations in forms that are specific to each family, with a focus on understanding the affordances of each form and strategically choosing the form that is best suited to the use. 4. Solving equations using techniques that are appropriate to each family.
(b) understand slope as a rate of change and y-intercept as initial value;	(b) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c) represent linear functions using tables, graphs, equations, and verbal situations; using technology strategically; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(c) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity
(c.i) identifying the rate of change and initial value in each representation;	(c.i) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.ii) converting between representations; and	(c.ii) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.iii) writing equations for a line perpendicular or parallel to a given line that passes through a given point;	(c.iii) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(d) understand that linear equations can be represented in multiple forms and the specific features of each form by:	(d) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.

(d.i) choosing the form strategically when writing an equation based on given information and intended use;	(d.i) New Concept - This standard is included to ensure that students do not just learn to rewrite expressions for its own sake, but rather because each form highlights different aspects.
(d.ii) converting between slope-intercept, point-slope, and standard form symbolically;	(d.ii) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(d.iii) understanding the relationship between slope-intercept form, the rate of change, and the initial value;	(d.iii) New Concept - Although rewriting linear expressions was implicit in the previous standards, the particular forms were never explicitly listed. The proposed standards clarify the different forms that students should learn and what they should "see" in each form.
(d.iv) understanding the relationship between point-slope form, the rate of change, and a given point; and	(d.iv) New Concept - See (2).(d).(iii): Added for clarity.
(d.v) understanding the relationship between standard form and the x- and y-intercepts.	(d.v) New Concept - See (2).(d).(iii): Added for clarity.
(e) understand that a solution to a system of equations is a coordinate pair that makes both equations true; and	(e) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(f) solve systems of linear equations by graphing, substitution, and elimination, including systems with zero, one, or infinite solutions; using technology and representations strategically.	(f) Concept adapted from previous standards with revisions - See (2)(a): grouped into a common section with all other standards related to linear functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(3) Mathematics algebraic and functional reasoning: quadratic functions and expressions content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) understand that quadratic functions do not have a constant rate of change but have a constant second difference over equal intervals and identify the constant second difference in tables;	(a) Concept adapted from previous standards with revisions - See (2)(a). The standards in this section are generally adapted from previous standards. Except as noted, they are primarily revised for

	clarity and to fit the organizational scheme described below. The major improvement is that they are organized to improve practicality and simplicity by grouping all standards related to quadratic functions together, and by following the pattern established in set 2: 1. Understand key features of quadratic functions, including how the variables change together. 2. Using and converting between multiple representations. 3. Rewriting algebraic expressions/equations. 4. Solving equations.
(b) represent quadratic functions using tables, graphs, equations, and verbal situations, using technology strategically; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(b) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c) understand that quadratic expressions can be represented in multiple forms and the specific features of each form by:	(c) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.i) choosing the form strategically when writing an expression based on given information and intended use;	(c.i) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.ii) converting between factored, standard, and vertex form symbolically and using representations;	(c.ii) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also emphasizes the use of representations (e.g., area model). This improves the practicality of the standard.
(c.iii) understanding the relationship between factored form and the zeros of the function; and	(c.iii) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.iv) understanding the relationship between vertex form and the vertex of the function.	(c.iv) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related

	to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(d) solve quadratic equations by factoring, graphing, completing the square and using inverse operations, and the quadratic formula; use technology and representations strategically.	(d) Concept adapted from previous standards with revisions - See (3)(a): grouped into a common section with all other standards related to quadratic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standards also emphasize technology and representations as tools for solving equations. This improves the practicality of the standard.
(4) Mathematics algebraic and functional reasoning: exponential functions and expressions content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) understand that exponential functions have a constant common ratio over equal intervals, and identify the common ratio in tables and equations;	(a) Concept adapted from previous standards with revisions - See (2)(a). The standards in this section are generally adapted from previous standards. Except as noted, they are primarily revised for clarity and to fit the organizational scheme described below. The major improvement is that they are organized to improve practicality and simplicity by grouping all standards related to exponential functions together, and by following the pattern established in set 2: 1. Understand key features of exponential functions, including how the variables change together and the meaning of parameters (initial value, growth/decay factor) 2. Using and converting between multiple representations 3. Rewriting algebraic expressions/equations (this is an advanced skill and is in CORE PLUS rather than CORE) 4. Solving equations
(b) understand a as the initial value and b as the growth/decay factor for an exponential function written in standard form, y=a*b^x;	(b) Concept adapted from previous standards with revisions - See (4)(a): grouped into a common section with all other standards related to exponential functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c) understand the relationship between growth/decay factor and growth/decay rate;	(c) Concept adapted from previous standards with revisions - See (4)(a): grouped into a common section with all other standards related

	to exponential functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(d) represent exponential functions using tables, graphs, equations, and verbal situations; using technology strategically; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; and	(d) See (4)(a): grouped into a common section with all other standards related to exponential functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(e) solve exponential equations graphically; using technology strategically.	(e) Concept adapted from previous standards with revisions - See (4)(a): grouped into a common section with all other standards related to exponential functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also clarifies that in the CORE standards, students should use technology to solve exponential equations. (Solving algebraically requires logarithms, which are in the CORE PLUS standards)
(5) Mathematics algebraic and functional reasoning: modeling with functions content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) model situations in context, with linear, quadratic, and exponential functions; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(a) Concept adapted from previous standards with revisions - The standards in this section are all revised for clarity, but the major improvement is related to organization. The previous standards did not include a dedicated section on modeling, instead using a * symbol to indicate standards that were related to modeling. Since then, modeling has grown in importance, so having this dedicated section for modeling helps to modernize the standards. Having a dedicated section also improves the simplicity for teachers so they can see all modeling standards at once, rather than having to flip between many pages of standards. The CORE PLUS standards also have a modeling section that follows the same organization as this section, but which focuses on the additional functions introduced in CORE PLUS,

(a.i) determining if a set of data is best modeled by a linear function, quadratic function, exponential function, or none, and explaining why; and	(a.i) Concept adapted from previous standards with revisions - See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(a.ii) understanding that there are contexts where solutions may not lie on the curve;	(a.ii) Concept adapted from previous standards with revisions - See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(b) interpret the coefficients in a linear, quadratic, and exponential model in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(b) Concept adapted from previous standards with revisions - See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(c) choose and interpret measurement units in formulas, graphs, and data displays to understand problems and to guide problem-solving in modeling situations; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities; and	(c) Concept adapted from previous standards with revisions - See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(d) choose a level of accuracy appropriate to limitations on measurement when reporting quantities in modeling situations; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities.	(d) Concept adapted from previous standards with revisions - See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.

ARM 10.53.520: Montana High School Mathematics Core Data Reasoning And Probability Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Data Reasoning and Probability standards:

1. **Focus:** In line with modern recommendations around data science, the proposed standards focus on reasoning with data in context, rather than abstract probability theory. This improves the practicality of the standards.

2. **Organization:** Concepts in the proposed standards are split between Core and Core Plus as follows:
   - Descriptive analyses (representing, describing, and interpreting data) are grouped in the Core standards
   - Inferential statistics (statistical estimation and hypothesis testing) are grouped in the Core Plus standards.

Data Summary:

- Total number of standards 2024: **20**
- Number of standards where concepts present were retained from previous standards: **19**
- Number of standards where the concepts are newly added and were not present in previous standards: **1**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.520 CORE DATA REASONING AND PROBABILITY STANDARDS	Rationale and Notes
(1) Mathematics data reasoning and probability: quantitative literacy content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) distinguish between quantitative and categorical data and use representations and analysis techniques that are appropriate for each type;	(a) Concept adapted from previous standards with revisions - Although the previous standards discussed categorical and quantitative data, there was not an explicit standard about understanding these data types and distinguishing between them.
(b) ask a statistical question to determine whether there appears to be an association between two variables, design and carry out an investigation, and write a persuasive argument based on the results of the investigation; and	(b) Concept adapted from previous standards with revisions - The previous standards were focused on analysis techniques for data that was already given. In line with modern data science recommendations, this standard clarifies that students should participate in the entire statistical problem-solving process, including asking statistical questions, collecting data, analyzing data, and reporting results.
(c) distinguish between association and causation.	(c) Concept adapted from previous standards with revisions - Mostly kept verbatim, with the following changes: Moved to a section on data literacy (as this is a key aspect of data literacy). Changed "correlation" to "association", as "correlation" is too narrow of a term (it only refers to linear association).
(2) Mathematics data reasoning and probability: visualizing, summarizing, and interpreting data content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) use technology to organize data, including very large data sets, into a useful and manageable structure;	(a) New concept - With the rise of big data, organizing and "cleaning" large data sets using technology has become more prominent. Including this standard modernizes the standards to be in line with modern recommendations for data science, which improves the practicality.

(b) represent the distribution of univariate quantitative data with plots on the real number line, choosing a format most appropriate to the data set, and representing the distribution of bivariate quantitative data with a scatter plot;	(b) Concept adapted from previous standards with revisions - Mostly kept verbatim, but consolidates two previous standards for simplicity.
(c) understand that standard deviation measures the variability of a data distribution, and calculate standard deviation using technology;	(c) Concept adapted from previous standards with revisions - Although the previous standards mentioned standard deviation, there was not a standard that focused on understanding and calculating SD. This standard clarifies what students should understand about the SD, and that they should calculate SD using technology rather than by hand. Including this standard modernizes the standards to be in line with modern recommendations for data science, which improves the practicality.
(d) interpret differences in the shape, center, and spread of quantitative data distributions, in context, accounting for possible effects of outliers on measures of central tendency and variability;	(d) Concept adapted from previous standards with revisions - Kept nearly verbatim with removal of redundant definitions and use of appropriate vocabulary.
(e) compare and contrast two or more quantitative data distributions, using shape, center, and spread in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(e) Concept adapted from previous standards with revisions - Kept nearly verbatim, with slight revision for clarity.
(f) analyze the relationship between two quantitative data distributions in context that have a linear association; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(f) Concept adapted from previous standards with revisions - Revised to focus on linear models in context, which improves the practicality of the standard.
(f.i) using technology strategically, represent two quantitative data distributions on scatter plots;	(f.i) Concept adapted from previous standards with revisions - Revised to clarify that technology should be used to make the plot.
(f.ii) describing verbally how the variables are related;	(f.ii) Concept adapted from previous standards with revisions - Revised for clarity.
(f.iii) using technology to find the least-squares regression line (line of best) fit for two quantitative variables; and	(f.iii) Concept adapted from previous standards with revisions - Revised to clarify that technology should be used to find the line of best fit.

(f.iv) understanding that the line of best fit minimizes the square of the residuals; and	(f.iv) Concept adapted from previous standards with revisions - Revised very slightly for clarity.
(f.v) understanding correlation as a measure of linear association and using technology, compute the correlation coefficient of a linear relationship; and	(f.v) Concept adapted from previous standards with revisions - Revised very slightly for clarity.
(g) analyze the relationship between two categorical variables in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(g) Concept adapted from previous standards with revisions - The related previous standard covered multiple skills in a single standard. The proposed standards keep the same skills but with the following improvements: 1. The discrete skills are split into sub-standards (i), (ii), and (iii) under (g) for clarity. 2. The sub-standards are grouped under this super-ordinate standard (g) that clarifies the intent of these skills is to analyze categorical data in context.
(g.i) summarizing categorical data for two categories in two-way frequency tables and visual representations;	(g.i) Concept adapted from previous standards with revisions - See (2)(g): Discrete skills are split into sub-standards for clarity.
(g.ii) interpreting relative frequencies for categorical data in context; and	(g.ii) Concept adapted from previous standards with revisions - See (2)(g): Discrete skills are split into sub-standards for clarity.
(g.iii) identifying possible associations and trends in categorical data.	(g.iii) Concept adapted from previous standards with revisions - See (2)(g): Discrete skills are split into sub-standards for clarity.
(3) Mathematics data reasoning and probability: probability content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) understand the concept of a sample space and describe events as subsets of a sample space; and	(a) Concept adapted from previous standards with revisions - Revised for clarity, removing unnecessarily-technical language.
(b) understand the concepts of conditional probability and independence in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(b) Concept adapted from previous standards with revisions - Although most of the proposed standards focus on data science rather than abstract probability theory, two probability concepts—independence and conditional probability—were retained, as these are Essential

	Concepts that appear in the core of many modern state standards. The previous standards related to these concepts were repetitive and wordy. The proposed standards are revised and consolidated to improve clarity, including removing lots of unnecessarily-technical language. The proposed standards also emphasize the use of representations, and that the concepts should be understood in context. These recommendations bring the standards in line with modern data science recommendations, which improves the practicality of the standards.
(b.i) determining whether two events, A and B, are independent by using two-way tables, tree diagrams, and/or Venn diagrams, and interpreting the answer in context; and (b.ii) computing the conditional probability of event A given event B by using two-way tables, tree diagrams, and/or Venn diagrams, and interpreting the answer in context.	(b.i) Concept adapted from previous standards with revisions - See (3)(b): Revised for clarity and practicality. (b.ii) Concept adapted from previous standards with revisions - See (3)(b): Revised for clarity and practicality

ARM 10.53.521: Montana High School Mathematics Core Geometric Reasoning Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

The major improvement to the Geometric Reasoning standards is that they are simplified to focus on Essential Concepts related to geometry. This is in line with modern state standards and the research from NREL, which de-emphasize learning a long list of geometric facts and techniques for their own sake in favor of engaging students fully in the geometric reasoning process. Thus, rather than treating transformations, constructions, and proof as discrete concepts and skills, the proposed standards unify them into a geometric reasoning process of exploring, conjecturing, and proving. To enable full engagement in the process, the facts and theorems to be explored and proven are streamlined.

Organizationally, the geometry standards are largely grouped in the CORE standards, with only a few of the more-advanced trigonometry standards in the CORE PLUS standards. This improves the simplicity of the standards by providing guidance to teachers.

Data Summary:

- Total number of standards 2024: **21**
- Number of standards where concepts present were retained from previous standards: **20**
- Number of standards where the concepts are newly added and were not present in previous standards: **1**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.521 CORE GEOMETRIC REASONING STANDARDS	Rationale and Notes
(1) Mathematics geometric reasoning: transformations content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) represent transformations in the plane using a variety of methods;	(a) Concept adapted from previous standards with revisions - Revised to focus on representing transformations.
(b) define the congruence of two and show that two figures are congruent by finding a sequence of rigid motions that maps one figure to the other by:	(b) Concept adapted from previous standards with revisions - Revised to clarify that the focus is on using transformations for congruence, rather than for "transformations" sake.
(b.i) using the definition of congruence in terms of rigid motions to show that two triangles are congruent if, and only if, corresponding pairs of sides and corresponding pairs of angles are congruent; and	(b.i) Concept adapted from previous standards - This standard is retained verbatim.
(b.ii) verifying that two triangles are congruent if, but not only if, the following groups of corresponding parts are congruent: angle-side-angle (ASA), side-angle-side (SAS), side-side-side (SSS); and	(b.ii) Concept adapted from previous standards with revisions - Revised for clarity.
(c) define the similarity of two figures in terms of similarity transformations by:	(c) Concept adapted from previous standards with revisions - The previous standards combined two concepts into a single standard (definition of similarity, and criteria for triangle similarity). The proposed standards break these concepts into two separate standards for clarity: (1)(c) and (1)(c)(i).
(c.i) verifying that two triangles are similar if, and only if, corresponding pairs of sides are proportional and corresponding pairs of angles are congruent; and	(c.i) Concept adapted from previous standards with revisions - See (1)(c). The concept—criteria for triangle similarity—is retained from the previous standards, but is its own standard in the proposed.
(c.ii) using the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.	(c.ii) Concept adapted from previous standards with revisions - Kept nearly verbatim, but clarified that "AA" means "Angle-Angle."

(2) Mathematics geometric reasoning: geometric arguments, reasoning, and proof content standards for high school are:	*The following standards are proposed for **adoption**. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*
(a) investigate, conjecture, prove theorems, and communicate the proofs in a variety of ways by:	(a) Concept adapted from previous standards with revisions - The previous standards focused on proving theorems, with associated standards in many different clusters. The proposed standards retain the important practice of proving theorems, but with the following improvements: 1. Situates proof within a broader process of geometric reasoning, in which students investigate figures, make conjectures, and prove them. This improves the practicality of the standards. 2. Groups all standards related to investigating, conjecturing, and proving into a dedicated section. This improves the simplicity of the standards.
(a.i) proving theorems about lines and angles; theorems include: vertical angles are congruent; when a transversal crosses parallel lines alternate interior angles are congruent and corresponding angles are congruent; and the points on the perpendicular bisector of a line segment are those equidistant from the segment's endpoints;	(a.i) Concept adapted from previous standards with revisions - See (2)(a): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. The list of theorems is kept verbatim.
(a.ii) proving theorems about triangles; theorems include: the sum of the measures of the interior angles of a triangle is 180˚; the Pythagorean Theorem; the base angles of isosceles triangles are congruent; and a line parallel to one side of a triangle divides the other two sides proportionally;	(a.ii) Concept adapted from previous standards with revisions - See (2)(a): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. The standard consolidates two previous standards related to triangle theorems; the list of theorems is condensed to focus on those that are important for modeling. This improves the practicality of the standard.
(a.iii) proving theorems about parallelograms and other quadrilaterals; theorems include: necessary and sufficient conditions for rectangles, parallelograms, rhombi, and kites; and	(a.iii) Concept adapted from previous standards with revisions - See (2)(a): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. The standard is broadened to include all quadrilaterals, with the focus on theorems that are important for modeling. This improves the practicality of the standard.

(a.iv) proving theorems about circles; theorems include: the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	(a.iv) See (2)(a): Moved to a section on geometric arguments for simplicity, and clarified to include explore and conjecture in addition to proof. The list of theorems is kept verbatim.
(3) Mathematics geometric reasoning: measurement, problem solving, and geometric modeling content standards for high school are:	*The following standards are proposed for **adoption**. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*
(a) use the Pythagorean Theorem to calculate distance in the coordinate plane;	(a) Concept adapted from previous standards with revisions - Revised for clarity.
(b) derive the equation of a circle of a given center and radius using the Pythagorean Theorem;	(b) Concept adapted from previous standard - This standard is kept verbatim.
(c) use similarity to explore and define the sine ratio, cosine ratio, and tangent ratio in terms of right triangles by:	(c) Concept adapted from previous standards with revisions - Revised for clarity, including removing unnecessarily technical language.
(c.i) deriving and applying the trigonometric ratios in special right triangles; and	(c.i) Concept adapted from previous standards with revisions - Moved to the geometry standards, revised for clarity.
(c.ii) using trigonometric ratios and the Pythagorean Theorem to solve right triangles; and	(c.ii) Concept adapted from previous standards with revisions - Kept nearly verbatim. The proposed standards remove the restriction that the triangles should be situated in a context .
(d) use geometric shapes, their measures, and their properties to model objects and use those models to solve problems in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(d) Concept adapted from previous standards with revisions - This is a consolidation of two previous standards. The standards were repetitive, so consolidating improves simplicity. The text was also revised for clarity.
(d.i) modeling and solving problems with 2D shapes by using the perimeter and area of polygons, circles, and composite shapes with portions removed;	(d.i) Concept adapted from previous standards with revisions - This clarifies that geometric modeling should include composite shapes.
(d.ii) modeling and solving problems with 3D solids by using surface area and volume of solids, including composite solids and solids with portions removed; and	(d.ii) Concept adapted from previous standards with revisions - This clarifies that geometric modeling should include composite shapes.

(d.iii) deriving and applying the relationships between the lengths, perimeters, areas, and volumes of similar figures in relation to their scale factor.	(d.iii) New Concept - This concept was added based on analysis of other modern state standards.

ARM 10.53.522: Montana High School Mathematics Core Plus Number and Quantity Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Number & Quantity standards:

1. **Simplicity:** To improve simplicity, the proposed standards focus only on Essential Concepts related to number and quantity. In practice, this means that the proposed standards do not include standards related to matrices and vectors, nor advanced operations with complex numbers. Teachers may still include these concepts in advanced math courses or to deepen students' understanding of other standards.

2. **Organization**: the Number & Quantity standards are split between Core and Core Plus as follows:

    - Standards related to exponents and scientific notation are grouped in the Core standards
    - Standards related to complex numbers are grouped in the Core Plus standards
    - Standards related to modeling are grouped in sections specific to modeling in both the Core and Core Plus standards.

Data Summary:

- Total number of standards 2024: **4**
- Number of standards where concepts present were retained from previous standards: **4**
- Number of standards where the concepts are newly added and were not present in previous standards: **0**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.522 CORE PLUS NUMBER AND QUANTITY STANDARDS	Rationale and Notes
(1) Mathematics number and quantity: numeric reasoning content standards for high school are:	*The following standards are proposed for **adoption**. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*
(a) extend the properties of exponents to rational exponents, including converting between exponential and radical form; and	(a) Concept adapted from previous standards with revisions - Revised for clarity; consolidated two standards into one for simplicity.
(b) understand there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b as real numbers by:	(b) Concept adapted from previous standard - This standard is unchanged.
(b.i) adding, subtracting, multiplying, and dividing complex numbers; and	(b.i) Concept adapted from previous standards with revisions - Revised for clarity.
(b.ii) finding the conjugate of a complex number.	(b.ii) Concept adapted from previous standards with revisions - Revised for clarity.

ARM 10.53.523: Montana High School Mathematics Core Plus Algebraic and Functional Reasoning Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Number & Quantity standards:

1. **Simplicity:** We believe algebraic skills are very important. When there are too many standards, students "learn" algebra purely as rules for symbol manipulation without understanding. To improve students' algebra skills, the proposed standards are simplified to focus on Essential Concepts and skills, rather than a long list of esoteric concepts and techniques.

2. **Practicality:** In the previous standards, there was a lot of overlap between the algebra and the function standards and the groupings did not match typical instructional units. In the proposed, the algebra and functions standards are combined to eliminate redundancy. They are organized by a function family (e.g., linear, quadratic, etc) to match common instructional units, with a common structure across groups. Finally, they are split between Core and Core Plus to provide further guidance to teachers, as follows:
    - Standards related to linear, exponential, and quadratic functions are in the Core standards
    - Standards related to polynomials, logarithmic functions, and trigonometric functions are in the Core Plus standards

Data Summary:

- Total number of standards 2024: **31**
- Number of standards where concepts present were retained from previous standards: **29**
- Number of standards where the concepts are newly added and were not present in previous standards: **2**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.523 CORE PLUS ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS	Rationale and Notes
(1) Mathematics algebraic and functional reasoning: functions, expressions, and inequalities content standards for high school are: (a) identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(k \cdot x)$, and $f(x + k)$ for specific values of k (both positive and negative); and (b) understand the relationship between a function and its inverse.	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*** (a) Concept adapted from previous standard– This is kept verbatim. (b) Concept adapted from previous standards with revisions – Revised to focus on understanding the meaning of an inverse function, which is more important for modern students. This improves the practicality of the standard.
(2) Mathematics algebraic and functional reasoning: polynomial functions content standards for high school are: (a) understand polynomials are created by multiplying linear factors;	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*** (a) Concept adapted from previous standards with revisions – See 10.53.519(2)(a): The next sets of standards (sets 2, 3, and 4) are grouped by function family: polynomial, logarithmic & exponential, and trigonometric. This increases the practicality of the standards because it matches common instructional units. Within each family, the standards are generally adapted from previous standards. Except as noted, they are primarily revised for clarity and to fit the organizational scheme described below. The major improvement is that they are arranged with an eye toward simplicity. For each family, the structure of the standards is repeated: 1. Understand key features of the function family, including how the function families are defined and the meaning of key features of each family.

	2. Rewriting algebraic expressions/equations in forms that are specific to each family, with a focus on understanding the affordances of each form and strategically choosing the form that is best suited to the use. 3. Graphing using technology, including identifying features of the graph that are specific to each family. 4. Solving equations using techniques that are appropriate to each family.
(b) understand that polynomial expressions can be represented in both factored and standard form, and the specific features of each form by:	(b)New concept– Although multiple forms of polynomials were implicit in the previous standards, this makes the particular forms explicit. The standard also fits the common organizational scheme described in (2)(a) for simplicity.
(b.i) choosing the form strategically based on given information and intended use when writing an expression;	(b.i) Concept adapted from previous standards with revisions – See (2)(a): grouped into a common section with all other standards related to polynomial functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(b.ii) converting between factored and standard form symbolically and using representations (e.g., area model); and	(b.ii) Concept adapted from previous standards with revisions – See (2)(a): grouped into a common section with all other standards related to polynomial functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(b.iii) interpreting the relationship between the factored form of the expression and the zeros of the function;	(b.iii) Concept adapted from previous standards with revisions – See (2)(a): grouped into a common section with all other standards related to polynomial functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c) graph polynomial functions with and without the use of technology, by identifying zeros, relative maxima and minima, and end behavior; and	(c) Concept adapted from previous standards with revisions – See (2)(a): grouped into a common section with all other standards related to polynomial functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also emphasizes that students should use technology for graphing, and to clarify the particular features of graphs that are relevant to polynomial functions.

(d) solve quadratic equations that have complex solutions, and understand why the solutions form a conjugate pair.	(d) Concept adapted from previous standards with revisions – See (2)(a): grouped into a common section with all other standards related to polynomial functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(3) Mathematics algebraic and functional reasoning: exponential and logarithmic functions content standards for high school are: (a) understand logarithmic functions as the inverse of exponential functions; (b) understand why e is defined as the natural base; (c) understand that exponential and logarithmic functions can be represented using multiple forms by:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*** (a) Concept adapted from previous standards with revisions – See (2)(a). The standards in this section are generally adapted from previous standards. Except as noted, they are primarily revised for clarity and to fit the organizational scheme described below. The major improvement is that they are organized to improve practicality and simplicity by grouping all standards related to exponential and logarithmic standards together, and by following the pattern established in set 2: 1. Understand key features of logarithmic and exponential functions. 2. Rewriting algebraic expressions/equations. 3. Graphing using technology. 4. Solving equations. ALSO: Exponential functions are introduced in the CORE standards. In CORE PLUS, logarithmic functions are introduced, enabling more advanced operations with exponential functions. (b) Concept adapted from previous standards with revisions – See (3)(a): grouped into a common section with all other standards related to exponential and logarithmic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also specifies the particular algebraic forms of logarithmic functions that students should know. (c) Concept adapted from previous standards with revisions – See (3)(a): grouped into a common section with all other standards related

	to exponential and logarithmic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c.i) expressing exponential functions in the form f(x)=ab^x and f(x)=Pe^(rt); and	(c.i) Concept adapted from previous standards with revisions – See (3)(a): grouped into a common section with all other standards related to exponential and logarithmic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also specifies the particular algebraic forms of exponential functions that students should know.
(c.ii) expressing logarithmic functions in base 10 and base e;	(c.ii) Concept adapted from previous standards with revisions – See (3)(a): grouped into a common section with all other standards related to exponential and logarithmic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.The revised standard also specifies the particular algebraic forms of logarithmic functions that students should know.
(d) graph logarithmic and exponential functions with and without the use of technology by identifying intercepts, asymptotes, and end behavior; and	(d) Concept adapted from previous standards with revisions – See (3)(a): grouped into a common section with all other standards related to exponential and logarithmic functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(e) solve exponential and logarithmic equations using inverse operations with and without the use of technology.	(e) Concept adapted from previous standards with revisions – The revised standard also emphasizes that students should experience using technology for graphing, and to clarify the particular features of graphs that are relevant to exponential and logarithmic functions." Solving equations is a key part of working with exponential and logarithmic functions, but this was not explicit in the previous standards. The proposed standard also clarifies that students should use both algebra and technology to solve exponential and logarithmic equations.
(4) Mathematics algebraic and functional reasoning: trigonometric functions content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) understand how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers by:	(a) Concept adapted from previous standards with revisions – "See (2)(a). The standards in this section are generally adapted from

	previous standards. Except as noted, they are primarily revised for clarity and to fit the organizational scheme described below. The major improvement is that they are organized to improve practicality and simplicity by grouping all standards related to trigonometric functions together, and by following the pattern established in set 2: 1. Understand key features of trigonometric functions. 2. Rewriting algebraic expressions/equations. 3. Graphing using technology. 4. Solving equations.
(a.i) defining the sine and cosine functions in terms of the unit circle; and	(a.i) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(a.ii) defining the tangent, cotangent, secant, and cosecant functions in terms of sin and cosine;	(a.ii) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(b) understand and use the radian measure of an angle, and convert between degree and radian measures;	(b) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity.
(c) graph trigonometric functions with and without the use of technology by:	(c) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also emphasizes that students should experience using technology for graphing.
(c.i) graphing sine and cosine functions, identifying period, midline, and amplitude; and	(c.i) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also clarifies the particular features of graphs that are relevant to sine and cosine functions.

(c.ii) graphing tangent functions, identifying period and asymptotes;	(c.ii) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality. Revised for clarity and to fit a common organizational scheme for simplicity. The revised standard also clarifies the particular features of graphs that are relevant to tangent functions.
(d) solve trigonometric equations with and without the use of technology; and	(d) New concept - Solving equations is a key part of working with trigonometric functions, but this was not explicit in the previous standards. The proposed standard also clarifies that students should experience using technology to solve trigonometric equations.
(e) apply the Law of Sines and the Law of Cosines to find unknown measurements in non-right triangles.	(e) Concept adapted from previous standards with revisions – See (4)(a): grouped into a common section with all other standards related to trigonometric functions for practicality and to fit a common organizational scheme for simplicity. Revised only very slightly for clarity (removed "right triangles", as the Laws are only needed for non-right triangles).
(5) Mathematics algebraic and functional reasoning: modeling content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) model situations in context with polynomial, exponential, logarithmic, and trigonometric functions; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities by:	(a) Concept adapted from previous standards with revisions – See 10.53.519(5)(a). The standards in this section are all revised for clarity, but the major improvement is related to organization. The previous standards did not include a dedicated section on modeling, instead using a * symbol to indicate standards that were related to modeling. Since then, modeling has grown in importance, so having this dedicated section for modeling helps to modernize the standards. Having a dedicated section also improves the simplicity for teachers so they can see all modeling standards at once, rather than having to flip between many pages of standards. The standards in this section follow the same organization as the modeling standards in the CORE (10.53.519(5)), however, these

	standards focus on modeling using the additional function families introduced in CORE PLUS (polynomials, logarithmic & exponential, and trigonometric).
(a.i) determining if a set of data is best modeled by a polynomial, exponential, logarithmic, or trigonometric function or none, and explaining why; and	(a.i) Concept adapted from previous standards with revisions – See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(a.ii) understanding that there are contexts where solutions may not lie on the curve;	(a.ii) Concept adapted from previous standards with revisions – See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(b) interpret the coefficients in a polynomial, exponential, logarithmic, and trigonometric model in context; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;	(b) Concept adapted from previous standards with revisions – See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(c) use and interpret units correctly in modeling situations; and	(c) Concept adapted from previous standards with revisions – See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.
(d) choose a level of accuracy appropriate to limitations on measurement when reporting quantities in modeling situations.	(d) Concept adapted from previous standards with revisions – See (5)(a): Revised for clarity and grouped into a dedicated section on modeling to improve simplicity.

ARM 10.53.524: Montana High School Mathematics Core Plus Data Reasoning Standards

Proposed Action: Adopt

Summary of Proposed Changes:

Package Overview Statement from the Task Force:

There are two major improvements to the Data Reasoning standards:

1. **Focus:** In line with modern recommendations around data science, the proposed standards focus on reasoning with data in context, rather than abstract probability theory. This improves the practicality of the standards.

2. **Organization:** Concepts in the proposed standards are split between Core and Core Plus as follows:
   - Descriptive analyses (representing, describing, and interpreting data) are grouped in the Core standards
   - Inferential statistics (statistical estimation and hypothesis testing) are grouped in the Core Plus standards.

Data Summary:

- Total number of standards 2024: **21**
- Number of standards where concepts present were retained from previous standards: **16**
- Number of standards where the concepts are newly added and were not present in previous standards: **5**

Be advised: The tables provided for the 9-12 standards are constructed in a different fashion than the K-8 standards proposals. You will notice that there are two columns. The left hand column shows the proposed set of standards. These are entirely underlined in red due to the motion to adopt the entire set of standards. The right hand column provides a rationale for each item. This rationale contains the presence of each standard from the previous 2011 standards. Each designation is accompanied by a justification of the committee's recommendation.

Proposed Repeals and Justifications:

Proposed 2024 – 10.53.524 CORE PLUS DATA AND REASONING STANDARDS	Rationale and Notes
(1) Mathematics data reasoning and probability: normal distribution content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) determine if a data set is normally distributed	(a) Concept adapted from previous standards with revisions – The See (1)(b): Revised for clarity and practicality
(b) use technology to find the mean and standard deviation of a normally distributed data set and apply the empirical rule to estimate population percentages; and	(b) Concept adapted from previous standards with revisions – The concept of modeling data with a normal distribution is carried from the previous standards. The proposed standards make two improvements: (1) The concept is split into three standards to clarify precisely what students are expected to do. (2) The proposed standards specify that students should use technology for fitting and interacting with normal distributions. This improves the practicality for modern students.
(c) estimate areas under a normal curve to solve problems in context, using calculators, spreadsheets, and tables as appropriate.	(c) Concept adapted from previous standards with revisions – The See (1)(a): Revised for clarity and practicality
(2) Mathematics data reasoning and probability: experimental design content standards for high school are:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.***
(a) describe the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each;	(a) Concept adapted from previous standards with revisions – This standard is retained verbatim.
(b) describe differences between randomly selecting samples and randomly assigning subjects to experimental treatment groups in terms of inferences drawn regarding a population versus regarding cause and effect by:	(b) New concept - Additional focus on experiment design and data collection, as these are key components of data literacy. This improves the practicality of the standards for students, enabling them to interpret data in the world.

(b.i) explaining the consequences, due to uncontrolled variables, of non-randomized assignment of subjects to groups in experiments; and (b.ii) evaluating where bias, including sampling, response, or nonresponse bias, may occur in surveys, and whether results are representative of the population of interest; (c) evaluate the effect of sample size on the expected variability in the sampling distribution of a sample statistic by: (c.i) simulating a sampling distribution of sample means from a population with a known distribution, observing the effect of the sample size on the variability; and (c.ii) demonstrating that the standard deviation of each simulated sampling distribution is the known standard deviation of the population divided by the square root of the sample size.	(b.i) Concept adapted from previous standards with revisions – See (2)(b): stronger focus on data literacy to improve practicality. (b.ii) Concept adapted from previous standards with revisions – See (2)(b): stronger focus on data literacy to improve practicality. (c) New concept - As with (2)(b), this standard is included to strengthen students' data literacy to improve the practicality of the standards. Specifically, these standards and the sub-standards focus on understanding how sample size affects uncertainty when making inferences beyond the sample. (c.i) New concept - See (2)(c): stronger focus on data literacy to improve practicality. (c.ii) New concept - See (2)(c): stronger focus on data literacy to improve practicality.
(3) Mathematics data reasoning and probability: statistical inference using simulation content standards for high school are: (a) distinguish between a statistic and a parameter and use statistical processes to make inferences about population parameters based on statistics from random samples from that population; (b) estimate a population parameter from a representative sample by:	***The following standards are proposed for adoption. Each item is being proposed with the following rationale and an indication regarding the origin of the concepts contained within the newly proposed standards has been given.*** (a) Concept adapted from previous standards with revisions – Revised slightly to focus on the activity of making inferences. (b) Concept adapted from previous standards with revisions – This standard and its sub-standards focus on the process of statistical estimation, which is a HUGE concept in modern data science. While statistical estimation was included in the previous standards, it tended to get lost because it was mentioned in just one small standard. In the proposed standards, this concept is elaborated to underscore its importance and clarify precisely what students should understand and be able to do.

(b.i) understanding why the sample statistic is the best estimate for the associated population parameter;	(b.i) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(b.ii) understanding that sampling variability introduces uncertainty in the estimate, and account for the uncertainty with a confidence interval by:	(b.ii) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(b.ii.A) using resampling with replacement from an observed sample to produce a sampling distribution;	(b.ii.a) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(b.ii.B) verifying that a sampling distribution is centered at the population mean and approximately normal if the sample size is large enough;	(b.ii.b) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(b.ii.C) verify that 95% of sample means are within two standard deviations of the sampling distribution from the population mean; and	(b.ii.c) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(b.ii.D) creating and interpreting a 95% confidence interval based on an observed mean from a sampling distribution;	(b.ii.d) Concept adapted from previous standards with revisions – See (3)(b): The standards related to statistical estimation are revised and expanded to underscore the importance of the concept and improve clarity.
(c) use data from a randomized experiment to test the hypothesis that two groups are equal by:	(c) Concept adapted from previous standards with revisions – Similar to (3)(b), the concept of hypothesis testing is important in modern data science. While hypothesis testing was included in the previous standards, it tended to get lost because it was mentioned in just one small standard. In the proposed standards, this concept is elaborated to underscore its importance and to clarify precisely what students should understand and be able to do.

(c.i) interpreting the difference or ratio between the group means as the observed effect between the groups; and (c.ii) understanding that an observed effect may be due to randomization and using a randomization test (repeatedly reshuffling the observed data into new groups) to determine the probability that an observed effect is due to randomization alone.	(c.i) New concept – See (3)(c): The standards related to hypothesis testing are revised and expanded to underscore the importance of the concept and improve clarity. (c.ii) Concept adapted from previous standards with revisions – See (3)(c): The standards related to hypothesis testing are revised and expanded to underscore the importance of the concept and improve clarity.

Appendices:

Appendix A: Math Standards Revision Task Force Members

Task Force Member Name	Location	Assigned Roles
Nicole Casper	Kalispell	K-2 Development
Shay Kidd	Dillon	K-2 Development, Vertical Alignment, Mathematical Practices
Andrea Meiers	Lockwood	K-2 Development
Thomas Redmon	Hamilton	K-2 Development, Mathematical Practices
Carla Swenson	Glasgow	K-2 Development
Lei-Anna Bertelsen	Bozeman	3-5 Development
Elizabeth Burroughs	Bozeman	3-5 Development
Kris Gardner	Missoula	3-5 Development
Melissa Shiffer	Lambert	3-5 Development
Tina Blair	Anaconda	6-8 Development, Vertical Alignment
Jennifer Brackney	Billings	6-8 Development
Jennifer Luebeck	Bozeman	6-8 Development, Mathematical Practices
Matt Roscoe	Missoula	6-8 Development
Cliff Bara	Troy	9-12 Development
Beth Cooney	Harlowton	9-12 Development
Deanne Gemmil	Billings	9-12 Development
Marisa Graybill	Helena	9-12 Development
Janice Novotny	Big Timber	9-12 Development
Frederick Peck	Missoula	9-12 Development

Appendix B: Math Standards Revision Tribal Panel Members

Panel Member Name
Roger MadPlume
Jacie Jeffers
Karry Woodard

Appendix C: Math Standards Revision Review Team Members

Review Team Member Name	Location	Assigned Role
Becky Berg	Billings	K-5 Review
Jenny Combs	Laurel	K-5 Review
Kayla Ryan	Helena	K-5 Review
Amy Jones	Forsyth	K-5 Review
Pat Baltzley	Gardiner	6-12 Review
Sharon Carroll		6-12 Review
Lisa Scott		6-12 Review

Appendix D: Math Standards Revision Negotiated Rulemaking Committee

NRC Member Name	Location	Assigned Representation Role
Teri Dierenfield	Kalispell	K-12 Teacher, Taxpayer
June Ellestad	Lolo	Retired University Faculty, Taxpayer
Carrie Fisher	Belgrade	School District Business Official, Taxpayer
Robert Griffith	Great Falls	Retired K-12 Teacher, Taxpayer
Katie McCrea	Pryor	K-12 Teacher, Taxpayer
Kath Milodragovich	Butte	School District Trustee, K-12 Teacher, Parent, Taxpayer
Dr. Julie Murgel	Helena	Office of Public Instruction, Taxpayer
Dr. Chris Olszewski	Billings	K-12 School Administrator, Taxpayer
Dr. Lynne Rider	Kalispell	K-12 Teacher, Taxpayer
Brooke Taylor	Billings	K-12 Teachers, Parent, Taxpayer
Brooke Tuft	Whitefish	Grandparent, Taxpayer

Appendix E: Montana Office of Public Instruction Project Leadership

Elsie Arntzen, Superintendent of Public Instruction
Christy Mock-Stutz, Assistant Superintendent
Julie Murgel, Chief Operating Officer
Marie Judisch, Teaching and Learning Senior Manager
Aimee Konzen, Professional Learning Manager
Katrina Engeldrum, Mathematics Instructional Coordinator, Mathematics Standards Revision Project Lead
Michelle McCarthy, Science Instructional Coordinator, Standards Revision Process Consultant and Project Support
Stephanie Swigart, English Language Arts and Literacy Specialist, Standards Revision Process Consultant and Project Support
Matthew Bell, American Indian Culture and Language Immersion Specialist, Consultant, and Project Development Support
Sheri Harlow, Administrative Support

Appendix F: High School Standards Crosswalk

The following table presents a crosswalk mapping between the 2024 proposed and 2011 standards.

10.53.518 - Core Numeric Reasoning Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.518 - 1.a	NEW STANDARD
10.53.518 - 1.b	NEW STANDARD
10.53.518 - 1.c	Adapted from: 10.53.512 - 1.c

10.53.519 - Core Algebraic and Functional Reasoning Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.519 - 1.a	Adapted from: 10.53.513 - 1.a
10.53.519 - 1.b	Adapted from: 10.53.514 - 1.a, 10.53.514 - 1.d
10.53.519 - 1.c	Adapted from: 10.53.513 - 3.b
10.53.519 - 1.c.i	NEW STANDARD
10.53.519 - 1.c.ii	Adapted from: 10.53.514 - 1.i
10.53.519 - 1.d	Adapted from: 10.53.514 - 1.a, 10.53.514 - 1.b, 10.53.514 - 1.e
10.53.519 - 1.e	Adapted from: 10.53.513 - 3.c, 10.53.514 - 1.e
10.53.519 - 1.f	Adapted from: 10.53.513 - 4.j
10.53.519 - 1.g	Adapted from: 10.53.513 - 1.a , 10.53.513 - 1.b
10.53.519 - 1.h	Adapted from: 10.53.513 - 3.d
10.53.519 - 2.a	Adapted from: 10.53.514 - 1.f, 10.53.514 - 3.a
10.53.519 - 2.b	Adapted from: 10.53.514 - 1.f, 10.53.517 - 1.g
10.53.519 - 2.c	Adapted from: 10.53.514 - 3.b, 10.53.514 - 1.d 10.53.514 - 1.g
10.53.519 - 2.c.i	Adapted from: 10.53.517 - 1.g
10.53.519 - 2.c.ii	Adapted from: 10.53.514 - 1.i
10.53.519 - 2.c.iii	Adapted from: 10.53.516 - 4.e
10.53.519 - 2.d	Adapted from: 10.53.514 - 1.h

10.53.519 - 2.d.i	NEW STANDARD
10.53.519 - 2.d.ii	Adapted from: 10.53.513 - 1.b
10.53.519 - 2.d.iii	NEW STANDARD
10.53.519 - 2.d.iv	NEW STANDARD
10.53.519 - 2.d.v	NEW STANDARD
10.53.519 - 2.e	Adapted from: 10.53.513 - 4.k, 10.53.513 - 4.l
10.53.519 - 2.f	Adapted from: 10.53.513 - 4.e, 10.53.513 - 4.f 10.53.513 - 4.k
10.53.519 - 3.a	Adapted from: 10.53.514 - 3.a, 10.53.514 - 3.c
10.53.519 - 3.b	Adapted from: 10.53.513 - 1.c, 10.53.514 - 1.g 10.53.514 - 1.h
10.53.519 - 3.c	Adapted from: 10.53.513 - 1.c, 10.53.514 - 1.h
10.53.519 - 3.c.i	Adapted from: 10.53.513 - 1.c
10.53.519 - 3.c.ii	Adapted from: 10.53.513 - 1.b, 10.53.513 - 1.c
10.53.519 - 3.c.iii	Adapted from: 10.53.513 - 1.c
10.53.519 - 3.c.iv	Adapted from: 10.53.513 - 1.c
10.53.519 - 3.d	Adapted from: 10.53.513 - 4.d
10.53.519 - 4.a	Adapted from: 10.53.514 - 3.a, 10.53.514 - 3.b
10.53.519 - 4.b	Adapted from: 10.53.514 - 1.h
10.53.519 - 4.c	Adapted from: 10.53.514 - 1.h, 10.53.513 - 1.c
10.53.519 - 4.d	Adapted from: 10.53.514 - 1.g, 10.53.514 - 1.h, 10.53.514 - 3.b
10.53.519 - 4.e	Adapted from: 10.53.513 - 3.a
10.53.519 - 5.a	Adapted from: 10.53.514 - 2.a, 10.53.514 - 3.e, ,
10.53.519 - 5.a.i	Adapted from: 10.53.514 - 3.a
10.53.519 - 5.a.ii	Adapted from: 10.53.513 - 4.l
10.53.519 - 5.b	Adapted from: 10.53.513 - 1.a, 10.53.514 - 1.d
10.53.519 - 5.c	Adapted from: 10.53.512 - 2.a
10.53.519 - 5.d	Adapted from: 10.53.512 - 2.c

10.53.520 - Core Data Reasoning and Probability Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.520 - 1.a	Adapted from: 10.53.517 - 1.f
10.53.520 - 1.b	Adapted from: 10.53.517 - 1.e
10.53.520 - 1.c	Adapted from: 10.53.517 - 1.i
10.53.520 - 2.a	NEW STANDARD
10.53.520 - 2.b	Adapted from: 10.53.517 - 1.a
10.53.520 - 2.c	Adapted from: 10.53.517 - 1.b
10.53.520 - 2.d	Adapted from: 10.53.517 - 1.c
10.53.520 - 2.e	Adapted from: 10.53.517 - 1.b
10.53.520 - 2.f	Adapted from: 10.53.517 - 1.f, 10.53.517 - 1.g
10.53.520 - 2.f.i	Adapted from: 10.53.517 - 1.f
10.53.520 - 2.f.ii	Adapted from: 10.53.517 - 1.f
10.53.520 - 2.f.iii	Adapted from: 10.53.517 - 1.h
10.53.520 - 2.f.iv	Adapted from: 10.53.517 - 1.h
10.53.520 - 2.f.v	Adapted from: 10.53.517 - 1.h
10.53.520 - 2.g	Adapted from: 10.53.517 - 1.e
10.53.520 - 2.g.i	Adapted from: 10.53.517 - 1.e, 10.53.517 - 3.d
10.53.520 - 2.g.ii	Adapted from: 10.53.517 - 1.e
10.53.520 - 2.g.ii	Adapted from: 10.53.517 - 1.e
10.53.520 - 3.a	Adapted from: 10.53.517 - 3.a
10.53.520 - 3.b	Adapted from: 10.53.517 - 3.b, 10.53.517 - 3.c, 10.53.517 - 3.e
10.53.520 - 3.b.i	Adapted from: 10.53.517 - 3.b, 10.53.517 - 3.d
10.53.520 - 3.b.ii	Adapted from: 10.53.517 - 3.c, 10.53.517 - 3.d, 10.53.517 - 3.f

10.53.521 - Core Geometric Reasoning Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.521 - 1.a	Adapted from: 10.53.516 - 1.b, 10.53.516 - 1.e, 10.53.516 - 2.e
10.53.521 - 1.b	Adapted from: 10.53.516 - 1.c, 10.53.516 - 1.f
10.53.521 - 1.b.i	Adapted from: 10.53.516 - 1.f, 10.53.516 - 1.h
10.53.521 - 1.b.ii	Adapted from: 10.53.516 - 1.h
10.53.521 - 1.c	Adapted from: 10.53.516 - 1.b, 10.53.516 - 1.e, 10.53.516 - 2.b
10.53.521 - 1.c.i	Adapted from: 10.53.516 - 2.b, 10.53.516 - 2.e
10.53.521 - 1.c.ii	Adapted from: 10.53.516 - 2.c
10.53.521 - 2.a	Adapted from: 10.53.516 - 1.i, 10.53.516 - 1.k, 10.53.516 - 1.l
10.53.521 - 2.a.i	Adapted from: 10.53.516 - 1.i
10.53.521 - 2.a.ii	Adapted from: 10.53.516 - 2.d, 10.53.516 - 1.j
10.53.521 - 2.a.iii	Adapted from: 10.53.516 - 1.k
10.53.521 - 2.a.iv	Adapted from: 10.53.516 - 3.b
10.53.521 - 3.a	Adapted from: 10.53.516 - 4.g
10.53.521 - 3.b	Adapted from: 10.53.516 - 4.a
10.53.521 - 3.c	Adapted from: 10.53.516 - 2.f
10.53.521 - 3.c.i	Adapted from: 10.53.515 - 4.c
10.53.521 - 3.c.ii	Adapted from: 10.53.516 - 2.h
10.53.521 - 3.d	Adapted from: 10.53.516 - 5.c, 10.53.516 - 6.c
10.53.521 - 3.d.i	Adapted from: 10.53.516 - 6.c
10.53.521 - 3.d.ii	Adapted from: 10.53.516 - 5.c, 10.53.516 - 6.a
10.53.521 - 3.d.iii	NEW STANDARD

10.53.522 - Core Plus Number and Quantity Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.522 - 1.a	Adapted from: 10.53.512 - 1.a, 10.53.512 - 1.b, 10.53.512 - 3.b
10.53.522 - 1.b	Adapted from: 10.53.512 - 3.a
10.53.522 - 1.b.i	Adapted from: 10.53.512 - 3.a, 10.53.512 - 3.b
10.53.522 - 1.b.ii	Adapted from: 10.53.512 - 3.c

10.53.523 - Core Plus Algebraic and Functional Reasoning Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.523 - 1.a	Adapted from: 10.53.514 - 2.c
10.53.523 - 1.b	Adapted from: 10.53.514 - 2.d
10.53.523 - 2.a	Adapted from: 10.53.513 - 1.a
10.53.523 - 2.b	NEW STANDARD
10.53.523 - 2.b.i	Adapted from: 10.53.514 - 1.h
10.53.523 - 2.b.ii	Adapted from: 10.53.514 - 1.h, 10.53.513 - 1.b
10.53.523 - 2.b.iii	Adapted from: 10.53.514 - 1.h
10.53.523 - 2.c	Adapted from: 10.53.514 - 1.d, 10.53.514 - 1.g
10.53.523 - 2.d	Adapted from: 10.53.512 - 3.g
10.53.523 - 3.a	Adapted from: 10.53.514 - 2.e
10.53.523 - 3.b	Adapted from: 10.53.514 - 3.d
10.53.523 - 3.c	Adapted from: 10.53.514 - 3.d
10.53.523 - 3.c.i	Adapted from: 10.53.514 - 3.d
10.53.523 - 3.c.ii	Adapted from: 10.53.514 - 3.d
10.53.523 - 3.d	Adapted from: 10.53.514 - 1.d, 10.53.514 - 1.g
10.53.523 - 3.e	Adapted from: 10.53.515 - 2.e
10.53.523 - 4.a	Adapted from: 10.53.515 - 4.b
10.53.523 - 4.a.i	Adapted from: 10.53.515 - 4.b
10.53.523 - 4.a.ii	Adapted from: 10.53.515 - 4.h, 10.53.515 - 4.i

10.53.523 - 4.b	Adapted from: 10.53.515 - 4.a, 10.53.516 - 3.e
10.53.523 - 4.c	Adapted from: 10.53.514 - 1.d
10.53.523 - 4.c.i	Adapted from: 10.53.514 - 1.d
10.53.523 - 4.c.ii	Adapted from: 10.53.514 - 1.d
10.53.523 - 4.d	NEW STANDARD
10.53.523 - 4.e	Adapted from: 10.53.516 - 2.j,10.53.516 - 2.k
10.53.523 - 5.a	Adapted from: 10.53.514 - 2.a, 10.53.515 - 4.e
10.53.523 - 5.a.i	Adapted from: 10.53.515 - 3.a, 10.53.515 - 3.e, 10.53.515 - 4.e
10.53.523 - 5.a.ii	Adapted from: 10.53.513 - 3.c, 10.53.513 - 4.l
10.53.523 - 5.b	Adapted from: 10.53.514 - 1.d, 10.53.514 - 4.e
10.53.523 - 5.c	Adapted from: 10.53.512 - 2.a
10.53.523 - 5.d	Adapted from: 10.53.512 - 2.b, 10.53.512 - 2.c

10.53.524 - Core Plus Data Reasoning Standards	
2024 Arm Item Code	2011 Arm Item Code
10.53.524 - 1.a	Adapted from: 10.53.517 - 1.d
10.53.524 - 1.b	Adapted from: 10.53.517 - 1.d
10.53.524 - 1.c	Adapted from: 10.53.517 - 1.d
10.53.524 - 2.a	Adapted from: 10.53.517 - 2.c
10.53.524 - 2.b	NEW STANDARD
10.53.524 - 2.b.i	Adapted from: 10.53.517 - 2.f
10.53.524 - 2.b.ii	Adapted from: 10.53.517 - 2.f
10.53.524 - 2.c	NEW STANDARD
10.53.524 - 2.c.i	NEW STANDARD
10.53.524 - 2.c.ii	NEW STANDARD
10.53.524 - 3.a	Adapted from: 10.53.517 - 2.a
10.53.524 - 3.b	Adapted from: 10.53.517 - 2.a, 10.53.517 - 2.d
10.53.524 - 3.b.i	Adapted from: 10.53.517 - 2.d

10.53.524 - 3.b.ii	Adapted from: 10.53.517 - 2.d
10.53.524 - 3.b.ii.A	Adapted from: 10.53.517 - 2.d
10.53.524 - 3.b.ii.B	Adapted from: 10.53.517 - 2.d
10.53.524 - 3.b.ii.C	Adapted from: 10.53.517 - 2.d
10.53.524 - 3.b.ii.D	Adapted from: 10.53.517 - 2.d
10.53.524 - 3.c	Adapted from: 10.53.517 - 2.e
10.53.524 - 3.c.i	NEW STANDARD
10.53.524 - 3.c.ii	Adapted from: 10.53.517 - 2.c

Appendix G: Guidance Documents

Summary:

Each party participating in the math standards revisions agree - guidance is necessary. Therefore, the work has begun to develop these documents and will continue to progress as needs arise. Many documents have been proposed, from guidance on IEFA integration to definitions and examples. It is the current intention to create documents that support every partner group in the instruction of Montana Mathematics Students including families, support staff, educators, and administrators. As documents are created, they will be added to the list below.

Guidance Documents List:

*Please note that, as of **January 30th, 2024**, the revisions have not been approved by the Board of Public Education. Therefore, the types of documents that can be created at this time are limited. This list is **not representative** of the robust list that is in planning.*

Navigating the Montana Math Standards - Terms and Definitions (In Progress Draft)

As the Board of Public Education considers the proposed standards, it may be helpful to know what types of guidance documents are being considered for creation. The list provided below gives some insight into the documents being discussed at this time. Each has been proposed at one point or another by the Task Force, NRC members, OPI Staff, or the Superintendent.

Examples of proposed guidance include:

1. Math Literacy Guide
2. Competency Matrix
3. Pathways for High School and Beyond
4. Understanding the Mathematical Practices
5. Math Standards Gudiance Documents
6. Cultural Connections Guidance - IEFA and Community
7. Connecting Math to Home
8. Vertical Alignment Documents
9. Examples and Elaborations - Standard by Standard
10. Grade-Appropriate Expectations
11. Utilizing Appropriate Data Sources without Perpetuating Harmful Stereotypes
12. Example Lessons
13. Financial Literacy in the Math Standards
14. And More!

Economic Impact Statement
Administrative Rule of Montana,
Chapter 53: Math Content Standards

Prepared by the Office of Public Instruction - April 2024

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Executive Summary

In late 2022, the Superintendent of Public Instruction, with approval from the Montana Board of Public Education (BPE), initiated a review of the Montana Mathematics Standards outlined in Administrative Rules of Montana (ARM) **Title 10, Chapter 53, Subchapter 5**, the Mathematics Content Standards. This review aimed to ensure that Montana's public schools maintain rigorous academic standards for all students in the state. The overarching goal is to provide Montana students and educators with updated and comprehensive mathematics standards that effectively guide instruction and prepare students for life beyond the classroom.

The content standards, as part of the accreditation standards, must be adopted by the BPE upon the recommendation of the Superintendent developed through the negotiated rulemaking process, as is stated in §20-7-101, MCA. The agency has created this economic impact statement in consultation with the NRC under the provisions of § 2-4-405, MCA.

The OPI surveyed school personnel and stakeholders about the probable economic impact of the proposed rule amendments for ARM 10.53.5. The survey was distributed through the monthly OPI Compass newsletter sent to 18,116 stakeholders in the OPI bulk email system, as well as in a press release posted on March 13, 2024. Upon receiving too few stakeholder responses by the first due date, it was also sent directly to superintendents and school board trustees through a listserve and was left open for an additional three weeks. The OPI partnered with School Administrators of Montana (SAM) for distribution; they also sent the survey out in their weekly message to school leaders. The agency ultimately received 20 submissions to the economic impact survey.

Introduction

The Superintendent and OPI staff initiated a Math Standards Revision Task Force, comprising Development and Review Teams, listed in Appendix B and Appendix C. The Development Team proposed revisions based on research and the Superintendent's vision, while the Review Team provided feedback. Members from the Development Team finalized proposed standards for submission to the Superintendent and the Negotiated Rulemaking Committee (NRC). The OPI facilitated virtual and in-person meetings, working collaboratively on digital documents.

The agency organized the work of the task force, presented its rationale to the NRC, and sought feedback from the Montana Advisory Council on Indian Education (MACIE) regarding the integration of Indian Education for All.

The NRC members, found in Appendix D, considered the adoptions from the task force both in virtual and in-person meetings. The committee worked diligently to ensure consistency of the format, vocabulary, and organization throughout the standards.

The rules proposals are listed below with a summary of changes:

- 10.53.1501- Mathematical Practices for Grades K-12 - Amend:

    - *Repeal all standards for revisions, update language to align with the National Assessment of Educational Progress (NAEP), and inclusion of Cultural Connections*
- 10.53.1502- 10.53.1510 - Mathematical Standards for Grades K-8 - Amend:
    - *Clarify language, move examples and elaborations to guidance documents, vertical alignment.*
- 10.53.1511- High School Symbols - Amend:
    - *Update to align with the intent of the task force on the revisions of high school standards*
- 10.53.512 - 10.53.517 - High School Content Standards - Repeal:
    - *Due to the vast amount of reorganization of the high school standards, it was cleaner to repeal the current high school standards and adopt new standards*
- 10.53.518-10.53.521 - High School CORE Content Standards - Adopt:
    - *Foundational standards that all Montana students should know and be able to do upon graduation from High School*
- 10.53.522-10.53.524 - High School CORE PLUS Content Standards - Adopt:
    - *Additional standards that all Montana students can pursue to prepare for postsecondary education and careers.*

Economic Impact Statement Required Elements

As required by § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction, has prepared this economic impact statement in consultation with the NRC under the provisions of § 2-4-405, MCA. Each of the elements required to be addressed in the economic impact statement is outlined below.

a) Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to § 2-4- 405 (2)(a), MCA.

The classes of persons affected by the rule changes include individuals from the following groups: school district trustees, K-12 school administrators, K-12 teachers - particularly Math Educators, school counselors, school librarians, school clerks/business officials, parents, and taxpayers.

Costs associated with the rule changes are the responsibility of local school districts.

The beneficiaries of the rule changes are trustees, administrators, teachers, and students of local school districts, as well as Montana communities served by accredited schools.

b) Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of

persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantify, to the extent practicable, that impact. Refer to § 2-4405 (2)(b), MCA.

The OPI surveyed school personnel and stakeholders about the probable economic impact of the proposed amendments for the Math Content Standards with a single survey, sent in multiple manners as listed previously. The 20 individuals who responded comprised of teachers, superintendents, building principals, district curriculum directors, a parent, a taxpayer, and a technology integration specialist.

The summary results of the surveys are shown in Appendix A.

Cost to State Agencies

Describe and estimate the probable costs to the agency and any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to § 2-4- 405 (2)(c), MCA

The Office of Public Instruction (OPI), per § 20-7-101, MCA, has incurred costs associated with the standards revision task force and the negotiated rulemaking process. Convening the task force for in-person writing days costs the agency approximately $11,500. The negotiated rulemaking process costs approximately $15,000, including contracting with a facilitator and convening the NRC. The OPI anticipates additional costs associated with implementing the proposed rule changes, including the creation of guidance documents with the expertise of task force members, estimated at $10,000. This brings the total agency cost to about $45,500, not including the time that is absorbed by the staff member's job responsibilities.

The BPE is responsible for filing fees of notices of public hearing of proposed rule changes and publication fees of notices of adoption and amendments with the Secretary of State at $60 per page. The costs associated with board member attendance at public hearings will be paid within the existing budget of the BPE.

c) Costs and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to § 2-4-405 (2)(d), MCA.

The State Superintendent initiated the process of amending the accreditation and aligning content standards. The agency did not undertake an analysis of the costs and benefits of "inaction."

d) Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to § 2-4-405 (2)(e), MCA.

There is no less costly or less intrusive method for achieving the purpose of the proposed rule changes.

e) Selection of Proposed Rule

> *Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to § 2-4-405 (2)(f), MCA.*

After exploring alternative methods to achieve the proposed rule's purpose, it was determined that given the substantial influence of content standards on school quality and instruction, especially in the realm of Math Education, and the statutory requirement for negotiated rulemaking, no alternative method would sufficiently produce content standards based on learner outcomes conducive to educational excellence.

f) Efficient Allocation of Public and Private Resources

> *Does the proposed rule represent an efficient allocation of public and private resources? Refer to § 2-4-405 (2)(g), MCA.*

The proposed rule amendments do not involve any specific allocation of public and private resources.

Conclusion

The NRC, through consensus, determined that the rule amendments should be surveyed for economic impact. Appendix A shows the responses and the demographics of those who submitted responses. No specific comments were made about the individual rule amendments, just overall impressions of the probable economic impact.

Survey respondents shared that there are various needs and costs for implementing the proposed math standards. These include aligning curriculum, providing professional development, and acquiring support materials. They shared that funding is needed for professional development focused on problem-solving, while uncertainties exist regarding updating existing curricula to meet proposed standards. There's a potential need to purchase all-new curricula if current ones don't align with standards. The estimated cost for materials adoption in math instruction ranges from minimal to exceeding $100,000.

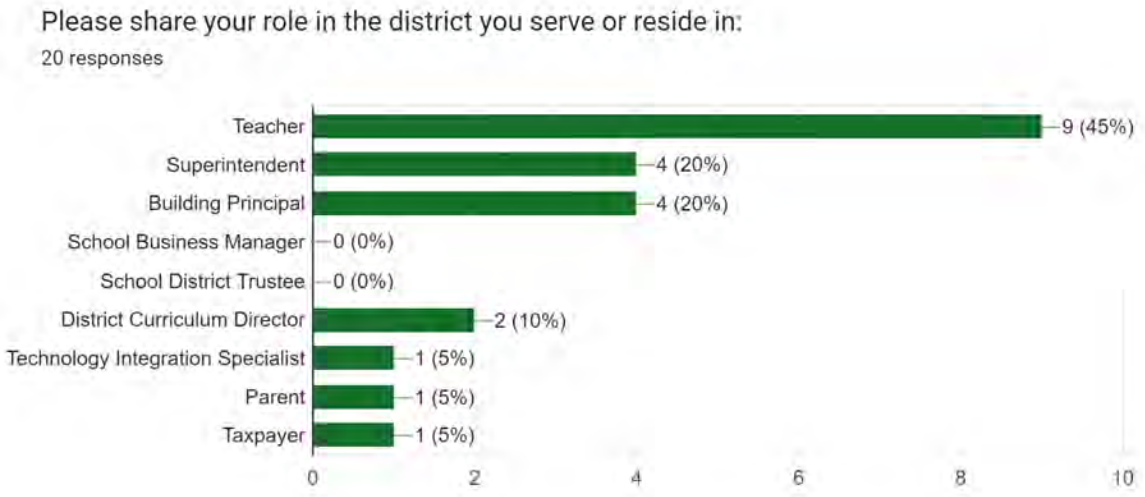
Every district has its own unique set of needs for math instructional staffing. Respondents expressed critical personnel needs in math education, including challenges with large class sizes and the absence of math intervention teachers. They highlighted the benefits of programs like the Math Innovation Zones grant but noted a lack of funding for intervention initiatives.

Implementing the proposed Math Content Standards in each district involves significant time considerations, such as professional development and resource review. Responses from the

survey vary. Some note the need for staff to realign standards and emphasize the importance of ongoing professional development, while others cite constraints like limited interventions and budgetary issues. Educating math teachers on the new standards and aligning them with the curriculum are highlighted priorities. Planning for instructional changes is slated for the upcoming school year, with varying estimates of required time investment ranging from 30 to 40 hours or more. Some express the desire for the new standards to be available in time for summer planning, emphasizing the importance of preparation for effective implementation by 2025.

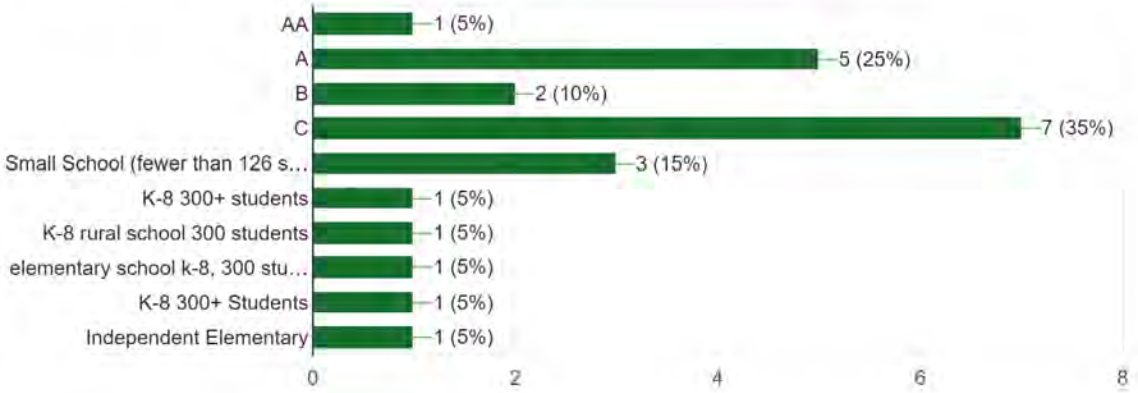
The Superintendent's recommendations to the BPE will be evaluated by the BPE and then facilitated through the Montana Administrative Procedure Act (MAPA) process before any adoption of proposed standards changes are implemented.

Appendix A – Economic Impact Survey Responses



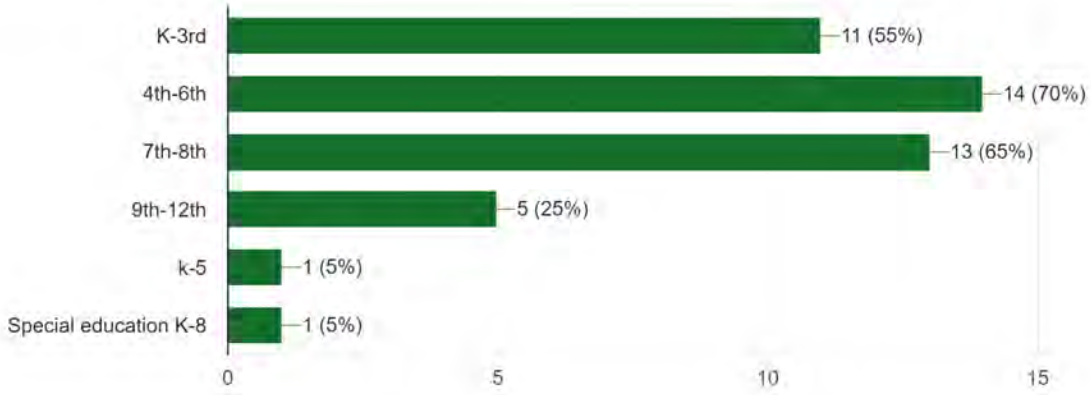
Please identify the size of the district you serve:

20 responses



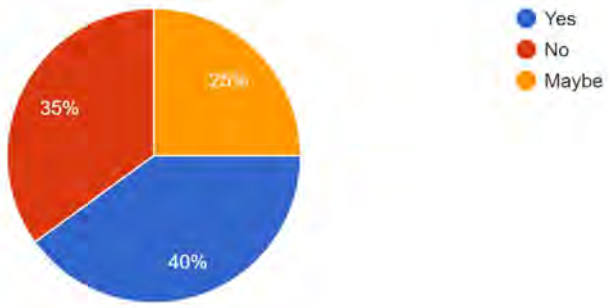
Please indicate the grade band(s) you serve:

20 responses



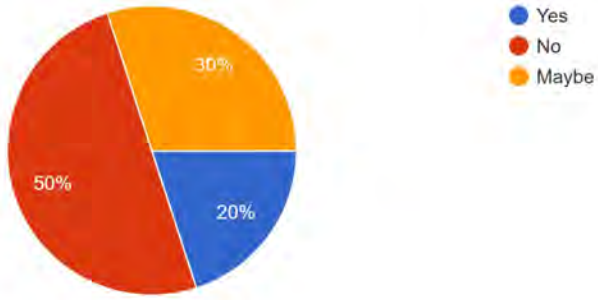
Do you anticipate that your district will be able to meet the proposed math content standards with existing resources?

20 responses



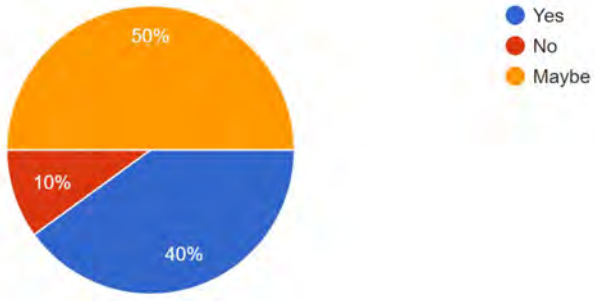
Will your district have difficulty finding (locating) instructional materials to implement the proposed standards?

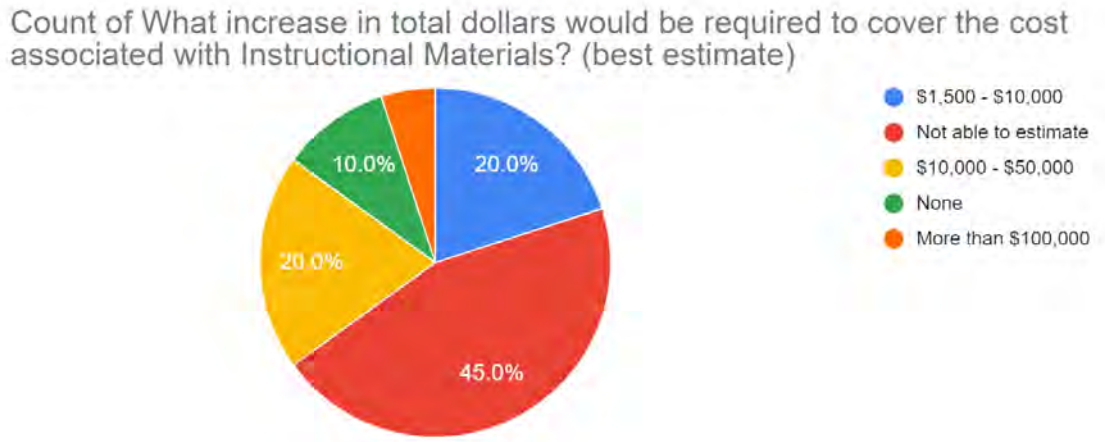
20 responses



Would the proposed standards impose a cost for instructional materials beyond that required to implement the current math content standards?

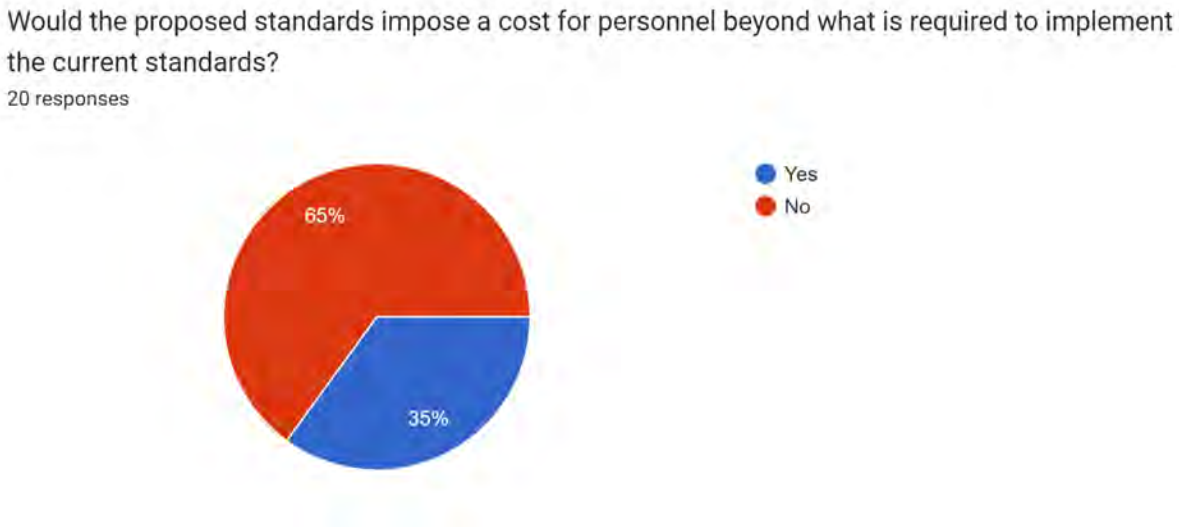
20 responses





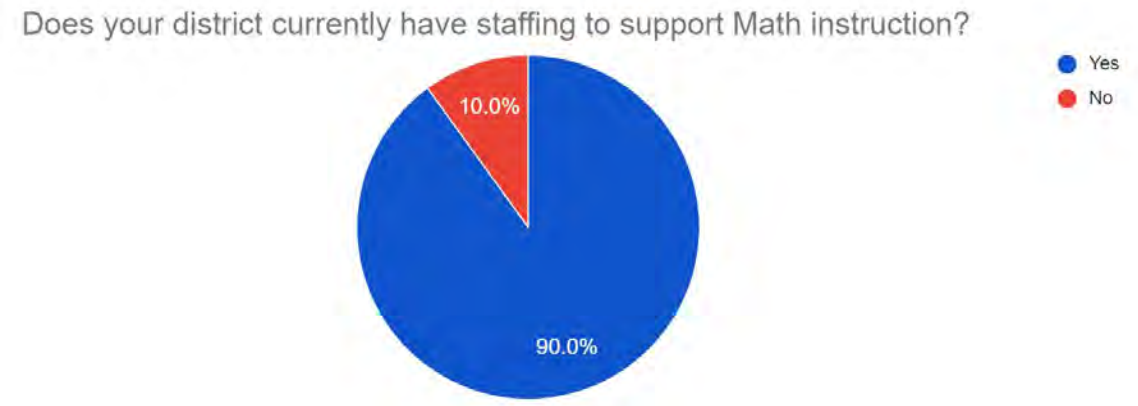
If you answered “yes, please provide additional information:

- Purchase of materials, professional development, and additional staff time outside the contract may be required for realigning report cards, curriculum, and lesson plans.
- Professional Development is necessary for teachers to understand changes in vertical alignment and specific language in the new standards.
- Re-teaching of previous concepts due to lower math abilities in students, requiring support materials.
- Staff requiring professional development for standards-based instruction and assessment realignment; K-5 needing a new math instruction resource.
- Search for a new curriculum meeting standards and school requirements, incorporating technology.
- Current math curriculum costs $13,000 annually.
- Funding is needed for updated professional development, focusing on real-world math problems.
- Existing curriculum meeting proposed standards needing updates, uncertain of costs.
- Need for a comprehensive K-8 curriculum with intervention implementation capability.
- Potential need to purchase all new curricula if standards don't align with the current curriculum.
- Professional development is required to ensure standards are fully met.
- Estimated cost of over $100,000 for materials adoption in mathematics instruction.
- Professional development on "fluency" is required.



If you answered “yes, please provide additional information:

- Realign standards, curriculum, and lessons
- Regular purchase of materials to support students
- Limited outside training for new curriculum preparation
- Potential increase in title needs for differentiated instruction due to rigorous proposed standards
- Provision of advanced courses if desired
- Professional Development time for staff to introduce and realign instructional pacing and frameworks in mathematics to revised standards

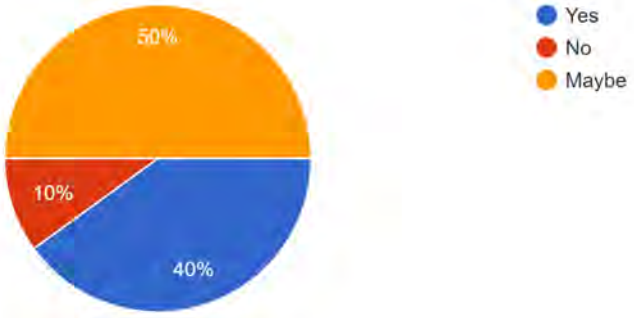


Please share any relevant information about your district's personnel needs for Math.

- Large class sizes hinder individualized instruction
- Lack of math intervention and intervention teacher
- Current teachers are responsible for teaching both current and previous standards
- Lack of consistency in math instruction among teachers
- Teaching math in grades 6-8 with a teacher and a para is beneficial
- The desire for extra personnel for interventions
- Participation in the Math Innovation Zones (MIZ) grant enhances math instruction
- Funding for intervention math programs is lacking
- Shortage of two math teachers for the upcoming school year
- Gratitude for quality math teachers in high school
- One math teacher for grades 6-12, PreK-5 teachers handle elementary math instruction
- Beneficial professional development on the changes

Will your district have difficulty funding professional development opportunities for math educators to support implementation of the rule amendments?

20 responses



If yes, please explain:

- We are currently using ESSER funds to complete the mathematics alignment to teaching the standards and assessing using standards-based grading. It was 160 hours for 6 teachers to complete this work - costing our small district $24,000. We wouldn't have the funding to do this again.
- It's difficult to get people to our region in a timely fashion.
- Budgets are very tight and inflation has greatly increased costs, making it difficult to fund the basic requirements at the school much less providing professional development.
- Not sure what the funding looks like.
- We are trying to tighten up our budget as much as possible to meet budgetary cuts and this is something we do not have adequate funding for.
- We are experiencing a budget deficit that had us look at a 4-day week to keep all our staffing that is so vital to continued student growth. We need our budgets to be funded 100% by the state. The taxpayers are in the same bind our school is and aren't willing to dip into their pockets to help our school and it's not that they don't want to. They do, but everyone is experiencing tough financial times. State funding needs a hard revamp to give schools the funds they need to do what is needed. Having us do more with less isn't working! We are in crisis mode. That's no way to educate MT students!
- It will depend on current budget constraints in the district and whether we will be able to afford the needed PD to make this happen.
- Curriculum content changes require several days for all instructors who teach math and usually time with the vendor. Could be $15,000 +/-.
- We are a small school and we do not budget much for professional development

What professional development would be needed to support these rule amendments?

- Explanation and time for instructors to understand changes and purpose, impacting their instruction. Minor supplies may be needed.
- Implementing math intervention techniques while covering current standards.
- Request for a concise presentation/summary of standards instead of a lengthy document.
- Aligning standards to state assessments and implementing standards-based grading.
- Need for all-encompassing professional development.
- Updating scope and sequence for common assessments.
- Professional development to enhance teacher ability in standards-based grading.

- Understanding teaching requirements with new standards.
- General knowledge about amendments.
- Request for additional time to respond.
- Ensuring curriculum assessment meets new standards.
- Content-specific training and potential for new textbook material training.
- Periodic curriculum content instruction for math teachers, especially with changed standards.
- Professional development for staff training on updated content standards and realignment with curricula.
- Staff training is required to understand rule amendments and standards.
- Importance of memorizing math facts alongside understanding flexible and efficient methods.
- Information on changes and best practices for implementation.

What are the time implications related to your district implementing the proposed Math Content Standards (professional development, reviewing resources, etc.)?

- Anytime there is a change it takes time for staff to look at what we currently teach and what's needed to realign standards. PD will be needed as well, especially for new staff coming on board
- No
- We are a very small district. It would take a lot of human resources to complete this change of standards and research a resource that would provide students and teachers support in teaching and learning
- Since we have recently updated our curriculums, last year required the most time and effort on behalf of our teachers
- The implications are great as we have just spent this year creating a standard-based report card with current standards and adopted a new curriculum aligned to current standards
- I am not sure
- 30 Hours
- Professional development needs to be ongoing
- Unsure
- We are trying our best to complete math standards in the current school year, but with limited interventions in place, it's making it difficult to be able to cover all standards in the allotted time
- No major issues are seen at this point, but more related to budget constraints to buy new curriculum resources
- We would need to educate the math teachers on the new standards, what that means to each grade level, and so on, and how it would pertain to our new curriculum.
- We will look at instructional changes that need to be made during the 2024-2025 school year, so we are ready to implement them when school begins in the fall of 2025.
- Within the next two years
- 40 hours or more
- Professional development opportunities provided over the summer would be most beneficial if this is to be implemented by 2025
- Lack of common prep times, lack of pay to do outside of school times
- Great question. There would be a decent time investment for all of the teachers to get on the same page with the standards
- I would like the new standards available at the end of this school year so I could spend time planning over the summer as I am responsible for teaching all high school courses

Appendix B: Math Standards Revision Task Force Members

Task Force Member Name	Location	Assigned Roles
Nicole Casper	Kalispell	K-2 Development
Shay Kidd	Dillon	K-2 Development, Vertical Alignment, Mathematical Practices
Andrea Meiers	Lockwood	K-2 Development
Thomas Redmon	Hamilton	K-2 Development, Mathematical Practices
Carla Swenson	Glasgow	K-2 Development
Lei-Anna Bertelsen	Bozeman	3-5 Development
Elizabeth Burroughs	Bozeman	3-5 Development
Kris Gardner	Missoula	3-5 Development
Melissa Shiffer	Lambert	3-5 Development
Tina Blair	Anaconda	6-8 Development, Vertical Alignment
Jennifer Brackney	Billings	6-8 Development
Jennifer Luebeck	Bozeman	6-8 Development, Mathematical Practices
Matt Roscoe	Missoula	6-8 Development
Cliff Bara	Troy	9-12 Development
Beth Cooney	Harlowton	9-12 Development
Deanne Gemmil	Billings	9-12 Development
Marisa Graybill	Helena	9-12 Development
Janice Novotny	Big Timber	9-12 Development
Frederick Peck	Missoula	9-12 Development

Appendix C: Math Standards Revision Review Team Members

Review Team	Location	Assigned Role
Becky Berg	Billings	K-5 Review
Jenny Combs	Laurel	K-5 Review
Kayla Ryan	Helena	K-5 Review
Amy Jones	Forsyth	K-5 Review
Pat Baltzley	Gardiner	6-12 Review
Sharon Carroll	Ekalaka	6-12 Review
Lisa Scott	Billings	6-12 Review

Appendix D: Math Standards Revision Negotiated Rulemaking

Member	NRC Role	Location
Teri Dierenfield	Kalispell	K-12 Teacher, Taxpayer
June Ellestad	Lolo	Retired University Faculty, Taxpayer
Carrie Fisher	Belgrade	School District Business Official, Taxpayer
Robert Griffith	Great Falls	Retired K-12 Teacher, Taxpayer
Katie McCrea	Pryor	K-12 Teacher, Taxpayer
Kath Milodragovich	Butte	School District Trustee, K-12 Teacher, Parent, Taxpayer
Dr. Julie Murgel	Helena	Office of Public Instruction, Taxpayer
Dr. Chris Olszewski	Billings	K-12 School Administrator, Taxpayer
Dr. Lynne Rider	Kalispell	K-12 Teacher, Taxpayer
Brooke Taylor	Billings	K-12 Teachers, Parent, Taxpayer
Brooke Tuft	Whitefish	Grandparent, Taxpayer

Committee

Appendix E: Montana Office of Public Instruction Project Leadership

Elsie Arntzen, Superintendent of Public Instruction
Christy Mock-Stutz, Assistant Superintendent
Julie Murgel, Chief Program Officer
Marie Judisch, Teaching and Learning Senior Manager
Aimee Konzen, Professional Learning Manager
Katrina Engeldrum, Mathematics Instructional Coordinator, Mathematics Standards Revision Project Lead

Michelle McCarthy, Science Instructional Coordinator, Standards Revision Process Consultant and Project Support
Stephanie Swigart, English Language Arts and Literacy Specialist, Standards Revision Process Consultant and Project Support
Matthew Bell, American Indian Culture and Language Immersion Specialist, Consultant, and Project Development Support
Sheri Harlow, Administrative Support

ITEM 17

REFLECTION AND REVIEW OF TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS

Crystal Andrews, Dr. Julie Murgel, Daniel Sybrant, Cognia; Superintendent Tanya Funk, Saco School District; County Superintendent Pam Birkeland, Madison County Schools; Superintendent Wade Sundby, Cut Bank School District

Accreditation and Improvement

Candidacy

LAUNCH YOUR JOURNEY

NEW MEMBERS ONLY

Become a member of the Cognia Improvement Network and start your school or system's journey to continuous school improvement. Cognia will guide you along the way.

Delve into the Cognia Performance Standards and Accreditation Policies; complete the Candidacy Diagnostics to gain understanding of where your institution stands.

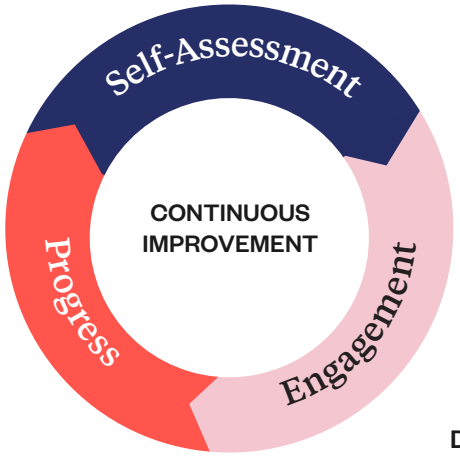
A Cognia expert responds with a Candidacy Review and Candidacy Report, outlining your pre-accreditation needs and guiding you to efforts that will move you forward.

Self-Assessment

SET UP FOR SUCCESS

Your institution's leadership team prepares with orientation and training from Cognia to assure understanding of the standards and protocol.

Using the guidance in the protocol and tools, your team collects and analyzes data to complete the Self-Assessment Diagnostics and demonstrate adherence to the standards.



Progress

CHECK YOUR COURSE

Toward the middle of your accreditation term, complete the institution's part of the Progress Report, describing your improvements in the areas outlined in your Engagement Review Report.

Your Cognia team considers your progress toward the expectations from the Engagement Review Report and responds with feedback and support.

Work with your Cognia team to determine if you need to take any additional steps to stay on track.

Keep up the good work! Maintain your momentum for continuous improvement.

Engagement

DEMONSTRATE YOUR STRENGTHS

Upload your Self-Assessment Diagnostics, Assurances, and Accreditation Portfolio to the Cognia Improvement Platform.

Coordinate with your Cognia evaluator to schedule and complete review activities.

You'll get an Engagement Review report that details Cognia's findings, highlights your noteworthy practices, and identifies areas for improvement.

If your institution successfully meets accreditation standards, assurances, and policies, your accreditation will be confirmed at the next quarterly meeting of the Cognia Global Commission.

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Cognia Performance Standards and Montana Office of Public Instruction, Chapter 55: School Accreditation

Standards Crosswalk

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Standards Crosswalk

Cognia Accreditation and Certification Policies and Procedures

All Chapter 55 Assurance Standards are addressed by Cognia Policy 2.2 (a) Compliance with Applicable Governmental Requirements.

Cognia Policy 2.2 (a) Compliance with Applicable Governmental Requirements. The institution or system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. The system must ensure that all of its institutions also comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. An institutions or system's loss of its governmental approval, recognition, accreditation, or certification may be grounds for an accreditation review, monitoring review, or certification review that may result in a change in accreditation or certification status in accordance with the procedures outlined in this document. In the absence of governmental regulations, or if governmental regulations are less than Cognia's, Cognia may choose to require the institution or system to meet the guidelines presented in the Cognia Educational Practices Reference Guide.

Cognia Performance Standards

Cognia Performance Standards, effective July 1, 2022, are designed to involve the work of the institution to meet current and future educational contexts. First, the standards are constructed with a learner-centered focus. Historically, accreditation standards are institutionally centered, describing the processes and performance of the institution. The standards now focus on the learner and how all the processes and practices serve to support and ensure the learner's journey of learning.

Additionally, the standards now emphasize the importance and impact of ensuring equity for every learner, as well as the expectation that all learners, regardless of their circumstance, are included in the learning process.

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

1. **Culture of Learning**: the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision
2. **Leadership for Learning**: the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways
3. **Engagement of Learning**: the inclusion of all learners in the learning process, and their development of confidence and love of learning
4. **Growth in Learning**: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

Standards Rubric

Each Cognia Performance Standard is rated using a four-point rubric. These rubrics embed the identified practices that institutions and systems should have in place. Level 4 of each rubric identifies the demonstration of noteworthy systematic and systemic practices producing clear results that positively impact learners, while Level 1 reflects areas with insufficient evidence and/or limited activity leading toward improvement.

OPI Requirements

OPI Requirement

Assurance Standards

School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. **Met by Cognia Policy 2.2 (a)**

OPI Requirement

Comprehensive needs assessment with **meaningful stakeholder input** and feedback. **Met by Cognia Policy 2.2 (a)**

OPI Requirement

Integrated Strategic Action Plan (ISAP) embedded within ISAP. Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.

- Family and Community Engagement (10.55.722)
- Professional Development (10.55.714)
- Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians)
- Assurance checklist for required accreditation policies

Supportive Cognia Standards to Meet this Requirement.

STANDARD 3 Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

STANDARD 7 Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

STANDARD 8 The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

STANDARD 15 Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

STANDARD 24 Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

STANDARD 29 Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

Professional learning is learner-centered, customized around the needs of individuals or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.

STANDARD 30 Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

OPI Requirement

Graduate Profile: Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students. **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

Supportive Cognia Standards to meet this requirement.

STANDARD 3 Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

STANDARD 8 The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

STANDARD 15 Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

STANDARD 25 Leaders promote action research by professional staff members to improve their practice and advance learning.

Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

STANDARD 26 Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

OPI Requirement

Student Performance Standards

- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
- Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
- Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.
- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
- Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.
- **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

Supportive Cognia Standards to meet this requirement.

Standard 2 Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.

Standard 11 Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.

Standard 14 Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

Standard 18 Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Standard 19 Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.

Standard 20 Learners engage in experiences that promote and develop their self-confidence and love of learning.

Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

Standard 24 Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25 Leaders promote action research by professional staff members to improve their practice and advance learning.

Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

Standard 28 With support, learners pursue individual goals including the acquisition of academic and non- academic skills important for their educational futures and careers.

Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Standard 30 Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

Additional Cognia Resources

Cognia Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all applicable Assurances and are expected to correct any deficiencies in unmet Assurances.

The following represent the Cognia Assurances that are required by all institutions, regardless of the educational model.

Institution Assurances

	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.
	The institution complies with all applicable governmental laws or regulations.
	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.
	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.
	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.
	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.
	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.

Accreditation Documents Required by Cognia

The Self-Assessment Workbook: A Guide for Systems and Institutions Seeking or Continuing Accreditation provides institutions with comprehensive information about the Cognia approaches to accreditation and continuous improvement. The workbook also provides space for institutions to draft responses to each of the required diagnostics below, which are then transferred to the online Cognia Improvement Platform (myJourney™/eProve™).

1. Standards Self-Assessment
2. Assurances
3. Executive Summary
4. Accreditation Portfolio
5. Student Performance Analysis
6. Learning Environment Observation Analysis
7. Stakeholder Feedback Analysis

Accreditation: Three Phase Improvement Process

Modern accreditation is a continuous improvement process. Today, accreditation is used at all levels of education and is recognized for its ability to effectively drive improved learner performance and continuous improvement in education.

Accreditation requires systems and institutions to continuously meet the applicable Cognia policies, standards, and requirements. Cognia refers to the collective efforts and actions of the institution to continuously meet accreditation expectations as the improvement journey. This journey should progress in ways that are personalized, relevant, and meaningful on behalf of the learners being served.

At least every six years, the institution formally engages the Cognia Performance Standards to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction. Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

The Cognia accreditation process has three phases: 1) Reflection and Analysis, also known as the Self-Assessment process, 2) Engagement, reflected below as the Accreditation Engagement Review, and 3) Progress and Feedback, which is determined via the Progress Review.

An institution that is evaluated with an Index of Educational Quality Score of below 220 is cited as Accredited Under Review status, and the institution must complete an on-site Monitoring Review each year until significant progress is found with the standards, assurances, policies and procedures.

Engaging in Continuous Improvement

Systems and institutions seeking to achieve or maintain accreditation understand, honor, and embrace the concept of continuous improvement. These systems and institutions are engaged every day in a process of continuous improvement. They are dynamic and continuously evolving, with an unrelenting focus on becoming better on behalf of the learners they serve. They operate in learning communities by demonstrating healthy cultures where individuals collectively analyze practices and results, engage in professional learning and dialogue, take meaningful action, and assume responsibility for results.

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Additional Cognia Required Diagnostics

Required Analyses: Student Performance Analysis

Cognia requires that institutions examine and analyze student performance data to see how well the institution's educational program is preparing learners for success in current and future academic work.

Using the four evaluative criteria below, an institution can rate the "assessment package" holistically. Each criterion is followed by the Level 4 rating.

Evaluative Criteria 1: Assessment Quality

Level 4 Rating - The array of assessment devices used by the institution to determine learners' performances is sufficiently aligned so that valid inferences can be reached regarding learners' status with respect to the full set of curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is persuasive. Almost all* assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias and instructional sensitivity.

Evaluative Criteria 2: Test Administration

Level 4 Rating - Almost all the assessments used by the institution to determine learners' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. The learners to whom these assessments were administered accurately represent the learners served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all learners' statuses with respect to all the institution's targeted curricular outcomes.

Evaluative Criteria 3: Quality of Learning

Level 4 Rating - Evidence of learner learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is substantially greater than what would otherwise be expected.

Evaluative Criteria 4: Equity of Learning

Level 4 Rating - Evidence of learner learning indicates no significant achievement gaps among subpopulations of learners, or the achievement gaps have substantially declined.

*Including more than 75 percent (e.g., learners, educators, programs, policies)

Required Analyses: Stakeholder Feedback Analysis

Cognia requires that institutions collect and analyze data from stakeholders; it is recommended that at least three populations (learners, teachers, and families) are included in the data, which Cognia believes can provide institutions with insights into "current reality." Whether it is survey results, focus group results, or other types of perception data, analyzing perception data to make impactful changes that will result in improved stakeholder perceptions, ultimately will improve student performance.

- Evaluating Student Performance Standards Rubric
  A. Learning Environment

Using the four evaluative criteria below, an institution can rate the learning environments holistically. Each criterion is followed by the Level 4 rating.

Evaluative Criteria 1: Item Quality

Level 4 Rating - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.

Evaluative Criteria 3: Administration

Level 4 Rating - Surveys were administered to all members of the total population of the institution.

Evaluative Criteria 3: Number of Responses

Level 4 Rating: The total response rate was 75% or more and all participant populations were well represented.

Evaluative Criteria 4: Equity of Respondents

Level 4 Rating: Results indicate no significant gaps exist among subpopulations of respondents.

Required Analyses: Learning Environment Observation Analysis

Cognia requires that institutions examine and analyze learning environments to determine and evaluate the overall environment, which focuses primarily on what learners are doing, not teachers.

Using the three evaluative criteria below, an institution can rate the learning environments holistically. Each criterion is followed by the Level 4 rating.

- Evaluating Student Performance Standards Rubric
  B. Learning Environment

Evaluative Criteria 1: Instrument Quality

Level 4 Rating - The specific purpose of the instrument(s) used is clearly to measure learner engagement in learning environments. Sufficient information has been reviewed to ensure the instrument(s) is reliable and valid.

Evaluative Criteria 2: Certification of Observers

Level 4 Rating - Almost all observations were conducted by observers who were trained and certified in using the instrument.

Evaluative Criteria 3: Observations

Level 4 Rating - The tool is used with fidelity for the time period indicated in the tool's instructions (e.g., "a minimum of 20 minutes per observation"). Data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a broad and representative range of content, grade level, and time of observation (beginning, middle, end of lesson or period).

Cognia Accreditation Engagement Reviews

Most U.S. reviews will be conducted through a review of the evidence and analyses the institution submits. The Regional Accreditation Evaluator will work with the institution to schedule leadership presentations and discussions as needed. For states requiring an on-site component for the review, the evaluator will schedule this at any point in the year of the review, typically in the fall or winter of the academic year. All other review activities will be conducted remotely at times convenient to the institution and the evaluator.

Leadership Presentation (as needed)

The Regional Accreditation Evaluator may schedule a leadership presentation with the institution to expand on information shared in the submitted Self-Assessment diagnostics. The leadership presentation should begin with a brief overview of the institution community and demographics (approximately five minutes) and then address the following questions:

- What are the current strategic priorities and/or key goals for the institution?
- What data was used to identify priorities and goals?
- How is the institution addressing these priorities and goals?
- What results does the institution have that measures progress in meeting these priorities and goals?

The leader's overview should last no more than 30 minutes. It is helpful to provide the evaluator with a copy of the leader's comments (slide deck or notes) for reference.

Evidence Review

The Regional Accreditation Evaluator will spend a great deal of time reviewing and evaluating evidence provided by the institution. Therefore, it is imperative that required documents are uploaded to Workspace in the Cognia Improvement Platform no later than February 1 of the review year. The Evaluator may contact the Primary Contact or institution leader to ask for additional specific documents based on findings from observations (as applicable) and review of submitted evidence. In some cases, it simply means additional documentation is needed to verify, through multiple sources, that certain activities or practices are in place.

Stakeholder Interviews (as needed)

Since the institutions are providing in-depth analysis of stakeholder feedback as part of the Self-Assessment process, Cognia is no longer requiring stakeholder interviews as part of the Engagement Review process. The purpose of the stakeholder feedback analysis is to gather information from a variety of stakeholders about their collective perceptions and then make decisions about the institution's continuous improvement efforts based on that feedback in conjunction with other data sources. The evaluator will work with the institution to determine what stakeholder interviews are applicable. If needed, stakeholder interviews will be conducted remotely via Zoom. Group interviews will take approximately 45 minutes while individual interviews will take approximately 15 minutes.

Selecting Interviewees (as applicable, in consultation with the evaluator). The following guidelines are designed to help with inviting stakeholders to be interviewed, if applicable.

- Stakeholders should collectively reflect the institution's broader community (socioeconomic levels, race and ethnicity, and geographic areas served by the institution).
- Provide a range of viewpoints and perspectives (strong and active supporters, critics, those who are less involved, etc.).
- Include families and community members who are not employed by the institution.
- Represent all levels and departments in the institution.
- Represent all major categories of positions in the institution (leadership, administrative, teaching, guidance, and support functions).
- Include individuals who can discuss the institution's strengths and challenges.

The overarching considerations when identifying stakeholders to be interviewed are:

- Will the stakeholders collectively provide an accurate assessment of the institution? Will the stakeholders collectively yield information that will prove valuable to the institution in its continuous improvement efforts?
- While it may be tempting to identify only those stakeholders who are active and strong supporters of the institution, that approach will not maximize the insights and richness of the findings that can ultimately benefit the institution's improvement efforts. Therefore, Cognia recommends a random selection of participants.

Observations

Most U.S. reviews will not have an on-site component to the review unless required by state approvals. Since the institution is providing in-depth analysis of learning environment observations gathered by the institution as part of the Self-Assessment process, Cognia is no longer requiring classroom observations as part of the Engagement Review process. The purpose of the Learning Environment Observation Analysis is to collect information about the learner experience and learner engagement in the institution and then make decisions about the continuous improvement efforts based on those observations in conjunction with other data sources. All observations should be conducted by trained observers certified in the observation tool being used. Cognia recommends use of the eleot, as membership provides access to this tool and certification for up to three staff annually.

The evaluator will work with the institution to determine whether any classroom observations are applicable to the Engagement Review. If an on-site component to the review is applicable, an evaluator will observe throughout the institution. These observations may include formal observations of learning environments.

The evaluator will work with the institution to determine whether any classroom observations are applicable to the Engagement Review. If an on-site component to the review is applicable, an evaluator will observe throughout the institution. These observations may include formal observations of learning environments using the eleot and/or other tools and informal observations around the institution. The Primary Contact should notify teachers that the evaluator may observe their classrooms during the on-site portion of the review. The institution leader and/or Primary Contact should explain the purpose of these observations, emphasizing that the evaluator is observing learner engagement in the institution, not evaluating teachers. Evaluators are instructed to be as unobtrusive as possible and to not disrupt the learning process. Teachers should conduct class as usual.

General Observations Around the Institution

In addition to the classroom observations, the evaluator may conduct informal observations throughout the institution. This may include system-level areas, resource rooms, media centers and technology labs, outdoor environments, and interactions in non-instructional environments such as hallways or the cafeteria. These general observations provide data regarding the overall culture and climate of the institution.

Montana Chapter 55/Cognia Accreditation Crosswalk

January 18, 2024

Cognia Accredits Schools through the following Three Entities

- Southern Association of Colleges and Schools Council on Accreditation and School Improvement. SACS – CASI
- North Central Association Commission on Accreditation and School Improvement NCA – CASI
- Northwest Accreditation Commission - NWAC
- These entities have been in existence for over 125 years

In your Packet

- Cognia/Chapter 55 Detailed Crosswalk
- Accreditation and Improvement Infographic
- The Powerpoint for Todays Presentation

Student Population in Cognia Accredited Schools

- Using FY 2022 Montana Public Student Population, approximately 16% of Montana Students go to Cognia Accredited Schools

Crosswalk Overview

Paul Furthmyre – Superintendent Montana School for the Deaf and Blind

- Cognia Policy 2.2
- (a) Compliance with Applicable Governmental Requirements. The institution or system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. The system must ensure that all of its institutions also comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. An institution's or system's loss of its governmental approval, recognition, accreditation, or certification may be grounds for an accreditation review, monitoring review, or certification review that may result in a change in accreditation or certification status in accordance with the procedures outlined in this document. In the absence of governmental regulations, or if governmental regulations are less than Cognia's, Cognia may choose to require the institution or system to meet the guidelines presented in the Cognia Educational Practices Reference Guide.

- OPI Requirements

- **OPI Requirement**
- **Assurance Standards**
- School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. **Met by Cognia Policy 2.2 (a)**

- **OPI Requirement**
- **Comprehensive needs assessment** with **meaningful stakeholder input** and feedback. **Met by Cognia Policy 2.2 (a)**
-

- **OPI Requirement**
- **Integrated Strategic Action Plan (ISAP) embedded within ISAP. Met by Cognia Policy 2.2 (a)**
-

- Family and Community Engagement (10.55.722)
- Professional Development (10.55.714)
- Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians)
- Assurance checklist for required accreditation policies

Assurance Standards Also Supported by Cognia Standards

- Standard 3
- Standard 7
- Standard 8
- Standard 15
- Standard 24
- Standard 29
- Standard 30

Brett Zanto - Principal Capital High School

- Diagnostics to Support Family and Community Engagement

- *Stakeholder Feedback Analysis
- *(Required Diagnostic for Cognia Member Schools)

- **OPI Requirement**
- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile.
- Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a
- shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students. **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

OPI Requirement – Graduate Profile Supported by Cognia Standards

- Standard 3
- Standard 8
- Standard 15
- Standard 25
- Standard 26

Pete Joseph – Superintendent Corvallis Public Schools

- **OPI Requirement**
- **Student Performance Standards**
- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
- Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
- Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.
- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
- Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.
- **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

OPI Requirement – Student Performance Standards Supported by Cognia Standards

- Standard 2
- Standard 11
- Standard 14
- Standard 18
- Standard 19
- Standard 20
- Standard 24
- Standard 25
- Standard 28
- Standard 30

Tony Biesiot – Superintendent Darby Public Schools

Additional Cognia Diagnostics To Support Student Performance Standards

- *Student Performance Analysis
1. *Learning Environment Observation Analysis
2. *(Required Diagnostics for Cognia Members)

Accreditation Portfolio

- This is an active workspace within the Cognia platform where Cognia Accredited Schools can upload all Chapter 55 required documents in adherence to required timelines along with all Cognia required documents.

Rick Duncan – Superintendent Powell County Schools

- Our Goal
- A Cognia Accredited Public School in Montana would be considered accredited under Chapter 55.

Thank you for your consideration!

- We stand ready to assist with our policy department regarding language and process moving forward.

Questions

ITEM 18

ACTION ON THE ACCREDITATION STATUS OF ALL SCHOOLS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Recommend approval of the 2023-2024 Accreditation Status of All Schools.
Presenter	Ellery Bresler Crystal Andrews
Position Title	Accreditation Specialist Director of Accreditation Office of Public Instruction
Overview	The Superintendent of Public Instruction provides to the Board of Public Education the 2023-2024 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Arntzen recommends approval of the 2023-2024 Final Accreditation Status for All Accredited Schools as presented. The 2023-2024 Annual Montana Accreditation Report is embargoed until July 20, 2024.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Approve the 2023-2024 Accreditation Status for All Accredited Schools as recommended by the State Superintendent.

ITEM 19

PANEL DISCUSSION AND FEEDBACK ON 2023-2024 ACCREDITATION PROCESS

Superintendent Elliott Crump, Shelby School District; Superintendent Dave Means, Whitefish School District; Superintendent Dan Rispens, East Helena Public Schools; Superintendent Nichole Pieper, Power School District

PUBLIC COMMENT ON 2023-2024 ACCREDITATION PROCESS

ITEM 20

INFORMATION AND DISCUSSION ON OFFICE OF PUBLIC INSTRUCTION THINK TANK'S RECOMMENDATIONS ON THE 2024-2025 ACCREDITATION PROCESS

Dr. Julie Murgel, Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Proposed Accreditation Process for the 2024-25 School Year.
Presenter	Dr. Julie Murgel; Crystal Andrews
Position Title	Chief Operating Officer Director of Accreditation, EPPs, and Licensure Office of Public Instruction
Overview	The purpose is to provide an overview of what the accreditation process will look like for the second year under the passage and adoption of the new Chapter 55 rules.
Requested Decision(s)	Information Only
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	None

Elsie Arntzen, Superintendent
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Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

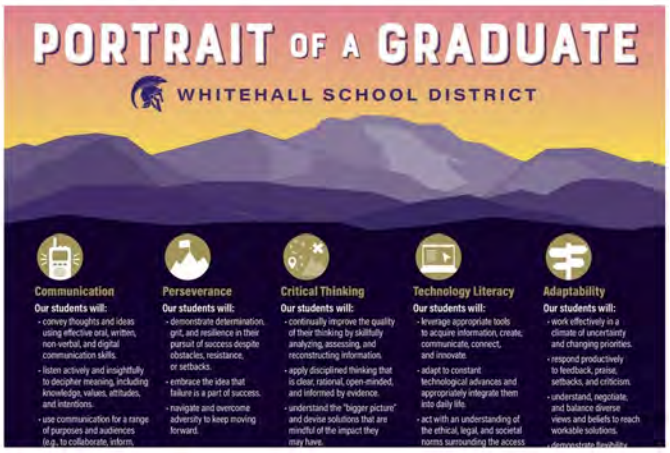
District Accreditation Process 2024-25
Board of Public Education-Information Item

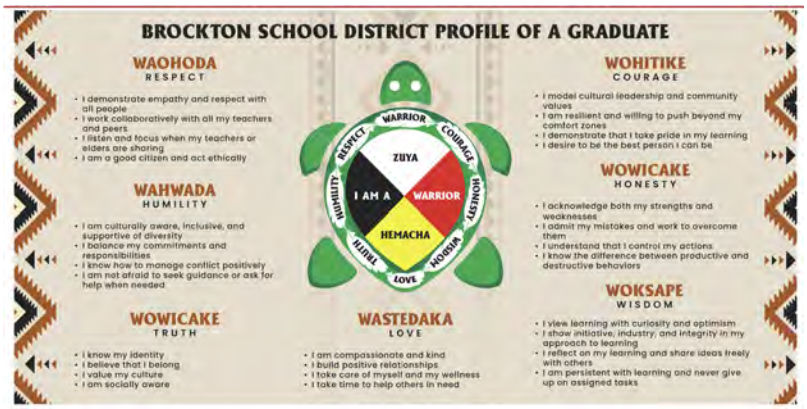
Year Two- SY 2024-25

ISAP Components	Assurance Standards	Student Performance Standards
Remaining Areas: • Graduate Profile- finalized plan • Educator Effectiveness • Academic Programming • Proficiency-Based Learning Model • School Climate	**General Assurances:** • School Leadership • Academic Requirements • IEFA Requirements Putting Montana Students First	**Elementary/Middle School:** Proficiency and Growth • SBAC • MAPS • I-Ready • STAR • Dibels **A valid and reliable assessment the district is already using.* **High School:** • College/Career Readiness Indicators

1) Graduate Profile-

- Completed **Graduate Profile** (602)
  - Provide your Graduate Profile outcomes for your school climate and stakeholder involvement.
  - List the website where the Graduate Profile is publicly available.
  - Provide an overview of how your learning models and educational goals will ensure learners have the outcomes listed in your school's or district's Graduate Profile.
  - Include your progress toward implementing the Graduate Profile.





2) Educator Effectiveness-

- **Professional Development Plan** (714)
  - Upload your professional development plan.
  - Outline how your district's professional development plan builds skills by (1) identifying the skills that staff are acquiring, (2) describing how these skills directly impact student learning, and (3) detailing how these skills align to the Graduate Profile and educational goals.
  - Identify how your district's professional development plan builds skills that help address the safety, well-being, and mental health of students and staff. Please ensure and provide evidence that all professional development will directly impact student learning.
- **Mentorship and Induction Program** (723)
  - Describe the district mentorship and induction programs.
- **Evaluation** (724)
  - Upload a copy of your board-approved teacher evaluation instrument.

3) Academic Programming

- Implementation of all program area standards
- Description of how the district is planning to tie the Graduate Profile and educational goals to personalized learning-10.55.602(31) which means:
  - Individualized pathways for career and postsecondary educational
  - Supports students through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders.
  - Utilizes and plans in the future to utilize community-based, experiential, online, and work-based learner-centered opportunities.
  - Fosters / plans to foster environments that are learner-outcome centered that incorporates both face-to-face and virtual connections.

4) Proficiency-Based Learning Model

- Description of planned progress toward implementing all **content and program area standards.** (601)
- **Description of the district curriculum and assessment development process.** (603)
- Description of how tribally specific curricula and instructional materials and resources for **Indian Education for All (IEFA) are developed/adopted** and aligned to the Essential Understandings. (603)
- Provide an **assessment** plan to monitor student growth and proficiency of all content standards and content-specific learning progression over the next three years. (601, 603)
- Processes to ensure that each **learner** has equal opportunity for access to learning. (803)

5) School Climate

- Describe how the district measured school climate through a valid and reliable tool. (801)
- Provide a list of strengths and improvement areas identified from your district's school climate measurement. (801)
- Explain how the district utilized the results of the school climate measurement to establish action steps to maintain and/or enhance the school climate. (801)

Contact

Crystal Andrews, Director of Accreditation and Licensure, 444-6325 crystal.andrews@mt.gov

ITEM 21

ACTION ON PROVISIONAL ACCREDITATION STATUS FOR NEW PUBLIC CHARTER SCHOOLS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	2024-2025 Provisional Accreditation Status for Public Charter Schools
Presenter	Crystal Andrews
Position Title	Director of Accreditation, EPPs, and Licensure Office of Public Instruction
Overview	This presentation provides to the Board of Public Education (BPE) for consideration the 2024-2025 provisional accreditation status for Public Charter Schools as outlined in 10.55.605(1) and 10.55.605(10). The state superintendent recommends approval of an accreditation status without Determination for 25 Public Charter Schools for SY 2024-2025. The presentation also provides an overview of 4 public charter schools BPE approved Variance to Standards as aligned with ARM 10.55.604.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	The state superintendent recommends approval of an accreditation status without Determination for the attached list of Public Charter schools for SY 2024-2025.

Elsie Arntzen, Superintendent
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Preliminary Accreditation for New Public Charter Schools
Board of Public Education-Action Item

The Office of Public Instruction (OPI) has completed the school opening process for new public charter schools. Based on the BPE charter applications and the documents that the districts provided to the OPI, the OPI recommends approval of a Provisional Accreditation Status for the 2024-2025 school year. Upon approval by the BPE, this status considers the public charter schools accredited for all purposes and the school will receive an accreditation status without a determination referenced as provisional accreditation. Provisional Accreditation means the school has initially demonstrated alignment between the district/school basic education program, operating procedures, and the minimum requirements of the Chapter 55 Standards of Accreditation. To retain provisional approval of accreditation the school must meet accreditation status of REGULAR or REGULAR WITH MINOR DEVIATIONS for two consecutive years. Accreditation deviations resulting in ADVICE or DEFICIENCY status during this period will result in loss of provisional approval of accreditation status.

List of Schools for Recommended Provisional Accreditation

School	District	Grades
Billings Early College School	Billings Public Schools	9-12
Billings Multilingual Academy	Billings Public Schools	6-8
Billings Multilingual Academy	Billings Public Schools	9-12
Billings Opportunity School	Billings Public Schools	9-12
Bozeman Bridger Charter	Bozeman Public Schools	9-12
Corvallis Distance Learning Center	Corvallis School District #1	K-6
Corvallis Distance Learning Center	Corvallis School District #1	7-8
Corvallis Distance Learning Center	Corvallis School District #1	9-12
Corvallis Pathways Learning Charter	Corvallis School District #1	K-6
Corvallis Pathways Learning Charter	Corvallis School District #1	7-8
Corvallis Pathways Learning Charter	Corvallis School District #1	9-12
Frenchtown Bronc Fast Track Public Charter	Frenchtown Schools	10-12
CORE School at Morningside Elementary	Great Falls Public Schools	K-6
Hamilton Bitterroot Polytech	Hamilton School District #3	7-8
Hamilton Bitterroot Polytech	Hamilton School District #3	9-12
HPSD Montessori Charter School	Helena Public School District (HPSD)	K-5
Helena Mount Ascension Learning Academy	Helena Public School District (HPSD)	1-5
Helena Mount Ascension Learning Academy	Helena Public School District (HPSD)	6-8
Helena Mount Ascension Learning Academy	Helena Public School District (HPSD)	9-12
Helena Project for Alternative Learning Academy	Helena Public School District (HPSD)	9-12
Kalispell Flathead PACE Academy Charter	Kalispell Public School District #5	10-12
Kalispell Rising Wolf Charter	Kalispell Public School District #5	9-12

Missoula CONNECT Academy	Missoula County Public Schools District #1	6-8
Missoula CONNECT Academy	Missoula County Public Schools District #1	9-12
Missoula TEACH Academy	Missoula County Public Schools District #1	K-5

Below is a list of remaining steps leading to Full Accreditation Status:

Accreditation Step	Completed By	School Year	Anticipated Date
Report to Board of Public Education (BPE) and request approval of 1st year provisional accreditation status for 2024-2025 school year	OPI Accreditation	2024-2025	July 2024
Complete annual accreditation report (SY 24-25)	Public Charter School	2024-2025	March 2025
Meet minimum Chapter 55 Assurance and Student Performance Standards	Public Charter School	2024-2025	March 2025
Report to the BPE on status on conditions of provisional accreditation status for 2024-2025 school year	OPI Accreditation	2024-2025	July 2025
Complete annual accreditation report (SY 25-26)	Public Charter School	2025-2026	March 2026
Meet minimum Chapter 55 Assurance and Student Performance Standards	Public Charter School	2025-2026	March 2026
Report to the BPE on status on conditions of provisional accreditation status for 2025-2026 school year	OPI Accreditation	2025-2026	July 2026
Recommend BPE approval of full accreditation status for 2025-2026 school year	OPI Accreditation	2025-2026	July 2026

Board of Public Education
Public Charter School Variances List

Billings Multilingual Academy
Variance:

- 10.55.906 High School Credit

Bitterroot Polytech
Variances:

- 10.55.710 School Counseling
- 10.55.709 Library Media
- 10.55.705 Administrative Personnel

Bridger Charter Academy (Bozeman)
Variances:

- 10.55.710 School Counseling
- 10.55.709 Library Media
- 10.55.705 Administrative Personnel

Flathead PACE Academy (Kalispell)
Variances:

- 10.55.705 Administrative Personnel
- 10.55.905 Graduation Requirements
- 10.55.906 High School Credit

Contact

Crystal Andrews, Director of Accreditation and Licensure, 444-6325 crystal.andrews@mt.gov

ITEM 22

ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER

Madalyn Quinlan

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New Rules I-VIII; and repeal of rules 10.54.8510, 10.54.8511, 10.54.8512, 10.54.8513, 10.54.8520, 10.54.8521, 10.54.8522, 10.54.8523, 10.54.8530, 10.54.8531, 10.54.8532, 10.54.8533, 10.54.8540, 10.54.8541, 10.54.8542, 10.54.8543, 10.54.8550, 10.54.8551, 10.54.8552, 10.54.8553, 10.54.8560, 10.54.8561, 10.54.8562, 10.54.8563, 10.54.8570, 10.54.8571, 10.54.8572, 10.54.8573, 10.54.8580, 10.54.8581, 10.54.8582, 10.54.8583, 10.54.8590, 10.54.8591, 10.54.8592, 10.54.8593, 10.54.8607, 10.54.8608, 10.54.8609, 10.54.8610, 10.54.8611, 10.54.8612, 10.54.8613, 10.54.8614, 10.54.8615, 10.54.8616, 10.54.8617 and 10.54.8618, pertaining to World Language Content Standards	)	NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND REPEAL

TO: All Concerned Persons

1. On September 4, 2024, at 9:00 a.m., the Board of Public Education (board) will hold a virtual public hearing to consider the proposed adoption and repeal of the above-stated rules. Interested parties may attend the hearing electronically at the following zoom link: https://mt-gov.zoom.us/j/82401688081

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on August 23, 2024, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N Last Chance Gulch, Suite 2B, PO Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; or email bpe@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I WORLD LANGUAGE CONTENT STANDARD 1 - COMMUNICATION

(1) Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes;

(a) interpersonal communication: learners interact and negotiate meaning in spoken, signed, or written conversations to share:

(i) information;
(ii) reactions;
(iii) feelings; and
(iv) opinions.

(b) interpretive communication: when learners hear, read, or view a variety of topics in the target language they can:

(i) understand a variety of topics;
(ii) interpret a variety of topics; and
(iii) analyze a variety of topics.

(c) presentational communication: learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to:

(i) inform;
(ii) explain;
(iii) persuade; and
(iv) narrate.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II WORLD LANGUAGE CONTENT STANDARD 2 - CULTURES

(1) Interact with cultural competence and understanding;

(a) relating cultural practices to perspectives: learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes; and

(i) relating cultural products to perspectives: learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III WORLD LANGUAGE CONTENT STANDARD 3 - CONNECTIONS

(1) Connect with other disciplines and acquire information and diverse perspectives, including Montana Tribes, in order to use the language to function in academic and career-related situations;

(a) making connections: learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively; and

(b) acquiring information and diverse perspectives: learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV WORLD LANGUAGE CONTENT STANDARD 4 - COMPARISONS

(1) Develop insight into the nature of language and culture to interact with cultural competence, with a particular emphasis on Montana Indigenous cultures;

(a) language comparisons: learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied, their own language, and, when appropriate, Montana Indigenous Languages; and

(b) cultural comparisons: learners use the language to investigate, explain, and reflect on the concept of culture through comparisons between the cultures, their own way of life, and Montana Indigenous culture's history, diversity, and sovereignty.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V WORLD LANGUAGE CONTENT STANDARD 5 - COMMUNITIES

(1) Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world;

(a) school, local, and global communities: learners use the language, both within and beyond the classroom, to interact and collaborate with their local, state, and global communities, including Montana Indigenous Nations.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL

(1) At the novice level for the interpersonal mode of communication, a language learner expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. A learner:

(a) can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying;

(b) may show emerging evidence of the ability to engage in simple conversation;

(c) is able to function in some personally relevant contexts on topics that relate to basic biographical information;

(d) may show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and one’s immediate environment;

(e) understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions;

(f) can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures;

(g) can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty;

(h) is able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions;

(i) may use some or all of the following strategies to maintain communication, able to:

(i) imitate modeled words;

(ii) use facial expressions and gestures;

(iii) repeat words;

(iv) resort to first language;

(v) ask for repetition; and

(vi) indicate lack of understanding

(j) may use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

(2) At the novice level for the interpretive mode of communication, a language learner understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support. A learner:

(a) comprehends meaning through recognition of key words and phrases;

(b) may show emerging evidence of the ability to make inferences based on background and prior knowledge;

(c) comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences);

(d) derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar;

(e) comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information;

(f) primarily relies on vocabulary to derive meaning from texts;

(g) may derive meaning by recognizing structural patterns that have been used in familiar and some new contexts;

(h) comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions;

(i) may use some or all of the following strategies to comprehend texts:

(i) skim and scan;

(ii) rely on visual support and background knowledge;

(iii) predict meaning based on context, prior knowledge, and experience;

(iv) for alphabetic languages:

(A) rely on recognition of cognates;

(B) may recognize word family roots, prefixes, and suffixes; and

(j) uses own culture to derive meaning from texts that are heard, read, or viewed.

(3) At the novice level for the presentational mode of communication, a language learner communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. A learner:

(a) presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language;

(b) may show emerging evidence of the ability to express own thoughts and preferences;

(c) creates messages in some personally relevant contexts on topics that relate to basic biographical information;

(d) may show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and their immediate environment;

(e) produces words and phrases and highly practiced sentences or formulaic questions;

(f) produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood;

(g) with practice, polish, or editing, may show emerging evidence of Intermediate-level language control;

(h) produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics;

(i) may use some or all of the following strategies to communicate:

(i) rely on a practiced format;

(ii) use facial expressions and gestures;

(iii) repeat words;

(iv) resort to first language;

(v) use graphic organizers to present information;

(vi) rely on multiple drafts and practice sessions with feedback;

(vii) support presentational speaking with visuals and notes; and

(viii) support presentational writing with visuals or prompts; and

(j) may use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VII WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE INTERMEDIATE LEVEL

(1) At the intermediate level for the interpersonal mode of communication, a language learner expresses oneself and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life. A learner:

(a) can communicate by understanding and creating personal meaning;

(b) can understand, ask, and answer a variety of questions;

(c) consistently is able to initiate, maintain, and end a conversation to satisfy basic needs or to handle a simple transaction;

(d) may show emerging evidence of the ability to communicate about more than the “here and now”;

(e) is able to communicate in contexts relevant to oneself and others, and one's immediate environment;

(f) may show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics;

(g) is able to understand and produce discrete sentences, strings of sentences, and some connected sentences. able to ask questions to initiate and sustain conversations;

(h) understands straightforward language that contains mostly familiar structures;

(i) has control of language sufficient to be understood by those accustomed to dealing with language learners;

(j) communicates using high-frequency and personalized vocabulary within familiar themes or topics;

(k) uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:

(i) ask questions;

(ii) ask for clarification;

(iii) self-correct or restate when not understood; and

(iv) circumlocute; and

(l) recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

(2) At the intermediate level for the interpretive mode of communication, a language learner understands main ideas and some supporting details on familiar topics from a variety of texts. a learner:

(a) comprehends main ideas and identifies some supporting details;

(b) may show emerging evidence of the ability to make inferences by identifying key details from the text;

(c) comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests;

(d) comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts;

(e) generally comprehends connected sentences and most paragraph-like discourse;

(f) comprehends information-rich texts with highly predictable order;

(g)has sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts;

(h) may derive meaning by:

(i) comparing target language structures with those of their native language; and

(ii) recognizing parallels in structure between new and familiar language;

(i) comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions;

(j) uses some or all of the following strategies to comprehend texts:

(i) skim and scan;

(ii) use visual support and background knowledge;

(iii) predict meaning based on context, prior ;knowledge, or experience;

(iv) use context clues; and

(v) recognize word family roots, prefixes, and suffixes;

(k) for non-alphabetic languages, recognize radicals; and

(l) generally rely heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

(3) At the intermediate level for the presentational mode of communication, a language learner communicates information and expresses own thoughts about familiar topics using sentences and series of sentences. a learner:

(a) expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time;

(b) may show emerging evidence of the ability to tell or retell a story and provide additional description;

(c) creates messages in contexts relevant to oneself and others, and one's immediate environment;

(d) may show emerging evidence of the ability to create messages on general interest and work-related topics;

(e) produces sentences, series of sentences, and some connected sentences;

(f) control of language is sufficient to be understood by audiences accustomed to language produced by language learners;

(g) with practice, polish, or editing, may show emerging evidence of advanced-level language control;

(h) produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied;

(i) may use some or all of the following strategies to communicate and maintain audience interest, able to:

(i) show an increasing awareness of errors and able to self-correct or edit;

(ii) use phrases, imagery, or content;

(iii) simplify;

(iv) use known language to compensate for missing vocabulary;

(v) use graphic organizer; and

(vi) use reference resources as appropriate; and

(j) uses some culturally appropriate vocabulary, expressions, and gestures. reflects some knowledge of cultural differences related to written and spoken communication.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

<u>NEW RULE VIII WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL</u>

(1) At the advanced level for the interpersonal mode of communication, a language learner expresses self fully to maintain conversations on familiar topics

and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversations about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions. A learner:

(a) can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events;

(b) may show emerging evidence of the ability to participate in discussions about issues beyond the concrete;

(c) functions fully and effectively in contexts both personal and general;

(d) content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence;

(e) may show emerging evidence of the ability to communicate in more abstract content areas;

(f) able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details;

(g) language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners;

(h) consistent control of basic high-frequency structures facilitates comprehension and production;

(i) comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest;

(j)uses a range of strategies to maintain communication, able to:

(i) request clarification;

(ii) repeat;

(iii) restate;

(iv) rephrase; and

(i) circumlocute; and

(k) understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

(2) At the advanced level for the interpretive mode of communication, a learner understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure. A learner:

(a) comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts;

(b) makes inferences and derives meaning from context and linguistic features;

(c) comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts;

(d) comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written

reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature;

(e) sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices;

(f) derives meaning by:

(i) understanding sequencing, time frames, and chronology; and

(ii) classifying words or concepts according to word order or grammatical use;

(g) comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions;

(h) comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to:

(i) skim and scan;

(ii) use visual support and background knowledge;

(iii) predict meaning based on context, prior knowledge, or experience;

(iv) use context clues;

(v) use linguistic knowledge;

(vi) identify the organizing principle of the text;

(vii) create inferences; and

(viii) differentiate main ideas from supporting details in order to verify; and

(i) uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

(3) At the advanced level for the presentational mode of communication, a learner communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs. A learner:

(a) produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics;

(b) may show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view;

(c) creates messages fully and effectively in contexts both personal and general;

(d) content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence;

(e) may show emerging evidence of the ability to create messages in more abstract content areas;

(f) produces full paragraphs that are organized and detailed;

(g) control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners;

(h) with practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax;

(i) produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise;

(j) may use some or all of the following strategies to communicate and maintain audience interest, able to:

(i) demonstrate conscious efforts at self-editing and correction;

(ii) elaborate and clarify;

(iii) provide examples, synonyms, or antonyms;

(iv) use cohesion, chronology, and details to explain or narrate fully; and

(v) circumlocute; and

(k) Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

4. The Board of Public Education proposes to repeal the following rules:

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

REASON: By authority of 20-7-101, MCA, Standards of Accreditation for all schools are adopted by the board upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review was in 2013.

The Office of Public Instruction proposes these amendments to the Montana World Languages Content Standards because these standards had not been updated in more 24 years. The proposed standards reflect the most current research and development on how students learn languages. In addition, the State Superintendent seeks to improve the standards to provide simplicity, practicality, and clarity. The proposal also includes moving the World Language Content Standards from Chapter 54 to Chapter 53 to align with the classification and ARM location of other Montana Content Standards.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, 46 N Last Chance Gulch, Suite 2B; PO Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; or email bpe@mt.gov, and must be received no later than 5:00 p.m., September 6, 2024.

6. McCall Flynn, Executive Director, has been designated to preside over and conduct this hearing.

7. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, email, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by email unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 5 or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sosmt.gov/ARM/Register.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State July 30, 2024.

State of Montana

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Board of Public Education

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 54 RULES
WORLD LANGUAGE CONTENT STANDARDS

▪ Proposal notice to BPE for consideration	May 10, 2024
▪ BPE approves rulemaking timeline	July 17-19, 2024
▪ BPE authorization to publish proposal notice, including public hearing date	July 17-19, 2024
▪ Proposal notice to SOS for publication in MAR	July 30, 2024
▪ MAR publication of proposal notice ▪ Public comment begins	August 9, 2024
▪ Public hearing date	September 4, 2024
▪ Final public comment deadline	September 6, 2024
▪ Adoption notice to BPE for consideration/respond to comments	September 12-13, 2024
▪ Economic Impact Statement to Education Interim Committee	September 18, 2024
▪ BPE authorization to publish adoption notice	January 16-17, 2025
▪ Adoption notice to SOS for publication in MAR	January 2025
▪ MAR publication of adoption notice	January 2025
▪ Effective date of rules	July 1, 2026

The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

July 19, 2024
Montana State Capitol Building
Room 152
Helena, MT

CALL TO ORDER

A. Pledge of Allegiance
B. Roll Call
C. Statement of Public Participation
D. Welcome Visitors

CHARTER COMMITTEE – (Items 23-26)

Madalyn Quinlan

ITEM 23

UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION

Trish Schreiber

ITEM 24

ACTION ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK WORK GROUP'S RECOMMENDATIONS ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK METRICS AND CRITERIA

Christy Mock-Stutz; Dr. Jeril Hehn, Director of Advanced Academics, Billings Public Schools; Superintendent Dan Rispens, East Helena Public Schools; Barbara Frank, Academic and Community Services Director, Missoula County Public Schools; Superintendent Erik Wilkerson, Jefferson High School

Montana Board of Public Education

Public Charter School Performance Framework
Evaluation Criteria

OVERVIEW

Public charter schools must adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district, unless a variance to standard was awarded.

Public charter schools shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:

- School achievement goals
- Student academic proficiency
- Student academic growth
- Achievement gaps in both proficiency and growth between major student subgroups
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

The Public Charter School Performance Framework Work Group also included additional performance indicators, measures, and metrics which include:

- Graduation Rate
- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 30 of the first year of operation.

Public charter schools shall submit information in accordance with the Office of Public Instruction Accreditation Process documenting adherence to the performance framework to support the Board of Public Education's evaluation and annual reporting process.

The Board shall publish an annual report that includes a comparison of the performance of public charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools.

PERFORMANCE TARGETS AND RATINGS

Authorizers establish performance targets that honor their unique contexts. These targets establish the levels of performance corresponding to the ratings for a given measure. Authorizers begin by setting targets for the Meets Standard rating category, which establish expectations and definitions of a quality performance on a given measure. Potential ratings include:

Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

The Board of Public Education places emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. The Board of Public Education encourages charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.

Student Achievement Goals

*Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.

Guiding Question: Is the school meeting mission- or school-specific student achievement goals?

Student Achievement Goals Rubric	
Meets Standard (1)	**The public charter school has provided moderate evidence of meeting their mission- or school-specific student achievement goal.**
Does Not Meet Standard (0)	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Definitions:

- Moderate - submits at least 2 pieces of relevant and reliable documentation to meet standard.

Student Academic Proficiency/Growth

Guiding Question: How is the public charter school ensuring all students are learning in Math?

Math Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data show an increase in achievement in math.
Meets Standard (2)	**The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data show an increase in achievement in math.**
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data does not show an increase in achievement in math
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in math.

Definitions:

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Moderate - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

Guiding Question: How is the public charter school ensuring all students are learning in ELA?

ELA Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data show an increase in achievement in ELA.
Meets Standard (2)	**The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data show an increase in achievement in ELA.**
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data does not show an increase in achievement in ELA.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in ELA.

Definitions:

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Moderate - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

Achievement gaps in both proficiency and growth between major student subgroups

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in Math? Please name those subgroups.

Definition: This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.

Math Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning for major student subgroups. The data show an increase in achievement in Math.
Meets Standard (2)	**The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data show an increase in achievement in Math.**
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data does not show an increase in achievement in Math.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in Math.

Definitions:

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Moderate - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups.
Definition: This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.

ELA Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning for major student subgroups. The data show an increase in achievement in ELA.
Meets Standard (2)	**The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data show an increase in achievement in ELA.**
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data does not show an increase in achievement in ELA.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Moderate - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.

Attendance

Guiding Question: Is the public charter school's annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric	
Meets Standard (1)	**The public charter school's average daily attendance rate meets the state average.**
Does Not Meet Standard (0)	The public charter school's average daily attendance rate does not meet the state average.

Definition:

- must show relevant and reliable documentation to meet standard.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric	
Exceeds Standard (3)	The public charter school has strong evidence to show that students are engaged in their learning.
Meets Standard (2)	**The public charter school has moderate evidence to show that students are engaged in their learning.**
Approaches Standard (1)	The public charter school has limited evidence to show that students are engaged in their learning.
Does Not Meet Standard (0)	The public charter school has no evidence to show that students are engaged in their learning.

Definitions:

- Strong - submits 3 or more pieces of relevant and reliable documentation.
- Moderate - submits at least 2 pieces of relevant and reliable documentation.
- Limited - submits at least 1 piece of relevant and reliable documentation.

Graduation Rate (Grades 9-12 Only)

Guiding Question: Does the public charter school meet the four-year adjusted cohort graduation rate for all students and for each student group who meet the state standards with a regular high school diploma.

Graduation Rate Rubric	
Meets Standard (1)	**The public charter school meets the state four-year adjusted cohort graduation rate.**
Does Not Meet Standard (0)	The public charter school's graduation rate does not meet the state average.

Definition:

- must show relevant and reliable documentation to meet standard.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Meets Standard (1)	**The public charter school has moderate evidence to support transitions into new school settings for students.**
Does Not Meet Standard (0)	The public charter school has no evidence to support transitions into new school settings for students.

Definitions:

- Moderate - submits at least 2 pieces of relevant and reliable documentation.

Postsecondary Readiness

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard (3)	The public charter school has strong evidence to ensure students are graduating ready for college and/or career opportunities.
Meets Standard (2)	**The public charter school has moderate evidence to ensure students are graduating ready for college and/or career opportunities.**
Approaches Standard (1)	The public charter school has limited evidence to ensure students are graduating ready for college and/or career opportunities.
Does Not Meet Standard (0)	The public charter school has no evidence to ensure students are graduating ready for college and/or career opportunities.

Definitions:

- Strong - submits 3 or more pieces of documentation.
- Moderate - submits at least 2 pieces of documentation.
- Limited - submits at least 1 piece of documentation.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents.

Financial Performance and Stability Rubric	
Meets Standard (1)	**The public charter school materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as:** • **Public Charter Initial Statement.** • **Public Charter Financial Summaries.** • **Trustee Financial Summaries.**
Does Not Meet Standard (0)	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.

Definition:

- must show relevant and reliable documentation of each activity listed to meet standard.

Recurrent enrollment from year to year

Guiding Question: What targets has the public charter school set for recurrent enrollment from year to year and provide evidence of how the public charter school is meeting these targets.

Definition: recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.

Recurrent Enrollment Rubric	
Meets Standard (1)	**The public charter school meets their recurrent enrollment targets and provides evidence to support these targets.**
Does Not Meet Standard (0)	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

Definition:

- must show relevant and reliable documentation to meet standard.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well-functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools' rightful autonomy to design and deliver school models that meet students' needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard (1)	**The Charter Governing Board complies with basic governance requirements such as:** • **monitoring academic performance at least once a quarter.** • **reviewing financial reports at each board meeting.** • **engaging in strategic planning.** • **conducting evaluations of its school leader, in accordance with Charter Governing Board policies.** • **monitoring compliance with its charter contract.** • **monitoring compliance with applicable law and regulations.** • **ensuring compliance with the family and community engagement plan.**
Does Not Meet Standard (0)	The Charter Governing Board fails to materially comply with any one of the activities outlined above.

Definition:

- must show relevant and reliable documentation of each activity listed to meet standard.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

3. How is the public charter school flexible and nimble in response to the needs of students?

4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

ITEM 25

ACTION TO DELAY THE OPENING OF JEFFERSON ACADEMY PUBLIC CHARTER SCHOOL FOR ONE-YEAR AND REVISION OF THE CHARTER CONTRACT

Madalyn Quinlan
Superintendent Erik Wilkerson, Jefferson High School

Jefferson High School
PO Box 838, Boulder, MT 59632

District Office
406-225-3740
Superintendent – Erik Wilkerson
Business Manager – Lorie Carey
Maintenance – Dan Sturdevant
Activities Director – Sarah Layng

School Office
406-225-3317
Principal – Mike Moodry
Counselor – Joe Michaud
School Secretary – Leah Keough

5/15/2024

Montana
Board of Public Education
Dr. Tim Tharp, Chair
46 N. Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Dear Chair Tharp and Members of the Board,

Jefferson High School was approved for the Jefferson Academy Charter School through the Board of Public Education. We appreciate your approval and are excited to have the opportunity to start the academy to serve high risk students at both the Youth Dynamics facility and Jefferson High School. However, we do not have the required 40 students in either the High School or Middle school to successfully start our charter school. Due to low numbers at Youth Dynamics, because of staffing issues, we are forced to make this difficult decision. For this reason, we are requesting a delay in opening the Jefferson Academy until the 2025-2026 school year. We are also requesting this delay be added as an action item on the July agenda for resolution.

Sincerely,

Erik Wilkerson
Superintendent, Jefferson High School

INITIAL PUBLIC CHARTER CONTRACT

This agreement, executed on this 28 day of February 2024 by and between the Montana **Board of Public Education** and the **Charter Governing Board** of Jefferson Academy (collectively, the "**Parties**").

W I T N E S S E T H:

WHEREAS the State of Montana (the "**State**") enacted the Public Charter Schools Act (the "**Act**"); and

WHEREAS pursuant to 20-6-804, MCA, the **Board of Public Education** has the authority to (i) approve applications to establish public charter schools in the State, (ii) thereafter to enter into a **Charter Contract** with applicants setting forth the terms and conditions under which a public charter school shall operate, and (iii) may thereafter renew a **Charter Contract** for a period of up to five years; and

WHEREAS an application was submitted to the **Board of Public Education** for establishment of a new public charter school pursuant to the **Act**, which the **Board of Public Education** approved;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, the **Parties** hereby agree as follows:

1. Definition of Terms
   - 1.1. **Board of Public Education**: the board created by Article X, section 9(3), of the Montana constitution and 2-15-1507, MCA.
   - 1.2. **Charter Contract**: a fixed-term, renewable contract between a **Charter Governing Board** of a public charter school and the **Board of Public Education** that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.
   - 1.3. **Charter Governing Board**: the elected board of trustees of a public charter school district exercising supervision and control over a public charter school or the **Local school board** that is a party to the **Charter Contract** with the **Board of Public Education** and that exercises supervision and control over a public charter school pursuant to a **Charter Contract**. Each **Charter Governing Board** is entitled to operate one **school** in one or more **sites** for each **Charter Contract** issued to it.
   - 1.4. **Local school board**: a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana.
   - 1.5. **Located school district**: the school district in which a proposed, preoperational, or operational public charter school is located and from which the separate boundaries of the public charter school district are proposed to be formed. When a public charter school district is formed, the boundaries of the public charter school district are removed from the territory of the located school district.
   - 1.6. **Noncharter public school**: any public school that is under the supervision and control of a **Local school board** or the state and is not operating pursuant to a **Charter Contract.**
   - 1.7. **School**: a vehicle for the delivery of a complete educational program to students that has: independent leadership; dedicated staff; and defined facilities. A **Charter Governing Board** may have the authority to operate more than one **school** so long as a **Charter Contract** has been issued for each such **school**. A **school** may be housed in more than one physical **site**. The **Charter Governing Board** of a public charter school shall function as a Local Educational Agency (LEA). A public charter school is responsible for meeting the requirements of a LEA under applicable federal, state, and local laws, including those relating to special education. The **Charter Governing Board** is responsible for special education at

the school, including identification and service provisions, and is responsible for meeting the needs of enrolled students with disabilities.

1.8. **Site**: one of a number of facility locations for a single public charter school typically representing a grade range (for example, K-6 site, 7-8 site, or 9-12 site). A site would not be its own LEA, ESSA, or state Accountability Designation unit. More than one public charter school building tightly clustered (i.e., a campus) would operate as a "single site."

2. Establishment of the Jefferson Academy.

2.1. Charter Agreement. This agreement (the **Charter Contract**), which specifically incorporates the following:

2.1.1. certain terms of operation set forth collectively and attached hereto in Exhibit A, and shall incorporate the initial charter applications or proposals of any additional schools that may hereafter be approved by the **Board of Public Education**, and which shall be hereafter referred to collectively as the Terms of Operation (the "**Terms of Operation**");

2.1.2. the Monitoring Plan, attached hereto as Exhibit B (the "**Monitoring Plan**"), which shall incorporate applicable monitoring procedures which must be completed by the **Charter Governing Board**;

2.1.3. the Performance Framework developed by each **school** to be operated by the **Charter Governing Board** or to be developed during the first year of operation by any additional school the **Charter Governing Board** may be permitted to operate, and further described herein and set forth in Exhibit C, (the "**Performance Framework**");

2.1.4. the Additional Assurances and Variances to Standards, if any, set forth in Exhibit D (the "**Additional Assurances and Variances to Standards**");

2.2. Purpose. This **Charter Contract** is entered into for the purpose of authorizing the establishment of a public charter school that meets identified educational needs and promotes a diversity of educational choices. The **Charter Governing Board** shall operate a public charter school consistent with the terms of the **Charter Contract** and all applicable laws and administrative rules to create an innovative and high-performing public charter school under the general supervision of the **Board of Public Education** and under the supervision and control of the **Charter Governing Board** who are elected by the qualified electors in the community where the public charter school is located.

2.3. Applicable Law and Venue. Montana law governs this **Charter Contract**. Except as provided in 20-6-811, MCA, and this **Charter Contract**, the **Charter Governing Board** is subject to the provisions in Title 20 of the Montana Code Annotated and any state local rule, regulation, policy, or procedure relating to noncharter public schools within the **located school district**. The parties agree that any litigation concerning the **Charter Contract** must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana, and each party shall pay its own costs and attorney fees.

2.4. Authority to Operate; Effective Date; Term. The **Board of Public Education**, as the sole entity authorized to enter into charter contracts, having approved the **Charter Governing Board** to operate a public charter school on January 19, 2024, authorizes the **Charter Governing Board** to open and commence operation of a **school** on July 1, 2025. This **Charter Contract** is effective upon the signing of both parties for a term of five (5) years commencing on July 1, 2025, and ending on June 30, 2030. The **Charter Contract** may be renewed pursuant to 20-6-809, MCA, or extended pursuant to the terms herein.

2.4.1. Planning Years, Effect. The **Charter Governing Board** shall continue or commence instruction, as the case may be, in conformity with the schedule set forth in the Terms of Operation for each **school** it is permitted to operate.

2.4.1.1. Subject to the foregoing limitation, planning years applicable to any school or schools set forth in the Terms of Operation shall not require further approval of the **Board of Public Education** or constitute a revision to the **Charter Contract**.

2.4.1.2. The **Charter Governing Board** may take one (1) additional planning year pursuant to 20-6-806, MCA. In this case, the **Board of Public Education** will authorize a delayed effective date commencing on July 1, 2025, and ending on June 30, 2030, for a term of five (5) years.

2.4.1.3. In the event the **Charter Governing Board** is unable to open a **school** or schools by such date(s) the **Charter Contract** issued that permitted the **Charter Governing Board** to operate such school(s) shall be deemed to be void *ab initio*.

3. Governance

3.1. Status. The **school** shall be governed by the **Charter Governing Board**, as updated by subsequent election and approval, resignation, removal, or other disposition in accordance applicable law. The **Charter Governing Board** shall have final authority for policy and operational decisions of the **school** although nothing herein shall prevent the **Charter Governing Board** from delegating decision-making authority to officers, employees, and agents of the **Charter Governing Board**. In addition:

3.1.1. The **Charter Governing Board** shall establish and appoint members of an advisory board to provide recommendations and insight regarding the public charter school's operations. Members of the advisory board must include members with knowledge or experience in the mission or focus of the public charter school.

3.1.2. The **Charter Governing Board** and its officers, directors, members, and partners, have a duty of care for complying with the provisions of this **Charter Contract**, all applicable laws, administrative rules, regulations, and reporting requirements.

3.2. Code of Ethics and Conflicts of Interest. The **Charter Governing Board**, its trustees, officers, and employees shall abide by the code of ethics and/or conflicts of interest policy set forth in existing **Local school board** approved policies, which must conform to applicable law, and include standards with respect to disclosure of conflicts of interest regarding any matter brought before the **Charter Governing Board**.

3.3. Bylaws. The **Charter Governing Board** shall provide notice to the **Board of Public Education** within five (5) business days regarding any proposed amendment to its bylaws, policies, or operating procedures that may impact the operation of a public charter school within its geographic boundaries.

4. School Operations

4.1. Age; Grade Range; Number of Students. Each **school** operated by the **Charter Governing Board** shall provide instruction to pupils in such ages, grades, and numbers in each year of operation as set forth in the Terms of Operation. The **Charter Governing Board** shall annually determine the capacity of the **school** in consideration of the **Charter Governing Board**'s assessment of its ability to facilitate the academic success of students, to achieve the objectives specified in the **Charter Contract**, and to ensure that student enrollment does not exceed the capacity of its designated **site**.

4.2. Admissions; Enrollment; Attendance; Transfer. The **Charter Governing Board** shall have in place and implement comprehensive policies for admissions, enrollment, and attendance, which policies shall be approved by the **Charter Governing Board** and shall be consistent with applicable law and regulations. Such policies shall provide in detail the procedures and practices utilized by each **school** in regard to admission, enrollment, attendance and withdrawal including, *inter alia*, the period in which applications for admission shall be timely, how to obtain an application for admission, the practices in operating the random selection process, the maintenance of a wait list, the implementation of enrollment preferences, and the taking of student attendance. With the exception of any changes in the at-risk school design factors, the **Charter Governing Board** shall have the authority to make changes to such policies and such changes shall not require the permission of the **Board of Public Education**

or constitute a revision to the **Charter Contract**. Such changes, however, must be consistent with applicable law and regulations.

4.3. Marketing. The **Charter Governing Board** shall utilize reasonable outreach and marketing measures to make potential applicants aware of opportunities for enrollment at each of its schools.

4.4. Insurance. The **Charter Governing Board** shall, at its own expense, purchase and maintain the insurance coverage for liability and property loss for each **school** or **site** as is described in the Terms of Operation together with any other additional insurance that the **Charter Governing Board** deems necessary. Such insurance policies shall continue in effect. In the case of additional **schools**, the applicable insurance must be in effect prior to employees or students being present. The **Charter Governing Board** shall provide the **Board of Public Education** with certificates of insurance or other satisfactory proof evidencing coverage including, but not limited to, renewal policies, or additions, riders or amendments thereto covering additional schools. All such insurance policies shall contain a provision requiring notice to the **Board of Public Education**, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the **Charter Governing Board** shall take all steps necessary to comply with any additional regulations made applicable to public schools.

4.5. Contracting with Educational Service Providers. Any entity that provides all or a substantial subset of all services necessary to operate and oversee any school's educational program on a fee basis and pursuant to a fee-based contract shall be known as an educational service provider ("Educational Service Provider") and the contract under which such services are provided shall be referred to as a management contract ("Management Contract"). Any other contractual arrangements including, but not limited to, leases, subleases, lease-purchase agreements, credit facilities, loan agreements, promissory notes, negotiable instruments, and other debt instruments, that are contemplated between the **Charter Governing Board** on the one hand and the Educational Service Provider, its partners, parents, subsidiaries, agents, and affiliates (including any entity that holds an economic interest in the Educational Service Provider) on the other, shall be known collectively, together with the Management Contract, as ESP Contracts ("ESP Contracts"). The following requirements and provisions relating to Educational Service Providers, Management Contracts and ESP Contracts shall apply.

4.5.1. Except as otherwise provided in this **Charter Contract**, the **Board of Public Education** reserves the right to review and disapprove for good cause shown any and all ESP Contracts that the **Charter Governing Board** seeks to execute, amend, or renew during the time that this **Charter Contract** is in effect. Good cause shown includes, but is in no way limited to, a finding that the ESP Contract(s) at issue does not, under the totality of the circumstances, allow the **Charter Governing Board** effective and sufficient means to hold the Educational Service Provider accountable including means to terminate the Educational Service Provider without placing the school's further existence in peril.

4.5.2. To facilitate the **Board of Public Education**'s rights of review and disapproval, the **Charter Governing Board** shall provide the **Board of Public Education** with any proposed ESP Contract or proposed material amendment thereto no later than thirty (30) days prior to the proposed date of execution. In addition to the foregoing, prior to a school's first year of operation, and where no prior Management Contract has been in place for that school, the **Charter Governing Board** must submit the proposed Management Contract to the **Board of Public Education** by no later than July 1 immediately preceding the start of the school year. When submitting an ESP Contract, the **Charter Governing Board** must include a written opinion of the **Charter Governing Board**'s legal counsel stating that the ESP Contract has been reviewed by legal counsel to the **Charter Governing Board**. Within thirty (30) days of receiving the proposed ESP Contract, the **Board of Public Education** shall notify the **Charter Governing Board** if

the agreement is disapproved, except that the **Board of Public Education**, at their discretion, may extend the review period an additional thirty (30) days. It is expressly understood that should the **Board of Public Education** not disapprove an ESP Contract, the **Board of Public Education** by such action(s) are in no way endorsing or approving the contract, the fee arrangements if any or any other provisions contained therein.

4.5.3. To the extent that the Terms of Operation contemplate that any of the **Charter Governing Board**'s schools would be operated with the assistance of an Educational Service Provider pursuant to a Management Contract, the **Charter Governing Board** shall obtain the prior written approval of the **Board of Public Education** prior to operating the school without such Educational Service Provider's assistance. Notwithstanding the above, it is understood that circumstances may require the **Charter Governing Board** to terminate and/or not renew a Management Contract and thereafter operate a school without the services of the Educational Service Provider identified in the Terms of Operation (or otherwise subsequently approved by the **Board of Public Education**) prior to obtaining the permission of the **Board of Public Education**. Where the **Board of Public Education** determines, at their sole discretion, that such circumstances exist, and the **Charter Governing Board** has made good faith efforts to timely inform the **Board of Public Education** of the circumstances, the **Board of Public Education** may waive the **Charter Governing Board**'s breach of the prior permission requirement and allow the **Charter Governing Board** to seek permission ex post facto.

4.5.4. Management Contracts shall set forth with particularity, inter alia, the extent of the Educational Service Provider's participation in the organization, operation and governance of the **Charter Governing Board** and any school, and contain a provision requiring the Educational Service Provider to provide the **Board of Public Education** access to its annual financial statements and audit.

4.6. Educational Programs.

4.6.1. The **Charter Governing Board** shall implement and provide educational programs at its school(s) that are designed to permit and do permit students to meet or exceed the performance standards adopted by the **Board of Public Education** and the goals, and measures of progress towards those goals, of the school(s) as set forth in the Performance Framework. Subject to the immediately foregoing requirements, the **Charter Governing Board** shall have the right to make any modifications to the educational programs of its schools as it deems necessary including, but not limited to, the curriculum, pedagogical approach, and staffing structure, and such modifications shall not require the permission of the **Board of Public Education** or be deemed a revision to the **Charter Contract**, provided however, that any such modifications shall be generally consistent with the Terms of Operation and applicable law, and the **Charter Governing Board** reports such modifications as part of its annual report.

4.6.2. Subject to any restraints in the Act or this **Charter Contract**, the **Charter Governing Board** may offer or share programs, settings, classes, and services between and among schools including grade level programs, specialized programs such as programs for students with disabilities or English language learners, and other programs so long as each such program is described in the Terms of Operation, each student participating in such program is included in the enrollment and Performance Framework of the student's sending school, unless the **Board of Public Education**, in their sole discretion, otherwise permit.

4.7. Performance Frameworks. By October 31 of the school year in which any school first commences instruction, the **Charter Governing Board** shall ensure that such school creates a Performance Framework, which plan upon its completion shall be incorporated into the **Charter Contract** as a Term of Operation. The Performance Framework shall replace and substitute for the assessment measures and educational goals and objectives set forth in the school's charter application in the Terms of Operation, but shall not provide for less stringent

assessment measures or educational goals and objectives than those set forth in the school's charter application. The **Charter Governing Board** understands that any school's success in meeting the goals and measures set forth in its Performance Framework shall be the predominant criterion by which the success of the school's education program will be evaluated by the **Board of Public Education** upon the **Charter Governing Board**'s application for renewal of the authority to operate such school.

4.8. Monitoring Plan and Oversight. The **Charter Governing Board** acknowledges that the **Board of Public Education**, or their authorized agents, have the right to visit, examine into and inspect the **Charter Governing Board** as well as any school or program the **Charter Governing Board** may operate pursuant to a **Charter Contract** and any records related to any of the foregoing. To permit the **Board of Public Education** to fulfill their oversight function under the Act and ensure that the **Charter Governing Board** and each of its schools is in compliance with all applicable laws, rules and regulations and the terms and conditions of this **Charter Contract**, the **Charter Governing Board** agrees to abide by the Monitoring Plan, the requirements of which are set forth at Exhibit B.

4.9. Education of Students with Disabilities. The **Charter Governing Board** shall provide services and accommodations to students with disabilities as set forth for each school in the Terms of Operation and the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), all applicable regulations promulgated pursuant to such federal laws, and the individualized education program ("IEP") of each student as determined by the IEP Team formed consistent with 34 CFR § 300.321. Each school shall provide such appropriate and required services either directly, cooperatively with another school operated by the **Charter Governing Board**, or by contract with another provider.

5. School Personnel

5.1. Status. The **Charter Governing Board** shall employ and/or contract with necessary personnel. The **Charter Governing Board** shall provide written notice to the **Board of Public Education** within five (5) business days of the hiring or departure (by resignation or dismissal) of the administrator, principal, or head of any school, however designated. The organizational structure of the **Charter Governing Board** and each school shall be consistent with the structures set forth in the Terms of Operation.

5.2. Personnel Policies; Staff Responsibilities. The **Charter Governing Board** shall make available in written form its hiring and personnel policies and procedures for the school, including the qualifications required by the **Charter Governing Board** in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Terms of Operation, and should clearly indicate that the **Board of Public Education** shall have access to all personnel files to the extent permissible by law.

5.3. Background Checks; Fingerprinting. The **Charter Governing Board** shall establish, maintain, and implement procedures for conducting fingerprint-based background checks.

6. Financial Operations

6.1. Management and Financial Controls.

6.1.1. The **Charter Governing Board** shall at all times maintain appropriate governance and managerial procedures and financial controls and maintain the same at each public charter school, program or other activity operated by the **Charter Governing Board**.

6.1.2. The **Charter Governing Board** shall provide a statement to the **Board of Public Education**, no later than one hundred and twenty (120) days after the date of execution of the **Charter Contract**, concerning the status of management and financial controls

(the "Initial Statement") of the school. The Initial Statement must address whether the **Charter Governing Board** has documented adequate controls at that school relating to:

6.1.2.1. (i) preparing financial statements in accordance with generally accepted accounting principles ("GAAP");

6.1.2.2. (ii) payroll procedures;

6.1.2.3. (iii) accounting for contributions and grants;

6.1.2.4. (iv) procedures for the creation and review of ~~quarterly~~ financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements for the **Charter Governing Board** and for each applicable public charter school; and,

6.1.2.5. (v) appropriate internal financial controls and procedures.

6.2. The Initial Statement shall be reviewed and ratified by the **Charter Governing Board** prior to its submission to the **Board of Public Education**.

6.2.1 If the financial controls proposed in the **Charter Governing Board**'s Initial Statement are substantially similar (i.e., no material difference) with financial controls currently in place and used by the **Local school board**, the **Charter Governing Board** shall include a copy of its most recent completed audit when submitting the Initial Statement. The **Board of Public Education** may require additional evidence to verify the correction of any deficiencies noted in the audit.

6.2.2 If the financial controls proposed in the **Charter Governing Board**'s Initial Statement are materially different from financial controls currently in place and used by the **Local school board**, the **Charter Governing Board** shall retain, when possible, an independent certified public accountant or independent certified public accounting firm licensed in the State to perform an agreed-upon procedures engagement. The purpose of the engagement will be to assist the **Charter Governing Board** in evaluating the Initial Statement and the procedures, policies, and practices established thereunder. The **Board of Public Education** may require additional evidence to verify the correction of all such deficiencies.

6.3. Financial Statements; Interim Reports. ~~All financial statements that the **Charter Governing Board** is required to prepare shall be in accordance with GAAP then in effect~~. During each year of operation, the **Charter Governing Board** shall prepare and submit to the **Board of Public Education** a quarterly unaudited ~~statement~~ report of ~~income and~~ expenses for that preceding quarter in such form and electronic format as prescribed and disseminated by the **Board of Public Education.** ~~to include, but not be limited to, certain financial statements for each public charter school operated by the **Charter Governing Board**.~~ The **Board of Public Education** may reduce the frequency of financial reports after the first year of operation.

6.4. Audits.

6.4.1. For so long as the Office of Public Instruction's currently operative audit letter does not identify charter school financial statements as a category that must be audited, the **Charter Governing Board** shall retain either an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Charter Governing Board**'s annual financial statements related to public charter schools. Should the Office of Public Instruction's currently operative audit letter identify charter school financial statements as a category that must be audited, however, the **Charter Governing Board** shall retain an independent certified public accountant or certified public accounting firm licensed in the State to perform annually an audit of the **Local school board**'s annual financial statements. The independent audit of the **Charter Governing Board**'s financial statements must be performed in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States, as well as any additional requirements and guidelines that may be provided by the **Board of Public Education**. The audited

financial statements must be submitted to the **Board of Public Education** within ten (10) business days of receipt of any such complete and final audit report.

6.4.2. A **Charter Governing Board** that contracts with an Educational Service Provider must submit to the **Board of Public Education** audited financial statements of the Educational Service Providers by October 31 of each year.

6.5. Fiscal Year. The fiscal year of the **Charter Governing Board** shall begin on July 1 of each calendar year of the term of the initial **Charter Contract** and shall end on June 30 of the subsequent calendar year.

6.6. Annual Budgets and Cash Flow Projections.

6.6.1. Except in the first year of operation, a **Charter Governing Board** shall prepare and provide to the **Board of Public Education** a copy of its annual budgets and cash flow projections for each public charter school it has been authorized to operate each fiscal year by no later than August 30 of the immediately preceding fiscal year.

6.6.2. All annual budgets and cash flow projections shall be in such form and electronic format as prescribed and disseminated by the **Board of Public Education**.

6.7. Release of Funding. In the first year of the public charter school operations, if, after the October enrollment count, a public charter school does not meet the eligibility requirements for separate budget unit status and basic entitlement pursuant to 20-6-812, MCA, public charter schools receiving a basic entitlement will be subject to the return of overpayment provisions under 20-9-344, MCA.

7. Reporting Requirements

7.1. Annual Reports. No later than July 1 succeeding a school year in which any public charter school provided instruction, the **Charter Governing Board** shall submit to the **Board of Public Education** an Annual Report for each such public charter school setting forth the academic program and performance of each public charter school for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the **Board of Public Education** and shall include at least the following components.

7.1.1. A discussion of each school's progress made towards achievement of the goals set forth in the Terms of Operation including its Performance Framework.

7.1.2. A report on the progress of each public charter school in meeting the goals and measures of the Performance Framework during the last school year (the "Performance Framework Progress Report"). The Performance Framework Progress Report must contain data addressing each goal and measure in the school's Performance Framework and should report data as may be required by the **Board of Public Education** in order for the **Board of Public Education** to substantiate outcomes. The Performance Framework Progress Report shall be prepared pursuant to any requirements set forth by the **Board of Public Education.** Should the Performance Framework Progress Report indicate that the school has not met one or more of the goals in its Performance Framework, the **Board of Public Education** may require the **Charter Governing Board** to submit a corrective plan for the school pursuant to this **Charter Contract**.

7.1.3. The statement of assurances relating to compliance with requirements under the **Charter Contract** and applicable law, the form and requirements of which shall be determined by the **Board of Public Education**.

7.1.4. A brief statement setting forth changes to the school's educational program and mission as well as governing and organizational structures, during the previous fiscal and school year.

7.2. Financial Reports. The **Charter Governing Board** shall provide the financial reports required by this **Charter Contract** pursuant to the terms and dates specified therein.

8. Renewal, Corrective Action, and Termination

8.1. School Renewal. No later than June 30 of each year, the **Board of Public Education** shall issue a public charter school performance report and charter renewal application guide to the **Charter Governing Board** of any public charter school whose charter will expire the following year. The performance report must summarize the public charter school's performance record and must provide notice of any weaknesses or concerns perceived by the **Board of Public Education** that may jeopardize renewal if not rectified. The **Charter Governing Board** shall respond to the performance report and submit any corrections or clarifications within 90 days.

8.2. No later than February 1, the **Charter Governing Board** shall submit to the **Board of Public Education** a renewal application to extend the authority to operate a school (the "School Renewal Application"). The School Renewal Application shall conform to 20-6-809, MCA, and the **Board of Public Education**'s guidelines and contain:

8.2.1. a report of the progress of the school in achieving the educational objectives set forth in the Terms of Operation;

8.2.2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the school that will allow a comparison of such costs to other schools;

8.2.3. copies of each of the Annual Reports of the school including the school report cards and certified financial statements;

8.2.4. evidence of parent and student satisfaction at the school; and

8.2.5. such other material and information as is required by the **Board of Public Education**.

8.3. Approval or Denial of School Renewal. The **Board of Public Education** shall either approve or deny the School Renewal Application. In the event that the School Renewal Application is not approved, the **Charter Governing Board** shall close the school at the end of the school year that corresponds with the end of the period the **Charter Governing Board** may operate the school pursuant to this **Charter Contract**, and the **Charter Governing Board** shall follow the procedures for school closure as established by the **Board of Public Education**. In the event that the School Renewal Application is granted in whole or part, the **Board of Public Education** shall enter into a proposed renewal **Charter Contract** to allow the **Charter Governing Board** to operate the school for an additional period of time in accordance with the **Board of Public Education**'s renewal practices. Nothing herein shall obligate the **Board of Public Education** to approve a School Renewal Application.

8.4. Corrective Plans. If the **Board of Public Education** determines that the **Charter Governing Board** or any of its charter schools, programs or sites is not progressing toward one or more of the performance or education goals set forth in the **Charter Contract**, that the quality of a charter school's, program's or site's educational program or the **Charter Governing Board**'s governance practices are not satisfactory, or that the **Charter Governing Board** or any of its charter schools or sites is not in compliance with the terms and conditions of the **Charter Contract** including the Monitoring Plan, then the **Board of Public Education**, in consultation with the **Charter Governing Board**, may develop and require the **Charter Governing Board** to implement a corrective plan ("Corrective Plan"). Nothing contained herein shall require the **Board of Public Education** to undertake the development of a Corrective Plan to terminate the authority to operate a charter school, site or program, place the **Charter Governing Board** on probationary status, or initiate mandatory remedial action in accordance with the Act or the **Charter Contract**. The terms and conditions of a remedial plan may include, but are not limited to, the termination of the authority of the **Charter Governing Board** to operate a particular charter school, site, or program.

8.5. Grounds for Charter Termination or Revocation. The **Charter Contract** may be terminated and revoked:

8.5.1. by the **Board of Public Education** in accordance with the Act; or,

8.5.2. by mutual agreement of the Parties hereto.

8.6. Grounds for School Closure. The **Charter Governing Board**'s authority to operate any charter school, site, or program may be terminated or revoked:

8.6.1. should the **Board of Public Education** determine that one of the grounds set forth in the Act apply to such charter school, site, or program; or

8.6.2. by mutual agreement of the Parties hereto.

8.7. Notice and Procedures.

8.7.1. Should the **Board of Public Education** determine that one of the grounds for termination or revocation of the **Charter Contract** as defined under the Act has occurred or is occurring, the **Board of Public Education** may, at their discretion, elect as follows:

8.7.1.1. to terminate the **Charter Contract**; or

8.7.1.2. terminate the **Charter Governing Board**'s authority to operate one or more charter schools, programs, or sites, or any combination thereof; or,

8.7.2. Should the **Board of Public Education** elect to terminate the **Charter Contract**, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of the **Charter Contract**, the **Charter Governing Board** shall be provided an opportunity to be heard and present evidence in opposition to termination.

8.7.3. Should the **Board of Public Education** elect to terminate the authority of the **Charter Governing Board** to operate a charter school or site, the **Board of Public Education** shall provide notice of such to the **Charter Governing Board** at least thirty (30) days prior to the effective date of the proposed action.

8.8. Effect of Termination. In the event of termination of the **Charter Contract**, whether prematurely or otherwise, the **Charter Governing Board** agrees to follow any additional procedures required by the **Board of Public Education** to ensure an orderly dissolution or transition process, including the implementation of a school closure plan as provided by the **Board of Public Education**.

9. Other Covenants and Warranties

9.1. Indemnification and Acknowledgements

9.1.1. Indemnification: The **Charter Governing Board** shall indemnify, defend, save and hold harmless the **Board of Public Education**, the State of Montana, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the **Charter Governing Board** or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of the **Charter Governing Board** to conform to any federal, state, or local law, statute, ordinance, administrative rule, regulation, or court decree that is applicable to the **Charter Governing Board**. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the **Charter Governing Board** from and against any and all claims. It is agreed that the **Charter Governing Board** will be responsible for primary loss investigation, defense, and judgment costs where this indemnification is applicable. In consideration of the award of this **Charter Contract**, the **Charter Governing Board** agrees to waive all rights of subrogation against the State of Montana, its officers, officials, agents, and employees for losses arising from the work performed by the **Charter Governing Board** for the State of Montana.

9.1.2. Immunity. The parties acknowledge that, pursuant to law, the **Board of Public Education**, its members, officers, and employees shall enjoy all immunities from liability as provided under the law. Nothing in this **Charter Contract** shall be construed as a waiver of any rights, limits, protections, or defenses provided by any sovereign or governmental immunity laws.

9.1.3. Debts and Financial Obligations: The parties acknowledge that neither the **Board of Public Education**, the State of Montana, or its agencies, boards, commissions, or divisions are liable for the debts or financial obligations of a public charter school or persons or entities that operate public charter schools.

9.2. Charter Revision. This **Charter Contract** may be revised only by written consent of the Parties hereto.

9.3. Assignment. This **Charter Contract** may not be assigned or delegated by the **Charter Governing Board** under any circumstances, it being expressly understood that the rights and obligations granted hereby runs solely and exclusively to the benefit of the **Charter Governing Board**.

9.4. Notices. Any notice, demand, request, or submission from one Party to any other Party or Parties hereunder shall be deemed to have been sufficiently given or served for all purposes if it is delivered in writing via electronic mail as an attachment thereto with a legally valid and binding electronic signature or an electronic image of a physical signature (.pdf or similar format), and as of the date upon which the sender receives receipt of confirmation generated by the recipient's electronic mail system that the notice has been received by the recipient's electronic mail system, to the Parties at the following addresses:

If to the **Charter Governing Board**:

Erik Wilkerson
PO Box 838
Boulder, MT 59632
erik.wilkerson@jhs.k12.mt.us

If to the **Board of Public Education:**

McCall Flynn
PO Box 200801
Helena, MT 59620
bpe@mt.gov

9.5. Severability. In the event that any provision of this **Charter Contract** or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this **Charter Contract** and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this **Charter Contract** shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.6. Entire Charter. The **Charter Contract** supersedes and replaces any and all prior agreements and understandings between the **Board of Public Education** and the **Charter Governing Board** as it relates to the creation of a particular public charter school. To the extent that any conflict or incompatibility exists between the Terms of Operation and the other terms of this **Charter Contract**, such other terms of this **Charter Contract** shall control.

9.7. Construction. This **Charter Contract** shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the **Charter Contract**.

JEFFERSON ACADEMY

By_____
Camilla Robson, Chair of the Charter Governing Board

MONTANA BOARD OF PUBLIC EDUCATION

By_____
Dr. Tim Tharp, Chair of the Montana Board of Public Education

Exhibit A – Terms of Operation

Part I – Specific Terms
Additional Terms of Operation will be added at a later date, based on the timeline outlined for submission above. The **Board of Public Education** will communicate this timeline and submission expectations at a later date.

The **Charter Governing Board** shall provide educational services, including the delivery of instruction, to students at the following location(s):

Jefferson Academy North Campus
PO Box 838
Boulder, MT 59632

Jefferson Academy South Campus
105 Venture Way
Boulder, MT 59632

Part II – Charter Application
The **Board of Public Education** will include the Charter Application submitted by the **Charter Governing Board** for execution of the **Charter Contract**.

Exhibit B – Monitoring Plan

Part I – Monitoring Plan

As provided in the **Charter Contract**, the **Charter Governing Board** agrees to abide by a **Monitoring Plan**, the general components of which are set forth below. The requirements of the **Monitoring Plan**, are in addition to any notification, record-keeping, or reporting requirements set forth in the **Charter Contract** or applicable law including any obligation to receive the written approval of the **Board of Public Education**, and/or to seek approval for revision of the **Charter Contract** pursuant to applicable law.

A. The **Charter Governing Board** shall maintain the following records in its offices for inspection by the **Board of Public Education** and/or its designee:
   1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
   2. Student academic and health records;
   3. Attendance records for students including withdrawals of students from each **school** and the reason(s) for such withdrawals;
   4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act ("IDEA") as well as documentation concerning section 504 of the Rehabilitation Act of 1973 for children with disabilities enrolled in each school;
   5. Staff rosters including records of hiring, resignation, and termination of employees;
   6. Evidence of credentials and/or qualifications for all teachers;
   7. Evidence that required fingerprint-based background checks have been conducted for all applicable school employees;
   8. Certificates of occupancy or other facility-related certification or permits;
   9. Lease agreements and/or mortgages or deeds;
   10. Loan documents;
   11. Contracts in excess of $1,000 including management contracts;
   12. **Charter Governing Board** or **school** policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Public Right to Know Laws and Open Meetings Laws and other areas required by the **Charter Contract** or law;
   13. Grievances made by students, parents, teachers, and other employees to the **Charter Governing Board** together with documentation of all actions taken in response;
   14. Inventory of all assets of the **Charter Governing Board** that have been purchased with public funds including grant funds;
   15. Documents sufficient to substantiate each **school**'s progress on the measurable goals set forth in its Performance Framework; and,
   16. Student level discipline records including, but not limited to, information regarding in-school and out-of-school suspensions, and expulsions for all students (including students with disabilities) available by grade and year reflecting:
       a. number of suspension/expulsion incidents; and,
       b. number of different students involved in suspension/expulsion incidents.

B. To corroborate information submitted by the **Charter Governing Board** to the **Board of Public Education**, and in order to ensure compliance with the Act and the **Charter Contract**, the **Board of Public Education** or its designee will:
   1. Make at least one visit to each **school** in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the administrator of the school and other personnel, and

observation of instructional methods. Visits in later years may decrease in frequency and be conducted by **Board of Public Education** designees;

2. During the first term of authority to operate a **school**, make at least one other visit to a school, which may be announced or unannounced. In subsequent terms, the **Board of Public Education** may conduct visits on a sampling basis for schools that demonstrate high levels of academic and fiscal soundness, compliance with applicable laws, rules, and regulations, and whose academic performance makes it likely they will improve student learning and achievement;
3. Require the **Charter Governing Board** to make available necessary information in response to the **Board of Public Education**'s inquiries including information necessary to prepare annual or semi-annual evaluations of each school's financial operations, academic program, future outlook, and other areas;
4. Conduct internal investigations as appropriate on its own initiative or in response to concerns raised by students, parents, employees, local school districts and other individuals or groups. Where appropriate, the **Board of Public Education** shall issue remedial orders as permitted by the **Charter Contract** or applicable law; and
5. Review as necessary the **Charter Governing Board**'s and its **schools**' operations to determine whether any changes in such operations require formal revision of the **Charter Contract** and, if so, determine whether such revision should be recommended for approval.

C. The **Charter Governing Board** shall track, and maintain information regarding, the following information:
   1. A copy of all minutes from each of its meetings, committee meetings and executive sessions of the meeting or session pertaining to the **school**;
   2. An updated list of trustees and officers of any such person's election; removal; resignation; expiration of term without re-election; or, otherwise leaving the **Charter Governing Board**; and,
   3. An updated list of each administrator, principal, or head of school for each **site** of each **school**, however designated.
   4. Any and all student-level suspensions (including in-school and out-of-school suspensions of less than one-day) and expulsions including, but not limited to:
      a. The date the disciplinary action was instituted;
      b. The duration of any suspension;
      c. The reason for such suspension or expulsion;
      d. The student's status as an English Language Learner ("ELL"), a student with a disability under the IDEA or a student who qualifies for the federal Free or Reduced Price Lunch program("FRPL"); and,
      e. Other student demographic information.
   5. Any and all student-level enrollment and retention information including, but not limited to:
      a. The date of any student withdrawal, transfer or discharge;
      b. The reason for each withdrawal, transfer or discharge;
      c. The student's status as an ELL, student with a disability under the IDEA or a FRPL student; and,
      d. Other student demographic information.

~~D. The **Charter Governing Board** shall provide the **Board of Public Education** with such information on a quarterly basis in accordance with guidance maintained and disseminated by the **Board of Public Education**. Such guidance, as it may be amended from time to time, shall be binding on the **Charter Governing Board**.~~

Exhibit C – Performance Framework

Part I – Academic Performance Framework and Evaluation

A. The **Charter Governing Board** shall adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

B. The **Charter Governing Board** shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:
   1. school achievement goals;
   2. student academic proficiency;
   3. student academic growth;
   4. achievement gaps in both proficiency and growth between major student subgroups;
   5. attendance;
   6. dropout rate;
   7. recurrent enrollment from year to year;
   8. postsecondary readiness;
   9. financial performance and sustainability;
   10. **Charter Governing Board** performance and stewardship, including compliance with all applicable laws, regulations, and terms of the **Charter Contract**.

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Exhibit D – Assurances and Variances to Standards

Part I – Assurances Regarding Students with Disabilities

A. The **Charter Governing Board** provides the following assurances regarding the provision of education and other services to students with disabilities to be enrolled at each proposed charter school.
   1. The **Charter Governing Board** will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA which are applicable to it.
   2. The **Charter Governing Board** will, consistent with applicable law, be a Local Education Agency (LEA) that will ensure that all students with disabilities that qualify under the IDEA:
      a. have available a free appropriate public education ("FAPE");
      b. are appropriately evaluated;
      c. are provided with an IEP;
      d. receive an appropriate education in the least restrictive environment (LRE);
      e. are involved in the development of and decisions regarding the IEP, along with their parents; and,
      f. have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to a school's or school district's provision of FAPE.
   3. Unless otherwise approved by the **Board of Public Education**, the **Charter Governing Board** shall assign a qualified employee whose responsibility it is to ensure implementation of the public charter school's responsibilities under IDEA and Section 504.
   4. Each school will make available, as required by IDEA regulations, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's IEP Team.
   5. Each school will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights and Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
   6. Each school will comply with the Office of Public Instruction data and reporting requirements in compliance with federal law and regulations.
   7. Each school will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to potential evaluation.

Part II – Assurances Regarding Indian Education for All (IEFA)

A. The **Charter Governing Board** provides the following assurances regarding the provision of IEFA at each proposed charter school.
   1. The **Charter Governing Board** recognizes that it is the constitutionally declared policy of the State to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of the cultural heritage of American Indians.
   2. The **Charter Governing Board** shall ensure that all students utilizing educational programs provided by a charter school, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner.
   3. The **Charter Governing Board** shall work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of

American Indians, with particular emphasis on Montana Indian tribal groups and governments.

4. Predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, the **Charter Governing Board** shall provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Part III – Variances to Standards

A. Variances to Existing Standards: The **Board of Public Education** does not authorize any variances to standards as part of this **Charter Contract** to meet the intended outcomes of the proposed academic program of the **school**.

B. Additional variance to standards requests may be approved in accordance with ARM 10.55.604 or amendment to this Exhibit. An application for variance to standards is due in writing to the Superintendent of Public Instruction no later than the second Monday in October for the current academic year.

ITEM 26

ACTION ON AMENDMENTS TO PUBLIC CHARTER SCHOOL CONTRACTS

Madalyn Quinlan

***See Item 25 Revised Charter Contract for reference**

ASSESSMENT COMMITTEE – (Item 27)

Renee Rasmussen

ITEM 27

ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM, TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER

Renee Rasmussen

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.56.101, 10.56.102, and 10.56.105 pertaining to Assessment Standards	))))	NOTICE OF ADOPTION

TO: All Concerned Persons

1. On April 12, 2024, the Board of Public Education (board) published MAR No. 10-56-286 pertaining to the public hearing on the proposed adoption of the above-stated rules at page 662 of the 2024 Montana Administrative Register, Issue Number 7.

2. The board has adopted the following rules as proposed: ARM 10.56.101, 10.56.102, and 10.56.105.

3. No comments or testimony were received.

4. The rules adopted in this notice are effective August 9, 2024.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State July 30, 2024.

LICENSURE COMMITTEE – (Items 28-31)

Susie Hedalen

ITEM 28

INFORMATION ON ADDED ENDORSEMENTS UNDER CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSURE

Crystal Andrews
Shannon Boswell

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Added Endorsement Areas Under Class 4 Licensure
Presenter(s)	Crystal Andrews and Shannon Boswell
Position Title	Accreditation and Licensure Director and CTAE Manager Office of Public Instruction
Overview	Class 4 license endorsement areas shall be evaluated on an annual basis by the Superintendent of Public Instruction. Through the evaluation process, multiple endorsement areas were considered and added.
Requested Decision(s)	Information Only
Related Issue(s)	ARM 10.57.421
Recommendation*(s)*	None

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Class 4- Added Endorsements
Board of Public Education-Information Item

10.57.421 CLASS 4 ENDORSEMENTS

(1) **Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following**: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.

ADDED ENDORSEMENT AREAS

1. 11S THA- Theater Arts
2. 14S HPB- Health Professions- Biotechnology
3. 14S HPI- Health Professions- Informatics
4. 14S HPT- Health Professions- Therapeutics
5. 17S CAR- Carpentry/Woodworking
6. 23S ECE- Early Childhood
7. 23S WBL- Work-Based Learning
8. 23S TEX- Textiles

Contact

Crystal Andrews, Director of Accreditation and Licensure, 444-6325 crystal.andrews@mt.gov

Shannon Boswell, CTAE Manager, 444-7915 shannon.boswell@mt.gov

ITEM 29

INFORMATION ON THE RECOMMENDATION FOR INITIAL APPROVAL OF THE UNIVERSITY OF MONTANA REQUEST TO IMPLEMENT HEALTH AND PHYSICAL EDUCATION ENDORSEMENT AND SECONDARY EDUCATION ENDORSEMENT

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Recommend Initial Approval of the University of Montana's Request to Implement: Health and Physical Endorsement and Secondary Education Endorsement.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Director Office of Public Instruction
Overview	State Superintendent Arntzen recommends to the Board of Public Education the initial approval of the University of Montana's request to implement a Health and Physical Education Endorsement and Secondary Education Endorsement. University of Montana's Director of Accreditation, Kristi Steinberg, will provide an overview of the two endorsements.
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	None

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

APPROVAL OF NEW CURRICULAR PROGRAMS
APPLICATION GUIDELINES

University of Montana- Secondary Education (Distant Based)
Health and Physical Education Endorsement

Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Educator Preparation Provider (EPP) curriculum process and procedures.	March 2024
Institutional body implements policy to add new programs.	May 2024
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	May 2024
Verification of regional accreditation.	June 2024

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.	May 2024
EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315	May 2024
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program.	May 2024
EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.	May 2024

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR electronically to the OPI.	June 2, 2024

Step 4: Office Audit/Review	Date Submitted

OPI conducts the audit/review of the application materials.	June 2024
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	June 2024
EPP submits a follow-up report to OPI, as necessary.	June 2024

Step 5: Site Visit	Date Submitted
If the EPP is scheduled for a regular site review, the new program is included in the regular review.	N/A
If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.	Spring 2026
OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.	Spring 2026
Site Visits follow the approved state protocol based on the PEPP Standards.	Spring 2026

Step 6: Final Approval Process	Date Submitted
Site visitor team submits the state exist report to the state superintendent.	May 2026
State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	July 2026
BPE takes final action on the Superintendent's recommendation.	September 2026

ITEM 30

INFORMATION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF EDUCATION

Crystal Andrews
Dr. Julie Murgel

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Review of the Virtual Joint Site Visit and State Exit Report of Montana State University Educator Preparation Provider (EPP) in the Department of Education, September 24-26, 2023.
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation Director; Chief Program Officer Office of Public Instruction
Overview	The State Superintendent of Public Instruction presents to the Board of Public Education (BPE) the State Exit Report of Montana State University EPP programs in the Department of Education. Review the summary of results and overall impressions of the virtual visit on September 24-26, 2023. Dr. Tricia Seifert, Dean of Education, and Dr. Rebecca Turk, Director of Accreditation will be available to provide comments and respond to questions from the BPE. The State Exit and Narrative Reports are included in the BPE Agenda Packet.
Requested Decision(s)	Information only
Related Issue(s)	The BPE approval process follows: July 2024: State Exit & Narrative Reports September 2024: Recommend Action
Recommendation(s)	None

MONTANA
STATE UNIVERSITY
Department of Education

October 16, 2023

Crystal Andrews
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Dear Director Andrews,

We would like to extend our gratitude for your work on our virtual accreditation site visit at Montana State University in September 2023. Your communication and support throughout the process was exceptionally helpful. In addition to the visit, the review team provided expert feedback on our report that will undoubtedly facilitate our continuous improvement efforts. The feedback offered by the review team, Julie Murgel, Michelle Price, and yourself was thorough and centered on best practice. This peer review is a pivotal component of our continuous improvement and accreditation process. We look forward to our continued professional partnership with the Office of Public Instruction and the Board of Public Education.

I have provided the following update on our progress on meeting the recommendations of our final report.

Recommendations & Moving Forward

- *Develop a more complete and comprehensive listing of courses that support the use of a variety of instructional strategies to develop a deep understanding of content areas is needed.*
- *The MAT needs clearer evidence that the targeted areas of preparation in the content area are included in the program.*
- *For modern languages, more explicit instruction or opportunities for candidates to enhance or apply language and culture knowledge aligned to the PEPPS content-specific standards is needed.*
- *Comprehensive mapping aligned to the standards is recommended for Industrial Trades and Technology and MAT Elementary Education.*
- *Computer Science course structure does not facilitate all-standards exposure.*

⇒ We will compile a more complete listing of courses that engage preservice teachers in our program with a variety of instructional strategies within the content areas. This work will include partners from across all departments that support teacher education at MSU.

⇒ We will create a clear crosswalk between the PEPPS for each content area and the assessments that provide evidence for targeted areas of

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Department of Education

preparation in the content areas within the program, including the MAT and modern languages.

⇒ We will work with our partners in modern languages to create a clear crosswalk between the PEPPS and modern languages coursework that provide instruction and/or opportunities for candidates to enhance or apply culture knowledge.

⇒ We plan to engage in comprehensive curriculum mapping of all programs in the coming semesters. This will provide us an opportunity to identify areas in which we can more purposefully support preservice teachers in our program and provide additional opportunities for integration of best practices across courses.

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We look forward to the opportunity to improve in the recommended areas and are proud to have met or exceeded the expectations for our teaching licensure programs as identified in the PEPP Standards. Our priority is cultivating high-quality educators and leaders for the state of Montana so that each student can succeed.

Sincerely,

Dr. Rebecca Turk
Director of Accreditation
Montana State University
Department of Education

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Montana State University
Education Preparation Provider
State Exit Program Report
July 18, 2024

Crystal Andrews, Director of Accreditation and Education Preparation Programs

From September 24-26, 2023, the Joint Accreditation review of the Educator Preparation Provider (EPP) in the College of Education Health and Human Development occurred virtually at Montana State University in Bozeman. This joint site review was conducted by the Council for the Accreditation of Educator Preparation (CAEP) and the Montana Office of the Public Instruction (OPI). Prior to the virtual site visit, a cadre of qualified educators including teacher, college professors, administrators and content specialists reviewed the Institutional Reports provided by Montana State University for the endorsement areas. The CAEP team reviewed the documents and conducted focus groups regarding the initial standards, ARM 10.58.311 to 10.58.315 and the advanced standards, ARM 10.58.605 to 10.58.609.

The purpose of the review was to verify that the Institutional Report of the EPP meets the requirements of the Montana Professional Educator Preparation Program Standards for both unit and program standards. The Final State Exit Report provides the results of the endorsement review relating to the program endorsement areas along with CAEP's report. The Final State Exit Program Report 2023 is attached.

DEFINITIONS WHICH PERTAIN TO THIS REPORT

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

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Initial Program Standards: ARM 10.58.311 to 10.58.315
Reviewed by CAEP

ARM	TITLE	STATUS
10.58.311	Initial Content and Pedagogical Knowledge	MET
10.58.312	Initial Clinical Partnerships and Practice	MET
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	MET AFI
10.58.314	Initial Program Impact	MET AFI
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	MET AFI

Advanced Program Standards: ARM 10.58.605 to 10.58.609
Reviewed by CAEP

ARM	TITLE	STATUS
10.58.605	Advanced Content and Pedagogical Knowledge	MET
10.58.606	Advanced Clinical Partnerships and Practice	MET AFI
10.58.607	Advanced Candidate Quality, Recruitment, and Selectivity	MET AFI
10.58.608	Advanced Program Impact	MET AFI
10.58.609	Advanced Provider Quality Assurance and Continuous Improvement	MET AFI
10.58.610	School Counseling	CACREP Accredited

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Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	**Teaching Standards** Undergraduate Graduate	 MET with Notation MET
10.58.502	**Agriculture**	MET
10.58.503	**Art K-12**	MET
10.58.509	**English/Language Arts** Undergraduate Graduate	 MET MET with Notation
10.58.511	**World Languages** (French, German, Spanish) Undergraduate Graduate	 MET MET with Notation
 10.58.513 10.58.520	**Health Enhancement** Health Physical Education	 MET MET
10.58.514	**Family and Consumer Sciences**	MET
10.58.515	**Industrial Trades and Technology**	MET with Notation
10.58.517	**Library Media K-12**	MET
10.58.518	**Mathematics** Undergraduate Graduate	 MET MET with Notation
10.58.519	**Music K-12**	MET
10.58.521	**Reading Specialist K-12**	MET
10.58.522	**Science** (Biology, Chemistry, Earth Science, Physics, Broadfield Science) Undergraduate Graduate	 MET MET with Notation
10.58.523	**Social Studies** (Economics, Government, History, Broadfield Social Studies) Undergraduate Graduate	 MET MET with Notation
10.58.528	**Computer Science**	MET with Notation
10.58.531	**Early Childhood Education**	MET
10.58.532	**Elementary** Undergraduate Graduate	 MET MET with Notation
10.58.705	**School Principals, Supervisors, and Curriculum Directors**	MET
10.58.706	**Superintendents**	MET

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COMMENDATIONS

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at Montana State University. Many of these commendations would not be possible without the collaboration of the Education faculty across the university. That type of collaboration takes time and effort. Below are some, though certainly not all, of the specific commendations.

CAEP:

The EDU core courses are aligned with IEFA to include diversity, equity, and inclusion. Supportive relationships have been developed between the candidates, faculty, schools and districts that provide support for all those involved.

Art K12: There is a wide variety of methods and materials introduced and candidates have ample opportunity to gain enough knowledge and experience in these to carry into the classroom. The scope and sequence of these courses allow students to continue to grow their own artistic skill, while simultaneously learning how these methods can be applied to diverse classroom environments.

Family and Consumer Sciences: It is obvious that deep consideration and thought has been involved in the courses and experiences built into the MSU Family and Consumer Sciences program. Evidence indicates many concepts allow differentiated experiences leading students to mastery. The courses selected create a strong foundation for the graduate to be successful in their Family and Consumer Sciences career.

Reading Specialist: The coursework overall appears to focus on evidence-based practices as called for in the standards. Candidates are given opportunities to instruct students in both clinical and internship settings which better prepares them for their own school settings. Decisions about student need in clinical and internship settings are based on research and data.

Early Childhood: The coursework overall appears to focus on best practices as called for in the standards and expectations for the field. Candidates are given varied opportunities to identify, apply, and reflect upon content across semesters and clinical settings.

School Principals, Supervisors, and Curriculum Directors: Essential questions and Learner Outcomes listed in courses are strong components for providing evidence aligned with PSEL standards. Those listed throughout different syllabi are comprehensive and thoughtful for learners in the Educational Leadership program. The syllabi (508, 507, 534, 565) were well developed and demonstrated strong evidence of covering required content.

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Overall: The institution provides candidates with ample opportunities to apply methods, performance skills, and critical thinking through clinical and internship experiences. As evidenced by syllabi and course work, content related to American Indians and the tribes in Montana is aligned and integrated throughout the program.

AREAS FOR IMPROVEMENT (AFI)

Standards R3, R4, R5, A3, A4, and A5 lack the evidence of the effective use of data to monitor, evaluate, and make improvements to program areas. The details are noted in the following reviews.

STANDARDS MET WITH NOTATION

10.58.502 Teaching Standards in the undergraduate program, 10.58.515 Industrial Trades and Technology Education, 10.58.528 Computer Science, 10.58.509 English Language Arts, 10.58.511 World Languages, 10.58.518 Mathematics, 10.58.522 Science, 10.58.523 Social Studies in the graduate programs, and 10.58.532 Elementary in the graduate program were found to have gaps between the evidence provided and the PEPP standards. The details are noted in the following reviews.

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Montana State University
Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

Number and Name of Standard: 10.58.501 Teaching Standards

Validating Statement: Montana State University offers initial teaching licensure in both teaching majors and minors at the undergraduate level, and in multiple teaching majors at the graduate level. At the level of undergraduate initial teaching licensure, the programs offered are early childhood education P-3, elementary education K-8, secondary education 5-12, and K-12 education. At the level of graduate initial licensure, the programs offered are K-8 and 5-12. Additionally, Montana State University offers endorsements for Principals, Superintendents, and School Counseling at the graduate advanced licensure level. Review of the documentation, as itemized below, shows that evidence is consistent with meeting this standard.

Sources of Evidence:10.58.501 Teaching Standards Institutional Report, course syllabi, MSU Online Academic Catalog course descriptions, learning outcomes, signature assessment descriptions, performance assessment descriptions, reflective assignment descriptions, Montana Assessment of Content Knowledge (MACK) data, Praxis data, performance assessment data.

Assessment Aligned to Standard: The Institutional Report: (i) lists courses across all programs for each component of 10.58.501; (ii) provides syllabi for all courses; (iii) describes evidence and learning outcomes for selected courses, to support claims made within the report. The evidence is well-constructed within the report to document program assessment in alignment with 10.58.501. See "Evaluation" section, below, for further explanation.

Evaluation:

a. Evidence consistent with meeting the standard: A full review of the courses listed, syllabi provided, assessments described, and reflections listed revealed that the Teaching Standards are clearly and purposefully addressed and integrated into the content, pedagogy, and dispositional elements of all programs. The provider ensures that student learning outcomes are listed in virtually all syllabi, and that assessments–especially signature assessments–are linked to teaching standards. Purposeful cross-referencing of InTASC Standards, the Danielson Teaching Framework Model, and the PEPPS is found in the vast majority of syllabi, and references (where applicable) to specialized professional standards and/or NAEYC standards are also included.

b. Evidence inconsistent with meeting the standard: EDSP 306 Introduction to Exceptional Learners is a required course and should be listed as supporting the undergraduate program. A

more complete and comprehensive list of courses supporting the use of a variety of instructional strategies to develop deep understanding of content areas is needed for the undergraduate programs.

Commendations: This Institutional Report documents the provider's comprehensive and intentional efforts, across all programs, to meet the components of the Teaching Standards. The provider is to be commended for the ways in which all programs integrate content related to American Indians and tribes in Montana, not only in meeting 10.58.501(l), but across many other components as well. Additionally, the evidence of a very thoughtfully articulated program of courses and assessments within the MAT program is to be commended.

Improvements: In the MAT program, a more complete and comprehensive listing is provided--namely, the methods courses, the course in content literacy, and courses in supporting the social-emotional needs of learners and in addressing the needs of culturally and linguistically diverse students. A similar approach should be taken for the undergraduate programs, especially with regard to the methods courses which are a rich source of providing teacher candidates with knowledge in how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas.

Accreditation Recommendation:

- The undergraduate programs: Meets with Notation
- The Master of Arts in Teaching programs: Meets Standard

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Montana State University
Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

Number and Name of Standard: 10.58.502 Agricultural Education

Validating Statement: Evidence has been presented verifying that candidates have ample opportunity, primarily through the internships, to lead a school community in the development and implementation of a school vision. Course syllabi include opportunities for candidates to understand the many components of Agriculture with an emphasis on methods to teach students about Agriculture.

Sources of Evidence: Course syllabi provided, tasks assignments for teacher candidates, and course descriptions in course catalog.

Assessment Aligned to Standard: For each course in the Agricultural Educational program, the learning outcomes correlate to 10.58.502 PEPP Standard.

Evaluation: Evidence has been presented to verify the focus for each aspect of the program on the PEPP Standards for Agricultural Education.

Commendations: The Agriculture Education program allows students to gain a variety of skills among agricultural economics, agricultural mechanics, animal & range sciences, and plant & soil sciences which will benefit them as a teacher.

Improvements: None

Accreditation Recommendation:

- Meets Standard

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Montana State University
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Narrative Report

Number and Name of Standard: 10.58.503 Art K-12

Validating Statement: As evident by the provided course syllabi and course catalog descriptions, the program is very comprehensive and thorough in preparing future art educators. Candidates are exposed to art history, the evolution of art practices, and encouraged to form their own opinions, style, and appreciation for the artistic process.

Sources of Evidence: Syllabi, course descriptions in course catalog

Assessment Aligned to Standard: The courses in the Art Education Broadfield Major K-12 have clear outcomes listed in the course syllabus, including Art Standards as well as Education standards, depending on the course.

Evaluation: The Art Education K-12 Broadfield Major is a well-designed sequence of courses that provide a wide range of media experience with intentional course outcomes. In addition to studio courses and building artistic skills, courses seek to provide an overall appreciation of art, the diversity within the arts and cultures of our world, as well as methods for candidates to effectively pass this appreciation on to future students.

Commendations: There is a wide variety of methods and materials introduced and candidates have ample opportunity to gain enough knowledge and experience in these to carry into the classroom. The scope and sequence of these courses allow students to continue to grow their own artistic skill, while simultaneously learning how these methods can be applied to diverse classroom environments.

Improvements: Though there are multiple mentions of cultural traditions and how they pertain to art, there isn't any specific mention of American Indians, which is something that should be specified more.

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement: Evidence has been presented verifying that successful candidates follow the major program of study in preparation for becoming highly qualified Secondary ELA teachers. Course syllabi describe the experience of the teacher candidate as being deeply rooted in educational and ELA teaching pedagogy and pedagogical issues. Coursework, required texts, collaborative projects, and collaborative discussion build knowledge and experience, culminating in student teaching fieldwork that allows teacher candidates to practice and apply theoretical knowledge. Opportunities for differentiation, classroom management, and meeting the needs of diverse student populations and learning styles also culminate in and are measured by a successful student teaching field experience.

For the **Master of Arts in Teaching** program with secondary endorsement in English, only weak evidence is provided. Many of the documents provided as evidence do not make it clear that the targeted area of preparation in the content area is necessarily included in the program. In particular, evidence to support that candidates have the necessary content knowledge across the domains is insufficient. Furthermore, all of the content-area targets rely on the PRAXIS score, prior undergrad coursework, and evaluation of candidate's content knowledge through observation during the supervised teaching.

Sources of Evidence: Course syllabi, course descriptions in the catalog, Masters in Teaching Artifacts, Danielson Lesson Planning, Observation and Evaluation Tools, and MSU program leadership institutional report serve as sources of evidence to support the evaluation of the program.

Assessments Aligned to Standards: For each course, as well as student teaching observations, internships, practicums, final Reflective Educator Projects, and portfolios, evidence has been presented to verify the alignment of student learning outcomes with the PEPP standards.

Evaluation: Evidence has been provided to verify the alignment of each aspect of the ELA program with the Montana ELA PEPP Standards.

Commendations: MSU's ELA Professional Educator Preparation Program is deeply rooted in the theoretical considerations and pedagogical knowledge of ELA teaching and learning practices.

Great care is given to prepare students with broad consideration of the multi-faceted nature of teaching ELA in Montana in contemporary classrooms.

Course offerings combine to provide teacher candidates with opportunities to plan, implement, assess, and reflect on English, Language Arts, and Literacy instruction to promote deep critical thinking around social justice, diversity, and democracy. The Bobcat lesson plan provides an opportunity for students to actively support differentiation for varied learning styles and support IEFA.

Improvements: Although pedagogical support is provided for diversifying the classroom curriculum from the traditional cannon, greater teacher candidate exposure to "integrating an extensive range of authors, print and non-print texts and genres, including historic and contemporary works by and about American Indians and tribes in Montana." would be deeply beneficial. Consider the use of anthologies above and beyond the current published poetry lists to support exposure and familiarity building.

Technologies in the classroom are supported broadly by educational technologies courses outside the ENT program and methods courses. Little evidence was found to support teacher candidate exposure to, learning about, and/or practice with educational technologies and multimodal texts directly pertinent to the ELA classroom specifically. In an age of digital literacy, the syllabi reflect a propensity toward traditional texts and composition modalities with some variation supported with recommended, but not required texts. Greater emphasis should be considered for diversifying texts to include non-print texts. This should be built upon to build and support various other forms of multi-modal composition.

Although the representation of pedagogical considerations surrounding social justice issues related to linguistic diversity, race and representation in literature, rurality, equity, social comprehension, culturally and historically responsive literacy, etc. greater emphasis could be given throughout the program of study to provide teacher candidates with opportunities to engage in informed critical analysis and discourse about ELA PEPP standard E "demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias;" within the ENT program offerings.

For the **Master of Arts in Teaching** program, it is assumed that some of these considerations would be present in EDCI 556, The Legal, Social, and Practical Basis of Schooling, a syllabus for this course was not presented as evidence to support the alignment of this PEPP standard by the program offerings, and requirements. More explicit instruction or opportunities for candidates to enhance or apply content knowledge aligned to the PEPPS content specific standards is needed.

Accreditation Recommendation:

- The undergraduate **English Language Arts Option:** Meets Standard

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- The **Master of Arts in Teaching** program with secondary endorsement in English: Meets with Notation

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Number and Name of Standard: 10.58.511 World Languages

Validating Statement: Evidence has been presented verifying that candidates have ample opportunity to lead a school community in the development and implementation of World Language instruction. Course syllabi include opportunities for candidates to understand the importance of language and culture in the learning process, both for students and teachers. Coursework and real-life problem solving during Student Teaching provide classroom management opportunities.

For the **Master of Arts in Teaching** program for modern languages it is not clear that the preparation in the target language area is necessarily included in the program. In particular, evidence to support that candidates have the necessary linguistic and cultural skills is insufficient. Furthermore, all of the language and culture skills rely on the PRAXIS score, prior undergrad coursework, and evaluation of candidate's language and culture skills through observation during the supervised teaching.

Sources of Evidence: Course syllabi and course descriptions in course catalog.

Assessment Aligned to Standard: For each course in the Modern Language program, the learning outcomes correlate to the ACTFL and PEPP Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the program on the PEPP Standards.

Commendations:

Improvements: To better align with the needs of Montana's demographic, developing a course plan to include one or more of the heritage languages of Montana tribal nations would be invaluable. If there were to be a future rewrite, it would be recommended to have an examination of the use and distinction between Religion and Spirituality. In many indigenous belief systems, spiritual awareness and development are daily practices mostly outside of the purview of an organized system and are more authentic representations of culture.

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For the **Master of Arts in Teaching** program for modern languages, more explicit instruction or opportunities for candidates to enhance or apply language and culture knowledge aligned to the PEPPS content specific standards is needed.

Accreditation Recommendation:

- The undergraduate **Modern Languages K-12 Option**: Meets Standard
- The **Master of Arts in Teaching** program for modern languages: Meets with Notation

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Number and Name of Standard: 10.58.513 Health

Validating Statement: The health program provides candidates with a combination of field observations, practicum experiences, reflective practice through peer evaluations, unit plan development aligned with national standards, identification of youth risk behaviors affecting health, and critical examination of health education programs using the health education curriculum analysis tool.

Sources of Evidence: Course outcomes and standards are listed from a course syllabus.

Assessment Aligned to Standard: A clear program of alignment to standards is available in course syllabi.

Evaluation: Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners. Candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate K-12 health education standards. Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable K-12 health education standards for the purpose of instilling healthy behaviors in all learners.

Commendations: Exceptional effort in having candidates employ the State and National Health Education standards during clinical experiences.

Improvements: None

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.520 Physical Education

Validating Statement: The Health Enhancement program facilitates opportunities for candidates to engage and support all learners in learning through practicum participation and field experiences with school-aged students in the local community. Through a variety of coursework and projects, candidates are assessed on the understanding and organization of subject matter for learning. Planning for instruction and designing learning experiences for all learners is promoted through field experiences and observations. Candidates have numerous opportunities to assess learning through practicum experiences. Candidates have the opportunity to develop as professional educators through reflective practice utilizing peer evaluations.

Sources of Evidence: Course syllabi and documentation of course content.

Assessment Aligned to Standard: A clear program of alignment to standards is available in course syllabi.

Evaluation: Physical education candidates are given enriched opportunities to demonstrate content and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of learning, and professional responsibility. Noted in the evidence section of the IR are all methods courses utilizing the same course assignments as a system of candidate assessment of pre-service teacher performance. Would recommend including disparate assessments in each course for a stronger reflection of candidate performance proficiency and program rigor.

Commendations: Respectful effort to facilitate learning opportunities for candidates to engage in clinical practice through service learning opportunities in community schools and campus-facilitated events for school-aged children.

Improvements: None

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.514 Family and Consumer Sciences

Validating Statement: The documents and evidence for the MSU 10.58.514 Family and Consumer Sciences program meet and/or exceed requirements for accreditation.

Sources of Evidence: Due to the nature of the standards and context of delivery, types of evidence vary. The following was utilized:

- Personal applications (i.e. career portfolio, food selection related)
- Inquiry-based applications
- Assignments that are reflective of the critical science approach of the FCS discipline
- Case study analysis (i.e. Raise a child, lesson plans, diversity themes)
- Real-world applications (i.e. handbook creation, toolkit development, website creation, apparel analysis, financial/budgeting)
- Laboratory and research assignments (i.e. human services/family systems, food/culinary, apparel, housing, diversity themes, financial)
- Field experiences
- Lesson plan and teaching material creation aligned to standards
- Capstone and final project-based evaluations that include a self-reflection component

Assessment Aligned to Standard: The following evidence was found to be aligned to standard assessment:

- Project-based applications of knowledge and skill
- Assignments and discussions with reflective prompts
- Quizzes and formal assessments
- Capstone projects (including lesson plan, website, toolkit and handbook creation)
- Field experiences

Evaluation: The MSU Family and Consumer Sciences program is strongly aligned with the Rule: 10.58.514 FCS standards.

Commendations: It is obvious deep consideration and thought has been involved in the courses and experiences built into the MSU Family and Consumer Sciences program. Evidence indicates many concepts allow differentiated experiences leading students to mastery. The courses selected create a strong foundation for the graduate to be successful in their Family and Consumer Sciences career.

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Improvements: There are no improvements suggested at this time. Continual refinement of individual course content and the overall program is suggested to ensure research findings and best practices are explored and adopted as deemed valuable moving forward.

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.515 Industrial Trades and Technology Education

Validating Statement: Evidence has been presented verifying that candidates have ample opportunity to work within an industry where a broad understanding of Industrial Technological concepts is understood. Course syllabi include opportunities for candidates to engage in Industrial processes and understand the importance of technology literacy and application.

Sources of Evidence: Syllabi, MSU Technology Education Course Catalog

Assessment Aligned to Standard: For courses with provided evidence, each learning outcome correlated to the Industrial Trades and Technology Standard and PEPP Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the Technology Education program on the Industrial Trades and Technology and PEPP Standards. The program proves there are a variety of course opportunities and practical experience for candidates to prepare themselves to work within Industrial Trades and Technology Education.

Commendations: Industrial Trades & Technology courses appear to give candidates a comprehensive and rigorous training in each content area. Uses of Reflection and Teaching problem solving strategies are being utilized across courses. Choice is given to candidates for specialization in different Industrial Trades and Technology areas.

Improvements: Creating a comprehensive course mapping aligned to the standards stating which standards are met, at what level they are met, and a detailed description is recommended. Strengthening communication between departments (Industrial Trades and Education) would ensure content and pedagogical knowledge are aligned. Providing evidence for each course listed under the courses & outcomes portion of the report would help solidify evidence. Also provide evidence for each class under the courses & outcomes portion of the report. “In class description or course description” does not provide enough evidence for the course.

Accreditation Recommendation:

- Meets with Notation

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Number and Name of Standard: 10.58.517 Library Media K-12

Validating Statement: The plethora of sources of evidence was provided by the Montana State University's academic library program for the Library Media Certificate.

Sources of Evidence: The institutional report provides detailed information regarding required course titles, course descriptions, and learning outcomes. All syllabi are provided, including detailed unit plans for the practicum courses.

Assessment Aligned to Standard: The syllabi clearly align assessments to PEPP standards. Most standards are covered across multiple courses so that the standards are visited and revisited throughout the program by different instructors using different methodologies.

Evaluation: Learning activities are robust and created so that students can share knowledge and create new knowledge. Learning outcomes are measured in a variety of ways, including activities, writing assignments, presentations, discussions, and reflective journals. This is an impressive program.

There's no evidence that field work is used in assessing learning outcomes. The description of EDCI 598 indicates that an activity is completed in consultation with a mentor librarian, but the course primarily consists of shared readings and synchronous and asynchronous class discussions. It's unclear whether or not the practicum involves students spending time in libraries applying the skills that they have learned in the courses. As described in the syllabus, the course is not a practicum, rather it's a seminar course.

Commendations: Some syllabi have land acknowledgements regarding the land on which the Home Institution sits as well as the land that serves as the workplace of the distance instructor.

Other than in two instances referenced in the improvements section, syllabi are exceptionally well-written, aesthetically pleasing, and highly professional. They are complete with clear learning outcomes, rubrics, revision dates, expectations, schedules, and deadlines.

The Ethics and Advocacy course is exceptionally designed to teach the fundamental concepts of major professional tenets in the context of current events. It's clear that updates for this course are substantial with each offering.

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Improvements: The EDCI 546 syllabus needs to be re-written. It needs to adhere to accessibility standards. It specifies a grading scale that's inconsistent with the MUS grading scale. It recommends a resource with a link that doesn't work. It contains out-of-date information.

The EDCI 549 syllabus also needs to be re-written. The weekly chart of assignment is confusing in that it's a table with a main column that's empty. Assignments are written in incomplete sentences. There are blanks in the syllabus that aren't filled in which should contain information about expectations for completed assignments.

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.518 Mathematics

Validating Statement: The Institutional Report makes it clear that two programs are reviewed. The undergraduate **Mathematics Teaching Option** and the **Master of Arts in Teaching** program with secondary endorsement in mathematics.

For the undergraduate **Mathematics Teaching Option**, strong evidence for nearly every area of preparation is presented.

For the **Master of Arts in Teaching** program with secondary endorsement in mathematics, only weak evidence is provided. Many of the documents provided as evidence do not make it clear that the targeted area of preparation (mathematics) is necessarily included in the program. In particular, evidence to support that candidates have the necessary mathematics content across the mathematical domains is insufficient. Furthermore, all of the content-area targets (i.e. number and operation, geometry, calculus, history, probability) rely on the PRAXIS score, prior undergrad coursework, and evaluation of candidates content knowledge through observation during the supervised teaching.

Sources of Evidence:
Syllabi
MAT Artifact Descriptions
MAT PRAXIS Scores by MAT Cohort

Assessment Aligned to Standard: For the undergraduate **Mathematics Teaching Option**, strong evidence is presented that assessment of candidates is aligned to standard 10.58.518 through learning objectives that are closely aligned to the goals of the standard.
For the **Master of Arts in Teaching** program with secondary endorsement in mathematics, inconsistent and sometimes weak evidence is presented that assessment of candidates is aligned to standard 10.58.518 through learning objectives and artifact descriptions.

Evaluation: For the undergraduate **Mathematics Teaching Option,** a clear connection between the program contents and the PEPPS Standard 10.58.518 is made.
For the **Master of Arts in Teaching** program with secondary endorsement in mathematics, there is not a clear connection between the program contents and many of the PEPPS Standards 10.58.518.

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Commendations: For the undergraduate **Mathematics Teaching Option,** there is a clear commitment to many of the important processes that empower mathematical learners: modeling, problem solving, reasoning, communication, looking for structure and pattern are all heavily incorporated.

For the **Master of Arts in Teaching** program with secondary endorsement in mathematics, there is a clear emphasis on the skills and dispositions needed for effective classroom instruction: multiple means of assessment, understanding student culture, planning instruction and managing classrooms.

Improvements: For the undergraduate **Mathematics Teaching Option,** a clearer connection to mathematical history should be made (10.58.518.1(j.vii)).

For the **Master of Arts in Teaching** program with secondary endorsement in mathematics, more explicit instruction or opportunities for candidates to enhance or apply content knowledge aligned to the PEPPS content specific standards is needed (10.58.518.1(a-h)).

Accreditation Recommendation:

- The undergraduate **Mathematics Teaching Option:** Meets Standard
- The **Master of Arts in Teaching** program with secondary endorsement in mathematics: Meets with Notation

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Number and Name of Standard: 10.58.519 Music K-12

Validating Statement: Evidence has been presented verifying candidates have ample opportunities to learn and practice the skill set required across K-12 music programs. Course syllabi include many opportunities for candidates to explore and understand music from a historical and cultural perspective. Coursework also affords many opportunities for practical application of all skills.

Sources of Evidence: Course syllabi and course descriptions

Assessment Aligned to Standard: For each course that is within the Music K-12 program, the learning outcomes correlate with the PEPP Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the Music programs.

Commendations: Many courses address critical thinking, problem solving and performance skills.

Improvements: Many courses address teaching strategies that are age appropriate, but what is not clear is the addressing age appropriate classroom management specifically for the music classroom(s).

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.521 Reading Specialists K-12

Validating Statement: Evidence has been provided that candidates have ample opportunities to learn evidence-based practices aligned to instruction and assessment of literacy through both coursework and practical application in clinical practice and an internship. Course syllabi indicate opportunities to engage with both the scientific and research-based aspects of literacy through the Science of Reading as well as the art of teaching literacy through courses on children's literature.

Sources of Evidence: Course Syllabi, course descriptions and assignments included in course syllabi.

Assessment Aligned to Standard: Learning outcomes are aligned to standards.

Evaluation: Evidence provided demonstrates that the program covers all standards adequately. There is a clear emphasis on implementing both the art and science of teaching literacy across the curriculum. Coursework clearly covers literacy research and researchers as well as the foundational knowledge needed to be a reading specialist. Multiple opportunities are given to implement the knowledge from courses into practice through clinic hours and an internship.

Commendations: The coursework overall appears to focus on evidence-based practices as called for in the standards. Candidates are given opportunities to instruct students in both clinical and internship settings which better prepares them for their own school settings. Decisions about student need in clinical and internship settings are based on research and data.

Improvements: While the majority of coursework was clearly evident and research based, there are still practices interwoven in some courses that are based on outdated research and methodologies, such as the three cueing system and reading workshops. Working to eliminate these methodologies and moving all coursework to practices aligned to current research would strengthen the program as a whole.

Accreditation Recommendation:

- Meets Standard

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Number and Name of Standard: 10.58.522 Science

Validating Statement: Evidence has been presented verifying that successful candidates follow the subject major and/or minor program of study or the Broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, Earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The Broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.

For the **Master of Arts in Teaching** program with secondary endorsement in Science Broadfield it is not clear that the targeted area of preparation in the content area is necessarily included in the program. In particular, evidence to support that candidates have the necessary content knowledge across the domains is insufficient. Furthermore, all of the content-area targets rely on the PRAXIS score, prior undergrad coursework, and evaluation of candidate's content knowledge through observation during the supervised teaching.

Sources of Evidence: Course syllabi, task assignments for internships, course descriptions in course catalog.

Assessment Aligned to Standard: For each course that is within the Science program, the learning outcomes correlate with the PEPP Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the Sciences programs addressing the PEPP Standards.

Commendations:

- Syllabus for EDM403: EDM 403 -Excellent Online piece for addressing online instruction for students. The comparison of Montana K-12 Content Standards and the Next Generation Science Standards (NGSS) are embedded in the methods courses.

Improvements: According to the evidence provided, some areas do not appear to be aligned to the standards. For the MAT program, Engineering appears to be addressed only within the

undergrad courses. To ensure candidates are proficient in all areas, it would be beneficial to provide clarity on how contemporary science, in particular, Engineering is addressed in coursework. Consider how American Indians and tribes in Montana and their traditional relationships to the environment are embedded throughout candidate assignments rather than a stand-alone assignment. Especially in the MAT program, ensure that candidates are prepared to teach all components within the state and national science content standards, by crosswalking the individual course syllabi with the K-12 content standards.

For the **Master of Arts in Teaching** program, more explicit instruction or opportunities for candidates to enhance or apply content knowledge aligned to the PEPPS content specific standards is needed.

Accreditation Recommendation:

- The undergraduate **Science Broadfield Option:** Meets Standard
- The **Master of Arts in Teaching** program with secondary endorsement in Science Broadfield: Meets with Notation

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Number and Name of Standard: 10.58.523 Social Studies

Validating Statement: The presented evidence verifies that the preparatory program for Social Studies offers candidates the opportunity to practice and become proficient in the skill sets required for effective instruction in the Social Studies disciplines. Coursework also exposes students to a variety of content areas and has a strong emphasis on Indian Education for All.

For the **Master of Arts in Teaching** program with secondary endorsement in Social Studies Broadfield, only weak evidence is provided. Many of the documents provided as evidence do not make it clear that the targeted area of preparation in the content area is necessarily included in the program. In particular, evidence to support that candidates have the necessary content knowledge across the domains is insufficient. Furthermore, all of the content-area targets rely on the PRAXIS score, prior undergrad coursework, and evaluation of candidates' content knowledge through observation during the supervised teaching.

Sources of Evidence: Course syllabi and course descriptions

Assessment Aligned to Standard: The course description learning outcomes and content correlate with the knowledge and skill sets articulated in 10.58.523 (1), (2), (3), (5), and (6).

Evaluation: Evidence has been presented that verifies that the Social Studies teacher candidate program correlates with outlined standards.

Commendations: The coursework offered provides students an opportunity to develop critical thinking skills and evaluate information across all mediums of communication. Tribal land acknowledgements within each syllabus indicate strong understanding of and commitment to Indian Education for All.

Improvements: In a few of the syllabi, skill sets were implied more than stated. However, these were more explicit in other courses offered as evidence.

For the **Master of Arts in Teaching** program with secondary endorsement in Social Studies Broadfield, more explicit instruction or opportunities for candidates to enhance or apply content knowledge aligned to the PEPPS content specific standards is needed.

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Accreditation Recommendation:

- The undergraduate **Social Studies Broadfield Option**: Meets Standard
- The **Master of Arts in Teaching** program with secondary endorsement in Social Studies Broadfield: Meets with Notation

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Number and Name of Standard: 10.58.528 Computer Science

Validating Statement: The activities used in the progression of the required computer science courses in addition to the required education course ensure that a teaching candidate is prepared to meet the standards outlined in ARM. Candidates have multiple opportunities to show knowledge of concepts through summative assessments throughout the program and also are expected to demonstrate knowledge through the use of simulations/program development. The inTASc standards of the education courses are met in three (3) areas. It can be said that the computer science minor at MSU meets the ARM requirements.

Sources of Evidence: The undergraduate programs catalog indicates the courses needed for a candidate to earn a computer science teaching minor. The course sequence includes four (4) computer science required courses, one (1) computer science elective course, and three (3) education courses (with one directly related to computer science). Looking at the requirements found in the computer science standards, the four required computer science courses met many of the basics included in the standards. The remaining standards can be met by taking one of the elective computer science classes. However, teaching candidates do not necessarily get exposed to all of the standards as they do not take all elective classes. The data reviewed included the course description found on the MSU web page, submitted syllabi from MSU, and surveying the textbooks identified in the syllabi.

Assessment Aligned to Standard: The required courses for both computer science and education show a strong alignment to the standard. The elective computer science courses meet the remaining standards as a whole. However, teaching candidates are not exposed to all content in the elective courses as they are required to take only one elective.

Evaluation: Upon completing a survey of the evidence, it does appear that MSU focuses heavily on Python and Java programming languages. All candidates are expected to learn both of these languages in depth. Depending on the elective course taken by a candidate, he/she may be exposed to more languages. It is expected that a candidate takes four different languages in the standards.

The elective courses cover in detail what the standards expect with regards to artificial intelligence, human-computer interactions, computer maintenance, operating systems, software development, security including firewalls. However, teaching candidates are only

required to take one of these courses. One area that was not evaluated and could not be found in any of the evidence was building and fielding mobile services. However, looking at the evidence, it could be implied that the topic is covered.

Commendations: The computer science minor incorporates the basics of computer programming in detail for two languages. If a student chooses the correct computer science elective, they may be exposed to more programming languages. The required courses set up candidates to meet the CSTA K-12 (2017) national standards with regards to computer programming, meaning that students would be exposed to teachers that meet the national CS standards. The education courses will make sure that the teaching candidates have the ability to teach computer science. Although not listed in the ARM standard, math is very important to programming and having the math course listed as a requirement is commendable. The math course was reviewed, and it does have the teaching candidate meet appropriate math requirements required in programming. The educational courses also do a good job of having students apply different technology tools to solve problems.

Improvements: The computer science department has many courses that meet the demands of the standards. However, many of them are single classes and don't expose teaching candidates to all areas of the standards. It is recommended that the department look at the standards that are met by the single elective computer science courses and develop another general education computer science course that incorporates the content of those classes, realizing that the in-depth level would only be at the surface.

Accreditation Recommendation:

- Meets with Notation

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Montana State University
Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

Number and Name of Standard: 10.58.531 Early Childhood Education

Validating Statement: Evidence has been provided to demonstrate candidates have a wide variety of opportunities to learn about the history, context, practices, and knowledge and skills required across the early childhood education profession. This is evidence through both coursework and practical application in clinical practice and an internship. Course syllabi indicate opportunities to engage with the historical, ethical, and research-based aspects of curriculum and instruction in early childhood settings, as well as opportunities to enhance practice through teaming and collaboration with families and other related service providers.

Sources of Evidence: Course Syllabi, course descriptions and assignments included in course syllabi.

Assessment Aligned to Standard: Learning outcomes are aligned to standards.

Evaluation: Evidence provided demonstrates that the program covers standards adequately. There is a clear emphasis on opportunities for candidates to identify, apply, and reflect upon implementation of integrated curriculum methods and assessment in early childhood settings. Additionally, coursework clearly demonstrates content, application, and reflective opportunities for candidates to understand teaming and collaboration with families and related service providers. Multiple opportunities across varied settings are provided to candidates for applied clinical experiences.

Commendations: The coursework overall appears to focus on best practices as called for in the standards and expectations for the field. Candidates are given varied opportunities to identify, apply, and reflect upon content across semesters and clinical settings.

Improvements: While the majority of coursework clearly aligned with and provided varied opportunities to meet standards, some courses presented as evidence did not clearly reflect critical components of the standard. Enhancing courses with specific topics related to childhood trauma and adverse childhood experience would strengthen existing content. Additionally, including the applied opportunity for candidates to demonstrate trauma-informed classroom management strategies would bolster candidate preparation for entering the profession.

Accreditation Recommendation:

- Meets Standard

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Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

Number and Name of Standard: 10.58.532 Elementary

Validating Statement: After a review of all the course syllabi submitted within the Elementary Education (K-8) Major and the Master of Arts in Teaching: Elementary Education K-8, it is evident that the program consistently aligns with the Montana Professional Educator Preparation Program Standards (PEPPS) for Elementary (10.58.532). The content presented in the syllabi reflects a strong commitment to preparing future educators who possess the knowledge, skills, and dispositions necessary to meet the PEPPS, ensuring that graduates are well-equipped to excel in their teaching careers.

Sources of Evidence: Course syllabi, including course learning outcomes, assignments, Signature assignments, Danielson Performance Assessment (DPA), MAT Artifacts, and MAT Praxis content Knowledge Scores by Cohort.

Assessment Aligned to Standard: Most course syllabi provide intentional and explicit connections to Montana PEPP Standards. When PEPPS are not directly linked in the syllabi, evidence provided in the Institutional Report supports the Standards.

Evaluation: The Elementary Education (K-8) Major as well as the MAT Elementary Education (K-8) provide a well-designed overall sequence of courses that broadly address the PEPP Standards. Within most course syllabi, further evidence was found that the PEPP Standards are intentionally a part of the learning outcomes and assessed more formally through “Signature Assignments” (major only), Performance Assessments, and “Artifacts” (MAT only).

Commendations: Some course syllabi provide very clear evidence of alignment of certain assignments to the PEPP Standards, as well as other professional standards (e.g., EDU 222 Service Learning Project, EDU 370 Final Project, and EDM 303 Science Lesson Plan). Eight “Signature Assignments”, which provide a meaningful application of learning, are distributed across a sequence of courses in the Elementary Education K-8 major. The MAT program systematically assesses “Content Knowledge Demonstrated During Student Teaching/Clinical Practice” with six “Artifacts” that are aligned with the InTASC & Montana PEPPS (10.58.501).

Improvements: Several syllabi listed the InTASC, Montana PEPPS, and/or other professional standards but do not clearly link the standards to the course assignments or assessments. The

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MAT program consistently references the Danielson Framework but does not provide clear evidence of alignment to Montana PEPPS for Elementary (10.58.532).

Accreditation Recommendation

- The **Elementary Education (K-8) Major**: Meets Standard
- **Master of Arts in Teaching: Elementary Education K-8:** Meets with Notation

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Narrative Report

Number and Name of Standard: 10.58.705 School Principals, Supervisors, and Curriculum Directors

Validating Statement: Evidence has been presented verifying that candidates have ample opportunity, primarily through the internships, to lead a school community in the development and implementation of a school vision. Course syllabi include opportunities for candidates to understand the importance of school culture in the learning process, both for students and teachers. Case studies during course work and real-life problem solving during the internship provide organizational management opportunities.

Sources of Evidence: Course syllabi including assignments, learner outcomes, alignment to PSEL Standards.

Assessment Aligned to Standard: For each course in the Educational Leadership program, the learning outcomes correlate to the PSEL Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the program on the PSEL Standards.

Commendations: Essential questions and Learner Outcomes listed in courses are strong components for providing evidence aligned with PSEL standards. Those listed throughout different syllabi are comprehensive and thoughtful for learners in the Educational Leadership program. The syllabi in particular (508, 507, 534, 565) were well developed and demonstrated strong evidence of covering required content.

Improvements: There was no mention of collaborating with families that specifically include American Indians or members of Montana Tribes throughout any syllabi. The requirement for 'staff professional growth' based on research had no explicit evidence throughout syllabi.

Accreditation Recommendation:

- Meets Standard

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Narrative Report

Number and Name of Standard: 10.58.706 Superintendents

Validating Statement: A wealth of courses are provided to address each of 10.58.706 requirements. These courses range from theory to practice for students providing a program that strives to ensure adequate preparation. It is clear via each syllabus that the PSEL standards are the guiding principles as well as the NELP, AASA, NASSP, NAEMSP, CCSSO and more professional organization standards.

Sources of Evidence: Course Syllabi, Course Assignments/Assessments as included in Syllabi, PSEL Standards as included in Syllabi.

Assessment Aligned to Standard: Assessments in each course syllabi are aligned to multiple standards. Assessments are varied by course and topic aligned to appropriate standards.

Evaluation: Evidence provided validates the efficacy of the program following each of the PSEL Standards. The program is facilitated by a combination of past practitioners and doctoral professors. Course content, including readings, assignments and reflections are thoughtfully constructed and delivered to align to the requirements of the program.

Commendations: Many courses require students to review actual school documents and work with current school business managers/clerks and personnel to evaluate and critically evaluate practices.

Improvements: Two considerations for program improvement are:

- Inclusion of critical information systems utilized by superintendents, such as, Student Information Systems which are vital in many daily tasks directly related to many of the Montana Code Annotated (MCAs) and ARM (10.58.706) requirements.
- Take into account that Superintendents are often the HR director of their institutions and/or Transportation Directors and as such it is imperative that the practical application and implementation of law is focused on during preparation of this requirement.

Accreditation Recommendation:

- Meets Standard

ITEM 31

INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY NORTHERN EDUCATOR PREPARATION PROVIDER IN THE COLLEGE OF ARTS, SCIENCES, AND EDUCATION

Crystal Andrews
Michelle Price

Montana Board of Public Education
Executive Summary

Date: July 17-19, 2024

Presentation	Review of the Site Visit and State Exit Report of Montana State University Northern Educator Preparation Provider (EPP) in the College of Arts, Sciences, and Education, April 25-26, 2024.
Presenter	Crystal Andrews and Michelle Price
Position Title	Accreditation Director; Accreditation Specialist Office of Public Instruction
Overview	The State Superintendent of Public Instruction presents to the Board of Public Education (BPE) the State Exit Report of Montana State University- Northern EPP programs at the College of Arts, Sciences, and Education. Review the summary of results and overall impressions of the virtual visit on April 25-26, 2024. Beth Durodoye, Dean of Education will be available to provide comments and respond to questions from the BPE. The State Exit and Narrative Reports are included in the BPE Agenda Packet.
Requested Decision(s)	Information only
Related Issue(s)	The BPE approval process follows: July 2024: State Exit & Narrative Reports September 2024: Recommend Action
Recommendation(s)	None

MONTANA STATE UNIVERSITY
NORTHERN
College of Arts, Sciences, and Education

June 7, 2024

Crystal Andrews
Accreditation and Licensure Director
Montana Office of Public Instruction
Helena, MT

Dear Crystal Andrews:

The Education Preparation Provider in the College of Arts, Sciences, and Education at Montana State University-Northern welcomed the opportunity to host the Montana Office of Public Instruction site review team on April 25-26, 2024. We appreciated the time spent by the team to ensure our unit and program standard adherence to Montana Professional Educator Preparation Program Standards. We regard these standards as part of our professional responsibility and commitment to education.

I received the Draft State Exit Program Report 2024 on May 17, 2024. Thank you for the opportunity to review and provide a rejoinder to address corrections, omissions, and errors in the report. You will find a detailed summary of these items by status attached. If you have questions or need clarification, please do not hesitate to contact me.

We look forward to hearing more about the next steps in this process.

Sincerely,

Beth Durodoye

Beth Durodoye, EdD, NCC
Dean

Rejoinder to Address Corrections, Omissions, and Errors

Montana State University-Northern Preliminary State Exit Program Report

June 7, 2024

Background

MSU-Northern's comments to the preliminary exit report from the Office of Public Instruction (OPI) are included in this rejoinder. The primary objective of this document is to underscore corrections, omissions, and errors. The draft report was received on May 17, 2024.

Overview

On April 25–26, 2024, MSU–Northern hosted an OPI accreditation visit. Three OPI specialists conducted the on-site accreditation review of the EPP in the College of Arts, Sciences, and Education. The Institutional Reports that were submitted to OPI on February 16, 2024, had been examined by a team of educators beforehand. The onsite team then created an initial report that included the PEPPS review findings as specified in ARM 10.58. The MSU-Northern Preliminary Accreditation Report is the complete draft report of the 2024 accreditation site visit team. MSU-Northern was given the chance to make corrections and address errors and omissions in accordance with the draft review procedure. These will be listed in turn below.

Summary of Corrections, Omissions, and Errors

The points below address 3 corrections, 1 omission, and 7 rules/corresponding errors in the preliminary state exit report. The specific site team report comments/rules/standards that need to be addressed are noted in bold text, and the EPP rejoinders are italicized.

Corrections

- **Cover Letter – Paragraph 1, Line 4: "Prior to the virtual site visit.."**

  This should be corrected to indicate "Prior to the onsite visit..."

- **Area for Improvement**

  Narrative Report - Number and Name of Standard: 10.58.313 Initial Candidate Quality Recruitment, Progression, and Support

  Summary of Findings, Paragraph 1, Lines 3-5

  "The majority of the evidence submitted displays practice and programming in place prior to major changes implemented within the last two years but not current conditions."

Per the MSUN Initial and Advanced Programs Supporting Document "A significant drop in enrollment following COVID-19 and new program directions with administrative leadership, ushered in changes beginning in Spring 2023 including new faculty and greater alignment of curriculum on both campuses" (p.12). As such, this finding should be corrected to indicate "The majority of the evidence submitted displays practice and programming in place prior to major changes implemented within the last year."

Summary of Findings, Paragraph 2, Lines 5-7

This has led to a majority of the educational courses being in an online format and the beginning steps toward updating endorsement areas through crosswalks, the alignment to PEPPS, and to the expectations and procedures for online coursework.

This finding should be corrected to indicate "This has led to a majority of the educational courses being in an online format for the past year and the beginning steps toward updating endorsement areas through crosswalks, the alignment to PEPPS, and to the expectations and procedures for an online program." BOR approval for an online Elementary Education (K-8) program was recently granted on May 16, 2024, three months after the submission of our self-study document. Therefore, the Elementary Education (K-8) online program was not established at the time of the on-site review.

Omission

- **Stipulation**

10.58.314 Initial Program Impact 1b: Due to the decline in the number of candidates and completers over the last few years, gaining data that is collected and can be easily analyzed has not recently occurred. Concerning employer satisfaction, only one year of data collection was submitted for this standard and did not provide enough data to adequately demonstrate the satisfaction with preparation of completers. Demonstrating standards through multiple valid and reliable data sources that address the unique make-up of the EPP and current conditions across the state would provide needed data points to accurately analyze and demonstrate program impact. Completer and Employer Surveys need to be completed by January of 2025 and 2026. After each data collection, the data needs to be analyzed and followed up with interviews and observation. A report describing how they are using the data to determine if the completers have been effectively prepared to apply skills and dispositions will need to be submitted.

The leadership team will work through existing confidentiality and assent issues that may arise around Completer and Employer interviews, given our small number of responders. Eliciting Completer and Employer observations post-graduation, however, portends numerous challenges based on information gathered from school leaders. Education Department faculty seeking to observe completers/alumni outside of the

auspices of MSU-Northern may experience difficulty gaining access to schools and classrooms, as they must contend with FERPA, parental consent, and other school-based variables that are not within MSU-Northern's control. Given these institutional and professional constraints, please let us know how best we can implement Completer and Employer observation directives.

Errors

- **Standard is met with notation**

10.58.610 Counseling 1g (vi, ix, xi): Standard g(vi) is less clear in syllabi than some of the other standards. Other courses are likely to cover this, but it could be made clearer where the specific issues are covered.

This statement is in direct conflict with the Commendation for Counseling syllabi located on page 6, paragraph 6 of the preliminary report stating "All counseling syliabi are clearly aligned with each standard, not only for Montana PEPPs, but also with other accreditations. It is clear to advanced candidates what outcomes they are expected to learn in each course and with each assignment. The more applied nature of the counseling theories course which often happens in a more advanced course on counseling theories is an area of note."

Standard g(ix) requires future counselors to learn about special education law, rules, and regulations as it is applicable to the work of school counselors. While some of this can be covered in assignments in other classes and some will be learned during clinical practice, a full class on the topic could be made to exist as either a pre-requisite or elective course. There is another course in the program which did not appear within the standards reviews at all (EDUC 507) and this appears to focus on measurement and stats, which is less relevant to the daily work of a school counselor than special education and exceptionalities. Within the special education program at MUS-N there is a course EDSP 550: Ed & Psych of Exc Children, which might align to this area better and could be required for the counseling candidates. This course even includes a practicum, which if timed correctly could line up with existing practicum experiences.

The report indicates that "Within the special education program at MUS-N [sic] there is a course titled EDSP 550: Ed & Psych of Exc Children,..." There is neither a special education program in the Education Department at MSUN, nor an EDSP 550 course within a special education program. There is an EDSP 550 course in the Education Department, which does include a practicum. Practicum supervisor and supervision expectations differ drastically for teachers-in-training and school counseling candidates. A teacher education clinical experience in EDSP 550 encompasses a disparate experience from that of a school counseling candidate.

Special Education law, rules, and regulations as applicable to school counselors are addressed in the Counselor Education program as aligned with the 2016 CACREP Standards. While not appearing on standards reviews, the EDUC 507 course reflects a CACREP stance documenting assessment and diagnostic processes that are both integral and relevant to the foundational counseling curriculum for all entry-level counselor education programs.

Furthermore, school counseling students learn about special education law, rules, and regulations in CNSL 525 Child and Adolescent Counseling. The Smith-Adcock and Tucker text, for example, speaks to this information as well as course outcomes (e.g., "Be able to use diagnostic criteria for child and adolescent clients, according to the major diagnostic categories of the current edition of DSM, and distinguish among symptoms, proposed causes, and preferred interventions/treatment"), and core concepts, knowledge, and skills (e.g., "A general framework for understanding differing abilities and strategies for differentiated interventions [CACREP 2016 II.2.3.h."]).

Standard g(xi) focuses on knowledge of professional organizations, professional development, licensure, etc. Most of the self-study indicates that this is met through an ethics course, which makes sense, except that the bulk of the assignments within the ethics course seem to focus on mental health counseling and these organizations and professional development are very different for clinical counselors and school counselors. For example, there is no mention of the American School Counselor Association (ASCA) code of ethics, but instead candidates are referred to the American Counseling Association (ACA) code of ethics which is very different.

The statement is made that no mention of the American School Counselor Association (ASCA) code of ethics is mentioned in the ethics course (CNSL 502), and that candidates are referred to the American Counseling Association (ACA) code of ethics instead. However, page 2 of the syllabus evidence lists the ASCA Code of Ethics and the www.schoolcounselor.org website as supplemental course resources. Moreover, Remley and Herlihy's text covers ethically responsive behaviors in working with children, as well. Per Assignment 3: Disclosure Statement, students have the opportunity to check with the instructor to use ethical codes beyond the ACA Code of Ethics. CNSL 506 is another evidence example that speaks to this standard, with a course assignment to shadow and interview a School Counselor, and an extensive guide of required readings that include but are not limited to the following:

- *American School Counselor Association. (2019). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.*
- *Davis, Tammy. (2014). Exploring School Counseling: Professional Practices and Perspectives, Second Ed. Boston, MA. Houghton Mifflin Company.*
- *ASCA School Counselor Professional Standards and Competencies*
- *ASCA Ethical Standards for School Counselors*

- *Montana SEL Competencies*

If a practicum contract exists for candidates (similar to internship) it would be helpful to see this to verify that the practicum is being supervised by a school counselor with necessary experience and that this person is providing appropriate supervision. Evidence is also needed for the documentation of core and adjunct faculty degrees as required by standard 2(f).

A practicum contract does exist as stated in the CNSL 571: Practicum in Counseling syllabus on page 5 under #2 "Practicum Supervisor Agreement Form." This is a required document that is due no later than the first week of the term. This one-page document mandates that the supervisor attest to their liability coverage, and provide proof of credentials, professional license, and evidence of formal supervision training, if any.

Evidence of degrees for advanced program faculty, in addition to names, classes taught, and core/adjunct status, was included in the MSUN Initial and Advanced Programs Supporting Document Table 1.4 Advanced Educator Program Preparation Faculty for AY 2021-2023. The supporting document reflected information required for Standard 10.58.610(f) regular and adjunct program faculty who provide individual or group practicum and/or internship supervision have a doctoral degree and/or appropriate clinical preparation from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.

- **Areas for Improvement (AFI)**

Narrative Report - Number and Name of Standard: 10.58.312 Initial Candidate Partnerships and Practice

Summary of Findings, Paragraph 2, Lines 2-4

The education department has revised the vision and mission statements to reflect the new direction toward providing partnerships to rural and isolated communities across Montana, as well as some of the more urban areas.

The Education Department's vision and mission have not changed. The vision of the Education Department aligns with that of the University, which states that the institution "will be known for its supportive, student-centered environment in which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success." This vision has been in force since Spring 2012. The Education Department abides by its Initial Education Program Mission Statement "to prepare teachers with comprehensive pedagogical content knowledge and skills to meet the learning needs of the diverse K-12 student population and to impact society as a whole." The new directions of the Education Department

intentionally reflect even more, the values and aspirations currently expressed in these communications.

10.58.313 Initial Candidate Quality Recruitment, Progression, and Support 1a: While transitioning to an online format for the majority of the courses, there is a lack of continuity to address learning needs and styles of the candidates. There is a disparity between the experiences of the completers from the more in person format to the current candidates who are taking more virtual courses. Creating standard guidelines and training for faculty focused on establishing a virtual environment with robust interactive, skills-based coursework that propels a variety of learners toward developing the knowledge base and skills would provide the continuity for candidate support.

While we acknowledge that there have been recent changes in the mode of delivery for individual Education courses, care has been taken to create experiences for candidates that are comparable in quality. As such, it is unclear as to the where evidence of "...a disparity between the experiences of the completers from the more in person format to the current candidates who are taking more virtual courses" originates.

Since MSUNs last review, initial programs have undergone numerous changes including a fluctuating number of faculty and administrators, and campus site changes (see Table 1.3 of the MSUN Initial and Advanced Programs Supporting Document). Out of an immediate need to provide classes to students across campuses this past year, course sections were collapsed and placed online to meet the diversity of distance demands and fiscal constraints.

At the same time, the Education Department capitalized on its recent changes in new administrative leadership, new faculty, and the greater alignment of curriculum on the Havre and Great Falls MSU Campuses. New departmental directions were also charted including the possibility of an online Elementary Education (K-8) program. This program's online transition was only recently and formally approved by the BOR on May 16, 2024. It is for this reason that a shift to an online status was not reflected in the evidence submitted for the Spring 2024 site visit.

10.58.532 Elementary Education 1 h, j, m, p: While the majority of coursework appears to align with PEPPs with varied opportunities to address standards, many of the course syllabi presented as evidence did not clearly reflect all the components of the standard or show how each standard is assessed. Providing more specific evidence of topics addressed and how assignments/assessments are evaluated would help make a more accurate assessment of the program. Topics & concepts related to standards not met include physical and mental health (h), interdisciplinary connections to integrate subject matter (j), proven instructional strategies (m), and social, emotional, and physical development (p).

The syllabi presented as evidence for standards (h) physical and mental health, (j) interdisciplinary connections to integrate subject matter, and (m) proven instructional strategies explain each of the assignments and the expectations for each week. Information is clearly relayed as to what students are learning and doing, as well as how they are being assessed in the course.

The manner in which specific topics were addressed and assignments/assessments were evaluated for Standard (h) physical and mental health, was evidenced by the 397HE syllabus. This syllabus provided clear and related objectives including:

- *Teacher candidates will identify national and state health and physical education standards and their purpose of addressing the lack of societal wellness.*

- *Teacher candidates will formulate a philosophy of wellness and understand the effects of health and physical education on individuals and society.*

- *Teacher candidates will utilize a variety of resources to develop lesson plans which facilitate psychomotor and wellness development in students.*

The syllabus also documented what is being assessed in the course as exemplified below:

Week 1: <u>Foundations of health education</u>
Whole School, Whole Community, Whole Child
A Collaborative Approach to Learning and Health

After reading this chapter, you will be able to define each of the domains of personal health, identify behavioral risk factors that influence illness and death and describe the link between student health and academic achievement. At the same time, we will be discussing the influence of school health programs on improving school success. In addition, we will summarize the role of each element of the Whole School, Whole Community, Whole Child model in improving the health of all stakeholders in the school community. Lastly, we will discuss the combined impact of the elements of the Whole School, Whole Community, Whole Child model on improving the health of all stakeholders in the school community.

Week 2: Comprehensive School Health Education; Applying the Science of Education to Improving Health Instruction

After reading this chapter, you will be able to identify key policymakers and ways in which they influence education practice in the US. Also, will be able to recognize ways in which findings from the growing body of brain science can be applied to improve teaching and learning. AT the same time, you will be able to describe the application of developmentally appropriate practice to improving health instruction for students in

elementary and middle schools, and to summarize characteristics of effective health education curricula. Lastly, this chapter will help you in distinguishing effective strategies for engaging students in curriculum planning.

The manner in which specific topics were addressed and assignments/assessments were evaluated for Standard (j) interdisciplinary connections to integrate subject matter , was evidenced by the EDU 380 syllabus. This syllabus provided clear and related objectives including:

- *Teacher candidates will demonstrate an awareness of the impact environment, culture (Indian Education for All), linguistic, socio-economic (concentrated generational poverty), exceptionalities, gender, and other factors have on learning.*

- *Teacher-candidates will become familiar with the nature and influence of family, community, society, and culture on children and how these topics may be integrated to enhance student development.*

- *Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessing information, record keeping, and instruction.*

The syllabus also documented critical assessment pieces in section two including an Artifact Reflection Sheet and a Lesson plan, with corresponding expectations and assessment rubrics located in section three. On pages 23-24 for example, the Lesson/Unit Plan Assessment Rubric pointedly noted Standards & Interdisciplinary Connections as one of the scored items.

Per EDU 336A and EDU 336B syllabi, for example, students are being evaluated on their teaching, creating a teaching philosophy, and on critical assessments for Standard (m) proven instructional strategies. Additionally, they are using the Danielson Framework. The Disposition rubric speaks to teaching practices, while the Philosophy rubric addresses instructional methods. These syllabi explicitly cover the components of the standards including course assignments, assessments, and scope and sequence items that span four pages.

The manner in which specific topics were addressed and assignments/assessments were evaluated for Standard (m) was evidenced by EDU 336A and EDU 336B syllabi. The syllabi provided clear and related objectives including:

- *Teacher candidates will identify national and state health and physical education standards and their purpose of addressing the lack of societal wellness.*

- *Teacher candidates will formulate a philosophy of wellness and understand the effects of health and physical education on individuals and society.*

- *Teacher candidates will utilize a variety of resources to develop lesson plans which facilitate psychomotor and wellness development in students.*

Students are evaluated on their teaching, creating a teaching philosophy, and on critical assessments. Moreover, students also use the Danielson Framework. The Disposition rubric addresses teaching practices, while the Philosophy rubric speaks to instructional methods.

Narrative Report - Number and Name of Standard: 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support

Evidence Inconsistent with Meeting the Standard, Paragraph 2, Lines 1-2

The advanced program is currently using the education department's Student Handbook since the Graduate Handbook is in draft form.

The advanced program does not use the Education Department's Student Handbook, which is specifically geared toward teacher education candidates. The Clinical Training Manual is used in tandem with the University Catalog to guide advanced students. However, some reporting language within the Education Department's Student Handbook will be incorporated into an official Graduate Handbook.

Narrative Report - Number and Name of Standard:10.58.609 Advanced Provider Quality Assurance and Continuous Improvement

Evidence Inconsistent with Meeting the Standard, Paragraph 2, Line 2.

Evidence of information being shared with internal stakeholders was provided in meeting agendas and through interviews, however no evidence was provided of external stakeholders.

The Institutional Report Description in 1.e. indicated that the Counselor Education program was a participant of the Unit's Education Advisory Board before faculty and leadership turnover and COVID-19 made convening more challenging. John Ita, former School Counselor at Havre High School, Havre, MT, served as the advanced program stakeholder/member on the board. He is identified in the board Minutes evidence dated October 28, 2020.

- **Stipulation**

10.58.315 Initial Provider Quality Assurance and Continuous Improvement: Due to the current quality assurance system not aligning to the current needs of the program, a new system is in development but not yet implemented. The quality assurance system is the foundation of the program and is in need of being relevant to the current

components of the EPP programs as well as being fully implemented to ensure candidates are effectively prepared to take on the needs of the diverse educational environments in Montana. There was no evidence of a transition plan from the former system to the new proposed system.

Evidence for the current quality assurance system for all Education programs was submitted for the Spring 2024 site visit. At the time of submission, the Education Department was exploring the possibility of launching an online program specifically for Elementary Education (K-8), which would include a transition plan. In order for this modification to take effect in Fall 2024, it was necessary to be approved by the BOR. BOR approval was recently granted on May 16, 2024, three months after the submission of our self-study document. The program was waiting for approval prior to developing a transition plan in case of modifications to the program by the BOR. Moreover, we understood that until an approved program modification took place, our current quality assurance system would remain in effect through this accreditation cycle, with a fully implemented system ready for review with our next regular accreditation visit.

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Montana State University-Northern
Educator Preparation Provider
State Exit Program Report
July 18, 2024

Crystal Andrews, Director of Accreditation and Educator Preparation Programs

From April 25-26, 2024, the State Accreditation review of the Educator Preparation Provider (EPP) at the College of Arts, Sciences & Education occurred onsite at Montana State University Northern in Havre. This site review was conducted by the Montana Office of the Public Instruction (OPI). Prior to the onsite visit, a cadre of qualified educators including teacher, college professors, administrators and content specialists reviewed the Institutional Reports provided by Montana State University Northern for the endorsement areas.

The purpose of the review was to verify that the Institutional Report of the EPP meets the requirements of the Montana Professional Educator Preparation Program Standards (PEPPS) for both unit and program standards. The report provides the results of the review relating to PEPPS as outlined in ARM 10.58:

- 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE
- 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE
- 10.58.313 INITIAL CANDIDATE QUALITY RECRUITMENT, PROGRESSION, AND SUPPORT
- 10.58.314 INITIAL PROGRAM IMPACT
- 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT
- 10.58.501 TEACHING STANDARDS
- 10.58.503 ART K-12
- 10.58.509 ENGLISH/LANGUAGE ARTS
- 10.58.513 HEALTH
- 10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION
- 10.58.520 PHYSICAL EDUCATION
- 10.58.521 READING SPECIALIST
- 10.58.522 SCIENCE
- 10.58.523 SOCIAL STUDIES
- 10.58.526 TRAFFIC EDUCATION
- 10.58.532 ELEMENTARY
- 10.58.604 ADVANCED PROGRAMS
- 10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE
- 10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE

- 10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SUPPORT
- 10.58.608 ADVANCED PROGRAM SATISFACTION WITH PREPARATION
- 10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT
- 10.58.610 SCHOOL COUNSELING K-12

DEFINITIONS WHICH PERTAIN TO THIS REPORT

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

Initial Standards

ARM	TITLE	STATUS
10.58.311	**Initial Content and Pedagogical Knowledge**	Met with Notation
10.58.312	**Initial Candidate Partnerships and Practice**	Met with Area for Improvement
10.58.313	**Initial Candidate Quality Recruitment, Progression, and Support**	Met with Area for Improvement
10.58.314	**Initial Program Impact**	Stipulation
10.58.315	**Initial Provider Quality Assurance and Continuous Improvement**	Stipulation

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Advanced Standards

ARM	TITLE	STATUS
10.58.605	**Advanced Content and Pedagogical Knowledge**	Met with Notation
10.58.606	**Advanced Clinical Partnerships and Practice**	Met with Notation
10.58.607	**Advanced Candidate Quality, Recruitment, Progression, and Support**	Met with Area for Improvement
10.58.608	**Advanced Program Satisfaction with Preparation**	Stipulation
10.58.609	**Advanced Provider Quality Assurance and Continuous Improvement**	Met with Area for Improvement

Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	**Teaching Standards** Elementary Secondary	 Met with Notation Met with Notation
10.58.503	**Art K-12**	Met with Area for Improvement
10.58.509	**English/Language Arts**	Met with Area for Improvement
 10.58.513 10.58.520	**Health Enhancement** Health Physical Education	Met with Area for Improvement Met with Area for Improvement Met with Notation
10.58.515	**Industrial Trades and Technology**	Met with Area for Improvement
10.58.521	**Reading Specialist K-12**	Met with Area for Improvement
10.58.522	**Science** Broadfield	Met with Notation
10.58.523	**Social Studies** Broadfield	Met with Notation
10.58.532	**Elementary**	Met with Area for Improvement
10.58.526	**Traffic Education**	Met with Area for Improvement
10.58.610	**Counseling**	Met with Notation

COMMENDATIONS

The EPP is commended on its numerous ways the advanced candidates are applying their knowledge of laws, policies, and professional standards. Through essays, interviews, assignments, and evaluations, candidates are held to a high level of demonstration and application of this area.

The introductory art courses have a solid foundation and allow candidates to engage into a diverse history of art, with a heavy emphasis on American Indians and tribes in Montana. Candidates are given the opportunity to utilize multiple assessment strategies for evaluating progress of their content knowledge of art through peer review.

The English 5-12 program offers a robust review of literature across genres. Critical analysis of literature is explored in depth and breadth. Teacher candidates have a required course of study that ensures strong content knowledge.

The English 5-12 program texts, activities, and courses of study include the important considerations for authentic writing instruction that is rooted in writing best practices and learning science-supported writing pedagogy. The program is applauded for teaching the value of collaborative writing strategies and methodology.

The EDU course syllabi for Broadfield Science show a strong connection between both the PEPP standards and the 3D Next Generation Science Standards (NGSS) and Montana Standards, as well as integrate Indian Education for All (IEFA) into the curriculum.

Traffic education program courses place a large emphasis on learning and following state requirements for approval of traffic education programs and following Motor Vehicle Division testing procedures. The Office of Public Instruction website is used often as a resource for new candidates. The use of multiple state agencies as well as guest speakers as sources of information show a cooperative approach to education. One of the largest areas of focus is understanding the importance of positive attitudes towards safe driving.

All counseling syllabi are clearly aligned with each standard, not only for Montana PEPPs, but also with other accreditations. It is clear to advanced candidates what outcomes they are expected to learn in each course and with each assignment. The more applied nature of the counseling theories course which often happens in a more advanced course on counseling theories is an area of note.

STANDARD MET WITH NOTATION

10.58.311 Initial Content and Pedagogical Knowledge 1c: Evidence did not support the use of research and evidence to measure P-12 student progress. The use of research and valid and reliable data is paramount in ensuring all P-12 students are learning. It is unclear to what extent

candidates use data to create individualized, small group, and whole group instruction in all program areas.

10.58.311 Initial Content and Pedagogical Knowledge 1d:
Although the EPP has provided evidence of developing content and pedagogical knowledge, it is unclear how content is applied in developing differentiated instruction to ensure learning takes place for a range of student needs within today's P-12 classrooms. With a shift in personalized and proficiency based learning, educators are tasked with providing a range of instruction and interventions within the classroom setting.

10.58.605 Advanced Content and Pedagogical Knowledge 1d: Although advanced candidates are evaluated on the Montana PEPPS through many diverse tools, the review noted the need for an updated Internship Evaluation tool based on current PEPPS. The tool submitted for evidence does not include the depth and breadth of the content specific PEPPS and is missing two components of ARM 10.58.610 Counseling standard.

10.58.606 Advanced Clinical Partnerships and Practice 1c: Although the minimum qualifications for provider and school based clinical supervisors are communicated through the Clinical Training Manual and the use of an Internship Contract ensures all participants understand their roles and expectations, the training of supervisors appears to be limited. It was communicated that a quick online training was performed, but the depth and breadth of the training is unclear. It is important that supervisors are provided proper training to ensure evaluations and clinical experiences are provided with fidelity and aligned to program and national standards.

10.58.501 Teaching- Elementary and Secondary 1d: Improvement is needed in the area of (d) including writing literacy in all program areas. It is unclear from the evidence provided when candidates are able to learn how to incorporate and implement practices of writing across content areas.

10.58.501 Teaching- Elementary and Secondary 1e: Another area needing clarity is providing opportunities to demonstrate the application of (e) how to connect concepts and use perspectives to engage learners in critical thinking, creativity, and collaborative problem solving within the classroom setting which was lacking in evidence.

10.58.520 Physical Education Standards: The depth in which the standards are covered needs to be addressed due to the high attrition rate among new teachers. It is recommended courses are fully aligned to the standards providing multiple opportunities for each standard to be covered and practiced furthering a deeper understanding of teacher performance expectations. Methods courses need to provide candidates with multiple modalities for learning and assessment and not rely solely on opinion-based discussion posts.

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10.58.522 Science 2c: It is recommended to modify the syllabi and coursework for the lecture and lab content courses to include more of the Science and Engineering Practices (SEP), the Crosscutting Concepts (CCC), and IEFA integration. Lecture and lab courses should mention and/or incorporate "field work" into their syllabi/classes to assist in the instructional experience for meeting the three dimensional science standards, strengthening the 5-12 students' ability to engage in the SEPs. The syllabi could also more directly incorporate IEFA and the CCCs. This may occur in the classroom but mentioning it in the syllabi would be advantageous in reviews and strengthen the value of the science standards and Montana initiatives.

10.58.523 Social Studies 2b: The EPP is lacking evidence of 2(a), how to select content appropriate for the purposes of social studies and 2(b) in relation to planning instruction based on national social studies curriculum standards for civic competence. Although syllabi reference the component, no evidence of how activities or assignments relate to the understanding or application of the standard is given.

10.58.523 Social Studies 2e: Several courses focus on isolated components of 2(e), however the specific demonstration of candidates using a variety of approaches in instruction that are appropriate to the nature of social studies content in diverse settings with students with diverse backgrounds, interests, and range of abilities is unclear.

10.58.610 Counseling 1g (vi, ix): Standard g(vi) is less clear in syllabi than some of the other standards. Other courses are likely to cover this, but it could be made clearer where the specific issues are covered.

Standard g(ix) requires future counselors to learn about special education law, rules, and regulations as it is applicable to the work of school counselors. While some of this can be covered in assignments in other classes and some will be learned during clinical practice, a full class on the topic could be made to exist as either a pre-requisite or elective course.

AREAS FOR IMPROVEMENT (AFI)

10.58.312 Initial Candidate Partnerships and Practice 1a: Although placement occurs at a range of school settings, not all candidates experience more than one school setting or developmental level due to placement occurring where the candidate is employed or the isolated location of the candidate. Requiring experience into a range of school settings and grade levels would expand the partnerships and allow candidates multiple, diverse experiences. After experiencing a range of classroom and grade level settings, candidates are more likely to find their preferred area which increases their likelihood of retention after they are employed.

10.58.312 Initial Candidate Partnerships and Practice 1c: With the changes in the structure of the programs, it is unclear how two-way communication between the EPP and partners is constructed and how cooperating teachers and university supervisors are gaining training and

information on completing evaluations and creating diverse, authentic clinical learning opportunities. Evidence was lacking on how Supervisors are provided the necessary support to ensure candidates are not only gaining the experiences needed but are also applying content specific practices.

10.58.313 Initial Candidate Quality Recruitment, Progression, and Support 1a: While transitioning to an online format for the majority of the courses, there is a lack of continuity to address learning needs and styles of the candidates. There is a disparity between the experiences of the completers from the more in person format to the current candidates who are taking more virtual courses. Creating standard guidelines and training for faculty focused on establishing a virtual environment with robust interactive, skills-based coursework that propels a variety of learners toward developing the knowledge base and skills would provide the continuity for candidate support.

10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support 1e: The Internship Evaluation needs to be updated to meet the current requirements of ARM 10.58.610 to include all complexities of the standards and the addition of 1 g(xi) and g(xii). Understanding the impact of common medications that affect learning, behaviors, and mood in the P-12 environment. Understanding the impact of medication on concentration and attention enables a counselor to set the direction of interventions and strategies that are used for students.

10.58.609 Advanced Provider Quality Assurance and Continuous Improvement 1f: Input from external stakeholders is important in the program design, evaluation, and continuous innovative improvement process. The creation of the Advanced Education Advisory Board should provide the necessary involvement of external stakeholders. Including these members will bring differing perspectives and insights to improvements, changes, and revitalization that is relevant to the unique area in which the EPP provides services.

10.58.503 Art K-12 1b: Improvement is needed in the area of providing candidates opportunities to demonstrate an understanding and application of interdisciplinary skills allowing learners to reflect and refine personal art education practices and pedagogy. Evidence of self and peer reflection was minimal for the practice of teaching art. It was unclear how and within which coursework individual substandards for the art endorsement are addressed. There was insufficient evidence of how courses address age appropriate classroom management specifically for the art classroom(s).

10.58.503 Art K-12 1g: There was no evidence provided that candidates have an awareness of copyright purposes and practices, budgeting and purchasing, or censorship issues. It does not appear that these skills are taught anywhere in the coursework. Referencing EDU495, student teaching does not necessarily mean that their practicum covers stated areas, especially if they are not in an art education classroom.

10.58.509 English Language Arts 1f: Although the program offers wide exposure and familiarity with an "extensive range of authors, print and non-print texts and genres including historic and contemporary works by and about American Indians." IEFA literary canon throughout the program could be updated to include more current contributions, with emphasis on Montana authors to explore the importance of tribally and regionally specific literature in the K-12 classroom. Syllabi within EDU courses were generally vague or missing explicit reference to the scope and sequence of the course of study.

10.58.509 English Language Arts 1g: The review found that the biggest challenge this program faces is that teacher candidates have only one 3-credit semester-long course dedicated to learning about 5-12 English Language Arts (ELA) Methods. Even given the Teaching Young Adult literature functions as a methods course, this only allows for a total of 6-semester credits and does not allow for the depth of study. Commonly, other university programs require four to six English Teaching methods courses of three-semester credits each.

10.58.509 English Language Arts 1h: Within MSU-N's 5-12 English Methods course (EDU 497), candidates spend only one week each learning methods of instruction for the four domains of ELA as identified and delineated in the Montana ELA Standards and the Common Core State Standards: Speaking and Listening, Reading, Writing and Research, Language, and Conventions. Although the course integrates these aspects of ELA throughout the English Methods course (EDU 497) well, one week may be insufficient for some, if not many, teacher candidates to understand the myriad complexities, strategies, methodologies, and depth of knowledge to provide high-quality instruction in each of the facets of ELA upon entering the teaching profession.

10.58.513 Health Standards 1h, i, k, s, t : Improvement is needed in the area of providing candidates opportunities to analyze factors affecting the successful implementation of health education and coordinated school health programs. Candidates will require enriched opportunities to evaluate health education programs, adjusting learning objectives, and in designing instructional strategies for effective teaching. Improvement is needed in the appropriate facilitation of learning opportunities for candidates to develop a depth of understanding and applied practice in working with those who have different types of disabilities and the role of an adapted health enhancement program. Methods courses need to provide candidates with multiple modalities for learning and assessment and not rely solely on opinion-based discussion posts.

10.58.515 Industry Trades and Technology Education 1a (i, iv), b (vi), j, l, m, p, s: Creating a comprehensive course mapping aligned to the standards stating which standards are met, at what level they are met, and a detailed description is recommended. Strengthening communication between departments (Industrial Trades and Education) would ensure content and pedagogical knowledge are aligned. Providing evidence for each course listed under the courses & outcomes portion of the report would help solidify evidence. Additional evidence

provided for each class under the courses & outcomes portion of the report, "Unit, Chapter Reflection, Projects", does not provide enough evidence for the course to be evaluated diligently.

10.58.521 Reading Specialist 1c (vi), d (i, iii, iv), e (i), f (ii, iii, iv): There are many standards that require candidates to collaborate with colleagues, lead professional development, data team meetings, professional learning communities and to communicate with stakeholders such as parents. There was no evidence in the provided syllabi that these components are part of the coursework. These areas are significant responsibilities for a Reading Specialist and coursework should be adapted to teach the critical skills.

The standards also require that a comprehensive assessment system be covered in the coursework. While screeners were thoroughly covered, no other type of assessment appears to have been discussed. Not only do the standards require an understanding of the different types of assessment, they also require that candidates have the ability to select appropriate assessments by considering reliability and validity, analyze assessment results, make instructional decisions for groups and classrooms, and share assessment results with stakeholders including classroom teachers and parents. There was no evidence provided that these skills were taught anywhere within the coursework.

10.58.526 Traffic Education 1n, q, y: For content standard letter (n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems, it is listed as evidence that a member of law enforcement will be presenting the information, pending availability. No further evidence is given should an officer not be available.

Content standard (q) design educational strategies for appropriate classroom and driving experiences for diverse learners, needs more specific evidence on how scaffolding and strategies are taught and measured to make the curriculum more accessible to diverse learners.

Content standard (y) demonstrate skills and techniques using potential equipment to assist learning for students with special needs should have links to online information and required course reading provided within the evidence.

The current course offerings are lacking in the areas of demonstrating appropriate resources to establish a traffic education support network, integrating traffic education into the K-12 curriculum, and having the tools necessary to teach diverse learners and those with special needs.

TED 459, Adaptive Driver Education, course description indicates it would meet several content standards but has not yet been offered to candidates as it is a newly created class. It speaks to

working as a team member to assist students with special needs and offers educational strategies and skill development for diverse learners.

10.58.532 Elementary Education 1 h, j, m, p: While the majority of coursework appears to align with PEPPs with varied opportunities to address standards, many of the course syllabi presented as evidence did not clearly reflect all the components of the standard or show how each standard is assessed. Providing more specific evidence of topics addressed and how assignments/assessments are evaluated would help make a more accurate assessment of the program. Topics & concepts related to standards not met include *physical and mental health* (h), *interdisciplinary connections to integrate subject matter* (j), *proven instructional strategies* (m), and *social, emotional, and physical development* (p).

STIPULATION

10.58.314 Initial Program Impact 1b: Due to the decline in the number of candidates and completers over the last few years, gaining data that is collected and can be easily analyzed has not recently occurred. Concerning employer satisfaction, only one year of data collection was submitted for this standard and did not provide enough data to adequately demonstrate the satisfaction with preparation of completers. Demonstrating standards through multiple valid and reliable data sources that address the unique make-up of the EPP and current conditions across the state would provide needed data points to accurately analyze and demonstrate program impact. Completer and Employer Surveys need to be completed by January of 2025 and 2026. After each data collection, the data needs to be analyzed and followed up with interviews and observation. A report describing how they are using the data to determine if the completers have been effectively prepared to apply skills and dispositions will need to be submitted.

10.58.315 Initial Provider Quality Assurance and Continuous Improvement: Due to the current quality assurance system not aligning to the current needs of the program, a new system is in development but not yet implemented. The quality assurance system is the foundation of the program and is in need of being relevant to the current components of the EPP programs as well as being fully implemented to ensure candidates are effectively prepared to take on the needs of the diverse educational environments in Montana.There was no evidence of a transition plan from the former system to the new proposed system.

10.58.608 Advanced Program Satisfaction with Preparation: Employer and completer satisfaction surveys that are valid, and reliable need to be implemented to understand employer and completer satisfaction. It is important for the EPP to know what is needed in the field, the areas in which the program is meeting or exceeding expectations of the employers, and the areas in which improvement is needed.

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Montana State University Northern
Educator Preparation Provider Accreditation Review
April 25-26, 2024

Narrative Report

Number and Name of Standard: 10.58.311 Initial Content and Pedagogical Knowledge

Summary of Findings: Using the Institutional Report, course syllabi, critical assessment rubrics and data, handbooks, and subsequent interviews during the on-site visit, the Montana State University-Northern appears to be aligned to ARM 10.58.311 Initial Content and Pedagogical Knowledge for the majority of components within the standard.

MSU N has nine undergraduate programs which lead to licensure and endorsement. The areas of majors are Elementary Education, English (5-12), General Science (5-12), Health & Physical Education (K-12), Industrial Technology (5-12), and Social Science Broadfield (5-12). The areas of minors are Art (K-12), Reading Specialist (K-12), and Traffic Education (K-12). The education programs at Montana State University Northern appear to provide evidence of developing and demonstrating knowledge and concepts within the offered areas.

The program has experienced systemic changes within the last two years in regard to members of leadership, mission and vision, and program structure. The changes to the program structure have led to a majority of the educational courses being in an online format and toward making progress in updating endorsement areas through crosswalks and the alignment of expectations and procedures for online coursework.

Evidence Consistent with Meeting the Standard: The EPP provided evidence of scaffolding courses to build upon previous concepts and structuring observations and practicums to provide stages toward application in the clinical settings. Methods and content courses provide the foundation for learning and development which is assessed at multiple intervals through self-reflections, educational philosophy, and critical assessments.

Evidence was gathered through course syllabi, multiple assessments and rubrics ranging from pedagogy, content, philosophies, dispositions, and Practicum and Student Handbooks. Critical assessments are aligned to the 11 Montana standards in ARM 10.58.501, InTASC Standards, and the Danielson Framework and are assessed during each of the three Practicums to show candidate development of knowledge and skills.

Evidence Inconsistent with Meeting the Standard: Evidence did not support the use of research and evidence to measure P-12 student progress. The use of research and valid and reliable data

is paramount in ensuring all P-12 students are learning. It is unclear to what extent candidates use data to create individualized, small group, and whole group instruction in all program areas.

Although the EPP has provided evidence of developing content and pedagogical knowledge, it is unclear how content is applied in developing differentiated instruction to ensure learning takes place for a range of student needs within today's P-12 classrooms. With a shift in personalized and proficiency based learning, educators are tasked with providing a range of instruction and interventions within the classroom setting.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: 10.58.312 Initial Candidate Partnerships and Practice

Summary of Findings: Montana State University-Northern provided evidence in the form of handbooks, an articulation agreement, and the Community Partnership Survey conducted in 2021-2022 along with the Institutional Report. In person and virtual interviews were also conducted during the on-site visit. The resources described were used to evaluate the EPP's alignment to ARM 10.58.312 Initial Candidate Partnerships and Practice.

While conducting interviews, it was noted that the EPP has gone through systemic changes in the last two years. The education department has changed its focus to reflect the new direction toward providing partnerships to rural and isolated communities across Montana, as well as some of the more urban areas. With a change in the direction of the program structure, there have been some inconsistencies between presented evidence and information gained from the interviews conducted on-site. When delving deeper into the interviews, it is believed the inconsistencies are a result of the rapid changes needing to be made but not all aspects of the requirements being fully implemented.

Evidence Consistent with Meeting the Standard: According to evidence presented, the EPP makes every effort to provide opportunities for candidates to student teach in their preferred districts. The EPP works closely with the site administrators to ensure a qualified cooperating teacher is available to provide the mentorship and support. The EPP has also worked with districts to provide an apprenticeship program as the districts face current shortages in teacher applicants.

Evidence Inconsistent with Meeting the Standard: When providing evidence of establishing mutually agreeable expectations for candidate entry, preparation, and exit, a gap is present between the EPP and clinical partners' perceived communication of performing evaluations and of creating diverse clinical opportunities. The EPP provides evaluation rubrics and criteria for scoring in the handbook but does not provide formal training on how to conduct the evaluations. Clear examples of how to offer diverse experiences during clinicals is lacking which leads to reduced experiences in professional collaboration in data analysis teams, observing and co-conducting meetings with parents, and involvement in developing personalized plans for Tier II or Tier III academic or behavioral students.

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Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Although placement occurs at a range of school settings, not all candidates experience more than one school setting or developmental level due to placement occurring where the candidate is employed or the isolated location of the candidate. Requiring experience into a range of school settings and grade levels would expand the partnerships and allow candidates multiple, diverse experiences. After experiencing a range of classroom and grade level settings, candidates are more likely to find their preferred area which increases their likelihood of retention after they are employed.

With the changes in the structure of the programs, it is unclear how two-way communication between the EPP and partners is constructed and how cooperating teachers and university supervisors are gaining training and information on completing evaluations and creating diverse, authentic clinical learning opportunities. Evidence was lacking on how Supervisors are provided the necessary support to ensure candidates are not only gaining the experiences needed but are also applying content specific practices.

Recommendation:

- **Met with Area for Improvement**

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Narrative Report

Number and Name of Standard: 10.58.313 Initial Candidate Quality Recruitment, Progression, and Support

Summary of Findings: The Institutional Report, evidence provided with the report, and on-site interviews were used to evaluate Montana State University-Northen's alignment to ARM 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity. The majority of the evidence submitted displays practice and programming in place prior to major changes implemented within the last year but not current conditions.

Montana State University-Northern's College of Arts, Sciences & Education has experienced systemic changes in regard to members of leadership, mission and vision, and program structure. The modifications to the program structure were made in response to societal changes and the "frontier" location of the candidates and partners served by the Educator Preparation Program. This has led to a majority of the educational courses being in an online format and the beginning steps toward updating endorsement areas through crosswalks, the alignment to PEPPS, and to the expectations and procedures for online coursework.

Apparent steps toward providing up to date data on candidate development and progress and candidate recruitment through apprenticeships and virtual coursework are noted as areas in the process of development. Due to these changes, there are gaps and inconsistencies between evidence provided and information gained through the interviews in the area of tracking candidate quality and providing candidate support.

Evidence Consistent with Meeting the Standard: The EPP has provided evidence of addressing local, state, regional, and national needs for hard-to-staff schools and shortage fields. Focus and resources have been put into place to develop relationships with hard-to-staff schools by allowing candidates to student teach in the areas they live. The EPP has also participated in the Teachers of Promise Pathways (TOPP) grant-funded program which encourages Montana high school students to consider teaching as a career and makes it more accessible for students across the remote regions of Montana.

Evidence supports the alignment to monitoring dispositions beyond academic ability. Dispositions are evaluated as part of the entrance interview to establish a baseline for data. Candidates and cooperating teachers evaluate the candidate's dispositions through each of the

three practicums and during Student Teaching. The Disposition Assessment has been vetted for validity and reliability.

Evidence Inconsistent with Meeting the Standard: Some online courses were found to be inconsistent with expectations of candidates engaging in learning and the processes of candidates receiving assistance. Considering the EPP's transition to online learning, consistent expectations for engagement in learning and having consistent processes of receiving assistance would increase the development of candidate's skills and understanding of concepts.

Although there is evidence of admissions requirements, evaluation tools to monitor candidates, and a completion policy that includes multiple assessment measures, it is unclear of the tracking mechanism that is currently in place to ensure all relevant faculty and candidates have access to monitor the assessment data. Previously faculty and candidates had the ability to access the database through BrightSpace, but with the modernization of the database and the transitioning to proficiency based assessments, there appears to be a gap in the provided information.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: While transitioning to an online format for the majority of the courses, there is a lack of continuity to address learning needs and styles of the candidates. There is a disparity between the experiences of the completers from the more in person format to the current candidates who are taking more virtual courses. Creating standard guidelines and training for faculty focused on establishing a virtual environment with robust interactive, skills-based coursework that propels a variety of learners toward developing the knowledge base and skills would provide the continuity for candidate support.

Recommendation:

- **Met with Area for Improvement**

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Narrative Report

Number and Name of Standard: 10.58.314 Initial Program Impact

Summary of Findings: The Institutional Reports, provided evidence, and on-site interviews were used to evaluate Montana State University-Northern's alignment to ARM 10.58.314. Information provided during the interviews reflected a change in leadership and direction of the program over the last two years. The EPP appears to be in transition within the major workings of the program which has led to gaps in the evidence provided.

The EPP issues Completer Surveys through the Montana Council of Deans to gather information on areas of satisfaction and areas needing improvement. The EPP expressed that small numbers of completers in recent years have made it difficult to receive Completer Survey results. Other tools used to collect information range from candidate journaling, feedback from cooperating teachers, and Practicum entry and exit points. Only one year of Employer Survey data was submitted for review.

Evidence Consistent with Meeting the Standard: The overall data submitted appeared to represent satisfaction in relevance and effectiveness of the preparation of the completers. The limited number of employers surveyed through the Employer Survey, the employers that completed the Community Partnerships survey, and those interviewed answered the majority of questions in a positive manner. The completers between the years of 2017-2020 also answered the questions surveyed with a majority of positive responses although current data was not supplied.

The data submitted as evidence, though limited, and subsequent interviews demonstrated that program completers perceive their preparation as relevant to their responsibilities on the job and that their preparation was effective. The majority of responses were positive in nature with few responses indicating negative connotations.

Evidence Inconsistent with Meeting the Standard: With few employer responses to the Employer Survey and the lack of completer satisfaction data to properly analyze, the EPP has not demonstrated that program completers effectively contribute to P-12 student learning using valid and reliable data as no other data was submitted. Interviews suggested data acquired during Practicums and Student Teaching, such as candidate journaling and feedback from cooperating teachers, were also used, but there are no other tools to provide data past graduation besides the limited survey data.

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To demonstrate through structured and validated instruments that completers effectively apply the professional knowledge, skills, and dispositions as described in ARM 10.58.501, information on effective application is needed. The evidence provided beyond the Completer Surveys were the comments from exit interviews concerning suggested improvements to the program, how the candidates felt toward preparation for student teaching, and building relationships with P-12 students.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Due to the decline in the number of candidates and completers over the last few years, gaining data that is collected and can be easily analyzed has not recently occurred. Concerning employer satisfaction, only one year of data collection was submitted for this standard and did not provide enough data to adequately demonstrate the satisfaction with preparation of completers. Demonstrating standards through multiple valid and reliable data sources that address the unique make-up of the EPP and current conditions across the state would provide needed data points to accurately analyze and demonstrate program impact. Completer and Employer Surveys need to be completed by January of 2025 and 2026. After each data collection, the data needs to be analyzed and followed up with interviews and observation. A report describing how they are using the data to determine if the completers have been effectively prepared to apply skills and dispositions will need to be submitted.

Recommendation:

- **Stipulation**

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Narrative Report

Number and Name of Standard: <u>10.58.315 Initial Provider Quality Assurance and Continuous Improvement</u>

Summary of Findings: Diverse evidence in the form of various surveys, agendas, application forms, handbooks, and evaluation questions and rubrics were provided along with the Institutional Report for 10.58.315 Initial Provider Quality Assurance and Continuous Improvement. During on-site interviews, it was communicated that the EPP is currently in the process of transitioning to an online focus. The quality assurance system is in the planning stage and has not been fully implemented to align with the current status of the program.

In response to the transition to a more online focused format, courses are being reviewed by Quality Matters to develop quality control. The EPP also communicated an improvement was taking place concerning the database used in the previous quality assurance system. In past years, data was compiled in a database that required manual input and did not represent live conditions. The database is in the process of being modernized to allow candidates and faculty access to real-time information.

Evidence Consistent with Meeting the Standard: The Educator Preparation Program has provided evidence to support alignment to using data and feedback to support continuous improvement by establishing priorities and enhancing program elements and capacity. Suggestions for improvement provided in short answer responses in surveys have led to using the Danielson Model, which is aligned with InTASC standards, in the development of evaluations and reflections. A decline in enrollment and the needs of the remote locations of candidates and partner schools has led to providing more courses and candidate check-ins with supervisors and faculty online.

Evidence Inconsistent with Meeting the Standard: Gaps have been identified in the current quality assurance system addressing the needs of the online format. More consistency in the online course format and the quality of candidate interactions within the courses are currently lacking as the new quality assurance measures are in development.

The regular and systematic assessment of program performance was not clearly communicated in relation to faculty access and review of data. Although procedures state data is reviewed annually, evidence was provided for one data review in 2020, and interviews did not clearly communicate how data was currently reviewed by all faculty.

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Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Due to the current quality assurance system not aligning to the current needs of the program, a new system is in development but not yet implemented. The quality assurance system is the foundation of the program and is in need of being relevant to the current components of the EPP programs as well as being fully implemented to ensure candidates are effectively prepared to take on the needs of the diverse educational environments in Montana. There was no evidence of a transition plan from the former system to the new proposed system.

Recommendation:

- **Stipulation**

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Narrative Report

Number and Name of Standard: 10.58.605 Advanced Content and Pedagogical Knowledge

Summary of Findings: Based on the evidence provided in the Institutional Reports and the on-site visit interviews, Montana State University-Northern verifies alignment to ARM 10.58.605 Advanced Content and Pedagogical Knowledge with some notations in the program. The evidence provided included course syllabi, detailed information on the Exit Portfolio and Interview, Internship Evaluation and corresponding data, the National Counselor Examination data, and the Internship Dispositions Rubric.

MSU N has one advanced degree leading to licensure which is Counselor Education. The majority of advanced candidates are teachers already working in schools which provide placements during internships. The counseling courses are conducted in a mostly virtual format with scheduled three-hour weekly Zoom meetings requiring whole class attendance and once a month in-person, intensive sixteen-hour sessions.

Evidence Consistent with Meeting the Standard: The advanced program assesses advanced candidate development and application of discipline-specific practices through Case Presentations, video sessions, group supervision meetings, journal writings, and various assessments through coursework, practicum, and internship. Course assignments and scenarios provide the advanced candidates the ability to apply theoretical knowledge to a range of settings, issues, and clientele while gaining immediate feedback from peers and faculty.

The EPP evidence supports alignment to the components of standard c) through a research methods course and various other courses using assignments which include research projects, analyzing information using quantitative and qualitative inquiries, conducting a project as a consultant determining the needs of a school or community partner, and leading and participating in collaborative activities in differing settings. During these assignments, advanced candidates are exposed to the uses of technology in their field. The EPP is commended on its numerous ways the advanced candidates are applying their knowledge of laws, policies, and professional standards. Through essays, interviews, assignments, and evaluations, candidates are held to a high level of demonstration and application of this area.

Evidence Inconsistent with Meeting the Standard: Although advanced candidates are evaluated on the Montana PEPPS through many diverse tools, the review noted the need for an updated Internship Evaluation tool based on current PEPPS. The tool submitted for evidence

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does not include the depth and breadth of the content specific PEPPS and is missing two components of ARM 10.58.610 Counseling standard.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: 10.58.606 Advanced Clinical Partnerships and Practice

Summary of Findings: The Institutional Report, various pieces of evidence, and on-site interviews show alignment to ARM 10.58.606 Advanced Clinical Partnerships and Practices with some notations. The advanced program is composed of only the Counseling Education degree and provides clinical partnerships with an array of schools and mental health services across the state. The online format of the coursework allows the EPP access to a variety of areas from remote locations to more urban settings.

The faculty for the advanced program is currently composed of one full time faculty member and two adjunct faculty. The evidence submitted includes contracts, dispositions, evaluations, clinical training manual, Exit Portfolio information, and Praxis data. Interviews were also conducted with the full time faculty member and stakeholders ranging from partners to advanced candidates and completers.

Evidence Consistent with Meeting the Standard: The Clinical Training Manual, evaluations, and communication tools used between the EPP faculty and partners provide guidance on criteria to ensure advanced candidate preparation centers on the development of knowledge, skills, and professional dispositions. Weekly logs completed and submitted by the supervisors provide immediate two-way feedback on progress and potential areas of concern.

The EPP and clinical partners are able to con-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of the advanced candidates by allowing the clinical partners to choose activities that are unique to the clinical environment and yet provide experience and application of the content area material covered in coursework and needed to align to PEPPs and national standards. Clinical feedback, evaluations, and weekly logs provide oversight for the EPP faculty. Currently employed teachers within the advanced program are allowed to work with their employing school to conduct their practicums and internships.

Evidence Inconsistent with Meeting the Standard: Although the minimum qualifications for provider and school based clinical supervisors are communicated through the Clinical Training Manual and the use of an Internship Contract ensures all participants understand their roles and expectations, the training of supervisors appears to be limited. It was communicated that a quick online training was performed, but the depth and breadth of the training is unclear. It is

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important that supervisors are provided proper training to ensure evaluations and clinical experiences are provided with fidelity and aligned to program and national standards.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support

Summary of Findings: Using the Institutional Report, evidence provided through the report and subsequent interviews, the EPP appears to be aligned to ARM 10.58.607 with an area for improvement. The evidence provided consists of detailed information on the criteria for the Exit Portfolio Oral Defense, Internship Evaluation data, Praxis and National Counselor Examination data, tracking mechanisms from admission through graduation, admission essay rubric and admission scorecard, dispositions rubric, a draft of the Graduate Program Handbook, and course syllabi.

The advanced program staff is composed of three faculty members with one member physically located at the university. Courses are in a "mixed mode" format with online and in-class components.

Evidence Consistent with Meeting the Standard: The online format allows advanced candidates to remain in the schools where they teach and provide the much needed roles of their field to these hard to reach locations. As teachers in the schools, they were very aware of the needs of the school and had already established relationships with many of the P-12 students, families, and staff. The EPP also includes assignments such as research presentations and scenarios that provide experience for the advanced candidates to insight to curriculum and tools used for suicide, alcohol, and drug prevention which are current issues within the schools.

Every admission to the advanced program must include an Admission Essay and are scored using the Admission Scorecard. Advanced candidates are monitored using Admission Thru Graduation Data, GPAs, background checks at different intervals. The Praxis II, Exit Portfolio, and National Counselor Examination data must be met by minimum requirements. Dispositions are monitored through evaluations at the beginning and end of the program.

The EPP documents academic competency and development and application of discipline specific knowledge through evaluations, course assignments, participation in discussions and scenarios, and supervisor's observations. Progress from evaluation to evaluation and term to term is monitored for improvement and ensure performance meets determined criteria. When candidates fall below standards, the faculty meets with the supervisor and candidate to address the issue and possibly develop a remediation plan.

The expectations of the profession, including ethical conduct, professional standards of practice, and relevant laws and policies are central to CNSL 508: Theories of Counseling & Development and CNSL 549: Research Methods in Counseling and are communicated and evaluated throughout the Practicum and Internship using supervisor evaluations and weekly logs.

Evidence Inconsistent with Meeting the Standard: Although the Montana PEPPs are assessed in several ways, the Internship Evaluation has not been updated to meet current requirements. This tool is used to demonstrate the quality of the advanced candidates and is missing changes to the depth and breadth of the components and two vital components: 10.58.610 1 g(xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents, and g(xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

The advanced program is currently using the Clinical Training Manual and the University Catalog since the Graduate Handbook is in draft form. The Graduate Handbook includes specific information on the advanced program such as program objectives, outcomes, faculty contact information, course schedules, policies, procedures, and guidelines unique to the advanced program. The publication and issue of the Graduate Handbook will provide additional transparency to the advanced program criteria and transition points.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: The Internship Evaluation needs to be updated to meet the current requirements of ARM 10.58.610 to include all complexities of the standards and the addition of 1 g(xi) and g(xii). Understanding the impact of common medications that affect learning, behaviors, and mood in the P-12 environment. Understanding the impact of medication on concentration and attention enables a counselor to set the direction of interventions and strategies that are used for students.

Recommendation:

- **Met with Area of Improvement**

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Number and Name of Standard: <u>10.58.608 Advanced Program Satisfaction with Preparation</u>

Summary of Findings: The Montana State University-Northern offers one graduate degree leading to licensure or endorsement, which is Counseling Education. The Institutional Report submitted included evidence in the form of Graduate Surveys and timelines for survey data collection. Interviews conducted during the on-site visit were also used to evaluate alignment to ARM 10.58.608 Advanced Program Satisfaction with Preparation.

Evidence Consistent with Meeting the Standard: Graduate surveys were provided to show 100% of the graduates are employed. Interviews related satisfaction with the program from both completers, current candidates, and partners.

Evidence Inconsistent with Meeting the Standard: Employer satisfaction data was not provided although graduate surveys reported 100% of graduates employed and many of which are employed through internship placements. More data is needed to adequately evaluate alignment to employer satisfaction.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Employer and completer satisfaction surveys that are valid, and reliable need to be implemented to understand employer and completer satisfaction. It is important for the EPP to know what is needed in the field, the areas in which the program is meeting or exceeding expectations of the employers, and the areas in which improvement is needed.

Recommendation:

- **Stipulation**

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Number and Name of Standard: 10.58.609 Advanced Provider Quality Assurance and Continuous Improvement

Summary of Findings: Using the Institutional Report, provided evidence, and on-site interviews, the EPP appears to meet ARM 10.58.609 Advanced Provider Quality Assurance and Continuous Improvement with an area for improvement. The evidence provided consisted of evaluation data, the Clinical Training Manual, meeting agendas, Exit Portfolio Evaluation criteria and rubric, and the draft of the Graduate Handbook.

The program currently consists of one full time faculty member located on campus and two adjunct faculty members. The Associate Professor fulfills many of the essential roles and responsibilities within the quality assurance system such as reviewing data.

Evidence Consistent with Meeting the Standard: Multiple measures are used to monitor the advanced candidates' progress and are used in decision-making for programmatic improvement. The Admission Thru Graduation Data is used to monitor the advanced candidates using several measurable criteria. Check-in points are used to ensure candidates are ready for the Practicum and to check progress at the mid-point of the Practicum and prior to Internship. During the check-ins, evaluations and required documents are used to determine if candidates are ready to move forward. A final check-in is held at the end of Internship to ensure candidates have met graduation requirements.

The Exit Portfolio Oral Defense, Praxis, the National Counselor Examination, Internship Evaluations and Dispositions, and clinical experiences are used to ensure the quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures. Rubrics provide clear expectations of required criteria.

Evidence Inconsistent with Meeting the Standard: Although reliable measurements showing program performance are collected and monitored, clear evidence of how innovations are tested and results of regular and systematic assessments are being used for the improvement of program elements and process was not presented. Meeting agendas related courses being added or removed from the program but no reasons were given to connect decisions to information from the quality assurance system.

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Evidence of information being shared with internal stakeholders was provided in meeting agendas and through interviews, however limited evidence was provided of external stakeholders. The Institutional Report stated the program is creating an Advanced Education Advisory Board with an effective date in the academic year of 2024-2025.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Input from external stakeholders is important in the program design, evaluation, and continuous innovative improvement process. The creation of the Advanced Education Advisory Board should provide the necessary involvement of external stakeholders. Including these members will bring differing perspectives and insights to improvements, changes, and revitalization that is relevant to the unique area in which the EPP provides services.

Recommendation:
Met with Area of Improvement

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Number and Name of Standard: 10.58.501 Teaching- Elementary

Validating Statement: Alignment is evident with standards and available in course syllabi, course descriptions in the course catalog.

Sources of Evidence: Course syllabi and other documentation of course content.

Assessment Aligned to Standard: Program aligns with standards. Evident in course syllabi, course descriptions in the course catalog.

Evaluation: Evaluation appears to include candidate performance data, aggregated and disaggregated, qualitative, and quantitative. Clear details are evident and the depth and breadth, including multiple measures and additional opportunities for assessment throughout. Candidates demonstrate learning through examinations, projects, written and oral presentations, papers, and other assessments. Aggregate and disaggregate assessment data was not included in evidence.

Commendations: There are ample opportunities for candidates to reflect on their experiences, understanding of concepts, and own growth.

Improvements: Improvement is needed in the area of (d) including writing literacy in all program areas. It is unclear from the evidence provided when candidates are able to learn how to incorporate and implement practices of writing across content areas. Another area needing clarity is providing opportunities to demonstrate the application of (e) how to connect concepts and use perspectives to engage learners in critical thinking, creativity, and collaborative problem solving within the classroom setting which was lacking in evidence.

Accreditation Recommendation:

- **Met with Notation**

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Number and Name of Standard: 10.58.501 Teaching- Secondary

Validating Statement: Alignment is evident with standards and available in course syllabi and course descriptions in the course catalog.

Sources of Evidence: Course syllabi and other documentation of course content.

Assessment Aligned to Standard: Program aligns with standards. Evident in course syllabi, course descriptions in the course catalog.

Evaluation: Evaluation appears to include candidate performance data, aggregated and disaggregated, qualitative, and quantitative. Clear details are evident and the depth and breadth, including multiple measures and additional opportunities for assessment throughout. Candidates demonstrate learning through examinations, projects, written and oral presentations, papers, and other assessments. Aggregate and disaggregate assessment data was not included in evidence.

Commendations: There are ample opportunities for candidates to reflect on their experiences, understanding of concepts, and own growth.

Improvements: Improvement is needed in the area of (d) including writing literacy in all program areas. It is unclear from the evidence provided when candidates are able to learn how to incorporate and implement practices of writing across content areas. Another area for improvement is providing opportunities to demonstrate the application of (e) how to connect concepts and use perspectives to engage learners in critical thinking, creativity, and collaborative problem solving within the classroom setting which was lacking in evidence.

Accreditation Recommendation:

- **Met with Notation**

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Number and Name of Standard: 10.58.503 Art K-12

Validating Statement: Evidence has been presented verifying candidates have many opportunities to learn and practice the skill set required for K-12 art program content. Course syllabi include evidence that candidates explore and understand art from a historical and cultural perspective. Coursework also affords many opportunities for practical application of artistic skills.

Sources of Evidence: Syllabi for 11 courses were provided for Art and Education coursework. While the syllabi were provided, most of the evidence cited did not have an explanation or reference to how assignments were preparing the candidates to be art teachers or how children acquire art skills. There were also several areas where the evidence did not match the particular components of the art endorsement standard. The course descriptions in course catalog and university website were utilized to locate more information.

Assessment Aligned to Standard: It was difficult to determine how each standard was assessed for the Art courses and which substandard was taught in which course. Syllabi made no mention of K-12 Montana art content standards or the pedagogy required to teach art.

Evaluation: Evaluation appears to include the creation of many lesson plans, quizzes, tests, journals, and discussions assessing the candidates' content knowledge for art. Unfortunately, no assignment explanations or rubrics were provided as these appear to be housed in Bright Space so it was very difficult to determine how candidates or faculty can assess their readiness to acquire and demonstrate the teaching standards as they apply to teaching art.

Commendations: The introductory art courses have a solid foundation and allow candidates to engage into a diverse history of art, with a heavy emphasis on American Indians and tribes in Montana. Candidates are given the opportunity to utilize multiple assessment strategies for evaluating progress of their content knowledge of art through peer review.

Improvements: Improvement is needed in the area of providing candidates opportunities to demonstrate an understanding and application of interdisciplinary skills allowing learners to reflect and refine personal art education practices and pedagogy. Evidence of self and peer reflection was minimal for the practice of teaching art. It was unclear how and within which coursework individual substandards for the art endorsement are addressed. There was

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insufficient evidence of how courses address age appropriate classroom management specifically for the art classroom(s).

There was no evidence provided that candidates have an awareness of copyright purposes and practices, budgeting and purchasing, or censorship issues. It does not appear that these skills are taught anywhere in the coursework. Referencing EDU495, student teaching does not necessarily mean that their practicum covers stated areas, especially if they are not in an art education classroom.

Accreditation Recommendation

- **Met with Area for Improvement**

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Number and Name of Standard: 10.58.509 English Language Arts

Validating Statement: Accountability to this standard was reviewed using the MSU-N Institutional Report, course syllabi with evidence of compliance, and the program requirements outlined in the university's course catalog. The primary focus of this review was adherence to and application of principles outlined in the Professional Education Preparation Standards 10.58.509 English Language Arts.

Sources of Evidence: Course syllabi (including course texts, topics/content, objectives, and assignments for assessment), course descriptions, program requirements, and the MSU-N Institutional Report were reviewed as evidence of PEPP Standard alignment.

Assessment Aligned to Standard: The assessments were aligned to the course objectives, which were frequently aligned directly to the PEPP standards, meeting the universal standard of 10.58.509 English Language Arts.

Evaluation: Based on the evidence presented by the MSU-Northern faculty, the review found that the program met most standards without reservations or concerns.

Commendations: The program offers a robust review of literature across genres. Critical analysis of literature is explored in depth and breadth. Teacher candidates have a required course of study that ensures strong content knowledge.

Program texts, activities, and courses of study include the important considerations for authentic writing instruction that is rooted in writing best practices and learning science-supported writing pedagogy. The program is applauded for teaching the value of collaborative writing strategies and methodology.

Improvements: The review found that the biggest challenge this program faces is that teacher candidates have only one 3-credit semester-long course dedicated to learning about 5-12 ELA Methods. Even given the Teaching Young Adult literature functions as a methods course, this only allows for a total of 6-semester credits and does not allow for the depth of study. Commonly, other university programs require four to six English Teaching methods courses of three-semester credits each.

Within MSU-N's 5-12 English Methods course (EDU 497), candidates spend only one week each learning methods of instruction for the four domains of ELA as identified and delineated in the Montana ELA Standards and the Common Core State Standards: Speaking and Listening, Reading, Writing and Research, Language, and Conventions. Although the course integrates these aspects of ELA throughout the English Methods course (EDU 497) well, one week may be insufficient for some, if not many, teacher candidates to understand the myriad complexities, strategies, methodologies, and depth of knowledge to provide high-quality instruction in each of the facets of ELA upon entering the teaching profession.

Although the program offers wide exposure and familiarity with an "extensive range of authors, print and non-print texts and genres including historic and contemporary works by and about American Indians." Indian Education for All (IEFA) literary canon throughout the program could be updated to include more current contributions, with emphasis on Montana authors to explore the importance of tribally and regionally specific literature in the K-12 classroom. Syllabi within EDU courses were generally vague or missing explicit reference to the scope and sequence of the course of study.

The National Council of Teachers of English (NCTE) is listed as a professional organization for reference. Teacher-candidate students would benefit greatly from engagement with additional secondary ELA professional organizations such as the Montana Association of Teachers of English Language Arts (The NCTE local chapter), The International Literacy Association, The Reading League, and Writing Projects Under The Big Sky (the Montana State affiliate of the National Writing Project). Building opportunities (codified in the syllabus) that bolster preparation for pre-service teachers to engage in professional, institutional, and leadership roles poises and prepares them to continue to develop as professional educators after completing the ELA PEPP.

Accreditation Recommendation

- **Met with Areas for Improvement**

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Number and Name of Standard: 10.58.513 Health Standards

Validating Statement: The Health program provides candidates opportunities to utilize health-related data to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana, conduct needs assessments that provide appropriate data to determine health education needs of learners, formulate measurable learner goals and objectives that promote healthy lifestyles and behaviors, demonstrate competence in delivering planned health education programs and develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.

An area where the program needs to experience improvement is in providing candidates opportunities to analyze factors affecting the successful implementation of health education and coordinated school health programs. Additionally, candidates require opportunities to evaluate health education programs, adjusting objectives, and designing instructional strategies for effective teaching. Improvement is needed in the area where candidates need opportunities to select effective, valid, and reliable health resource materials for dissemination, interpret concepts, purposes, models, and theories of health promotion and health education.

Sources of Evidence: Course syllabi and documentation of course content.

Assessment Aligned to Standard: A program of alignment to standards is available in course syllabi.

Evaluation: The Health program initiates a strong foundation of content-related courses in health education and exercise science. Further, the program facilitates opportunities for candidates to gain exceptional experience in planning for student teaching experience through reflective practice and guided observation in classroom settings. Candidates learn to develop advanced instructional strategies, materials, technologies, and activities to promote Indian Education for All across the K-8 curriculum. Candidates learn a variety of strategies to administer, analyze, interpret and utilize various assessments in health and physical education.
Despite its strengths, the Health program is deficient in critical components related to instructional strategies in health enhancement education courses. Through the examination of each course syllabus the following information was noted:

- In the syllabi for HEE 303, HEE 340, HEE 435, and HEE 310 the standards are referenced in the course descriptions, course alignments, block objectives, objectives for assignments, or goals. However, in each of these courses, assignments or assessments were not intentionally aligned to any standards.

- In the syllabi for HEE 303, HEE 340, HEE 435, and HEE 310 candidates are only given opinion-based questions to respond to in discussion posts for assignments. Candidates are not given opportunities to utilize developmentally appropriate instructional strategies to elicit P-12 student engagement with the content.

As future health educators, candidates will be expected to influence behavior change through cognitive education. Methods courses in health enhancement education provide candidates with the techniques needed to be effective advocates for health education and health promotion. Importantly, a health program that is deficient in the Health Enhancement Curriculum Model and Health Enhancement Curriculum Standards puts candidates at a severe disadvantage in the first years of teaching.

Commendations: There is considerable effort to provide candidates with applied experiences in exercise physiology and in guided instructional practice to prepare for student teaching. The effort to focus on the study of the physiological effects of acute and chronic exercise provides an educational framework of how exercise and physical activity influences health, and on the promotion of physical activity in community, clinical, school, and public health settings. This is critical for candidates in the foundational understanding of health promotion and health education.

Improvements: Improvement is needed in the area of providing candidates opportunities to analyze factors affecting the successful implementation of health education and coordinated school health programs. Candidates will require enriched opportunities to evaluate health education programs, adjusting learning objectives, and in designing instructional strategies for effective teaching. Improvement is needed in the appropriate facilitation of learning opportunities for candidates to develop a depth of understanding and applied practice in working with those who have different types of disabilities and the role of an adapted health enhancement program. Methods courses need to provide candidates with multiple modalities for learning and assessment and not rely solely on opinion-based discussion posts.

Accreditation Recommendation:

- **Met with Area for Improvement**

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Narrative Report

Number and Name of Standard: 10.58.515 Industry Trades and Technology Education

Validating Statement: Evidence has been presented verifying that candidates have exposure within an industry where a broad understanding of Industrial Technological concepts are understood. Course syllabi include opportunities for candidates to learn through an online process, of topics in Industrial trades education and the importance of technology literacy and application.

Sources of Evidence: Syllabi, MSUN Industrial Technology Course Catalog

Assessment Aligned to Standard: For courses with provided evidence, each learning outcome correlated to an Industrial Trades and Technology Standard and PEPP Standards. Some standards were left without evidence provided to meet Industrial Trades and Technology Standard and PEPP Standards.

Evaluation: Evidence has been presented to verify the focus for each aspect of the Industrial Trades Education program on the Industrial Trades and Technology and PEPP Standards. The program did not provide enough evidence to support each aspect of the Industrial Trades Education program on the Industrial Trades and Technology and PEPP Standards.

Commendations: Industrial Trades & Technology courses are provided for candidates. Uses of Reflection and Teaching problem solving strategies are being utilized across courses provided for evaluation.

Improvements: Creating a comprehensive course mapping aligned to the standards stating which standards are met, at what level they are met, and a detailed description is recommended. Strengthening communication between departments (Industrial Trades and Education) would ensure content and pedagogical knowledge are aligned. Providing evidence for each course listed under the courses & outcomes portion of the report would help solidify evidence. Additional evidence provided for each class under the courses & outcomes portion of the report, “Unit, Chapter Reflection, Projects”, does not provide enough evidence for the course to be evaluated diligently.

Accreditation Recommendation:

- **Met with Area for Improvement**

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Montana State University Northern
Educator Preparation Provider Accreditation Review
April 25-26, 2024

Narrative Report

Number and Name of Standard: 10.58.520 Physical Education Standards

Validating Statement: The Physical Education program prepares candidates to apply academic training to interactions with P-12 students, parents, colleagues, and administrators in the public schools. The program facilitates opportunities for candidates to engage and support all learners through practicum participation and field experiences and observations. Through a variety of coursework and projects, candidates are assessed on the understanding and organization of subject matter for learning.

Sources of Evidence: Course syllabi and documentation of course content.

Assessment Aligned to Standard: A program of alignment to standards is available in course syllabi.

Evaluation: Physical education candidates are given opportunities to demonstrate competence in the identification of critical elements of motor skill performance, demonstration of motor skill performance in a variety of physical activities, describing and applying bioscience and psychological concepts to skillful movement, physical activity, and fitness. Candidates are given opportunities to demonstrate knowledge and use technology tools and instruments to monitor P-12 students' motor skills, development, and performance. Candidates are given some opportunities to demonstrate knowledge and understanding of state and national content standards, current law, including those related to American Indians and tribes in Montana. Candidates are given opportunities to demonstrate understanding and use of current instructional strategies in elementary physical education, development of a teaching philosophy, budgeting strategies, lesson plan development, and integrating Indian Education across the curriculum.

Through the examination of each course syllabus the following was noted:

- In the syllabi for HEE 303 and HEE 435 the standards are referenced in the course descriptions, course alignments, block objectives, objectives for assignments, or goals. However, in each of these courses, assignments or assessments were not intentionally aligned to any standards.

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- In the syllabi for HEE 303 and HEE 435 candidates are not given opportunities to utilize developmentally appropriate instructional strategies to elicit P-12 student engagement with the content.

Commendations: Respectful effort is made to create meaningful learning opportunities for candidates through teaching practices, reflective consideration of content literacy, and budgeting for instructional equipment.

Improvements: The depth in which the standards are covered needs to be addressed due to the high attrition rate among new teachers. It is recommended courses are fully aligned to the standards providing multiple opportunities for each standard to be covered and practiced furthering a deeper understanding of teacher performance expectations. Methods courses need to provide candidates with multiple modalities for learning and assessment and not rely solely on opinion-based discussion posts.

Accreditation Recommendation:

- **Met with Notation**

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OFFICE OF PUBLIC INSTRUCTION
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Montana State University Northern
Educator Preparation Provider Accreditation Review
April 25-26, 2024

Narrative Report

Number and Name of Standard: 10.58.521 Reading Specialist

Validating Statement: Supporting materials were reviewed. Course objectives align to PEPP and InTASC standards.

Sources of Evidence: Syllabi for 6 courses were provided along with additional scope and sequence for two of the courses. While the syllabi were provided, most of the evidence cited simply stated the name of an assignment within the course, but there was no explanation or rubrics of assignments provided for review to ensure assignments aligned to objectives or standards.

Assessment Aligned to Standard: Determining how each standard is assessed was unclear as evidence was listed with only the title of the assignment, and no additional information was provided. Within the syllabi, assignments, quizzes and tests were listed but the assignments were not connected to standards nor were instructions or rubrics provided to give clarifying information for the review. It appears that most of this information is located in BrightSpace, and the reviewer was not given access to all the class content.

Evaluation: Evaluation appears to include the creation of many lesson plans, quizzes, tests, Journals, discussions and an Exit Interview. Unfortunately, no assignment explanations or rubrics were provided as these appear to be housed in Bright Space which presented difficulty in determining how these assignments aligned to the standards.

Commendations: The foundational skills have been very thoroughly covered. The process of learning about each skill, training to use the screeners aligned to the skill, and then writing a lesson plan based on the assessment will give candidates a solid start to understanding the process of Multi-Tiered Systems of Support.

Improvements: There are many standards that require candidates to collaborate with colleagues, lead professional development, data team meetings, professional learning communities and to communicate with stakeholders such as parents. There was no evidence in the provided syllabi that these components are part of the coursework. These areas are significant responsibilities for a Reading Specialist and coursework should be adapted to teach the critical skills.

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The standards also require that a comprehensive assessment system be covered in the coursework. While screeners were thoroughly covered, no other type of assessment appears to have been discussed. Not only do the standards require an understanding of the different types of assessment, they also require that candidates have the ability to select appropriate assessments by considering reliability and validity, analyze assessment results, make instructional decisions for groups and classrooms, and share assessment results with stakeholders including classroom teachers and parents. There was no evidence provided that these skills were taught anywhere within the coursework.

Accreditation Recommendation

- **Met with Area for Improvement**

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Narrative Report

Number and Name of Standard: 10.58.522 Science

Validating Statement: Supporting materials were reviewed. Accountability to this standard was demonstrated through Syllabi, notes of explanation, and the catalog. Integration of the PEPP Standards were documented through some of the course syllabi and other documents.

Sources of Evidence: Evidence was gathered primarily from course Syllabi. The course catalog and explanatory notes were also used with regards to specific standard components.

Assessment Aligned to Standard: The assessments were aligned to the objectives of the course which were frequently aligned directly to the PEPP standards, meeting the universal standard of Broadfield Science 10.58.522 Science.

Evaluation: The institutional review indicates that the course work in the Science Broadfield program is aligned with the content in PEPP Standards. Through an examination of each syllabus the following information was noted.

Commendations: The EDU course syllabi for Broadfield Science show a strong connection between both the PEPP standards and the 3D Next Generation Science Standards (NGSS) and Montana Standards, as well as integrate IEFA into the curriculum.

Improvements: It is recommended to modify the syllabi and coursework for the lecture and lab content courses to include more of the Science and Engineering Practices (SEP), the Crosscutting Concepts (CCC), and IEFA integration. Lecture and lab courses should mention and/or incorporate “field work” into their syllabi/classes to assist in the instructional experience for meeting the three dimensional science standards, strengthening the 5-12 students’ ability to engage in the SEPs. The syllabi could also more directly incorporate IEFA and the CCCs. This may occur in the classroom, but mentioning it in the syllabi would be advantageous in reviews and strengthen the value of the science standards and Montana initiatives.

Accreditation Recommendation:

- **Met with Notation**

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Montana State University Northern
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Narrative Report

Number and Name of Standard: 10.58.523 Social Studies

Validating Statement: The PEPP standards are offered and assessed through a variety of courses, their content, and assessment. Additionally, capstone projects are used to provide evidence of various skills and proficiencies, particularly in the upper level Education courses.

Sources of Evidence: Syllabi from the various courses listed in alignment with the PEPP standards.

Assessment Aligned to Standard: Each course syllabi clearly lists the assessments. Additionally, assessment summaries are offered in the Institutional Report Document

Evaluation: While the broadfield offerings listed demonstrate alignment with 10.58.523 (1), the syllabi are not available for courses in Economics, Psychology, Sociology, and Native American Studies. Therefore the breadth and depth of content and assessments in those areas is not clearly articulated.

Commendations: HSTA 255 (Montana History) has a particularly strong emphasis on the historical perspectives of Montana Tribes.

Improvements: The EPP is lacking evidence of 2(a), how to select content appropriate for the purposes of social studies and 2(b) in relation to planning instruction based on national social studies curriculum standards for civic competence. Although syllabi reference the component, no evidence of how activities or assignments relate to the understanding or application of the standard is given.

Several courses focus on isolated components of 2(e), however the specific demonstration of candidates using a variety of approaches in instruction that are appropriate to the nature of social studies content in diverse settings with students with diverse backgrounds, interests, and range of abilities is unclear.

Accreditation Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: 10.58.532 Elementary Education

Validating Statement: Evidence has been provided that candidates have a wide variety of opportunities to learn about the history, context, practices, and knowledge and skills required across the elementary education profession. This is evidenced through both coursework and practical application through field experiences. Course syllabi indicate an intentional integration of cross-cutting objectives (reflective practice, technology, using data, Indian Education, and Danielson Framework) as well as attention to PEPPS and InTASC standards.

Sources of Evidence: Course syllabi, course descriptions, course objectives, and course assignments/assessments.

Assessment Aligned to Standard: Course objectives and assignments/assessments are generally aligned with PEPPS and InTASC standards, but evaluative criteria were not provided to analyze this at a more granular level.

Evaluation: The evidence provided in the IR detailed the learning objectives that aligned with the PEPPS, but many of the syllabi submitted lacked detail to make an accurate assessment. Some standards only listed one course when other courses should apply. Syllabi followed a general format that emphasized standards and Danielson generally but it was unclear how individual assignments/assessments were aligned with PEPPs or what evaluative criteria was used. Many syllabi lacked credit load information or overview/schedule of topics covered. No overall program plan was submitted, leaving it unclear whether other courses are required for completion of the program.

Commendations: The coursework overall appears to focus on best practices as called for in the standards and expectations for the field. Candidates are given varied opportunities to identify, apply, and reflect upon content across semesters and practicums. Syllabi suggests an intentional integration of cross-cutting objectives (reflective practice, technology, using data, Indian Education, and Danielson Framework).

Improvements: While the majority of coursework appears to align with PEPPs with varied opportunities to address standards, many of the course syllabi presented as evidence did not clearly reflect all the components of the standard or show how each standard is assessed.

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Providing more specific evidence of topics addressed and how assignments/assessments are evaluated would help make a more accurate assessment of the program. Topics & concepts related to standards not met include *physical and mental health* (h), *interdisciplinary connections to integrate subject matter* (j), *proven instructional strategies* (m), and *social, emotional, and physical development* (p).

Accreditation Recommendation:

- **Met with Area for Improvement**

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Montana State University Northern
Educator Preparation Provider Accreditation Review
April 25-26, 2024

Narrative Report

Number and Name of Standard: 10.58.526 Traffic Education

Validating Statement: Evidence was provided by Montana State University Northern in the form of an institutional report, required and elective courses, syllabi, and online documentation links and resources. Textbooks and required reading were also cited as well as presentations from traffic education professionals.

Sources of Evidence: Materials and standards were reviewed. The Traffic Education standards were substantiated through various documents including the course syllabi and institutional report.

Assessment Aligned to Standard: After examining the stated objectives and goals, most of the Traffic Education Content Standards have been aligned with the information given in the institutional report provided by Montana State University Northern.

Evaluation: The institutional report indicates that the overall coursework for the Traffic Education program is aligned with the Traffic Education Curriculum Standards listed in ARM 10.58.526 with a few areas of improvement. The following are notes taken during the evaluation process:

The following courses have content standards listed and aligned: TED 462, TED 461, and TED 456.

The following courses do not have content standards listed or aligned: TED 468, TED 465, TED 455, TED 454, and HPE 234. TED 452, 454, 455, and 465 have objectives listed but are not linked to standards.

TED 457, 458, and 459 are listed as new classes that have not yet been offered. Course outcomes and objectives are listed but not linked to standards. Syllabi are not yet available.

Several links within the syllabi for the courses do not link properly to web addresses or external documents. Broken links need to be repaired. When a discussion post is listed as the evidence for a standard, the post question should also be included in either the evidence or within the course syllabus.

Commendations: Traffic education program courses place a large emphasis on learning and following state requirements for approval of traffic education programs and following Motor Vehicle Division testing procedures. The Office of Public Instruction website is used often as a resource for new candidates. The use of multiple state agencies as well as guest speakers as

sources of information show a cooperative approach to education. One of the largest areas of focus is understanding the importance of positive attitudes towards safe driving.

Improvements: For content standard letter (n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems, it is listed as evidence that a member of law enforcement will be presenting the information, pending availability. No further evidence is given should an officer not be available.

Content standard (q) design educational strategies for appropriate classroom and driving experiences for diverse learners, needs more specific evidence on how scaffolding and strategies are taught and measured to make the curriculum more accessible to diverse learners.

Content standard (y) demonstrate skills and techniques using potential equipment to assist learning for students with special needs should have links to online information and required course reading provided within the evidence.

The current course offerings are lacking in the areas of demonstrating appropriate resources to establish a traffic education support network, integrating traffic education into the K-12 curriculum, and having the tools necessary to teach diverse learners and those with special needs.

TED 459, Adaptive Driver Education, course description indicates it would meet several content standards but has not yet been offered to candidates as it is a newly created class. It speaks to working as a team member to assist students with special needs and offers educational strategies and skill development for diverse learners.

Content standard (z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;

The courses listed are for graduate work only or list the Adapted Illustrated Driver Manual as formative reading on the subject of integrating traffic education into the K-12 curriculum. More documentation and artifacts are necessary for this standard to be met. TED 452 mentions it in the syllabus, but it is not included as part of the evidence nor does it discuss the ways in which the standard is met. Integrating traffic education into the K-12 curriculum would be demonstrated more thoroughly through the use of lesson plans created specifically for grade school level students. Pedestrian and bicycle safety can be integrated into K-12 curriculums as well as proper use of car seats and booster seats.

Content standard (ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.

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The courses listed are for graduate work only. There are no artifacts or evidence for undergraduate work. The information listed does not offer current information or resources. It gives the history of MTEA as a source of evidence. More documentation and artifacts are necessary for this standard to be met. Demonstrating appropriate resources to establish a traffic education support network may be done through the use of research in identifying potential support systems, providing contact information, giving examples of past support, or highlighting persons with expertise or experience in the area.

Accreditation Recommendation:

- **Met with Area for Improvement**

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STATE OF MONTANA

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Narrative Report

Number and Name of Standard: 10.58.610 Counseling

Validating Statement: A variety of assignments and assessments are used throughout the MSU-N Counseling program with rubrics that match American School Counselor Association (ASCA), Council for the Accreditation of Educator Preparation-Specialized Professional Association (CAEP-SPA), and Montana PEPP standards. Advanced candidates engage with coursework through online, and intensive in-person residencies where they demonstrate the self-awareness, knowledge and skills required of future school counselors. Additionally, clinical placements allow for candidates to further develop these skills in real practice while receiving extensive supervision and assessment from site and faculty supervisors.

Sources of Evidence: Course syllabi, standards crosswalk, internship manual, and student handbook.

Assessment Aligned to Standard: A distinct program of alignment with standards is available in all course syllabi.

Evaluation: The nature of a counseling program is inherently relational and experiential. While some quantitative assessments could be utilized to provide more concrete data on advanced candidate outcomes, including practice PRAXIS or National Counselor Examination (NCE), it is worth noting that memorization of facts and theories does not necessarily make a good counselor. For this reason, the more qualitative assessments make more sense to determine candidate readiness to become counselors.

Commendations: All syllabi are clearly aligned to standards, not only for Montana PEPPs, but also with other accreditations. It is clear to advanced candidates what outcomes they are expected to learn in each course and with each assignment. The more applied nature of the counseling theories course which often happens in a more advanced course on counseling theories is an area of note.

Improvements: Standard g(vi) is less clear in syllabi than some of the other standards. Other courses are likely to cover this, but it could be made clearer where the specific issues are covered.

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Standard g(ix) requires future counselors to learn about special education law, rules, and regulations as it is applicable to the work of school counselors. While some of this can be covered in assignments in other classes and some will be learned during clinical practice, a full class on the topic could be made to exist as either a pre-requisite or elective course.

Accreditation Recommendation:

- **Met with Notation**

LUNCH AND VISIT WITH HELENA SCHOOL DISTRICT SCHOOL AGED CHILD CARE (SACC) PROGRAM

Broadwater Elementary School
900 Hollins Avenue, Entry Number 5

MSDB LIAISON – (Item 32)

Renee Rasmussen

ITEM 32

MSDB REPORT

Paul Furthmyre

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on Out of State Travel Requests**
- **Action on GFHS/MSDB Cooperative Dance Team MHSA Agreement**
- **Action on Final Reading of MSDB Policies 8425 8425P, 8450, 8450F1, F2, F3, 1000 Series, 2000 Series, 4000 Series**

Montana School for the Deaf and the Blind
Board of Public Education Report
July 2024

Agenda Action Items:

1. **Personnel Action Report**
   7 Hires
   4 Resignations
   1 Retirement

2. **Out of State Travel Requests**
   National Association of State Relay Administrators
   Batelle for Kids Ed Leaders Conference
   Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired
   Council of Schools and Services of the Blind and American Printing House

3. **GFHS / MSDB Cooperative Dance Team Agreement MHSA Agreement**

4. **Final Approval for Policy Changes**
   8425 Service Animals
   8425P Service Animal Allowance Procedure
   8450 Automated External Defibrillators (AED)
   8450 F1 / F2 / F3 Automatic External Defibrillators
      F1 - Incident Report
      F2 - School Staff AED Notification Letter
      F3 - Service Log

   Adopt Policy 1000 Series Suggestions from MTSBA
   Policy 1000: Legal Status, Operation and Organization - Replace and Renumber
   Policy 1310: District Policy and Procedures - "District" and "Trustees" Updated
   Policy 1401: Records Available to Public - Replace
   Policy 1420: School Committee Meeting Procedure - "District" and "Trustees" Updated
   Policy 1513: Management Rights - "District" and "Trustees" Updated
   Policy 1521: Board/Superintendent Relationship -"District" and "Trustees" Updated
   Policy 1610: Goals and Objectives - "District" and "Trustees" Updated
   Policy 1640: Board Participation in Activities - "District" and "Trustees" Updated
   Policy 1700: Uniform Complaint Procedure - "District" and "Trustees" Updated

   Adopt Policy 2000 Series Suggestions from MTSBA
   Policy 2000: Goals - "District" and "Trustees" Updated
   Policy 2050: Innovative Student Instruction -"District" and "Trustees" Updated

Policy 2100: School Calendar and Day -"District" and "Trustees" Updated
Policy 2120: Curriculum and Assessment - "District" and "Trustees" Updated
Policy 2130: Program Evaluation and Diagnostic Tests - "District" and "Trustees" Updated
Policy 2166: Gifted Program "District" and "Trustees" Updated
Policy 2168: Remote Instruction from Non-School Sources - Renumber
Policy 2171: Significant Writing Program - "District" and "Trustees" Updated
Policy 2309: Library Program and Materials - Replace
Policy 2311: Instructional Materials - Replace
Policy 2312: Copyright - Replace
Policy 2314: Instructional and Library Materials Review - Replace
Policy 2330: Controversial Issues and Academic Freedom - Move prayer provision to 2332
Policy 2450: Indian Education for All - Updated to comply with law changes
Policy 2510: School Wellness - Replace

Adopt Policy 4000 Series Suggestions from MTSBA
Policy 4315: Visitors and Spectator Conduct - Replace - Combine 4313
Policy 4332: Conduct on School Property - Replace
Policy 4340: Public Access to District Records - Replace
Policy 4410: Relations With Law Enforcement and Child Protective Agencies - Replace
Policy 4520: Cooperative Programs With School Districts, Businesses, Community Organizations, and Public Agencies - Replace Combine 4500
DELETE: 4226 - Renumbered 3226
DELETE: 4314 - Renumbered 1420
DELETE: 4100/4300 - Renumbered 2158
DELETE 4600

5. **First Reading for Policy Changes**
Policy 2000 Series Suggestions from MTSBA
Policy 2132: Student and Family Privacy Rights - New Policy
Policy 2140: Guidance and Counseling - New Policy
Policy 2150: Suicide Awareness and Prevention - New Policy
Policy 2151: Interscholastic Activities - New Policy
Notice Form 2151-NF(1): Interscholastic Activities - School Athletics Informed Consent and Insurance Verification Form - New Policy
Policy 2158: Parent and Family Engagement and Educational Involvement - New Policy with Previous Policy 2700 included
Policy 2161: Special Education - New Policy
Procedure 2161-P(1): Special Education - Procedure - New Policy
Policy 2162: Section 504- New Policy
Procedure 2162-P(1): Section 504 - Procedure- New Policy
Policy 2163: Traffic Education- New Policy
Policy 2167: Correspondence Courses New Policy

Policy 2170: Digital Academy Classes - New Policy
Policy 2320: Field Trips, Excursions, and Outdoor Education - New Policy
Policy 2332: Religion and Religious Activities - New Policy
Policy 2333: Participation in Commencement Exercises - New Policy
Policy 2335: Health Enhancement - New Policy
Notice Form 2335-NF(1): Health Enhancement - Annual Notice - New Policy
Notice Form 2335-NF(2): Health Enhancement - Special Notice - New Policy
Policy 2410: High School Graduation Requirements - New Policy
Procedure 2410-P(1): High School Graduation Requirements - New Policy
Policy 2600: Work Based Learning - New Policy
Procedure 2600-P(1): Work Based Learning - Insurance - New Policy
Notice Form 2600-NF(1): Work Based Learning - Affiliation Agreement - New Policy

Policy 4000 Series Suggestions from MTSBA
Policy 4211: School Name, Logo, Imagery, and Colors - New Policy
Form 4330-F(1): Community Use of School Facilities - School Facilities/Grounds Use and Assumption of Risk Form - New Form
Policy 4350: Website Accessibility and Nondiscrimination - New Policy

Attached Documents:

- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Educator Interpreter Proposal
- Organization Update
- Legislative Asks Support
- EPP Budget Requests Submitted
- HVAC Feasibility Study
- Mustang Center Parking Lot
- Vocational Building Remodel
- MSU Mentoring External Review

MSDB Personnel Action for BOPE Meeting
July Meeting 2024

MSDB asks that the board please approves the following personnel actions:

Hire
Maria Lleras - Payroll Technician
Miranda Briggs - Outreach Director
Darreck Hale - Cottage Behavior Counselor
Megan DeSilva - Cottage Behavior Counselor (From TOD Opening)
Heather Hill - TVI Outreach Consultant - Kalispell Area
April Spanbauer - Director of Nursing
Erika Baisch - Educational Interpreter

Resignation
Brynn Klinefelter - Public Relations Specialist
Nikki King - Director of Nursing
Miranda Briggs - TVI Outreach Consultant - Helena Area
Sandra Ortiz - FT Paraprofessional

Retirement
Brenda LeMleux – Teacher of the Deaf

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised
Teacher of the Deaf Outreach Consultant - Billings Area
2 - Teacher of the Deaf
LPN
Cottage Admin Assistant

Positions to be advertised
Public Relations Specialist

Positions on hold as a result of bargaining
LEAP Resident Advisor
School Psychologist

Positions Lost Due to FTE/Staff Count Clean Up
Andrea Remier - Paraprofessional
Shaelea Hansen - Paraprofessional
Sandra Ortiz - Paraprofessional

STATE OF MONTANA REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name 2) Division

MSDB - Outreach

3) Org Number 4) Name of Person(s) Traveling/Employee ID# 046473

Lisa Cannon, Au.D #046473

5) Justification

Attend the National Association of State Relay Administrators (NASRA) Convention in KY at request of MTAP Program Director, as Chair of oversight committee. The convention is for state relay/telecommunications access programs (and those involved in oversight) for clients who need assistance. There are some expected changes in regulations that will be subsequently reviewed/discussed by the MTAP Committee. For this reason, Lisa Cannon, who is the current Chairperson, has been requested to attend with the MTAP Program Director. The MTAP Program and Committee are currently in the process of strategic planning and executive planning for changes to ARMS and possible program changes to allow access to more Montanans in need of communications access services.

6) Itinerary

Destination:

Louisville, KY

Travel Dates:

9/8-9/11/2024 (Conference is on September 9th and 10th; travel dates to/from are 9/8 and 9/11).

7) Estimated Costs

Transportation $ Meals $ Lodging $ Other $ Total estimated cost $

MSDB WILL NOT BE FUNDING THIS TRIP. HAMILTON RELAY PAYS FOR ATTENDEES';

FEES, including registration, transportation, meals, and all other costs associated with round trip

air travel and conference attendance. This request is in compliance with the request of the Board

of Public Education that out of state travel related to work duties is requested ahead of travel.

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

N/A

8) Submitted By Requested By

Lisa Cannon, Au.D

Approval of Authorized Agency Personnel per Department Policy

Date	Administrator
Date	

Date 5/24/2024

Supervisor Date Dept. Head/Designee

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
MSDB	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Jessteene Clifford, Julie Dee Alt, Denise Rutledge

5) Justification

Three staff members from the MSDB Portrait of a Graduate design team to travel to Indianapolis for the annual Battelle for Kids Ed Leaders21 conference put on by the company we have worked with to help develop our Portrait (referred to as "Journey of a Learner" at MSDB). We will attend trainings and seminars for next-step activities to help direct putting our Portrait into practice at the school. Information from the conference will be shared with all staff members on return.

6) Itinerary

Destination: Indianapolis, IN

Travel Dates: October 20 to 23, 2024

7) Estimated Costs

Transportation $ 2100 Meals $ 648 Lodging $ 1800 Other $ 1700

Total estimated cost $ 6248

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration fee is $799 pp (one staff member received a free registration); airfare for 3 people leaving on Oct. 20 to 23rd is currently about $700 pp; approximately $891.54 for 3 nights per room (2 rooms needed) at JW Marriott Indianapolis 317-860-5800; meals calculated at out-of-state per diem of $54 pp per day X 4 days each; ~~$100 calculated for potential taxis/Ubers.~~

8) Submitted By	Title	Date

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
MSDB	Outreach

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Kerri Norick #037356, Michelle Cross #040197, Barb Peterson, Miranda Briggs, Susan Davis,

5) Justification

The Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired conference is the only professional development training offered to Teachers of the Visually Impaired and Orientation and Mobility specialists for our state.

6) Itinerary

Destination: Lander, WY

Travel Dates: 10/14 - 10/18/24

7) Estimated Costs

Transportation $ per diem | Meals $ per diem | Lodging $ 5,123.20 | Other $ 2,075.00

Total estimated cost $

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

See PO Request for Expenditure of Funds attached.

8) Submitted By	Title	Date
Kerri Norick	Outreach Consultant	5/10/24

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
Montana School for the Deaf and the Blind	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Paul Furthmyre, Superintendent; Miranda Briggs, Outreach Director

5) Justification

Administrators to travel to Council of Schools and Services for the Blind (COSB) and American Printing House (APH) Annual Meeting of Ex Officio Trustees. It is required travel as the Ex Officio of the state APH funds to attend the training.

6) Itinerary

Destination: Louisville, KY

Travel Dates: Sept 30 - Oct 5, 2024 (5 Nights)

7) Estimated Costs

Transportation $ 1700 Meals $ 648 Lodging $ 2577 Other $ 1450

Total estimated cost $ 6375

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Other Costs include: Conference registration for both COSB ($300 per person) and APH ($325 per person). Ground Transportation from Airport to Hotel ($100). Luggage Fees ($100)

8) Submitted By	Title	Date
Paul Furthmyre	Superintendent	6/19/2024

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

APPLICATION FOR COOPERATIVE SPONSORSHIP

Each participating school must submit a copy to the Montana High School Association, 1 South Dakota Avenue, Helena, MT 59601.

Each school involved in the cooperative agreement must complete this application form before the Executive Director will consider the application. A check for $250 must accompany each application if the applying school does not currently participate in the activity. A separate application must be submitted for each activity.

1. School:_MT School for the Deaf and the Blind_ Date of Application:_July 13, 2024_____

2. School's Address: _3911 Central Avenue, Great Falls, MT 59405_____

3. Classification: _C_____

4. Enrollment: _15_____

5. Other schools involved in this application: _Great Falls High School_____

6. Which school will considered to be the "host" school:_Great Falls High School_____

7. Activity covered by this application: Dance _____

8. Please describe the conditions that have prompted your request to co-sponsor this activity:
   We are a state special school located in Great Falls. We have students that attend class at GFHS and encourage them to complete in extracurriculurs. We do not have enough for our own teams.

9. This application is for school years: (must be for a full three year period)

   2024-2025; 2025- 2026; 2026- 2027

   Contracts do not need to be renewed until the end of the three years. However, verification forms will be sent to you each spring to assure the MHSA that the cooperative agreement is continuing under the contract. The Executive Director, as outlined under PHILOSOPHY Section B of the information accompanying this application, may terminate the cooperative agreement.

10. Please list the number of students in your school that have participated in this activity during each year indicated below. If the school did not sponsor the activity during any of the years listed, please respond "did not sponsor" but please provide your projected number of participants for next year and for two years from now.

Grade Level	***12***	***11***	***10***	***9***	***8***	***7***
Last school year:	0	0	0	0	0	0
Current school year:	0	0	0	2	0	0
Anticipated next year:	0	0	2	0	0	0
Anticipated in two years	0	2	0	0	0	0

11. Total **male** school enrollment:

Grade Level	***12***	***11***	***10***	***9***	***8***	***7***
Last school year:	2	1	2	3	3	1
Current school year:	1	2	3	3	1	1
Anticipated next year:	2	3	3	1	1	0
Anticipated in two years	3	3	1	1	0	0

12. Total **female** school enrollment:

Grade Level	***12***	***11***	***10***	***9***	***8***	***7***
Last school year:	2	0	3	2	1	2
Current school year:	0	3	2	1	2	0
Anticipated next year:	3	2	1	2	0	4
Anticipated in two years	2	1	2	0	4	0

13. Under cooperative sponsorship, what will be the identity of the team? MSDB/Great Falls Bison

14. Where will practices/rehearsals be held? Great Falls Public School Fields and Gyms

15. Where will competition be held? Great Falls High School

16. Indicate the date and place of the school board meeting where filing of this application was approved:

Date: 7/17/24 Place: Montana Captial Building - Helena

17. Please include in the space provided (or attach) an exact copy of the above motion as it appears or will appear in the official school board minutes:

18. Other information that may assist the Executive Director in making a decision on this application:

Approved: _____ _____
School Board Chairperson Superintendent

For MHSA Office Use Only:

Official Action of the Montana High School Association

This request for Cooperative Sponsorship is approved / denied for the activity for the school years listed on the application.

By: _____ Date: _____
MHSA Executive Director

Montana School for the Deaf and the Blind
NON INSTRUCTIONAL OPERATIONS

Service Animals **8425**

For the purpose of this policy, state law defines a service animal as a dog or any other animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Federal law definition of a disability includes a physical, sensory, psychiatric, intellectual, or other mental disability.

Montana School for the Deaf and the Blind shall permit the use of a miniature horse by an individual with a disability, according to the assessments factors as outlined in Policy 8425P, if the miniature house has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

Montana School for the Deaf and the Blind will permit the use of service animals by an individual with a disability according to state and federal regulations. Montana School for the Deaf and the Blind will honor requests for service animals in accordance with the applicable Section 504 or Special Education policy adopted by the Board of Public Education. The work or tasks performed by a service animal must be directly related to the handler's disability.

Example of work or tasks performed by the service animal to accommodate an identified disability include, but are not limited to , assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are dear and hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition.

Montana School for the Deaf and the Blind may ask an individual with a disability to remove a service animal form the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken

Montana School for the Deaf and the Blind is not responsible for the care or supervision of the service animal.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of Montana School for the Deaf and the Blind facilities where members of the public, participants in services, programs or activities, or invitees, as relevant are allowed to go.

Cross Reference:	8428P	Procedure for allowance of service animals
	2161	Special Education
	2162	Section 504 of the Rehabilitation Act of 1973
Legal Reference:	28 CFR 35.136	Service Animals
	28 CFR 35.104	Definitions
	49-4-203(2), MCA	Definitions

Policy History:
Adopted on:
Revised on:

Montana School for the Deaf and the Blind
NON INSTRUCTIONAL OPERATIONS

Service Animal Allowance Procedure **8425P**

Montana School for the Deaf and the Blind will honor requests for service animals by student or staff in accordance with the applicable Section 540 or Special Education policy adopted by the Board of the Public Education. The following procedures have been developed which will help guide the administration when a request for the use of a service animal has been presented by an individual with a disability.

Inquiries: The administration shall not ask about the nature or extent of a person's disability but may make tow inquiries to determine whether an animal qualifies as a service animal. The administration may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The administration shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the administration may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Exclusions: The administration may ask the individual to remove the service animal form the premises if the animal is out of control and the handler does not take effective action to control it, or if the animal is not housebroken. If the administration properly excluded the service animal, it shall give the individual the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Surcharges: The administration shall not ask or require the individual to pay a surcharge, even if people who are accomplished by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the Montana School for the Deaf and the Blind normally charges individuals for the damage they cause, the individual may be charged for damage caused by his or her service animal.

Miniature horses assessment factors: In determining whether reasonable modifications can be made to allow a miniature horse into a specific facility, the Montana School for the Deaf and the Blind shall consider:

- The type, size, and weight of the miniature horse
- Whether the miniature horse is housebroken, and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation

Policy History:
Adopted on:
Revised on:

Automated External Defibrillators (AED) **8450**

An automated external defibrillator (AED) is used to treat persons who experience sudden cardiac arrest. It is only to be applied to persons who are unconscious, and not breathing normally. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock. The Montana School for the Deaf and the Blind (MSDB) has implemented use of the Lifepak 1000 model.

Responsibilities
AED Program Coordinator:

The AED Program Coordinator is: Director of Health Services located at Camas Cottage and is responsible for:

- Selection of employees for AED training and distribution of AED-trained employee lists as required
- Coordination of training for emergency responders
- Coordinating equipment and accessory maintenance
- Maintain on file a specifications/technical information sheet for each approved AED model assigned or donated to the school
- Revision of this procedure as required
- Monitoring the effectiveness of this system
- Communication with medical director on issues related to medical emergency response program including post-event reviews
- Storing all reports, maintenance records, etc. in Health Services

Medical Control:

The medical advisor of the AED program Director of Health Services. The medical advisor of the AED program has ongoing responsibility for:

- Proving medical direction for use of AEDs
- Writing a prescription for AEDs
- Reviewing and approving guidelines for emergency procedures related to use of AEDs and CPR
- Evaluation of post-event review forms and digital files downloaded from the AED

Authorized AED Users:

- All staff who have successfully completed approved CPR and AED training

AED Trained Employee Responsibilities

- Following the more detailed procedures and guidelines for the AED program
- Requesting emergency medical service (EMS)
- Providing prompt basic life support including AED and cardiopulmonary resuscitation (CPR) according to training and experience.
- Understanding and complying with the requirements of this program.
- Placing the AED unit back into service after each use.
- Understanding and complying with requirements of this policy

Volunteer Responder Responsibilities

- Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

Limitation of Liability for Volunteer Responder

- The Montana School for the Deaf and the Blind implemented a Public Access AED Program for the benefit of its citizens. MSDB has strategically located AEDs for use by AED trained staff members; however, these strategic locations may also result in members of the public also having access to the AEDs ("volunteer responder"). Although MSDB does not promote the use of AEDs by volunteer responders, MSDB acknowledges that time is of the essence in cases of medical emergency and does not eliminate the public's access to the devices. MSDB is not liable for any civil damages for acts or omissions by a volunteer responder in using the AED in rendering emergency care or assistance. A volunteer responder may be protected from liability pursuant to Mont. Code Ann. § 27-1-714.

School Office Responsibilities

The school office staff is responsible for:

- Receiving emergency medical calls from internal locations
- Using an established 9-1-1 checklist to assess emergency and determine appropriate level of response
- Contacting the external community 9-1-1 response team (EMS) if required
- Deploying AED-trained employees to emergency location
- Assigning someone to meet responding EMS aid vehicle and direct EMS personnel to site of medical emergency

Training: MSDB will maintain training records for trained employees. Trained employees will be offered hepatitis B vaccination free of charge.

Initial Training:

- Complete training on this AED program.
- Complete training and display proficiency in CPR and use of an AED. Training will be a course approved by the Montana State Department of Public Health and Human Services.
- Complete Universal precautions against blood borne pathogens.

Refresher Training:

- Trained employees will renew CPR and AED training every two years.
- AED-trained employees will refresh AED skills and review AED program on an annual basis.

Volunteer Responders:

- These responders will possess various amounts of training in emergency medical response and their training may be supplied by sources outside of MSDB. Volunteer responders can assist in emergencies, but must only participate to the extent allowed by their training and experience. Volunteer responders may have training adequate to administer first aid, CPR and use the AEDs deployed throughout the campus. Any volunteer wishing to potentially use one of the AEDs deployed on the campus should have successfully completed a state approved.
- AED course including CPR within the last two years. The school will not maintain training records for the volunteer responders.

Equipment:

Each AED will have one set of defibrillation electrodes connected to the device and one spare set of electrodes with the AED. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair latex-free gloves, one razor, one set of trauma shears, and one mouth-to-mouth barrier device.

The LIFEPAK 1000® Automated External Defibrillators (AEDs) have been approved for this program

- The AED and first aid emergency care kit will be brought to all medical emergencies.
- The AED should be used on any person who is at least 8 years of age and displays

Location of AEDs:

During school hours, the AED will be at designated locations. These locations shall be specific to each school but should allow the device to be easily seen by staff. The locations should allow staff members to retrieve the device outside of normal school hours.

Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

Stationary AED Locations	Serial Number
Cottages-outside Health Services	
Bitterroot Building Main Entrance	
Mustang Center Main Lobby	

Equipment Maintenance:

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- The AED Program Coordinator or designee is responsible for having regular equipment maintenance performed. All maintenance tasks will be performed according to equipment maintenance procedures as outlined in the operating instruction.
- The AED Program Coordinator shall inform all staff of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, all staff shall be informed and then notified when equipment is returned to service.
- Following use of emergency response equipment, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected. Pads will be replaced and reconnected to the AED and contents of accompanying resuscitation kit will be replaced if used.
- Maintenance records will be maintained by the AED Program Coordinator and kept in the Director of Health Services office and the online portal.

Routine Maintenance:

- The AED will perform a self-diagnostic test every 24 hours that includes a check of battery strength and an evaluation of the internal components.
- The AED Program Coordinator or designee, will perform a monthly AED check following the procedure checklist. The procedure checklist will be initialed at the completion of the daily check. The procedure checklist will be posted with the AED.
- If the OK icon is NOT present on the readiness display, contact the AED Program Coordinator immediately.

  - If the battery icon is visible, the battery or charging unit needs to be replaced. You may continue to use the AED if needed.
  - If the wrench icon is visible, the AED needs service. You may attempt to use the AED if needed. If the message CALL SERVICE appears, the AED is not usable. Continue to provide CPR until another AED is brought to the victim or EMS arrives to take over care.

- If the expiration date on the electrode is near, notify the AED Program Coordinator immediately.

System Verification and Review:

The medical emergency response system is ultimately successful if necessary medical assistance is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be very infrequent, other measures of effectiveness are required.

Annual System Assessment:

Once each calendar year, the AED Program Coordinator or designee shall conduct and document a system readiness review. This review shall include review of the following elements:

- Training records
- Equipment operation and maintenance records

Monthly* System Check (*or as specified by the manufacturer)

Once each month*, the AED Program Coordinator will conduct and document a system check of each AED. These records will be retained at the Director of Nursing office and Superintendent Executive Secretary Office. This check is achieved through the completion of the AED Inspection Form.

Response Criteria:

An AED may be used on any person who is at least 8 years of age and weighs 55 pounds and displays symptoms of cardiac arrest. For children under the age of 8 or less than 55 pounds, AED may be used if the device is designed with a "child" mode. An AED is never used on infants less than one year old.

The AED will be placed only after the following symptoms are confirmed:

- Person is unconscious
- Person is not breathing normally
  NOTE: If AED is not immediately available, CPR may be performed until an AED or EMS arrives on scene.

Application of an AED:

The following steps will be followed:

- Person is not breathing normally Assess scene for safety and use universal precautions
- Determine unresponsiveness
- If unresponsive, contact EMS via 911 (law enforcement may use radio communications)
- Check for normal breathing. If not breathing and unconscious, apply AED immediately
- Apply pads (according to diagram on back of pads) to a person's bare chest. Shave chest hair if it is so excessive it prevents a good seal between pads and skin. Press pads to skin
- Turn ON AED
- Stand clear of person while machine analyzes heart rhythm;
- Follow AED prompts until EMS arrives

Medical Response Documentation:

Post-Event Documentation:
It is critical to document each use of an AED.

Form	Send To	Timeframe
AED Incident Report	Superintendent, AED Program Coordinator	Within 24 hours
AED usage report Data Download from AED unit	MTAED.com	Within 24hours
Copy of AED use information: Record data, electronic files captured by AED.	Medical Director of AED program Local EMS responding location	Within 48hours

Post Event Review:

Following each deployment of the response team member, or if a volunteer responder uses an AED, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post event review will be kept on file with the AED Program Coordinator.

Liability Limitations:

An individual who provides emergency care or treatment by using an AED in compliance with this policy and an individual providing cardiopulmonary resuscitation to an individual upon

whom an AED is or may be used are immune from civil liability for a personal injury that results from that care or treatment.

An individual who provides emergency care or treatment by using an AED in compliance with this policy and an individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are immune from civil liability as a result of any act or failure to act in providing or arranging further medical treatment for the individual upon whom the AED was used, unless the individual using the AED or the person providing CPR, as applicable, acts with gross negligence or with willful or wanton disregard for the care of the person upon whom the AED is or may be used.

The following individuals or entities are immune from civil liability for any personal injury that results from an act or omission that does not amount to willful or wanton misconduct or gross negligence, if applicable provisions of this part have been met by the individual or entity:

a. A person providing medical oversight of the AED program, as designated in the plan;
b. The entity responsible for the AED program, as designated in the plan;
c. An individual providing training to others on the use of an AED.

Legal Reference: Title 37, Chapter 104, subchapter 6,
ARM – Automated External Defibrillators (AED)
§50-6-501, MCA Definitions
§50-6-502, MCA AED program – requirements for AED use
§50-6-503, MCA Rulemaking
§50-6-505, MCA Liability limitations
§27-1-714, MCA Montana Good Samaritan Law

Policy History:
Adopted on:
Revised on:

Montana School for the Deaf and the Blind
NONINSTRUCTIONAL OPERATIONS

Automatic External Defibrillator Incident Report **8450F1**

Name of person completing report: _____

Date report is being completed: _____ Date of Incident: _____

Name of patient on which AED was applied: _____ Age _____

Known status of patient
- o Student
- o Parent of Student
- o Other, explain _____

Describe incident: _____
_____
_____

List series of events from the start of the emergency until its conclusion: _____
_____
_____
_____
_____
_____

Your Signature: _____

Please forward to the Superintendent of Schools no later than forty-eight (48) hours after the incident.

Montana School for the Deaf and the Blind
NONINSTRUCTIONAL OPERATIONS

Operational Services **8450F2**

Exhibit - School Staff AED Notification Letter
On District letterhead

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our gymnasium or other indoor physical fitness facility. This plan includes access to an Automatic External Defibrillator (AED) in the following locations in these buildings:

Building	Location
_____	_____
_____	_____
_____	_____

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during on-site school activities. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent.

The following information is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.

2. A statement that the AED is to be used only by trained users.

3. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. We appreciate your support.

Sincerely,

Superintendent

Montana School for the Deaf and the Blind
NONINSTRUCTIONAL OPERATIONS

Automatic External Defibrillator Service Log **8450F3**

Date	Inspected and In-Service	Inspected and Out–of-Service	Signature of Designee

Once per month or more often the designee will inspect the AED. If the AED is out-of-service or does not have the appropriate equipment, the designee will contact the Superintendent of Schools or designee immediately.

Montana School for the Deaf and Blind

Board Policy Manual

Draft 1000 Series

School Policy Manual

1000. Board

Policy 1000: Legal Status, Operation and Organization - **Replace and Renumber** 3
Policy 1310: District Policy and Procedures - **"District" and "Trustees" Updated** 4
Policy 1401: Records Available to Public - **Replace** 5
Policy 1420: School Committee Meeting Procedure - **"District" and "Trustees" Updated** 6
Policy 1513: Management Rights - **"District" and "Trustees" Updated** 8
Policy 1521: Board/Superintendent Relationship -**"District" and "Trustees" Updated** 9
Policy 1610: Goals and Objectives - **"District" and "Trustees" Updated** 10
Policy 1640: Board Participation in Activities - **"District" and "Trustees" Updated** 11
Policy 1700: Uniform Complaint Procedure - **"District" and "Trustees" Updated** 12

Policy 1000: Legal Status, Operation and Organization

Status: DRAFT

Original Adopted Date: Pending

The legal name of this School is the Montana School for the Deaf and the Blind, Cascade Country, State of Montana. The School is classified as a state supported special purpose school and must be operated as a separate and independent unit and school of the State of Montana. Montana Board of Public Education is the governmental entity established by the State of Montana to plan and direct all aspects of the School's operations, to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become an effective citizen, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution and state statutes and regulations. Sources such as the school laws of Montana and the administrative rules of the Board of Public Education and the Office of Superintendent of Public Instruction delineate the legal powers, duties, and responsibilities of the Board.

The policies of the Board define and frame the manner via which the school conducts its official business. The Board's operating policies are those that the Board adopts from time to time to facilitate the performance of its responsibilities.

All handbooks approved by the Board are regarded as and given the same significance as School policy.

All references to the Board in this policy manual are intended to mean the Board of Public Education.

Montana Code Annotated References	Description
20-3-323	District policy and record of acts
20-3-324	Powers and duties
20-6-201	Elementary district classification
20-6-301	High school district classification
20-9-309	Basic system of free quality public elementary and secondary schools defined – identifying educationally relevant factors – establishment of funding formula and budgetary structure – legislative review

Montana Constitution References	Description
Article X, section 8	School District Trustees

Policy 1310: District Policy and Procedures

Status: DRAFT

Original Adopted Date: Pending

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person, relative to a proposed policy or amendment, should be directed to the Superintendent prior to the final (2nd) reading. The final vote for adoption shall take place not earlier than at the final (2nd) reading of the particular policy. New or revised policies that are required, or have required language changes based on State or Federal law, or are required changes by administrative rule, may be adopted after the first (1st) reading if sufficient notice has been given through the board agenda.

All new or amended policies shall become effective upon adoption; unless a specific effective, date is provided in the motion for adoption.

Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the School's policy manual. Policies of the School shall be reviewed annually by the Superintendent.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual which contains the policies of the School. Each administrator, as well as staff, students, and parents, shall have ready access to the manual.

Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all trustees must have received written notice of the meeting, which included a proposal to suspend the policies and an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all trustees present.

Administrative Procedures
The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item.

Montana Code Annotated References	**Description**
20-3-323	District policy and record of acts

Montana Constitution References	**Description**
Article X, section 8	School District Trustees

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees

Policy 1401: Records Available to Public

Status: DRAFT

Original Adopted Date: Pending

All School's records except those restricted by state and federal law shall be available to citizens for inspection at the Superintendent's office.

Any individual may request public information from the School. The School shall make the means of requesting public information accessible to all persons.

Upon receiving a request for public information, the School shall respond in a timely manner to the requesting person by:

a. Making the public information available for inspection and copying by the requesting person; or
b. Providing the requesting person with an estimate of the time it will take to fulfill the request if the public information cannot be readily identified and gathered and any fees that maybe charged.

The School may charge a fee for fulfilling a public information request. The fee may not exceed the actual costs directly related to fulfilling the request in the most cost-efficient and timely manner possible. The fee must be documented. The fee may include the time required to gather public information. The School may require the requesting person to pay the estimated fee prior to identifying and gathering the requested public information.

The School is not required to alter or customize public information to provide it in a form specified to meet the needs of the requesting person. If the School agrees to a request to customize a records request response, the cost of the customization may be included in the fees charged.

In accordance with § 20-9-213(1), MCA, the record of the accounting of school funds shall be open to public inspection at any meeting of the Board. A fee may be charged for any copies requested. Copies will be available within a reasonable amount of time following the request.

Montana Code Annotated References	Description
2-6-1003	Access to Public Information
2-6-1006	Public Information requests - fees
20-3-323	District policy and record of acts
20-9-213	Duties of trustees

Policy 1420: School Board Meeting Procedure **Status:** DRAFT

Original Adopted Date: Pending

Agenda

The agenda for any MSDB Committee of the Board of Public Education meeting shall be prepared by the Superintendent. Items submitted by Board members to the Superintendent shall be placed on the agenda. Citizens may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent at least 15 days before the MSDB Committee meeting, unless of immediate importance. Individuals who wish to be placed on the meeting agenda must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. If the reason for the appearance is a complaint against any School employee, the individual filing the complaint must demonstrate the Uniform Grievance Procedure step process has been followed. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and may ask for recognition by the Committee Chair at the appropriate time.

The agenda must also include a "public comment" item in order to allow members of the general public to comment on any public matter under the jurisdiction of the School that is not specifically listed on the agenda, except that no member of the public will be allowed to comment on contested cases, other adjudicative proceedings, or personnel matters. The MSDB Committee Chair may place reasonable time limits on any "public comment" item in order to maintain and ensure effective and efficient operations of the MSDB Committee. The School shall not take any action on any matter discussed, unless the matter is specifically noticed on the agenda, and the public has been allowed the opportunity to comment.

Upon consent of the majority of the members present, the order of business at any meeting may be changed. Copies of the agenda for the current MSDB Committee meeting, minutes of the previous MSDB Committee meeting, and relevant supplementary information will be prepared and distributed to each MSDB Committee member at least forty-eight (48) hours in advance of the MSDB Committee meeting, and will be available to any interested citizen at the
Superintendent's office twenty-four (24) hours prior to the MSDB Committee meeting. An agenda for other types of MSDB Committee meetings will be prepared if the circumstances necessitate an agenda.

Minutes

Staff shall keep written minutes of all open MSDB Committee meetings.

The minutes shall include:

- The date, time, and place of the meeting;
- The presiding officer;
- MSDB Committee members recorded as absent or present;
- A summary of discussion on all matters discussed (including those matters discussed during the "public comment" section), proposed, deliberated, or decided, and a record of any votes taken; and
- Time of adjournment

When issues are discussed that may require a detailed record, the MSDB Committee Chair may direct the staff to record the discussion verbatim. Any verbatim record may be destroyed after the minutes have been approved, pursuant to § 20-1-212, MCA.

Unofficial agendas or minutes shall be delivered to Board members in advance of the next regularly scheduled meeting of the MSDB Committee. Minutes need not be read publicly, provided that MSDB Committee members have had an opportunity to review them before adoption. A file of permanent agendas or minutes of MSDB Committee meetings shall be maintained in the Business office, to be made available for inspection upon the request. A written copy shall be made available within five (5) working days following approval by the MSDB Committee.

Montana Code Annotated References	**Description**
2-3-103	Public participation – governor to ensure guidelines adopted

Montana Code Annotated References	Description
2-3-202	Meeting defined
2-3-212	Minutes of meetings – public inspection
2-3-214	Recording of Meetings
20-3-322	Meetings and quorum
20-3-323	District policy and record of acts

Montana Constitution References	Description
Article II, Section 10	Right of privacy
Article II, Section 8	Right of participation
Article II, Section 9	Right to know

Policy 1513: Management Rights

Status: DRAFT

Original Adopted Date: Pending

The Board retains the right to operate and manage its affairs in such areas as but not limited to:

1. Direct employees;
2. Employ, dismiss, promote, transfer, assign, and retain employees;
3. Relieve employees from duties because of lack of work or funds under conditions where continuation of such work would be inefficient and nonproductive;
4. Maintain the efficiency of School operations;
5. Determine the methods, means, job classifications, and personnel by which School operations are to be conducted;
6. Take whatever actions may be necessary to carry out the missions of the School in situations of emergency;
7. Establish the methods and processes by which work is performed.

The Board reserves all other rights, statutory and inherent, as provided by state law.
The Board also reserves the right to delegate authority to the Superintendent for the ongoing direction of all School programs.

Montana Code Annotated References	Description
20-3-324	Powers and duties
39-31-303	Management rights of public employers

Montana Supreme Court References	Description
2008 MT 9	Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Policy 1521: Board/Superintendent Relationship

Status: DRAFT

Original Adopted Date: Pending

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and the Superintendent.

The Board hires, evaluates, and seeks the recommendations of the Superintendent as the School chief executive officer. The Board adopts policies necessary to provide the general direction for the School and to encourage achievement of School goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the School's day-to-day operations.

Montana Code Annotated References	Description
20-4-401	Appointment and dismissal of district superintendent or county high school principal
20-4-402	Duties of district superintendent or county high school principal

Policy 1610: Goals and Objectives

Status: DRAFT

Original Adopted Date: Pending

Goals and Objectives
Each year, the Superintendent will lead a process to formulate annual objectives for the School and have available a written comprehensive philosophy of education with goals which reflect the School's philosophy of education. The philosophy of education and goals shall be in writing and shall be available to the staff and to the public.

At the conclusion of the year, the Superintendent shall submit a report to the Board which shall reflect the degree to which the annual objectives have been accomplished.

Montana Code Annotated References	Description
20-1-101	Definitions

Administrative Rules of Montana References	Description
10.55.602	Definition of Internship
10.55.603	Curriculum and Assessment
10.55.701	Board of Trustees
10.55.714	Professional Development
10.55.723	Integrated Strategic Action Plan
10.55.804	Gifted and talented
10.55.805	Children with Disabilities
10.55.806	English Language Learners

Policy 1640: Board Participation in Activities

Status: DRAFT

Original Adopted Date: Pending

Members of the Board, collectively and individually, are encouraged to attend school activities, social functions, and instructional programs at no cost to the trustees, in order to view and observe such functions in operation. Attendance at such programs as musical presentations, speech activities, clubs, dramatic productions, and athletic events, indicates interest in school affairs and provides opportunity for more comprehensive understanding of the total school program. Administration will provide appropriate communications to trustees to keep them informed about activities they may wish to attend.

Policy 1700: Uniform Complaint Procedure **Status:** DRAFT

Original Adopted Date: Pending

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the School. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a specific process in state or federal law that supersedes this process or collective bargaining agreement. Matters covered by a collective bargaining agreement will be reviewed in accordance with the terms of the applicable agreement.

The School requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under state or federal law or Board policy. Complaints against a building administrator shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board.

The School will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

Deadlines requiring School action in this procedure may be extended for reasons related but not limited to the School's retention of legal counsel and School investigatory procedures.

Level 1: Informal

An individual with a complaint is first encouraged to discuss it with the appropriate employee or building administrator with the objective of resolving the matter promptly and informally. An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Building Administrator
When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including any school personnel involved; and (3) the remedy or resolution requested. The written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident. The applicability of the deadline is subject to review by the Superintendent to ensure the intent of this uniform complaint procedure is honored.

When a complaint alleges violation of Board policy or procedure, the building administrator will investigate and attempt to resolve the complaint. The administrator will respond in writing to the complaint, within thirty (30) calendar days of the administrator's receipt of the complaint.

If the complainant has reason to believe the administrator's decision was made in error, the complainant may request, in writing, that the Superintendent review the administrator's decision. (See Level 3.) This request must be submitted to the Superintendent within fifteen (15) calendar days of the administrator's decision.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the Administrator shall turn the complaint over to the applicable Schol nondiscrimination coordinator. The coordinator shall ensure an investigation is completed in accordance with the applicable procedure. In the case of a sexual harassment or Title IX complaint the applicable investigation and appeal procedure is Policy 3225P or 5012P. In the case of a disability complaint, the coordinator shall complete an investigation and file a report and recommendation with the Administrator for decision. Appeal of a decision in a disability complaint will be handled in accordance with this policy.

Level 3: Superintendent

If the complainant appeals the administrator's decision provided for in Level 2, the Superintendent will review the complaint and the administrator's decision. The Superintendent will respond in writing to the appeal, within thirty (30) calendar days of the Superintendent's receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary

investigation; (3) engage an outside investigator or other School employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the complaint.

If the complainant has reason to believe the Superintendent's decision was made in error, the complainant may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

Level 4: The Board

Upon written appeal of a complaint alleging a violation the individual's rights under state or federal law or Board policy upon which the Board has authority to remedy, the Board may consider the Superintendent's decision in Level 2 or 3. Upon receipt of written request for appeal, the Chair will either: (1) place the appeal on the agenda of a regular or special Board meeting, (2) appoint an appeals panel of not less than three Board members to hear the appeal and make a recommendation to the Board, or (3) respond to the complaint with an explanation of why the appeal will not be heard by the Board in accordance with this policy. If the Chair appoints a panel to consider the appeal, the panel will meet to consider the appeal and then make written recommendation to the full Board. The Board will report its decision on the appeal, in writing, to all parties, within thirty (30) calendar days of the Board meeting at which the Board considered the appeal or the recommendation of the panel. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

Montana Code Annotated References	**Description**
20-20-108	Rescheduling Of School Election Canceled Due To Declaration Of State Of Emergency Or Disaster
20-3-210	Controversy appeals and hearings
20-5-323	Require trustees to adopt a grievance policy

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
Title 10 Chapter 6	Rules of Procedure for All School Controversy Contested Cases Before the County Superintendent

United States Constitution References	**Description**
First Amendment	Right to petition the Government for a redress of grievances

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Montana School for the Deaf and Blind

Board Policy Manual

Draft 2000 Series

Board Policy Manual

2000. Instruction

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Policy 2000: Goals

Status: DRAFT

Original Adopted Date: Pending

The School's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative staff is responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare an annual report that includes:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Policy 2050: Innovative Student Instruction **Status:** DRAFT

Original Adopted Date: Pending

Innovative Student Instruction

The School has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The School administration or designated personnel are authorized to implement this
policy.

As outlined in Policy 2100, and except for students determined by the School to be proficient using School assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The School administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy "aggregate hours of instruction" within the meaning of that term in Montana law, the term "instruction" shall be construed as being synonymous with and in support of the broader goals of "learning" and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students' interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or administrator for final calculation.

In order to comply with the requirements of the calendar, Policy and Section 20-1-301, MCA, the School shall implement the instructional schedules and methods identified in this policy.

Offsite Instruction

The Board authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School's adopted or revised calendar for a school year. Offsite delivery methods shall include a complete range of educational services offered by the School and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students on a case-by-case basis for those students who have successfully completed the ten day observational period as outlined in Policy 3110. The Board authorizes the administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

Proficiency-Based Learning

The Board authorizes proficiency-based learning when a student demonstrates proficiency in a course area as determined by the Board using School assessments, or other measures approved by the Board.

The Board waives the minimum number of instructional hours for students who demonstrate proficiency in a course

area using assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

Montana Code Annotated References	**Description**
20-1-101	Definitions
20-1-301	School Fiscal Year
20-6-101	Definition of elementary and high school districts
20-7-118	Offsite Provision of Educational Services
20-7-1601	Transformational Learning - Legislative Intent
20-9-311	Remote Instruction
20-9-311	Calculation of Average Number Belonging

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties

Policy 2100: School Calendar and Day

Status: DRAFT

Original Adopted Date: Pending

School Calendar

Subject to state law any applicable collective bargaining agreement covering the employment of affected employees, the School shall set the number of hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the School shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the parents and students affected by the change.

School Calendar Considerations
1. Yearly calendar may be adjusted to coincide with the school calendar adopted by Great Falls School District #1.
2. Require that all children residing in the school cottages go to their respective homes or to other destinations specified by their parents or guardians for all residential closings during the year. School Year.

At least the minimum number of aggregate hours must be conducted during each school fiscal year. The minimum aggregate hours required by grade are:
(a) 720 hours for grades kindergarten through 3;
(b) 1,080 hours for grades 4 through 11; and
(c) 1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4) (d), MCA.

In addition, five (5) pupil instruction-related days may be scheduled for the following purposes:

1. Pre-school staff orientation for the purpose of organization of the school year;
2. Staff professional development programs (minimum of three (3) days);
3. Parent/teacher conferences; and
4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the School's yearly professional development plan.

Montana Code Annotated References	Description
20-1-301	School Fiscal Year
20-1-302	School Term, Day, Week
20-1-303	Conduct of School on Saturday or Sunday Prohibited - Exceptions
20-1-304	Pupil Instruction Related Day
20-1-306	Commemorative Excercises on certain days
20-9-311	Calculation of Average Number Belonging

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.714	Professional Development
10.55.906	High School Credit
10.65.101	PIR Days for Base Funding
10.65.103	Program for PIR Days

Policy 2120: Curriculum and Assessment

Status: DRAFT

Original Adopted Date: Pending

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The School shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and School education goals and will be constructed to include such parts of education as content, skills, and thinking. The School shall review curricula at least every five (5) years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment, which are consistent with goals of the education program.

The School shall maintain their programs consistent with the state's schedule for revising standards.

The School shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The School shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness. The School shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas. The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other student's no longer in attendance.

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-4-402	Duties of district superintendent or county high school principal
20-7-602	Textbook selection and adoption

Administrative Rules of Montana References	Description
10.55.603	Curriculum and Assessment
10.55.701	Board of Trustees

Policy 2130: Program Evaluation and Diagnostic Tests

Status: DRAFT

Original Adopted Date: Pending

The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this goal, the Board will set forth:

1. A clear statement of expectations and purposes for the school instructional program;
2. A provision for staff, resources, and support to achieve stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence, developmental, communication, assistive technology, speech and language, English proficiency, observational or social-emotional, behavioral or classroom based assessments, academic achievement tests, norm referenced and/or criterion referenced tests, local assessments or vocational evaluations. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality, and religion shall be administered, unless the parent gives written permission for the student to take such test, questionnaire, or examination.

The Superintendent shall prepare an annual report which reflects the degree to which school goals and objectives related to the instructional program have been accomplished. The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished.

Administrative Rules of Montana References	Description
10.55.603	Curriculum and Assessment
10.55.701	Board of Trustees
10.56.101	Student Assessment

United States Code References	Description
20 USC 1232h	Protection of pupil rights

Policy 2132: Student and Family Privacy Rights **Status:** DRAFT

Original Adopted Date: Pending

Student and Family Privacy Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity as consistently recognized in state and federal courts and as required by state and federal law and School policy.

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the School's educational objectives as identified in policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. A parent or guardian shall have the right to opt the child out of any survey or data collection by a school that would capture data for inclusion in the statewide data system so long as the survey does not request or require disclosure of personal information. Surveys requesting or requiring disclosure of personal information shall require parental consent as described in this policy. A parent may not opt out of data collection that is necessary and essential for establishing a student's education record.

Surveys Created by a Third Party

Before the School administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a School official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

No student in the School shall be required, as part of any applicable program, to submit to any survey, analysis, or evaluation that requests or requires the disclosure of the above-noted personal information in this section without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. This provision specifically documents the arrangements taken to protect student privacy in accordance with 20 USC § 1232h(c)(1)(a)(b).

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information From Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) telephone number, or (4) a Social Security identification number.

The School will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The School, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

This policy shall be posted on the School's website and provided in a manner specified in accordance with law and policy. The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

Montana Code Annotated References	**Description**
40-6-701	Interference with fundamental parental rights restricted

Montana Code Annotated References	Description
40-6-702	Fundamental Parental Rights
40-6-703	Increase parental involvement in education

Administrative Rules of Montana References	Description
10.55.601	Accreditation Standards: Procedures
10.55.701	Board of Trustees
10.55.722	Family and Community Engagement

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act
20 USC 1232h	Protection of pupil rights
20 USC 6318	Parent and Family Engagement

Policy 2140: Guidance and Counseling **Status:** DRAFT

Original Adopted Date: Pending

Guidance and Counseling

The School recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, School policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information which can be utilized to improve educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the workforce.
7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.
9. Have information available about nicotine addiction services and referrals to tobacco cessation programs to students and staff.
10. Serve as a reference for alternative discipline or restorative justice programs.

All staff will encourage students to explore and develop their individual interests in all areas including but not limited to career and technical programs, academic curricula, post-secondary opportunities, community or military service, and employment options without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status.

Career Coaching

The School may utilize a career coach for educational and career counseling opportunities for students to offer opportunities for internships or apprenticeships within a community and assist students with high school course offerings, career options, occupational training, and postsecondary opportunities associated with the student's field of interest within the career technical education and K-12 career and vocational/technical education programs provided for in Title 20, chapter 7, part 3. Any career coach shall possess the necessary qualifications specified in law.

Montana Code Annotated References	**Description**
20-7-335	Career Coaches
49-3-203	Educational, counseling, and training programs

Administrative Rules of Montana References	**Description**
10.55.710	Assignment of School Counseling Staff

Administrative Rules of Montana References	Description
10.55.802	Opportunity and Educational Equity

Policy 2150: Suicide Awareness and Prevention **Status:** DRAFT

Original Adopted Date: Pending

Professional Development

The School will provide professional development on youth suicide awareness and prevention to each employee of the School who work directly with any students enrolled in the School. The training materials will be approved by the Office of Public Instruction (OPI).

The School will provide, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years. All new employees who work directly with any student enrolled in the School will be provided two (2) hours of training the first year of employment.

Youth suicide and prevention training may include:

A. In-person attendance at a live training;

B. Videoconference;

C. An individual program of study of designated materials;

D. Self-review modules available online; and

E. Any other method chosen by the local school board that is consistent with professional development standards.

Prevention and Response

The Board authorizes the Administration and appropriate School staff to develop procedures to address matters related to suicide prevention and response that:

A. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;

B. Include high quality intervention services for students;

C. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;

D. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;

E. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training, or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

This policy will be reviewed by the Board on a regular basis.

Montana Code Annotated References	**Description**
20-7-1310	Youth suicide awareness and prevention training

Administrative Rules of Montana References	**Description**
10.55.720	Suicide prevention and response

Policy 2151: Interscholastic Activities

Status: DRAFT

Original Adopted Date: Pending

The School recognizes the value of a program of interscholastic activities as an integral part of the total school experience. The program of interscholastic activities will include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this School, when such events occur between schools outside the School.

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the School will be inspected on a regular basis. Participants will be issued equipment which has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach. All personnel coaching intramural or interscholastic activities will hold a current valid first aid certificate.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the School will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement indicating that the parents assume all risks for injuries resulting from such participation. Each participant will be required to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic team. A participant will be free of injury and will have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Administrative Rules of Montana References	Description
10.55.707	Teacher and Specialist Licensure
37.111.825	Health Supervision and Maintenance

Notice Form 2151-NF(1): Interscholastic Activities - School Athletics Informed Consent and Insurance Verification Form **Status:** DRAFT

Original Adopted Date: Pending

MSDB
SCHOOL ACTIVITIES INFORMED CONSENT AND
INSURANCE VERIFICATION FORM

I_____ approve of my child _____participating in _____as an extracurricular activity or curricular club at MSDB.

Extracurricular activities may include transportation, educational functions, or other physical activity. There is an inherent risk of injury in the activity. By signing this agreement, I acknowledge that the School staff try to prevent accidents. I agree to accept responsibility for my student's participation in the school activities. The activity is strictly voluntary. My signature below gives my child permission to participate in a School Activity.

I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the School, participation in this event entails certain inherent risks. I certify that my student is physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that my student will honor all instructions of staff and failure to honor instructions may result on dismissal from the activity. I have been informed of these risks, understand them, and feel that the benefits of participation outweigh the risks involved. I understand any negligence arising out of the student's participation in the program shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to my student. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. In the event it becomes necessary for the staff in charge to obtain emergency care for my student, I understand that neither the employee in charge of the activity nor the school assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

The School DOES NOT provide medical insurance benefits for students who choose to participate in activities programs. Parents or guardians may request information from the school regarding medical insurance for students. If parents or guardians have their own insurance coverage during the student's participation, that coverage information is provided below. Or parents may notify the School that they do not have medical insurance.

____ I have personal medical insurance to cover the student's participation:

INSURANCE (Company Name) _____

Policy # _____

____ I do not have personal medical insurance to cover the student's participation and understand that the School does not provide medical insurance to cover the students. I understand I will be responsible for any medical costs associated with the student's participation.

Signature Required Regardless of Insurance Coverage:

Student Athlete _____
(Please Print)

Parent/Guardian _____
(Signature)

Date: _____

Administrative Rules of Montana References	**Description**
10.55.707	Teacher and Specialist Licensure

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance

Policy 2158: Parent and Family Engagement and Educational Involvement **Status:** DRAFT

Original Adopted Date: Pending

Parent/Family Engagement and Involvement in Education

The Board believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the School, parents, families and other members of the community during the entire time a student attends school. The Board believes that the School must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the school, parents/families and the community.

This policy shall be made available to all interested individuals upon request and posted on the School website.

Outreach and Itinerant Services

To be consistent with the philosophy of least restrictive alternative for education and to maintain a continuum of alternatives which assures the best possible availability of services and materials; the Board authorizes the Montana School for the Deaf and Blind to provide regional services of itinerant consultants and instructional tools, materials and books from the center at the school in Great Falls, and that these services shall be made available to all school districts in the state and shall function in cooperation with the regional offices for special education administered by the Office of Superintendent of Public Instruction. In addition, the school shall serve as a consultative resource for parents of hearing impaired and visually impaired children not yet enrolled in an educational program.

Parent/Family Involvement Goals and Plan

The Board recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the School will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote families to actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;

2. Promote families and school staff to engage in regular, two-way meaningful communication about student learning;

3. Promote families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;

4. Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;

5. Encourage families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and

6. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

The Board, in consultation with parents, teachers administrators, and students has adopted this School plan for meeting these parent/family involvement goals

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the School and other agencies or school/community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

2. Implement strategies to involve parents/families in the educational process and laws regarding parent/family

rights including:

- Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
- Providing access to all policies, handbooks, Board and Committee meeting agendas, the grievance procedure and contact methods for administrators on the website.
- Providing access to educational resources for parents/families to use together with their children.
- Keeping parents/families informed of the objectives of educational and activity programs their child's participation and progress within these programs and methods to opt out of such programs and instruction consistent with parent/family rights.
- Promoting parents/families and teacher cooperation in homework, attendance, and discipline.
- Providing information about the nature and purpose of student clubs and groups meeting at the school in accordance with Policy 3233 and 3550 and methods to consent to participation or opt out of participation consistent with parent/family rights.
- Providing explanation of rights regarding student name and pronoun use consistent with Family Educational Rights and Privacy Act and Policy 3600.

3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.
8. Provide annual notification of educational opportunities consistent with Montana law in the form of the student handbook, the School policy manual as posted on the School website, or other accessible format on topics which include:
    - The School's options for delivery of personalized instruction to students consistent with Policies 1015FE and 2050, the legislature's findings at Section 20-7-1601, MCA. and Article X, Section 1 of the Montana Constitution.
    - Evaluation, identification, and services provided to students with disabilities consistent with Section 20-7-411, MCA, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Policies 2161 and 2162.
    - Admission of students to kindergarten consistent with Sections 20-5-101 and 20-7-117, MCA, and Policy 3110.
    - Proficiency based learning and other forms of personalized learning including course equivalency waiver consistent with Section 20-3-324, MCA and Policies 1005FE, 1015FE, 2050, 2410, and 3121.
    - Participation in extracurricular activities, including participation by nonpublic and home school students consistent with Section 20-5-112, MCA, and Policy 3150.
    - Availability of funding to support student access to advanced opportunities, if applicable, consistent with Section 20-7-1506, MCA and Policy 1015FE;
    - Career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, consistent with Section 20-7-1510, MCA, and Policies 2050, 2410, and 2600.
    - Early college, dual enrollment, and running start opportunities, consistent with Section 20-9-706, MCA, and Policy 2168 and 2410.
    - Other opportunities for school-age children through Montana public schools which parents/families and students may rely upon as specified in Policy 2140 which:
        - support the development of a child's full educational potential;

- assist in reducing the costs of postsecondary education and workforce preparation; and
- fster life success.

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-3-326	Information On Educational Opportunities -- Duties Of Trustees
20-5-101	Admittance of child to school
20-5-112	Participation in extracurricular activities
20-5-314	Reciprocal attendance agreement with adjoining state or province
20-5-320	Attendance with discretionary approval
20-5-321	Attendance with mandatory approval – tuition and transportation
20-5-322	Residency determination – notification – appeal for attendance agreement
20-7-117	Kindergarten and preschool programs
20-7-118	Offsite Provision of Educational Services
20-7-1510	Credit for participating in work based learning partnerships
20-7-1601	Transformational Learning - Legislative Intent
20-9-706	Running start program
40-6-701	Interference with fundamental parental rights restricted
40-6-702	Fundamental Parental Rights
40-6-703	Increase parental involvement in education
Title 20, Chapter 7, part 12	Montana digital academy
Title 20, chapter 7, part 3	Vocational and Technical Education

Administrative Rules of Montana References	Description
10.55.601	Accreditation Standards: Procedures
10.55.701	Board of Trustees
10.55.722	Family and Community Engagement
10.55.723	Integrated Strategic Action Plan

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act
20 USC 6318	Parent and Family Engagement

Policy 2161: Special Education

Status: DRAFT

Original Adopted Date: Pending

The School will provide a free appropriate public education and necessary related services to all children with disabilities residing within the School, as required under the Individuals with Disabilities Education Act (IDEA), provisions of *Montana law, and the Americans with Disabilities Act*.

For students eligible for services under IDEA, the School will follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities, as provided in the current Montana State Plan under Part B of IDEA.

The School may maintain membership in one or more cooperative associations which may assist in fulfilling the School's obligations to its disabled students.

Montana Code Annotated References	Description
20-1-213	Transfer of School Records
20-7-469	Dyslexia-definition-screening-internvention
Title 20, Chapter 7, part 4	Special Education for Exceptional Children

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.16.3220	Program Narrative
10.16.3321	Comprehensive Educational Evaluation Process
10.16.3340	Individualized Education Program and Placement Decisions
10.16.3346	Aversive Treatment Procedures
10.16.3560	Special Education Records
10.55.805	Children with Disabilities
10.60.103	Identification of Children with Disabilities
37.85.414	Maintenance of Records and Auditing (Medicaid)

United States Code References	Description
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990
Title 20, Chapter 33, Subchapter I	Individuals with Disabilities Education Act

Code of Federal Regulations References	Description
34 CFR 300.1, et seq.	Individuals with Disabilities Education Act

Procedure 2161-P(1): Special Education - Procedure **Status:** DRAFT

Original Adopted Date: Pending

Child Find

The School shall be responsible for the coordination and management of locating, identifying, and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff will design the School's Child Find plan in compliance with all state and federal requirements and with assistance from special education personnel who are delegated responsibility for implementing the plan.

The School's plan will contain procedures for identifying suspected disabled students in private schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled, homeless children, as well as public facilities located within the geographic boundaries of the School. These procedures shall include screening and development criteria for further assessment. The plan must include locating, identifying, and evaluating highly mobile children with disabilities and children who are suspected of being a child with a disability and in need of special education, even though the child is and has been advancing from grade to grade. The School's Child Find Plan must set forth the following:

1. Procedures used to annually inform the public of all child find activities, for children zero through twenty-one;

2. Identity of the special education coordinator;

3. Procedures used for collecting, maintaining, and reporting data on child identification;

4. Procedures for Child Find Activities (including audiological, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:

   A. Infants and Toddlers (Birth through Age 2)

      Procedures for referral of infants and toddlers to the appropriate early intervention agency, or procedures for conducting child find.

   B. Preschool (Ages 3 through 5)

      Part C Transition planning conferences; frequency and location of screenings; coordination with other agencies; follow-up procedures for referral and evaluation; and procedures for responding to individual referrals.

   C. In-School (Ages 6 through 18)

      Referral procedures, including teacher assistance teams, parent referrals, and referrals from other sources; and follow-up procedures for referral and evaluation.

   D. Post-School (Ages 19 through 21)

      Individuals who have not graduated from high school with a regular diploma and who were not previously identified. Describe coordination efforts with other agencies.

   E. Private Schools (This includes home schools.)

      Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.

   F. Homeless Children

   G. Dyslexia

The School shall establish procedures to ensure that all resident children with disabilities, including specific learning disabilities resulting from dyslexia, are identified and evaluated for special education and related services as early as possible. The screening instrument must be administered to:

A. a child in the first year that the child is admitted to a school of the School up to grade 2; and

B. a child who has not been previously screened by the School and who fails to meet grade-level reading benchmarks in any grade;

The screening instrument shall be administered by an individual with an understanding of, and training to identify, signs of dyslexia designed to assess developmentally appropriate phonological and phonemic awareness skills.

If a screening suggests that a child may have dyslexia or a medical professional diagnosis a child with dyslexia, the child's school shall take steps to identify the specific needs of the child and implement best practice interventions to address those needs. This process may lead to consideration of the child's qualification as a child with a disability under this policy.

Procedures for Evaluation and Determination of Eligibility

Procedures for evaluation and determination of eligibility for special education and related services are conducted in accordance with the procedures and requirements of 34 C.F.R. 300.301-300.311 and the following state administrative rules:

10.16.3320 - Referral;

10.60.103 - Identification of Children with Disabilities;

10.16.3321 - Comprehensive Educational Evaluation Process;

Procedural Safeguards and Parental Notification

The School implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 - 300.530.

A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must...provide the parents the procedural safeguards notice); and
- Upon request by a parent.

A public agency also may place a current copy of the procedural safeguard notice on its internet website, if a website exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

The referral for special education consideration may be initiated from any source, including school personnel. To initiate the process, an official referral form must be completed and signed by the person making the referral. The School shall accommodate a parent who cannot speak English and therefore cannot complete the School referral form. Recognizing that the referral form is a legal document, School personnel with knowledge of the referral shall bring the referral promptly to the attention of the Evaluation Team.

The School shall give written notice to the parent of its recommendation to evaluate or not to evaluate the student. The parent will be fully informed concerning the reasons for which the consent to evaluate is sought. Written parental consent will be obtained before conducting the initial evaluation or before reevaluating the student.

The recommendation to conduct an initial evaluation or reevaluation shall be presented to the parents in their native language or another mode of communication appropriate to the parent. An explanation of all the procedural safeguards shall be made available to the parents when their consent for evaluation is sought. These safeguards will include a statement of the parents' rights relative to granting the consent.

Evaluation of Eligibility

Evaluation of eligibility for special education services will be consistent with the requirements of 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of Eligibility; and shall also comply with A.R.M. 10.16.3321.

Individualized Education Programs

The School develops, implements, reviews, and revises individualized education programs (IEP) in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

Independent Education Evaluations

The parents of a child with a disability have the right to obtain an independent educational evaluation of the child in accordance with law. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the School and School expense.

If the parents request an independent educational evaluation, the School will provide information about where an independent educational evaluation may be obtained and the criteria applicable for independent educational evaluations. The School may also ask for the parent's reason why he or she objects to the public evaluation.

A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees. If the parent obtains an independent educational evaluation at School expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation will be handled in accordance with law.

If an independent educational evaluation is at School expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation.

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular class occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is available as required in 34 C.F.R. 300.551.

Children in Private Schools/Out-of-School Placement

Children with a disability placed in or referred to a private school or facility by a district, or other appropriate agency, shall receive special education and related services in accordance with the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.

As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private school or facility by parents do not have an individual right to special education and related services at the district's expense. When services are provided to children with disabilities placed by parents in private schools, the services will be in accordance with the requirements and procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.

Impartial Due Process Hearing

The School shall conduct the impartial hearing in compliance with the Montana Administrative Rules on matters pertaining to special education controversies.

Special Education Records and Confidentiality of Personally Identifiable Information

A. Confidentiality of Information

The School follows the provisions under the Family Educational Rights and Privacy Act and implements the procedures in 34 C.F.R. 300.610-300.627, § 20-1-213, MCA, and A.R.M. 10.16.3560.

B. Access Rights

Parents of disabled students and students eighteen (18) years or older, or their representative, may review any educational records which are designated as student records collected, maintained, and used by the School. Review shall normally occur within five (5) school days and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or interpretation of information contained in the record. Non-custodial parents shall have the same right of access as custodial parents, unless there is a legally binding document specifically removing that right.

C. List of Types and Locations of Information.

A list of the records maintained on disabled students shall be available in the School office. Disabled student records shall be located in the central office, where they are available for review by authorized School personnel, parents, and adult students. Special education teachers will maintain an IEP file in their classrooms. These records will be maintained under the direct supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet in each special education file will specify the School personnel who have a legitimate interest in viewing these records.

D. Safeguards

The School will identify in writing the employees who have access to personally identifiable information, and provide training on an annual basis to those staff members.

E. Destruction of Information

The School will inform parents five (5) years after the termination of special education services that personally identifiable information is no longer needed for program purposes. Medicaid reimbursement records must be retained for a period of at least six years and three months from the date on which the service was rendered or until any dispute or litigation concerning the services is resolved, whichever is later. The parent will be advised that such information may be important to establish eligibility for certain adult benefits. At the parent's request, the record information shall either be destroyed or made available to the parent or to the student if eighteen (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty (60) days prior to taking any action on destruction of records. Unless consent has been received from the parent to destroy the record, confidential information will be retained for five (5) years beyond legal school age.

F. Children's Rights

Privacy rights shall be transferred from the parent to an adult student at the time the student attains eighteen (18) years of age, unless some form of legal guardianship has been designated due to the severity of the disabling condition.

Discipline

Students with disabilities may be suspended from school the same as students without disabilities for the same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may be suspended for additional periods of not longer than ten (10) consecutive school days for separate, unrelated incidents, so long as such removals do not constitute a change in the student's educational placement. However, for any additional days of removal over and above ten (10) school days in the same school year, the School will provide educational services to a disabled student, which will be determined in consultation with at least one (1) of the child's teachers, determining the location in which services will be provided. The School will implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.

Montana Code Annotated References	Description
20-1-213	Transfer of School Records
20-7-469	Dyslexia-definition-screening-internvention
Title 20, Chapter 7, part 4	Special Education for Exceptional Children

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.16.3220	Program Narrative
10.16.3321	Comprehensive Educational Evaluation Process
10.16.3340	Individualized Education Program and Placement Decisions
10.16.3346	Aversive Treatment Procedures
10.16.3560	Special Education Records
10.55.805	Children with Disabilities
10.60.103	Identification of Children with Disabilities
37.85.414	Maintenance of Records and Auditing (Medicaid)

United States Code References	Description
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990
Title 20, Chapter 33, Subchapter I	Individuals with Disabilities Education Act

Code of Federal Regulations References	Description
34 CFR 300.1, et seq.	Individuals with Disabilities Education Act

Policy 2162: Section 504

Status: DRAFT

Original Adopted Date: Pending

It is the intent of the School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures
10.55.805	Children with Disabilities

United States Code References	Description
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Code of Federal Regulations References	Description
34 CFR 104	Section 504 of Rehabilitiation Act

Procedure 2162-P(1): Section 504 - Procedure **Status:** DRAFT

Original Adopted Date: Pending

Procedure For Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

1. **Free Appropriate Public Education**: The School will provide a free appropriate public education to school-age children with disabilities in the School's jurisdiction regardless of the nature or severity of the person's disability.

2. **Child Find**: The School will annually undertake to identify and locate every qualified disabled students residing in the School's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the School's responsibilities under Section 504.

3. **Equal Educational Opportunity**: The School will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

4. **Confidentiality of Information**: The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the School.

5. **Parent Involvement**:

(a) Initial Evaluation. The School will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The School will notify parents or guardians of the evaluation results.

(b) Initial Placement. The School will notify parents or guardians before initially placing a disabled student or any decision to not place a student and the reasons for the decision.

(c) Significant Change in Placement. The School will notify parents or guardians before implementing a significant change in the student's placement.

(d) Right to Challenge. The School will notify parents or guardians of their right to review and challenge the School's program and placement decisions if they disagree with them.

(e) Meetings. Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

6. **Participation in the Least Restrictive Environment**:

(a) Academic setting. To the maximum extent appropriate, the School will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the School must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the School places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student's home.

(b) Non-academic setting. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the School will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

7. **Referral and Screening**:

(a) **Referral**: If a parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form from the counselor or request assistance from Section 504 Coordinator to serve the student.

(b) **Screening**: A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary because of the student's needs or is believed to need special education or related services, the School will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

8. **Evaluations**:

(a) **Significant Change in Placement**: If a student is believed to be disabled and needs, or is believed to need, special education or related services, the School shall evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information. Examples of significant changes in placement include:

i. Expulsion;
ii. Suspensions which exceed ten consecutive days in a school year;
iii. Cumulative short-term suspensions which create a pattern of exclusion;
iv. Transferring a student to home instruction; and/or
v. Graduation from high school.

(b) **Tests and Evaluation Materials**: The School will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

i. Have been validated for the specific purpose for which they are used and are administered by trained personnel in the specific areas of educational need'
ii. Are tailored to assess educational need and are not merely used to measure IQ and
iii. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

9. **Mitigating Measures**: The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, appliances, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

10. **Temporary Impairments**: A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less.

11. **Placement Procedures**: The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the School will:

(a) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;

(b) establish procedures to ensure that information obtained from all such sources is documented and

carefully considered;

(c) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and

(d) ensure that the student is educated with the student's non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the School policy *(see Policy 3305)* on the use of seclusion and restraint at the time that the plan is created.

If the School affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the School is not responsible to pay for the out-of-School placement.

12. **Reevaluations:** The School will provide for periodic reevaluation of disabled students. A reevaluation is also required before any "significant change of placement," as defined above in Part 8.

13. **Programming to Meet Individual Needs:** The School recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

14. **Non-Academic Services:** The School will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the School, referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the School and assistance in making available outside employment. The School will observe reasonable health and safety standards for all students.

(a) **Counseling Services:** In providing personal, academic or vocational counseling, guidance or placement services to its students, the School will provide these services without discrimination on the basis of disability. The School will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non disabled students with similar interests and abilities.

(b) **Physical Education and Athletics:** In providing physical education courses and athletics and similar programs and activities to any of its students, the School will not discriminate on the basis of disability. If the School offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities.

15. **Preschool and Adult Education Programs:** In the operation of preschool education, or day care program or activity, or an adult education program or activity, the School will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

16. **Disciplinary Exclusion:**

(a) **Exclusions:** Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the School first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.

(b) **Manifestation Determinations:** If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to

be disability-related. However, state law requires the School to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

If a student's misconduct is determined to be a manifestation of the student's disability, procedures in to address the disability be instituted in lieu of either long-term suspension or expulsion.

(c) **Conduct That Is a Manifestation of a Disability.** When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

(d) **Pattern of Exclusion.** Suspension or emergency expulsion of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency expulsion is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

i. The removal is for more than ten school days in a year; and
ii. The student's behavior is substantially similar to the behavior that he/she was previously removed for.

Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

(e) **Right to Challenge.** Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

(f) **Drugs or Alcohol.** Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

17. **Restraint or Isolation.** Restraint or seclusion of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy 3305 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

18. **Transportation:** If the School places a student in a program not operated by the School, the School will assure that adequate transportation to and from the program is provided at no cost to the parent.

Because the School provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the School proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the School will first determine the relationship between the student's behavior and his or her disabling condition. The parent or guardian will be provided with notice of the results of such determinations and of their right to challenge such determinations.

19. **Procedural Requirements:** The School will ensure compliance with the requirements of Section 504 by doing the following:

(a) **Assurance.** Provide written assurance of non-discrimination whenever the School receives federal money;

(b) **Designation of Employee.** Designate an employee to coordinate the School's Section 504 compliance activities.

(c) **Grievance Procedures.** Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the School are set out in Policy 1700;

(d) **Notice.** Provide notice to students, parents/guardians, employees, unions and professional organizations of the School's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the School;

(e) **Locate.** Annually undertake to identify and locate all Section 504 qualified disabled children in the School's jurisdiction who are not receiving a public education;

(f) **Annual Notification.** Annually take appropriate steps to notify disabled persons and their parents/guardians of the School's responsibilities under Section 504; and

(g) **Procedural Safeguards.** Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:

i. Notice of rights;
ii. An opportunity for parents/guardians to examine relevant records;
iii. An impartial hearing, initiated by either the parents/guardian or the School, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and
iv. A review procedure.

20. Appropriate Funding: The School recognizes that the 504 process is an unfunded mandate, yet the regular education funding of the School could be the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The School will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The School may use the IDEA money to evaluate a student if the School believes that the student may also be eligible under the IDEA.

21. Special Considerations for ADD/ ADHD Students: Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present).

22. Due Process Hearing or Mediation Requests

(a) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the School with respect to: (1) the identification of the child as qualifying for Section 504; (2) the School's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in the student's current placement until the matter has been resolved through the process set forth herein.

i. The School shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;

ii. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the School's identification, evaluation, and/or placement decision;

iii. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the School;

iv. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;

v. Within ten (10) days of receipt of a written request for an impartial due process hearing, the School shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the School may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner;

vi. Once the School has selected an impartial hearing officer, the School shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

vii. Within five (5) days of the School's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.

viii. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;

ix. to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;

x. At the hearing, the School and the parent or legal guardian may be represented by counsel;

xi. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The School shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;

xii. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of the student's decision to the parties;

xiii. Appeals may be taken as provided by law.

23. **Uniform Complaint Procedure.** If a parent or legal guardian of the student alleges that the School and/or any employee of the School has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the School's Uniform Complaint Procedure.

Administrative Rules of Montana References	**Description**
10.16.3346	Aversive Treatment Procedures
10.55.805	Children with Disabilities

United States Code References	**Description**
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Code of Federal Regulations References	**Description**
34 CFR 104	Section 504 of Rehabilitiation Act

Policy 2163: Traffic Education

Status: DRAFT

Original Adopted Date: Pending

The School may provide a drivers' training instruction program for students who will have reached their fifteenth (15th) birthday within six (6) months of course completion and have not yet reached nineteen (19) years of age on or before September 10 of the school year in which the student participates in traffic education.

All eligible students will be treated fairly and without bias in the notification, enrollment, and class administration procedures associated with the traffic education program.

The purpose of the program is to introduce students to a course of study which should lead to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study, and reimbursement procedures.

Montana Code Annotated References	Description
20-7-502	Duties of the superintendent of public instruction
20-7-503	District establishment of traffic education program
20-7-507	District transportation fund

Administrative Rules of Montana References	Description
10.13.307	Program Requirements
10.13.312	Student enrollment

Policy 2166: Gifted Program

Status: DRAFT

Original Adopted Date: Pending

To the extent possible within resources available, all gifted and talented students shall have the opportunity to participate in appropriate educational programs. The term "gifted and talented" means students in grades K-12 who are exceptional by virtue of markedly greater than average potential or demonstrated abilities in specific academic areas, visual/performing arts, leadership, general intellectual abilities, or creative thinking and whose exceptionality requires special
education programming to supplement the regular core curriculum.

The administration shall establish procedures consistent with state guidelines for referring, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

In developing Individualized Education Plans for students who are identified as "gifted and talented" the IEP team may consider programming that:

1. Provides identified gifted students with flexible pacing options and opportunities designed to encourage their individual progress.
2. Provides support for the social/emotional needs of identified gifted students.
3. Identifies, utilizes and involves family and community resources to expand opportunities for gifted students.
4. Provides services and materials, which will serve as a resource for teachers and families of identified gifted students.

Montana Code Annotated References	Description
Title 20, Chapter 7, part 9	Gifted and Talended Children

Administrative Rules of Montana References	Description
10.55.804	Gifted and talented

Policy 2167: Correspondence Courses

Status: DRAFT

Original Adopted Date: Pending

The School may permit a student to enroll in an approved correspondence course from a school accredited by a nationally recognized accreditation program or agency as verified by the Superintendent in order that such student may include a greater variety of learning experiences within the student's educational program not covered by Policy 2168 and 2170.

Credit for correspondence courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the Superintendent or designee and documented in a correspondence course plan that includes the details of enrollment and completion of the course;

2. The program fits the education plan submitted by the regularly enrolled student;

3. Credit is granted for the following approved schools:

    a. Schools verified by the Superintendent to be accredited by a recognized accrediting agency;
    b. Community colleges, vocational-technical institutes, four-(4)-year colleges and universities and state-approved private schools in the state of Montana; and
    c. Other schools or institutions which are approved by the District after evaluation for a particular course offering.

Montana Code Annotated References	Description
20-7-116	Supervised correspondence study
20-7-118	Offsite Provision of Educational Services
20-7-1601	Transformational Learning - Legislative Intent
20-9-311	Remote Instruction
20-9-311	Calculation of Average Number Belonging

Administrative Rules of Montana References	Description
10.55.906	High School Credit

Policy 2168: Remote Instruction from Non-District Sources

Status: DRAFT

Original Adopted Date: Pending

For the purposes of this policy, remote instruction is pupil instruction that occurs through virtual learning processes incorporating distance and online learning methods that best prepare pupils to meet desired learning outcomes which is not delivered by School-employed staff or through Montana Digital Academy. Remote instruction authorized under this policy is distinct from remote instruction provided under Policy 2050 and Policy 2170.

The School may authorize student use of remote instruction from non-School sources programs, provided the following requirements are met:

1. The remote instruction programs and/or courses shall meet the learner expectations adopted by the School and be aligned with state content and performance standards;

2. The School shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via remote instruction programs;

3. The School will provide qualified instructors and/or facilitators as described in state law and regulations;

4. The School will ensure that the remote instruction learning facilitators receive in-service training on technology-delivered instruction as described in state law and regulations and

5. The School will comply with all other standards as described in applicable state laws and regulations and policies.

The School will permit a student to enroll in an approved remote instruction course under this policy, in order that such student may include a greater variety of learning experiences within the student's educational program.

Credit for remote instruction courses under this policy may be granted, provided the following requirements are met:

1. Prior permission has been granted by the Superintendent or designee and documented in a personalized learning plan that includes the details of enrollment and completion of the course;;
2. Remote instruction courses may be allowed to supplant required coursework in grades 6-12 if approved by the Superintendent or designee.
3. The Superintendent or designee has verified the course is delivered from school or institution to be accredited by a nationally recognized accreditation program or agency.

Montana Code Annotated References	Description
20-7-118	Offsite Provision of Educational Services
20-7-1601	Transformational Learning - Legislative Intent
20-9-311	Remote Instruction
20-9-311	Calculation of Average Number Belonging
Title 20, Chapter 7, part 12	Montana digital academy

Administrative Rules of Montana References	Description
10.55.705	Adminisrative personnel
10.55.906	High School Credit
10.55.907	Distance, online, and techonolgy delivered education

Policy 2170: Digital Academy Classes

Status: DRAFT

Original Adopted Date: Pending

Digital Academy Classes

The purpose of the Montana digital academy is to enhance the state's system of education and support the development of the full educational potential of each person consistent with the provisions of Article X, section 1(1), of the Montana constitution.

The School recognizes that the School and students enrolled on either a full time or part time basis may have a need for greater flexibility in the educational program due to funding, teacher availability, individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire for students to accelerate their learning and work at the college level before leaving high school. The School acknowledges that remote instruction offered by the Montana Digital Academy (MTDA) may fulfill these needs.MTDA is a specific form of remote instruction distinct from those offered in accordance with Policies 2050 and 2168.

MTDA is authorized by Montana law to charge fees for students to access offered courses. The School shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in School policy or the student handbook or as determined by the Superintendent or designee. The School may charge students a reasonable fee for an MTDA course or activity not required for graduation. The Board authorizes the Superintendent to waive the fee in cases of financial hardship.

The Superintendent, and/or designees, shall be responsible for developing procedures for the MTDA that address related topics that may include but are not limited to specification and determination of graduation requirements and fee collection for classes that are not required. Further, the MTDA providers ensure compliance with Montana law including:

1. A. MTDA courses satisfy the requirements of the MTDA Clearinghouse and empower students to become community, college, and career ready, through:
    - core subject matters required under accreditation standards or adopted by the Board;
    - innovative educational programs, as defined in Section 15-30-3102, MCA; and
    - proficiency-based courses under Policy 1005FE and Policy 2050
2. Qualified staff provides information and guidance to students and parents regarding the selection of appropriate MTDA courses to meet their needs, as well as a suitable number of MTDA courses in which a student may enroll consistent with Policy 2158.
3. The curriculum requirements of the state and school are met.
4. All MTDA courses taken by the students will be approved by the administration in advance of enrollment.
5. All teacher-led MTDA courses include licensed, highly qualified teachers which maximize licensure flexibility within law.

Montana Code Annotated References	Description
20-9-214	Fees
20-9-311	Calculation of Average Number Belonging
Title 20, Chapter 7, part 12	Montana digital academy

Policy 2171: Significant Writing Program

Status: DRAFT

Original Adopted Date: Pending

The Montana School for the Deaf and the Blind (MSDB) serves students who are deaf, hard of hearing, blind, visually impaired, or deafblind. These students often have challenges in accessing and understanding spoken language. Students who are deaf, hard of hearing, or deafblind may need access to sign language and students who are blind, visually impaired, or deafblind may need access to braille.

For some deaf, hard of hearing, or deafblind students, English (spoken, in writing, or in reading) is sometimes a language to be learned as a second language. Other students who are deaf, hard of hearing, or deafblind may not be able to fully access spoken English and might have gaps in reading and writing skills. Most deaf, hard of hearing, or deafblind students have Individualized Education Plan (IEP) goals to address learning in reading and/or writing.

For some students who are blind, visually impaired, or deafblind, English may be accessed through learning braille. Students typically start by learning uncontracted braille. Braille consists of cells (a full cell is 6 raised dots arranged in 2 columns of 3 dots) where various raised dots represent letters, combinations of letters, or whole words. In uncontracted braille, each cell corresponds to an individual letter of the alphabet. As students' braille and reading skills increase, they must learn contracted braille where 186 contractions represent various letter combinations or whole words. Some students who are blind, visually impaired, or deafblind; may have IEP goals related to reading, writing, and/or braille.

For students who have goals in reading, writing and/or braille; MSDB's "significant writing policy" is individualized for each student according to their Individualized Education Plan (IEP).

For students on 504 plans or who do not have goals in reading, writing, and/or braille, they will follow the general education course of study related to the Common Core English and Language
Arts Standards.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.713	Teacher load and class size

Policy 2221: School Emergency and Closure

Status: DRAFT

Original Adopted Date: Pending

All students, parents, and school employees should assume that school will be in session and busses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other emergency or circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 A.M. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators and program supervisors.

In the event that a school closure occurs when students are in residence, a determination by the Superintendent and the dean of students as to whether students will be sent home based on the nature and length of the closure. Parents of residential students will be contacted if the closure necessitates moving the students from the residential facilities or sending them home.

Work Schedules and Responsibilities for School Closures

Superintendent
Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders which are of doubtful origin should be confirmed with the Superintendent.

Administrative and General Service Program Personnel
Administrative and general service program personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the maintenance supervisor, and business manager, depending on the nature of the emergency. If it is absolutely impossible for an administrator to report for duty, the administrator may take the day as a personal leave day or vacation day with the permission of the Superintendent. The program administrators shall ascertain that all buildings have been adequately secured and that any child who mistakenly reports to school (in the event that school has been closed) is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. Anyone who does not work a normal day shall then adjust his/her work year, by memorandum to the Superintendent, by the number of hours not worked on the day or days of school closure. If a classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Student Services Program Personnel
In the event that a school closure occurs when students are in residence, cottage life attendants, counselors, food service workers and health service workers must, insofar as is safely possible, report to work as scheduled, or as directed by their immediate supervisor. If a classified or contracted employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Education Program Personnel
If schools are closed for weather or other emergency conditions, teachers, teacher assistants, interpreters, librarians and support staff are not expected to report for duty unless directed otherwise. Education staff will need to submit a leave request form. On days when education staff members are unable to report to work they must complete a leave request form and record time as "other". In cases of school closures, it is customary for the days to be made up at another time; thus contracted education staff will typically still fulfill their contract days.

Montana Code Annotated References	Description
Title 20, Chapter 9, part 8	Emergency School Closure

Policy 2240: Summer School

Status: DRAFT

Original Adopted Date: Pending

Upon application to and approval by the Board of Public Education contingent on availability of funding, the Montana School for the Deaf and Blind may conduct instructional and/or educational programs during the summer months.

Policy 2309: Library Program and Materials **Status:** DRAFT

Original Adopted Date: Pending

School Library Program

Purpose

The Montana School for the Deaf and the Blind (MSDB) has a library and Instructional Materials Center (IMC) with the primary objective of implementing and supporting the educational programs in the Department for the Visually Impaired and Department for the Deaf and Hard of Hearing as well as the Outreach Program. It is the objective of the library to provide a wide range of materials in mediums that are accessible to students who are deaf, hard of hearing, blind, visually impaired, or deafblind at appropriate levels of difficulty, with diversity of appeal.

The purpose of the School Library Program is to: prepare students to access, evaluate, and use resources effectively and efficiently to meet their information needs; provide materials in varied formats which support curriculum, independent learning, individual educational needs, and personal enjoyment; ensure selection of a broad range of materials on controversial issues to support student development of critical analytical skills; and encourage collaboration with other educators to develop strategies that meet the needs of students and the honor applicable laws and regulations.

Student Rights and Services

It is the objective of these libraries to provide students a means to voluntarily access a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view. The School meets the educational, recreational, and/or research needs of this community by providing access to our collections to all community members, developing unique outreach activities that support literacy. Librarians, in consultation with Administration, will, upon request engage with parents regarding the parent's student and the student's access to library materials.

The provision of a wide variety of library materials at all reading levels supports the School's mission that the public school in Montana each students to develop their full educational potential so that they become capable of contributing to the further good of that society. In support of these objectives, the Board reaffirms the principles of intellectual freedom, access to information, and free speech inherent in the First Amendment of the Constitution of the United States and Article II, Section 7 of the Montana Constitution.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board. The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Management Practices

Each school librarian is responsible for evaluating the collection for currency, appropriateness, and usefulness, within the budget constraints consistent with this Policy. Standard checklists, catalogs, reviews, bibliographies are used to measure the existing collection against authoritative recommendations. To the extent possible, currency or accuracy of content, use, patron requests, appearance, and subject coverage related to curriculum are taken into consideration in the decision to retain an item.

School libraries are authorized purchase and provide access to materials in a wide variety of formats, including but not limited to books, audio books, eBooks, videos, DVDs, computer software, maps, periodicals, CDs, and a variety of online subject databases. In general, the libraries do not purchase multiple copies of materials unless it has been determined that multiple copies are necessary to support a particular curricular area. Exceptions are made in the case of some popular fiction where demand is high.

Collection Responsibilities and Selection

Selection and approval of materials for the libraries remains the legal responsibility of the Board and Superintendent consistent with Section 20-7-204, MCA. The responsibility for the selection of materials for the individual school libraries has been delegated to the individual librarians with faculty and administrative consultation.

Professional reviewing sources as well as recommended lists are consulted in the selection of materials. Materials shall support and be consistent with the general educational goals of the State, as well as support the aims and objectives of individual schools and specific courses. Selection of library materials is a professional task conducted by library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials; and consult reputable, professionally prepared selection aids. Materials selected and approved for appearance in a school library collection shall follow the following criteria:

(a) recognize the primary objective of the school library is to serve as a voluntary setting for students to engage in individualized use

(b) depict in an accurate and unbiased way the pluralistic nature of society in a way that enriches and supports the basic system of quality education provided by the School

(c) be of interest to students and suitable for appropriate levels of maturity, difficulty, and interest to promote the enlightenment of students which the specific school library serves

(d) stimulate growth in knowledge, literary appreciation, and ethical standards for students which the specific school library serves

(e) demonstrate serious literary, scientific, artistic, political, or philosophical value for students which the specific school library serves

(f) provide comprehensive information to enable pupils to make intelligent judgments on a range of topics and issues in a educationally relevant manner

(g) assist teachers in providing moral and civic instruction to pupils consistent with Section 20-4-301(1)(f), MCA;

(h) recognize the distinct and unique cultural heritage of American Indians

(i) comply with equality and nondiscrimination standards in Article X, Section 1 of the Montana Constitution and Section 49-2-307, MCA

When honoring the above requirements, librarians shall consider the following factors when selecting library materials:

a. Educational significance
b. Contribution the subject matter makes to the curriculum
c. Interests of the students
d. Reputation and significance of the author, producer, and publisher
e. Contribution the material makes to the breadth of representative viewpoints on controversial issues
f. Quality and variety of format
g. Value commensurate with cost and need
h. Timeliness or permanence

Gifts

Gifts of books or money are accepted by the school libraries when appropriate consistent with Policy 7260 and Sections 20-6-601 and 20-9-604, MCA. The criteria for accepting books or other materials are the same as that outlined in the Collection Responsibilities and Selection Procedures. The superintendent or designee shall be consulted on all potential donations. Materials deemed unsuitable for the library will not be accepted. Some donated items may be distributed to students, staff, or local community. The libraries will make the prospective donor aware of this policy.

Maintenance

Collection development includes the weeding or maintenance of library materials. Each school librarian is responsible for maintenance of the library's materials, with the consultation of other administrative and faculty members as needed. The librarian is responsible for continually maintaining the collection throughout the year. Librarians shall

consider the following factors when maintaining library materials:

- Items worn or damaged beyond repair
- Duplicate copies of seldom used titles
- Materials unused over a period of five to seven years
- Materials which contain outdated or inaccurate information
- Materials no longer of relevance to the curriculum or interests of the students
- Materials that no longer meet the current selection standards included in this Policy

When possible, any discarded materials that have academic merit will be made available to teachers. Rare, cultural, or historic texts may be kept in local archives. Some discarded materials may become available to students or local programs. Finally, librarians will make every effort to recycle unwanted materials or dispose of materials in a proper way.

Discarded materials will be clearly stamped:

"WITHDRAWN FROM PUBLIC SCHOOL LIBRARY PROGRAM"

Materials will be discarded in compliance with Section 20-6-604, MCA. When the decision to sell or dispose of library materials is made, the Board will adopt a resolution to sell or otherwise dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the School. The Board will publish a notice of the resolution in the newspaper of general circulation. The resolution may not become effective for fourteen (14) days after notice is published.

Public Access to Library Materials

School library and classroom library books are provided primarily for use by students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal or their designee is responsible for assessing fines for damaged or unreturned books.

Review and Reconsideration

Requests to review and reconsider placement of library materials selected and placed in a school library under this policy will be considered in accordance with Policy 2314 or Policy 1700, when applicable.

Montana Code Annotated References	**Description**
20-4-301	Duties of a Teacher
20-4-402	Duties of district superintendent or county high school principal
20-7-203	Trustees' policies for school library
20-7-204	School library book selection
40-6-701	Interference with fundamental parental rights restricted
40-6-702	Fundamental Parental Rights
49-2-307	Discrimination in education

Montana Constitution References	**Description**
Article II, Section 7	Freedom of Speech
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	Description
10.53.12	Library Media and Information Literacy Content Standards

United States Constitution References	Description
First Amendment	Freedom of Speech

Policy 2311: Instructional Materials **Status:** DRAFT

Original Adopted Date: Pending

Instructional Materials

The Board is legally responsible to approve and to provide the necessary instructional materials used in the School. Textbooks and instructional materials should provide quality learning experiences for students consistent with Board approved curriculum and student instruction specified in Policy 2050 and Policy 2120 and the Integrated Action Plan adopted in accordance with Policy 1610. Instructional materials are different from library materials. Library materials are governed by Policy 2309.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies should be reviewed at intervals not exceeding five (5) years, or consistent with the state's standards revision schedule that are consistent with the goals of the continuous school improvement plan. All instructional materials must be sequential and must be compatible with previous and future offerings.

Instructional materials may be made available for loan to students when the best interest of the School and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all instructional materials.

Selection, Adoption, and Removal of Textbooks and Instructional Materials

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Superintendent. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established School goals and objectives. A curriculum committee may consist of only those members in a particular department. The same basic selection procedures should be followed as with other school committees.

Textbooks and instructional materials shall be selected by a curriculum committee representing the various staff who will likely be using the materials. In most, but not all, cases an administrator will chair the committee. Each committee should develop, prior to selection, a set of selection criteria against which textbooks will be evaluated. The criteria should include the following, along with other appropriate criteria:

- Enrich and support the curriculum consistent with instructional, curriculum, and assessment objectives adopted by the School
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards
- Provide background information to enable students to make intelligent judgments
- Present differing perspectives of controversial issues
- Be representative of the many religious, ethnic, and cultural groups and their contributions through realistic, non-stereotypical portrayals
- Depict in an accurate and unbiased way the pluralistic nature of society
- Assist teachers in providing moral and civic instruction to pupils consistent with Section 20-4-301(1)(f), MCA
- Recognize the distinct and unique cultural heritage of American Indians
- Comply with equality and nondiscrimination standards in Article X, Section 1 of the Montana Constitution and Section 49-2-307, MCA
- Be priced in a manner that is consistent with budgetary capacity

Removal

Textbooks and instructional materials may be removed when they no longer meet the criteria for initial selection, have been replaced by new items, when are worn out, or when they have been judged inappropriate through the Instructional or Library Material Review Process in accordance with Policy 2314 or Policy 1700, when applicable.

Materials will be discarded in compliance with Section 20-6-604, MCA and Policy 7251. When the decision to sell or dispose of instructional materials is made, the Board will adopt a resolution to sell or otherwise dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes

of the School. The Board will publish a notice of the resolution in the newspaper of general circulation in the School. The resolution may not become effective for fourteen (14) days after notice is published.

Montana Code Annotated References	Description
20-4-301	Duties of a Teacher
20-4-402	Duties of district superintendent or county high school principal
20-7-601	Free textbook
20-7-602	Textbook selection and adoption
40-6-701	Interference with fundamental parental rights restricted
40-6-702	Fundamental Parental Rights
49-2-307	Discrimination in education

Administrative Rules of Montana References	Description
10.53.12	Library Media and Information Literacy Content Standards
10.55.603	Curriculum and Assessment

Policy 2312: Copyright

Status: DRAFT

Original Adopted Date: Pending

The School recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of printed copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

Under the fair use doctrine, each of the following four standards must be met in order to use the printed copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the School encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by School copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties. The School cannot be responsible for any violations of the copyright law by its staff.

The display of dramatic performances, musical works, motion pictures or television programing to students may only occur for educational purposes under the following standards:

- During onsite instruction
- When viewed in a classroom or designated place of instruction
- With a lawfully made copy or via an authorized account
- As a regular part of instruction and directly related to the curriculum

Employees should contact the administration with inquiries about accessing lawful copies of materials or accounts to access materials available via online platforms to ensure compliance with copyright laws.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with School procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

United States Code References	Description
17 USC 101 - 1332	Federal Copyright Law of 1976

Policy 2314: Instructional and Library Materials Review

Status: DRAFT

Original Adopted Date: Pending

Instructional or Library Material Review

No materials selected and placed in a School Library in accordance with Policy 2309 or selected and utilized for instruction in accordance with Policy 2311 shall be removed from the School Library or classroom except upon formal action of the Board of Trustees to adopt of the recommendation of a reconsideration committee as provided in this policy.

Instructional or Library Materials, for the purposes of this policy, are considered to be any material purchased by the School in accordance with Policy 2309 or Policy 2311 for use in classroom instruction, school library programming, or by teacher or student in of the course of instruction or educational services. Materials not covered by this definition may be subject to the Uniform Complaint Procedure at Policy 1700.

1. A parent or guardian of a student enrolled in the School may bring a request to reconsider and single instructional or library material. Single material means individual item such as book, audio book, eBook, video, DVD, map, periodical subscription, or CD. An item may have multiple volumes and be considered a single item.
2. The School will consider a maximum of three active requests in any given period. If a request is submitted and three active requests are pending, the newly submitted request will be placed in a queue to be considered when pending requests are completed.
3. All concerns about instructional or library material shall first be raised with the applicable School employee. Upon receipt of a concern the employee shall notify the to the administration.
4. The employee and administration shall attempt to resolve the complaint informally by explaining the philosophy and goals of the School the applicable material selection procedure, and the qualifications of those responsible for selecting the materials.
5. If the concern is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the School's Library Program Policy 2309, the Instructional or Library Materials Review at Policy 2314, and any other applicable documents. The packet will also include a standard printed Request for Reconsideration form, which shall be completed and returned to the administration prior to initiation of the reconsideration process.
6. If the administration has not received the formal request for reconsideration within two weeks of issuance of the information packet, the matter shall be considered closed and may be reinitiated through another informal discussion. This timeline may be extended for circumstances deemed necessary by the administration.
7. Upon receipt of a completed Request for Reconsideration form, the administration will convene a committee of five to consider the complaint. This committee shall consist of a curriculum specialist employed by the school, a school library employee, and administrator, a teacher, and a parent representative involved who is not associated with the reconsideration request. The administration is authorized to consult with legal counsel when a Request for Reconsideration is received. The item subject to the reconsideration request shall remain in general circulation pending completion of the reconsideration request process.
8. The committee known as the Reconsideration Committee shall meet to discuss the requested material following the guidelines set in this Policy and shall prepare a report on the materials containing the recommendations on the disposition of the matter. The Reconsideration Committee may hear more than one request for consideration. The meetings of the Reconsideration Committee are open to the public in accordance with Policy 1400.
9. The Reconsideration Committee shall:
    a. Examine the material identified in the reconsideration request in its entirety to make decisions based on the material as a whole rather than on selections taken out of context
    b. Determine professional acceptance of the material through comprehensive analysis of critical professional reviews
    c. Consider the value of the material in the context of the educational program consistent with the purpose, standards, and requirements outlined in Library Program Policy 2309
    d. Discuss the challenged material with the parent or guardian bringing the request
    e. Prepare a written report outlining the findings and recommendations of the Committee
10. The Committee shall submit the report to the Superintendent for administrative level decision on the request for consideration. The Superintendent's decision shall be issued in accordance with this Policy. If the parent or guardian bringing the request is not satisfied with the Superintendent's decision, the parent or guardian may request further review by the MSDB Committee.

11. The MSDB Committee will consider a request for review of a Superintendent's decision on a Request for Reconsideration at a special Board meeting. The MSDB Committee may affirm or reject the decision of the Superintendent through a motion adopted by the Board following a hearing held in accordance with Policy 1400.
12. If the MSDB Committee adopts a motion retain the material that is the subject of the complaint, the complainant shall be given an explanation consistent with this Policy. If the MSDB Committee adopts a motion to remove the material or otherwise adjust circulation of or access to the material, the Superintendent will acknowledge and honor the motion. The MSDB Committee holds the authority to refer the reconsideration question to the Superintendent or Reconsideration Committee for further review consistent with the MSDB Committee directives.
13. The Superintendent shall notify requesting parent or guardian of each decision at each step in the process. Each notification shall include and explanation of the book selection and reconsideration process, provide the guidelines used for selection and reconsideration, and cite authorities used in reaching the decision issued.

Montana Code Annotated References	**Description**
20-4-301	Duties of a Teacher
20-7-203	Trustees' policies for school library
20-7-204	School library book selection
20-7-601	Free textbook
20-7-602	Textbook selection and adoption
40-6-701	Interference with fundamental parental rights restricted
49-2-307	Discrimination in education

Montana Constitution References	**Description**
Article II, Section 7	Freedom of Speech
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	**Description**
10.53.12	Library Media and Information Literacy Content Standards

United States Constitution References	**Description**
First Amendment	Freedom of Speech

Policy 2320: Field Trips, Excursions, and Outdoor Education

Status: DRAFT

Original Adopted Date: Pending

Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost in-class learning opportunities.

Field trips that will take students out of state must be approved in advance by the Board; building principals may approve all other field trips.

Building principals will develop procedures with respect to field trips, excursions, and outdoor education.

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Transportation and lodging for trips or events under this policy shall be in accordance with Policy 8132. The presence of a person with a currently valid first aid card is required during school-sponsored activities, including field trips, athletic, and other off-campus events. Parental permission shall be documented for all school sponsored trips.

Montana Code Annotated References	Description
40-6-701	Interference with fundamental parental rights restricted

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance

Policy 2330: Controversial Issues and Academic Freedom

Status: DRAFT

Original Adopted Date: Pending

The School will offer courses of study which will afford learning experiences appropriate to levels of student understanding. The instructional program respects the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and to the free exchange of ideas and information.

In a study or discussion of controversial issues or materials, however, the Board directs teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. School philosophy of education;
3. Community standards, morals, and values;
4. Necessity for a balanced presentation; and
5. Necessity to seek administrative counsel and guidance in such matters.

Montana Code Annotated References	Description
20-3-324	Powers and duties

Policy 2332: Religion and Religious Activities

Status: DRAFT

Original Adopted Date: Pending

Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the School may not support any religion or endorse religious activity. At the same time, the School may not prohibit private religious expression by students. This policy provides direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and may discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray silently in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members a may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious contentwhen in the course of completing official duties.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the School sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, School officials may not organize or agree to requests for prayer by other persons at graduation, including requests by students to open or deliver a prayer at graduation. The School may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups and may not receive preferential treatment. The School may not be identified as sponsoring or endorsing baccalaureate services. School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate

religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions which promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a historical or independent educational purpose which contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be oriented to religion or a religious holiday.

Student Religious Groups

Students may gather as non-curricular groups to discuss or promote religion in accordance with School Policy 3233.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions the School imposes on distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the School policy on solicitations at Policy 4321.

Religious Holidays

Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Montana Code Annotated References	**Description**
20-1-308	Religious instruction released time program
20-7-112	Sectarian publications prohibited and prayer permitted

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties
Article X, Section 7	Nondiscrimination in Education
Article, Section 5	Freedom of Religion

United States Constitution References	**Description**
First Amendment	Freedom of Religion
First Amendment	Establishment Clause

United States Supreme Court References	**Description**
597 US _____	Kennedy v. Bremerton

Policy 2333: Participation in Commencement Exercises

Status: DRAFT

Original Adopted Date: Pending

Statement of Policy

A student's right to participate in a commencement exercise of the graduating class at the School is an honor. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diplomas at that time.

Organization and Content of Commencement Exercises

The School will permit students to honor their American Indian heritage through the display of culturally significant tribal regalia at commencement ceremonies. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another School policy, state, or federal law may not be worn during graduation.

The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

The school administrators will review presentations and specific content, and may advise participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing.

The printed program for a commencement exercise will include the following paragraphs:

> *Any presentation by participants of graduation exercises is the private expression of an individual participant and does not necessarily reflect any official position of the School, its Board, administration, or employees, nor does it necessarily indicate the views of any other graduates.*
>
> *The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students. The Board, while not endorsing any religion, recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views.*

Montana Code Annotated References	**Description**
20-1-308	Religious instruction released time program
20-5-201	Duties and Sanctions
20-7-112	Sectarian publications prohibited and prayer permitted

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties
Article X, Section 7	Nondiscrimination in Education
Article, Section 5	Freedom of Religion

United States Constitution References	**Description**
First Amendment	Freedom of Religion
First Amendment	Establishment Clause

Policy 2335: Health Enhancement

Status: DRAFT

Original Adopted Date: Pending

Health Enhancement

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, will be included in the instructional program as appropriate to grade level and course of study. An instructional approach will be developed after consultation with parents and other community representatives. Parents and guardians may ask to review materials to be used and may request that their child be excluded from human sexuality education or instruction class sessions without prejudice in accordance with Policy 3120. The School will notify parents and guardians 48 hours prior to any event, assembly, or introduction of materials for instructional use on the topic of human sexuality. Notification of parent or guardian rights under this policy will be issued on an annual basis.

For purposes of this Policy, "human sexuality education or instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

AIDS Education and Prevention

The Board believes HIV/AIDS and other STD/STI instruction is most effective when integrated into a comprehensive health education program. Instruction must be appropriate to grade level and development of students and must occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STD/STI's, before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

In order for education about HIV and other STD/STI's to be most effective, the Superintendent will require that faculty members who present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction, but who have contact with students, will receive basic information about HIV/AIDS and other STD/STI's and instruction in use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents will have an opportunity to review the HIV/STD/STI education program, before it is presented to students.

Montana Code Annotated References	Description
20-5-103	Compulsory Attendance and Excuses
20-7-120	Excused Absences from Curriculum Requirements
50-16-1001	AIDS Prevention Act

Notice Form 2335-NF(1): Health Enhancement - Annual Notice **Status:** DRAFT

Original Adopted Date: Pending

Policy 2335F1 - Human Sexuality Instruction Annual Notice

Dear Parent/Guardian,

The School is providing a notice that is required under the provisions of Senate Bill 99, which the 2021 Legislature passed, and Governor Gianforte signed into law. The operative section of law governing this notice is Section 20-7-120, MCA , which provides as follows:

20-7-120. Excused absences from curriculum requirements -- notice -- prohibited activities. (1) A parent, guardian, or other person who is responsible for the care of a child may refuse to allow the child to attend or withdraw the child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the School through its staff or guests invited at the request of the School regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to 20-5-103.
(2) Any school implementing or maintaining a curriculum, providing materials, or holding an event or assembly at which a school provides human sexuality instruction, whether introduced by school educators, administrators, or officials or by guests invited at the request of the school, shall adopt a policy ensuring parental or guardian notification no less than 48 hours prior to holding an event or assembly or introducing materials for instructional use.
(3) A school shall annually notify the parent or guardian of each student scheduled to be enrolled in human sexuality instruction in the school in advance of the instruction of:
(a) the basic content of the school's human sexuality instruction intended to be taught to the student; and
(b) the parent's or guardian's right to withdraw the student from the school's human sexuality instruction.
(4) A school shall make all curriculum materials used in the school's human sexuality instruction available for public inspection prior to the use of the materials in actual instruction.
(5) A school or its personnel or agents may not permit a person, entity, or any affiliate or agent of the person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students or personnel if the person, entity, or any affiliate or agent of the person or entity is a provider of abortion services.
(6) For purposes of this section, "human sexuality instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

This notice is being provided comprehensively and in advance of the school year, also well in advance of the minimum notice of 48 hours prior to instruction to ensure full transparency and to provide a parent/guardian the right to opt their child out of "human sexuality instruction" as defined in (6) of the law above.

Courses and Related Activities Where the Topic of Human Sexuality Instruction Could Arise:

The school has four categories of activities that involve human sexuality instruction as defined in the law.

1. **Health Enhancement Curriculum:** The first category consists of designated courses involving human sexuality instruction that are part of our health curriculum. Although none of these courses are exclusively devoted to human sexuality instruction, the topic of human sexuality does arise in the typical course delivery at various times.
    a. Course 1, [including length and course name].
    b. Course 2, [ ]
    c. Course 3, [ ]
2. **Other Courses:** The second category consists of other courses where topics related to or involving human sexuality instruction arise incidentally through addressing topics germane to the course and consistent with accreditation standards. These courses include but are not limited to science and literature.
    a. Course 1, [including length and course name].
    b. Course 2, [ ]
    c. Course 3, [ ]
3. **Other Services Provided by Designated Staff:** The third category consists of student-initiated inquiries

of school staff that, in order to address, may involve human sexuality as defined in law. Typical staff involved in these interactions include but are not limited to librarians, counselors, and school nurses. Inquiries will be addressed on an age-appropriate basis using the professional judgment of licensed, certified, or otherwise authorized school personnel.

4. **Special Events and Student Assemblies:** The fourth category consists of special events and student assemblies periodically scheduled that touch on topics of student health and which may involve incidental mention of topics related to human sexuality instruction as defined in the law. The following are dates and times when such assemblies are scheduled during the upcoming school year:
    a. Date 1, [including event or assembly name].
    b. Date 2, [ ]
    c. Date 3, [ ]

Notice of Your Rights:

As a parent/guardian of a student, you have the right to refuse to allow your child to attend or withdraw your child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the school through its staff or guests invited at the request of the school regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to Section 20-5-103, MCA. You can opt your child out of human sexuality instruction by providing the school written notice by completing, signing, and submitting the attached form.

Links to Materials:

The following link will provide you access to the following:

1. The basic content of the school's human sexuality instruction; and
2. All curriculum materials used in the school's human sexuality instruction.

Human Sexuality Instruction Opt-Out Form
For _____ School Year

A family who does not want their student to receive human sexuality instruction at school may request to opt out of such instruction by completing this form.

I, _____, Parent or Guardian of, _____ a student enrolled at _____School. request my student not receive human sexuality instruction for the duration of the _____ school year in a manner consistent with the excused absence methods identified by the School as specified in Section 20-5-103, MCA.

I understand my student will not attend any courses, special events, student assemblies where human sexuality instruction occurs. I also understand my student will not receive any services from school staff regarding human sexuality instruction that may include but are not limited to individual services from teachers, librarians, nurses, or counselors that may related to human sexuality. A student seeking such services will be redirected to the parent in accordance with the decision noted on this form.

I acknowledge I have received notification of my rights in this area under Section 20-7-120, MCA, and have been provided an opportunity to review related information and materials on this topic.

I may withdraw this opt out in writing at anytime.

_____ _____
Parent Date

Received by:

School Official _____ Date _____

Montana Code Annotated References	Description
20-5-103	Compulsory Attendance and Excuses
20-7-120	Excused Absences from Curriculum Requirements
50-16-1001	AIDS Prevention Act

Notice Form 2335-NF(2): Health Enhancement - Special Notice **Status:** DRAFT

Original Adopted Date: Pending

Policy 2335F2 - Human Sexuality 48 Hour Notice
For Unanticipated Introduction of Human Sexuality Instruction Not Addressed in Annual Notice

Dear Parent/Guardian,

The School is providing a notice that is required under the provisions of Senate Bill 99, which the 2021 Legislature passed, and Governor Gianforte signed into law. The operative section of law governing this notice is Section 20-7-120, MCA which provides as follows:

20-7-120. Excused absences from curriculum requirements -- notice -- prohibited activities. (1) A parent, guardian, or other person who is responsible for the care of a child may refuse to allow the child to attend or withdraw the child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the school through its staff or guests invited at the request of the school regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to 20-5-103.
(2) Any school implementing or maintaining a curriculum, providing materials, or holding an event or assembly at which the school provides human sexuality instruction, whether introduced by school educators, administrators, or officials or by guests invited at the request of the school, shall adopt a policy ensuring parental or guardian notification no less than 48 hours prior to holding an event or assembly or introducing materials for instructional use.
(3) A school shall annually notify the parent or guardian of each student scheduled to be enrolled in human sexuality instruction in the school in advance of the instruction of:
(a) the basic content of the school's human sexuality instruction intended to be taught to the student; and
(b) the parent's or guardian's right to withdraw the student from the school's human sexuality instruction.
(4) A school shall make all curriculum materials used in the school's human sexuality instruction available for public inspection prior to the use of the materials in actual instruction.
(5) A school or its personnel or agents may not permit a person, entity, or any affiliate or agent of the person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students or personnel if the person, entity, or any affiliate or agent of the person or entity is a provider of abortion services.
(6) For purposes of this section, "human sexuality instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

This notice is being provided to inform you of human sexuality instruction that was not specifically addressed in the annual notification you previously received. The law states if the school is implementing or maintaining a curriculum, providing materials, or holding an event or assembly at which the school provides human sexuality instruction, whether introduced by school educators, administrators, or officials or by guests invited at the request of the school, the school shall provide parental or guardian notification no less than 48 hours prior to holding an event or assembly or introducing materials for instructional use.

Notice of Your Rights:

This notice is intended to inform parents that the following course or event is going to provide instruction or information on human sexuality: _____.

The nature of the instruction or information is as follows: _____

As a parent/guardian of a student, you have the right to refuse to allow your child to attend or withdraw your child from the above-noted course of instruction, a class period, an assembly, an organized school function, or instruction provided by the school through its staff or guests invited at the request of the school regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to Section 20-5-103, MCA.

You can opt your child out of human sexuality instruction by providing the school written notice by completing, signing, and submitting the attached form prior to the date identified in the above-notice.

Human Sexuality Instruction Opt-Out Form

48 Hours Advance Notice of Course or Event

A family who does not want their student to receive human sexuality instruction for a newly introduced curriculum, material, or event not previously addressed in the provided annual notice at school may request to opt out of such instruction by completing this form.

I, _____, Parent or Guardian of, _____ a student enrolled at _____School, request my student not receive human sexuality instruction during _____ a course or event to be held on_____. This request will be handled in a manner consistent with the excused absence methods identified by the School as specified in Section 20-5-103, MCA.

I understand my student will not attend any courses, special events, student assemblies where human sexuality instruction occurs. I also understand my student will not receive any services from school staff regarding human sexuality instruction that may include but are not limited to individual services from teachers, librarians, nurses, or counselors that may related to human sexuality. A student seeking such services will be redirected to the parent in accordance with the decision noted on this form.

I acknowledge I have received notification of my rights in this area under Section 20-7-120, MCA, and have been provided an opportunity to review related information and materials on this topic.

I may withdraw this opt out in writing at any time.

_____ _____
Parent Date

Received by:

_____ _____
School Official Date

Montana Code Annotated References	**Description**
20-5-103	Compulsory Attendance and Excuses
20-7-120	Excused Absences from Curriculum Requirements
50-16-1001	AIDS Prevention Act

Policy 2410: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: Pending

The Board will award a regular high school diploma to every student enrolled in the School who meets graduation requirements established by the School. The official transcript will indicate the specific courses taken and level of achievement.

The Board will establish graduation requirements which, at a minimum, satisfy those established by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth (9th) grade. Exceptions to this general rule may be made, when it is determined by the Board that proposed changes in graduation requirements will not have a negative effect on students already in grades nine (9) through twelve (12). The Board will approve graduation requirements as recommended by the Superintendent.

To graduate from the School, a student must have satisfactorily completed the last quarter prior to graduation as a School student. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

A student with a disabling condition will satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP will serve as the basis for determining completion of a course.

Montana Code Annotated References	Description
10-1-1402	Youth Challenge Academy
20-1-101	Definitions
20-3-322	Meetings and quorum
20-5-201	Duties and Sanctions
20-7-1330	Graduation Requirements For Youth Who Experience Disruption In Education
20-9-313	Circumstances under which regular average number belonging may be increased

Administrative Rules of Montana References	Description
10.55.904	Basic Education Program Offerings: High School
10.55.905	Graduation Requirements
10.55.906	High School Credit

Procedure 2410-P(1): High School Graduation Requirements

Status: DRAFT

Original Adopted Date: Pending

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of units in order to complete graduation requirements.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. The Board may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

Alternative Programs

A student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the School's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses, extension, and distance learning courses, adult education, summer school, work study, work-based learning partnerships, and other experiential learning opportunities, custom-designed courses, and challenges to current courses. The School shall accept units of credit taken with the approval of the School and which appear on the student's official school transcript. Credit for work experience may be offered when the work program is a part of and supervised by the school.

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

Dual Credit

Dual credit allows high schools students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a postsecondary degree or certificate, or toward transfer to another college.

Honor Roll

A student must have a minimum grade-point average of 3.00 to be placed on the regular honor roll. Specific information regarding honors at graduation are included in the student handbook.

Class Rank (Grade Point Average)

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

Educational Disruption

If a student who has experienced an educational disruption meets the minimum high school credit requirement for graduation as established by administrative rules of the Board but will not meet a higher credit requirement established by Board, the Board shall award the student a diploma.

Montana Code Annotated References	Description
10-1-1402	Youth Challenge Academy

Montana Code Annotated References	Description
20-1-101	Definitions
20-3-322	Meetings and quorum
20-5-201	Duties and Sanctions
20-7-1330	Graduation Requirements For Youth Who Experience Disruption In Education
20-9-313	Circumstances under which regular average number belonging may be increased

Administrative Rules of Montana References	Description
10.55.904	Basic Education Program Offerings: High School
10.55.905	Graduation Requirements
10.55.906	High School Credit

Policy 2450: Indian Education for All

Status: DRAFT

Original Adopted Date: Pending

The School recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage consistent with Article X, Section 1 (2) of the Montana Constitution.

In furtherance of the School's educational goals, the School is committed to:

- Working cooperatively with Montana Tribes in close proximity to the School, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the School;
- Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:
    - Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
    - Taking into account individual and cultural diversity and differences among students;
- Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the School's staff in its relations with Native American students and parents.

The Board may require certified staff to satisfy the requirements for instruction in American Indian studies, set forth in § 20-1-503, MCA, if an Indian Education for All payment is issued to the District under Section 20-9-329, MCA.

Recognition of Distinct Cultures

Montana School for the Deaf and the Blind (MSDB) recognizes the contributions other distinct cultures, in our traditional and contemporary art, literature, social
structure, values, heritage, history and perspectives. In addition, MSDB recognizes how the world has gained from people, who are deaf, hard of hearing, blind, visually impaired, and deafblind as well as their cultural contributions. The curriculum adopted or used by MSDB incorporates knowledge of these cultures into the school's educational goals. The school's content and performance standards reflect the connections among these diverse groups.

Montana Code Annotated References	Description
20-1-501	Indian Education For All
20-1-503	Indian Education for All

Montana Constitution References	Description
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	Description
10.55.603	Curriculum and Assessment
10.55.701	Board of Trustees

Policy 2510: School Wellness

Status: DRAFT

Original Adopted Date: Pending

The School is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the School that:

The development of the school wellness policy, at a minimum, will include:

1. *Community involvement*, including input from teachers of physical education and school health professionals, parents, students, school food service, the school Board, school administrators, educators, and the public. Training of this team of people on the components of a healthy school nutrition environment is recommended.

2. *Goals for nutrition education*, nutrition promotion, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local education agency determines appropriate.

3. *Implementation, Periodic Assessment, and Public Updates*, including expanding the purpose of the team of collaborators beyond the development of a local wellness policy to also include the implementation of the local wellness policy with periodic review and updates, inform and update the public every three years, at a minimum, (including parents, students, and others in the community) about the content and implementation of the local wellness policies, and to measure periodically and make available to the public an assessment of the local wellness policy, including:

    - The extent to which schools are in compliance with the local wellness policy;

    - The extent to which the LEA's local wellness policy compares to model local school wellness policies; and

    - The progress made in attaining the goals of the local wellness policy.

4. *Nutrition guidelines* for all foods available on each school campus under the local education agency during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores; and food and beverages used for classroom rewards and fundraising efforts.

5. *Guidelines for reimbursable school meals* to ensure that the school offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.

6. *A plan for measuring implementation* of the local wellness policy, including designation of one or more persons within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the School wellness policy.

The suggested guidelines for developing the wellness policy include:

Nutrition Education and Nutrition Promotion

All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the Montana Health Enhancement Standards. Nutrition education shall be integrated into the curriculum. Nutrition information and education shall be offered and promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

Health Enhancement and Physical Activity Opportunities

The School shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-12 certified health enhancement specialist, if permitted by staffing levels. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the Montana Health Enhancement Standards.

All K-12 students of the School shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short- and long-term benefits of

a physically active and healthy lifestyle.

Nutrition Standards

The School shall ensure that reimbursable school meals and snacks meet the program requirements and nutrition standards found in federal regulations including but not limited to Smart Snacks in School Nutrition Standards. The School shall encourage students to make nutritious food choices through accessibility, advertising and marketing efforts of healthful foods.

The School shall monitor all food and beverages sold or served to students during the normal school day, including those available outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom rewards, fundraising efforts). The School shall consider nutrient density and portion size before permitting food and beverages to be sold or served to students. The Superintendent shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Other School-Based Activities Designed to Promote Student Wellness

The School may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, non-food reward system and fundraising efforts.

Maintaining Student Wellness

The Superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school food service program, the school Board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested, on the School's programs and efforts to meet the purpose and intent of this policy.

United States Code References	**Description**
PL 108-265	The Child Nutrition and WIC Reauthorization Act of 2004
PL 111-296	The Healthy, Hunger-Free Kids Act of 2010

Policy 2600: Work Based Learning

Status: DRAFT

Original Adopted Date: Pending

Work Based Learning Program

The Board recognizes that education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide students with information about the many career opportunities available and will establish a relationship between what is taught in the classroom and the world of work.

Work-based learning must provide all participating students with on-the-job experience and training along with career and complimentary vocational/technical classroom instruction to contribute to each student's employability. The students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability. Students enrolled in a work-based learning program must receive credit for related classroom instruction and on-the-job training. In the absence of a proficiency model, the time requirement for students in work-based learning must be converted and is equivalent to the time requirement for credit to be earned.

Students may submit a proposal for a tailored Work Based Learning program that divides their time between instruction in school and specific learning at a job. Each proposed program will be planned by Work Based Learning coordinators and the employer (or employer groups) and shall be in accordance with state and federal laws and regulations governing employment of students under age 18. The Work Based Learning coordinators will communicate with employers on a monthly basis and will visit work sites to determine if the placement is appropriate for student employment.

The particular program designed for each student shall be set forth in a written protocol approved by the student, his or her parents or guardians, the work-experience coordinator and the employer. This shall stipulate the terms of employment and the provision for academic credit, the student's work-based experience goals, prioritizing the student's academic commitments, assessment of the work-based learning experience goals..

The Work Based Learning coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

The employer or supervisor shall complete School volunteer agreement form and satisfy a name-based and fingerprint criminal background check in accordance with Policies 5120 and 5122. The employee and School shall also complete workers compensation insurance and general liability insurance requirements in accordance with the attached procedure in a manner consistent with the Work Based Learning opportunity provided to student.

Montana Code Annotated References	Description
20-1-101	Definitions
20-7-1510	Credit for participating in work based learning partnerships
39-3-406	Work Based Learning
39-71-118	Employee, worker, volunteer, volunteer firefighter, and volunteer emergency care provider defined --election of coverage.
Title 41, Chapter 2	Child Labor

United States Code References	Description
29 USC 212	Fair Labor Standards Act

Procedure 2600-P(1): Work Based Learning - Insurance

Status: DRAFT

Original Adopted Date: Pending

Work Based Learning Program - Insurance

The School Work Based Learning coordinator will work with School administration to identify the appropriate insurance coverage for a student's tailored work-experience opportunity. A student will not commence a Work Based Learning opportunity until the appropriate insurance option has been identified and implemented by all parties. The option selected will be noted as part of the student's Work Based Learning plan.

Option 1
Employer pays the student to work for them in a paid capacity. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student earns school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

Option 2
Employer does not pay the student. Student earns school credit as part of a Work Based Learning plan but student may be assigned credit as part of another course. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

Option 3
Employer does not pay student. Student earns school credit for the Work Based Learning opportunity as outlined the Work Based Learning plan. School adds a school to work endorsement onto the school workers' compensation policy. School pays the workers compensation premium costs for the endorsement and other required insurance coverage. Parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the School's workers compensation coverage.

Option 4
School provides a work-based learning opportunity off school grounds. The learning opportunity takes place during school period hours, awards school credit hours toward graduation requirements, and is led by a teacher of the school and/or co-taught by a trade person or general contractor. No workers compensation coverage being provided. School is responsible for general liability coverage for the students and parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place.

Montana Code Annotated References	Description
20-1-101	Definitions
20-7-1510	Credit for participating in work based learning partnerships
39-3-406	Work Based Learning
39-71-118	Employee, worker, volunteer, volunteer firefighter, and volunteer emergency care provider defined --election of coverage.
Title 41, Chapter 2	Child Labor

United States Code References	Description
29 USC 212	Fair Labor Standards Act

Notice Form 2600-NF(1): Work Based Learning - Affiliation Agreement **Status:** DRAFT

Original Adopted Date: Pending

This Affiliation Agreement is entered into between _____(high school) and _____(workplace learning site).

WHEREAS High School has established a _____Work Based Learning program for students interested in career exploration opportunities; and

WHEREAS High School wishes to affiliate with _____ (workplace learning site) for the purpose of providing Career Exploration and Assessment experiences for students enrolled in the _____Work Based Learning Program; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience on its premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Work Based Learning orientation, emergency contact information, and parent/guardian consent.

2. The High School shall ensure participating students have completed safety instruction specific to the work site prior to participation in the Work Based Learning experience.

3. The High School shall provide a Work Based Learning Coordinator responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting, and evaluating of students' experiences.

4. The Work Based Learning Coordinator, Workplace Supervisor, and student will work collaboratively to determine the career readiness, employability skills, and proficiency guidelines set forth in the personalized work based learning program.

5. The Workplace Learning Site agrees to designate a Workplace Supervisor, who has completed the Volunteer Agreement Form, and whose responsibility it shall be to assist the Work Based Learning Coordinator in selection and coordination of student experiences appropriate to the level of learning.

6. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experience and training activities. They shall orient the students to their activities, direct their activities and supervise their activities to assure safe and satisfactory experiences and performance.

7. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. The High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.

8. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with the High School.

9. The Workplace Learning Site shall provide the Work Based Learning Coordinator with frequent student performance evaluations in the manner and frequency so designated by the High School.

10. The High School shall work with the Workplace Learning Site regarding the removal of any student from the Workplace Learning Site whenever the student is not performing or meeting the workplace requirements. Responsibility for student disciplinary measures, if any, shall be with High School and not with the Workplace Learning Site.

Workplace Supervisor initials the selection specific to this Work Based Learning placement:

_____ Employer pays the student to work for them in a paid capacity. Student learns from the employer like a

newly hired employee and skill sets are acquired through doing actual work for the employer. Student earns school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

_____ Employer does not pay the student. Student earns school credit as part of a Work Based Learning plan but student may be assigned credit as part of another course. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

_____ Employer does not pay student. Student earns school credit for the Work Based Learning opportunity as outlined the Work Based Learning plan. School adds a school to work endorsement onto the school workers' compensation policy. School pays the workers compensation premium costs for the endorsement and other required insurance coverage. Parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the School's workers compensation coverage.

_____ School provides a work-based learning opportunity off school grounds. The learning opportunity takes place during school period hours, awards school credit hours toward graduation requirements, and is led by a teacher of the school and/or co-taught by a trade person or general contractor. No workers compensation coverage being provided. School is responsible for general liability coverage for the students and parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place.

_____ _____

Workplace Supervisor Date

_____ _____

Work Based Learning Coordinator Date

PARENT/GUARDIAN CONSENT FOR WORK BASED LEARNING EXPERIENCE

I, (full name)_____ as legal guardian
of _____ (child's full name) a student enrolled in the _____High School acknowledge the following:

The program of study includes opportunities for my child to participate in an off-campus Work Based Learning opportunity, and I give my consent to my child participating in the offsite Work Based Learning component, and I agree to support and assist with enforcement of the content included in the Work Based Learning placement

I agree to accept responsibility for my student's participation in the above-referenced activity. I understand any negligence arising out of the student's participation in the program shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA. I agree to counsel my child to abide by the rules and regulations set forth by the workplace learning site.

I have signed the Parent/Guardian Consent and agree to the stated conditions.

_____ _____

Parent/Guardian signature Date

Parent/Guardian printed name Phone number

Address City/State/Zip code

Montana Code Annotated References	Description
20-1-101	Definitions
20-7-1510	Credit for participating in work based learning partnerships
39-3-406	Work Based Learning
39-71-118	Employee, worker, volunteer, volunteer firefighter, and volunteer emergency care provider defined --election of coverage.
Title 41, Chapter 2	Child Labor

United States Code References	Description
29 USC 212	Fair Labor Standards Act

Montana School for the Deaf and Blind

Board Policy Manual

DRAFT 4000 Series

Board Policy Manual

4000. Community Relations

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DELETE: 4226 - Renumbered 3226
DELETE: 4314 - Renumbered 1420
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DELETE 4600

Policy 4000: Goals

Status: DRAFT

Original Adopted Date: Pending

The Board, through the leadership of the Superintendent and with the assistance of the total staff, will seek to enhance the School's community relations by striving to achieve the following goals:

1. To encourage and enhance communications, understanding, trust, and mutual support between the School and the people it serves;
2. To increase both the quality and quantity of public participation in school affairs, activities, and programs;
3. To strengthen and improve relations and interactions among staff, trustees, citizens, parents, and students;
4. To promote understanding and cooperation between the schools and community groups.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.801	School Climate

Policy 4120: Public Relations

Status: DRAFT

Original Adopted Date: Pending

The School shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the administration and staff to interpret the Schools' needs to the community and provide a means for citizens to express their needs and expectations to the administration and staff.

The Superintendent shall establish and maintain a communication process within the School system and between it and the community. Such a public information program shall provide for news releases at appropriate times, arrange for news media coverage of School programs and events, provide for regular direct communications between individual schools and the citizens they serve, and assist staff in improving their skill and understanding in communicating with the
public.

Community opinion may be solicited through surveys, parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff, constituents and the community together.

Montana Constitution References	Description
Article II, Section 8	Right of participation
Article II, Section 9	Right to know

Policy 4210: School-Support Organizations, Boosters and Fundraising

Status: DRAFT

Original Adopted Date: Pending

The Board recognizes that parent, teacher, student and community organizations and the MSDB Foundation, Inc. are an invaluable resource to the School and so supports their formation and vitality. While parent, teacher, student and community organizations and the MSDB Foundation have no administrative authority and cannot determine School policy, their suggestions and assistance are always welcome. Membership to school sponsored organizations must be open
and unrestricted.

Booster clubs and/or special interest organizations may be formed to support and strengthen specific activities conducted within the School. All such groups must receive the approval of the School principal, Superintendent, and the Board in order to be recognized as a booster organization. Staff participation, cooperation, and support are encouraged in such recognized organizations.

Fund-raising by School support groups is considered a usual and desirable part of the function of such groups. The specific fund-raising activities must be approved in advance by the principal.

The principal or dean of students must be consulted prior to any expenditure of such funds. All such funds raised by School sponsored groups are to be used for the direct or indirect support of School programs. Equipment purchased by support groups and donated to the School becomes the property of the School and may be used or disposed of in accordance with School policy and state law.

Montana Code Annotated References	Description
2-2-102	Definitions
2-2-104	Rules of Conduct
20-6-601	Power to accept gifts
20-9-604	Gifts, legacies, devises, and administration of endowment fund

Policy 4211: District and School Name, Logo, Imagery, and Colors

Status: DRAFT

Original Adopted Date: Pending

Use of the School's name, team name or mascot or any logo or imagery attributable to the School by any group, individual, business, entity, or organization may occur only after securing the Superintendent's written approval. Unauthorized use of the School's team name, mascot, logo, or imagery is strictly prohibited. The School reserves the right to seek all available legal remedies for unauthorized use of the School's name, logo, mascot, or imagery.

Montana Code Annotated References	Description
20-3-324	Powers and duties

Policy 4301: Visitors to School

Status: DRAFT

Original Adopted Date: Pending

MSDB encourages visits by parents, guardians, Board members and community members to all campus facilities. All visitors shall report to the administration office in Bitterroot Hall or the Dean of Student's office in Yellowstone Hall when coming on campus. Entrance to all buildings will be made through clearly marked, central points of access. All visitors are asked to give their name and purpose of their visit and will be asked to wear visitor identification.

Education Program
To ensure that teachers are able to carry out instruction without interference, visitors to the classrooms will be limited to parents and members of the student's IEP team. At the discretion of the principal, other individuals may be allowed to visit in classrooms.

Residential Program
All individuals visiting in the residential facilities, who are not members of the faculty or staff of MSDB or students of MSDB, Great Falls High, East Middle School or Lewis and Clark Elementary, must have authorization by a parent or guardian, of a specific student to visit with
that student.

The administration may deny access of visitors to students or any campus facilities if it is believed the safety or welfare of students may be in jeopardy.

Montana Code Annotated References	Description
20-1-206	Disturbance of school - penalty
20-3-324	Powers and duties

Montana Constitution References	Description
Article X, section 8	School District Trustees

Policy 4315: Visitors and Spectator Conduct

Status: DRAFT

Original Adopted Date: Pending

Any person, including an adult, who behaves in an inappropriate manner during a visit to the school or a school event may be ejected from the event and/or denied permission to access school buildings or property or school events as determined by the Superintendent. If any person disrupts or obstructs any School program, activity, or meeting, or threatens to do so, or commits, threatens to imminently commit, or incites another to commit any act that will disturb or interfere with or obstruct any lawful task, function, process, or procedure of any student, official, employee, or invitee of MSDB, the staff member in charge shall immediately notify the principal, dean or students or their immediate supervisor. The administrator will restore order by taking action up to and including contacting local law enforcement authorities of the incident.

The staff member in charge shall make a written report detailing the incident, not later than twenty-four (24) hours from when the incident occurred. A copy of the report shall be given to the staff member's program administrator, either the Principal, Dean of Students or Business Manager.

Examples of unsportsmanlike or inappropriate conduct include but are not limited to:

- Using vulgar or obscene language or gestures;
- Possessing or being under the influence of any alcoholic beverage;
- Possessing or consuming any illegal substance or marijuana;
- Possessing a weapon or firearm in violation of Policy 4332;
- Fighting or otherwise striking or threatening another person;
- Failing to obey instructions of a security officer or School employee; and
- Engaging in any illegal or disruptive activity.
- Other violations of District Policy.

The Superintendent is authorized to temporarily restrict access to school buildings or property and recommend to the Board denial of future admission to any person by delivering or mailing a notice by certified mail with return receipt requested, containing:

1. Date, time, and place of a Board hearing;
2. Description of the unsportsmanlike conduct; and
3. Proposed time period admission to school buildings or property or school events will be denied.

Further, the administrator or staff person responsible for supervising an event may call law enforcement to come on campus and investigate any unlawful conduct, listed above, which may lead to an arrest and/or criminal charges being made against the perpetrator of the conduct.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-1-206	Disturbance of school - penalty
20-1-220	Use of tobacco product in public school building or on public school property prohibited
20-4-303	Abuse of teachers
45-8-101	Disorderly conduct

Montana Code Annotated References	Description
45-8-351	Restiction on Local Government Regulation of Firearms
45-8-361	Possession of weapon in a school building

Montana Constitution References	Description
Article X, section 8	School District Trustees

Policy 4316: Accommodating Individuals With Disabilities

Status: DRAFT

Original Adopted Date: Pending

Individuals with disabilities shall be provided an opportunity to participate in all schoolsponsored services, programs, or activities on an basis equal to those without disabilities and will not be subject to illegal discrimination.

The MSDB may provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

The Superintendent is designated the Americans with Disabilities Act Title II Coordinator and, in that capacity, is directed to:

1. Oversee the School's compliance efforts, recommend necessary modifications to the Board, and maintain the School's final Title II self-evaluation document and keep it available for public inspection for at least three (3) years after its completion date.

2. Institute plans to make information regarding Title II's protection available to any interested party. Individuals with disabilities should notify the Superintendent or building administrator if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent, as the Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

United States Code References	Description
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Code of Federal Regulations References	Description
34 CFR 104	Section 504 of Rehabilitiation Act

Policy 4320: Contact With Students

Status: DRAFT

Original Adopted Date: Pending

Students are entrusted to the School for educational and residential purposes. Although these purposes encompass a broad range of experiences, school officials must not assume license to allow unapproved contact with students by persons who are not employed by the School for these purposes. Staff from the Education and Student Services Programs may arrange guest speakers on appropriate topics relative to the school or cottage curriculums. The Principal or Dean of Students may approve assemblies on specific educational or social topics of interest and relevance to the school or cottage programs. Other types of group contact by non-school personnel will normally not be permitted. Outside organizations desiring to use the captive audience of the student body for information, sales material, or special interest curricula will not be allowed access to the schools.

All contact by non-school personnel, with an individual student, must be approved the parent or legal guardian of the student.

Montana Code Annotated References	Description
20-3-324	Powers and duties

Montana Constitution References	Description
Article X, section 8	School District Trustees

Policy 4321: Distribution of Fund Drive Literature Through Students

Status: DRAFT

Original Adopted Date: Pending

It is the policy of this School to refrain from having the students, as student body members, used for the purpose of collecting funds or disseminating fund drive literature.

Exceptions to this policy will be considered when student or school-affiliated organizations, sanctioned by the School, request permission to participate in a fund raising activity.

Policy 4330: Community Use of School Facilities

Status: DRAFT

Original Adopted Date: Pending

The Montana School for the Deaf and Blind facilities are available to the community for education, civic, cultural and other non-commercial uses consistent with the public interest, when such use does not interfere with the School program or School-sponsored activities. Use of School facilities for School purposes has precedence over all other uses. Persons on School premises must abide by the School's conduct rules at all times.

Student and School-related organizations shall be granted the use of School facilities at no cost. Other organizations granted the use of the facility shall pay fees and costs. The Superintendent shall develop procedures to manage community use of School facilities. Use of School facilities requires the Superintendent's approval and is subject to the procedures.

The administration shall approve and schedule the various uses of the School facilities. A master calendar will be kept in the office for scheduling dates to avoid conflicts during the School year. Should a conflict arise, the School reserves the right to cancel an approved request when it is determined that the facilities are needed for School purposes. Requests for use of the School facilities must be submitted to the Superintendent's office ten days in advance of the event.

Montana Code Annotated References	Description
16-12-108	Limitations of Marijuana Regulation Act
20-1-220	Use of tobacco product in public school building or on public school property prohibited
20-6-602	Trustees' power of property
20-6-607	Leasing district property and disposition of any rentals
45-8-361	Possession of weapon in a school building

Montana Constitution References	Description
Article X, section 8	School District Trustees

Form 4330-F(1): Community Use of School Facilities - School Facilities/Grounds Use and Assumption of Risk Form

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

APPLICATION AND PERMIT FOR USE OF MSDB FACILITIES

Facility to be used _____ Facility to be opened at _____

Rental Dates: _____ Performance Time _____ to _____

Required Set Up Time: _____

Organization or Group Using Facility (applicant): _____

Arrangements Made By _____
NAME ADDRESS TELEPHONE

Invoice to be mailed to: _____
NAME ADDRESS TELEPHONE

Purpose of Rental: _____ No. Attending: _____

Will Admission Be Charged: YES _____ NO _____

FEE & PERSONNEL SCHEDULE - SEE BACK OF FORM

Gymnasium Rental	$ _____	
Pool Rental	$ _____	
Concession Stand Rental	$ _____	
Cottage Room Charge	$ _____	
Kitchen Facility Rental	$ _____	
Meeting Room Rental	$ _____	Room _____
Academic Building IMC	$ _____	
Maintenance Fee	$ _____	
Lifeguard Fee	$ _____	
Other Charges	$ _____	
TOTAL CHARGE	$ _____	
Bond for use of facilities	$ _____	(Damage Bond Amount)

Equipment

Sound Equipment _____ Bleachers _____ Chairs _____ Tables _____

Podium _____ Locker Rooms _____ Other _____

As a representative of the applicant, the undersigned agrees to use the above listed school facilities in accordance with the RULES AND REGULATIONS governing the use of school building, grounds, and equipment and that where the school property has been damaged or abused beyond normal wear, the applicant shall pay to repair/replace damaged equipment and/or buildings. Additionally, the applicant agrees to the Montana School for the Deaf and Blind, Board of Public Education and the State of Montana harmless from all claims or liabilities for damages and injuries to persons or loss of damages to property, caused by or in connection with, the use of the premises hereby or caused by any source whatsoever. The undersigned will provide for a $1,500,000 liability insurance, which states it will defend and indemnify the Montana School for the Deaf and Blind, Board of Public Education and the State of Montana and their employees.

Signature of Applicant: _____ MONTANA SCHOOL FOR THE DEAF & BLIND
Authorized Representative

For: _____ Signature: _____
Applicant - Organization or Group Superintendent or Business Manager

Date: _____ Date: _____

Renter's Copy - - - - *White* Custodian's Copy - - - - *Gold* Business Office Copy - - - - *Green*
Principal's Copy - - - - *Pink* Dean of Student's Copy - - - - *Yellow*

Back to Contents

Montana Code Annotated References	Description
16-12-108	Limitations of Marijuana Regulation Act
20-1-220	Use of tobacco product in public school building or on public school property prohibited
20-6-602	Trustees' power of property
20-6-607	Leasing district property and disposition of any rentals
45-8-361	Possession of weapon in a school building

Montana Constitution References	Description
Article X, section 8	School District Trustees

Procedure 4330-P(1): Community Use of School Facilities - Rules and Regulations for Building/Facility/Equipment Use

Status: DRAFT

Original Adopted Date: Pending

1. Applications requesting use of the School facility must be presented to the Superintendent's Office at least ten (10) days in advance of the time desired and must be signed by a qualified representative of the organization desiring to use the building.
2. Rental fees schedules are outlined in the "Application and Permit for Use of MSDB Facilities."
3. Fees may be waived for private nonprofit groups that do not charge admission fees and provide a benefit to the students served by the School. All other profit or nonprofit groups or organizations will be charged rental fees as listed above.
4. The use of the School premises will be denied when, in the opinion of the Superintendent, such use may be construed to be solely for commercial purposes, there is a probability of damage or injury to School property, or the activity is deemed to be improper to hold in School buildings or on School property.
5. In case of loss or damage to School property, the organization and/or individual signing the request shall be fully responsible and liable.
6. A certificate of liability insurance, as outlined in the "Application and Permit for Use of MSDB Facilities," will be required from the renting agency. This requirement maybe waived by the Superintendent when the risk of injury or property damage by certain activities for some groups or organizations is not present.
7. No furniture or apparatus shall be moved or displaced without permission.
8. No access to other rooms in the building shall be permitted unless designated by agreement.
9. There shall be no smoking within the School buildings. There shall be no narcotics, drugs, stimulants, or alcohol used or sold in or about School buildings and premises, nor shall profane language, quarreling, fighting, or gambling be permitted. Violations of this rule by any organization during occupancy shall be sufficient cause for denying further use of School premises to the organization.
10. Wax, or other preparations ordinarily used on dance floors, is not to be used on gymnasium floors.
11. The Superintendent may require a School employee to be present during use of the building by the non-school organization. In such case, the requesting organization will pay for the employee expense (i.e., custodians, overtime).
12. When the School official finds it necessary that police or other security personnel be retained for crowd control, such requirement may be added as a condition of the "Application and Permit for Use of MSDB Facilities."
13. There may be additional rules or conditions for the use of specific buildings on campus.

Montana Code Annotated References	Description
16-12-108	Limitations of Marijuana Regulation Act
20-1-220	Use of tobacco product in public school building or on public school property prohibited
20-6-602	Trustees' power of property
20-6-607	Leasing district property and disposition of any rentals
45-8-361	Possession of weapon in a school building

Montana Constitution References	Description
Article X, section 8	School District Trustees

Policy 4331: Use of School Property for Posting Notices

Status: DRAFT

Original Adopted Date: Pending

Non-school-related organizations or individuals that are not associated with student curricular clubs or student non-curricular groups may request permission of the building principal to display posters in the area reserved for community posters or to have flyers distributed to students. The building principal shall only authorize distribution or posting of information that is determined to have a direct benefit or relationship to students enrolled in the school and meets the standards of this policy.

Non-school related individuals or organizations may ask the building principal or dean of students permission:
1. To display posters in the area reserved for community posters; or
2. To have flyers distributed to staff, parents or students.

Posters and/or flyers must be student oriented and have the sponsoring organization's name prominently displayed. The School will not permit the posting or distribution of any material that would:

1. Disrupt the educational process
2. Violate the rights of others
3. Invade the privacy of others
4. Infringe on a copyright
5. Be obscene, vulgar, or indecent, or
6. Promote the sale of goods or services
7. Violate School policy, procedure, or administrative directive;
8. Promote violence, discriminatory conduct, the use of drugs, alcohol, tobacco, or certain products that create community concerns.

No commercial publication shall be posted or distributed unless the purpose is to further a school activity, such as graduation, class pictures, or class rings or to promote goods or services which have been approved by the State Department of Administration. No information from any candidates for non-student elective offices shall be posted in the School, or distributed to the students..

If permission is granted to distribute materials, the organization must arrange to have copies delivered to the school. Distribution of the materials will be arranged by administration. Under no circumstances shall individuals not employed by the School be given access to the building for the purposes of posting notices or distributing information.

If permission is granted to distribute, the organization must arrange to have copies delivered to the School. Distribution of the material will be arranged by the administration.

All student materials must be reviewed and approved by the Superintendent or designee in accordance with Policy 3222.

Policy 4332: Conduct on School Property

Status: DRAFT

Original Adopted Date: Pending

General Conduct

In addition to prohibitions stated in other School policies, a person on school property who is not an enrolled student or School employee shall not:

1. Injure or threaten to injure another person;
2. Damage another's property or that of the School;
3. Violate any provision of the criminal law of the state of Montana or City of Great Falls or Cascade County ordinance;
4. Smoke or otherwise use tobacco or nicotine products, and alternative nicotine and vapor products as defined in Section 16-11-302, MCA, or other similar products;
5. Consume, possess, or distribute alcoholic beverages, illegal drugs, or marijuana;
6. Impede, delay, or otherwise interfere with the orderly conduct of the School's educational program or any other activity occurring on school property;
7. Possess a non-firearm weapon as defined in this policy;
8. Enter upon any portion of school premises at any time for purposes other than those which are lawful and authorized by the Board; or
9. Willfully violate other School rules and regulations.

For the purposes of this policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. Administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

Firearms and Weapons

A person who is not an enrolled student or School employee shall not possess any firearm or other non-firearm weapon in a school building at any time.

For the purposes of this policy, the term "firearm" means (A) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

For purposes of this policy, "non-firearm weapon" means any object, device, or instrument designed as a weapon or through its use is capable of intimidating, threatening or producing bodily harm or which may be used to inflict injury, including but not limited to air guns; pellet guns; BB guns; fake or facsimile weapons; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board to possess a firearm or weapon in a school building.

The Board shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

For the purposes of this policy, "School building" means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a school that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

Montana Code Annotated References	**Description**
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-1-206	Disturbance of school - penalty
20-1-220	Use of tobacco product in public school building or on public school property prohibited
45-6-201	Definition of enter or remain unlawfully
45-8-101	Disorderly conduct
45-8-102	Failure of disorderly person to disperse
45-8-351	Restiction on Local Government Regulation of Firearms
45-8-361	Possession of weapon in a school building

Montana Constitution References	**Description**
Article X, section 8	School District Trustees

United States Code References	**Description**
20 U.S.C. § 6081	Pro Children Act

Policy 4340: Public Access to District Records

Status: DRAFT

Original Adopted Date: Pending

Within limits of an individual's right of privacy, the public will be afforded full access to information concerning administration and operations of the School. Public access to School records shall be afforded according to appropriate administrative procedures.

"School records" include any writing, printing, Photostatting, photographing, etc. (including electronic mail), which has been made or received by the School in connection with the transaction of official business and presented for informative value or as evidence of a transaction, and all other records required by law to be filed with the School. "School records" do not include personal notes and memoranda of staff which remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

The Superintendent will serve as the public records coordinator, with responsibility and authority for ensuring compliance with the display, indexing, availability, inspection, and copying requirements of state law and this policy. As coordinator, the Superintendent will authorize the inspection and copying of School records only in accordance with the criteria set forth in this policy.

In accordance with Title 2, Chapter 6, MCA, the School will make available for public inspection and copying all School records or portions of records, except those containing the following information:

1. Personal information in any file maintained for students. Information in student records will be disclosed only in accordance with requirements of the Family Educational Rights and Privacy Act of 1974 and adopted School policy.

2. Personal information in files maintained for staff, to the extent that disclosure will violate their right to privacy.

3. Test questions, scoring keys, or other examination data used to administer academic tests.

4. The contents of real estate appraisals made for or by the School relative to the acquisition of property, until the project is abandoned or until such time as all of the property has been acquired, but in no event will disclosure be denied for more than three (3) years after appraisal.

5. Preliminary drafts, notes, recommendations, and intra-School memoranda in which opinions are expressed or policies formulated or recommended, except a specific record shall not be exempt when publicly cited by the School in connection with any School action.

6. Records relevant to a controversy to which the School is a party, but which would not be available to another party under the rules of pretrial discovery, for cases pending resolution.

7. Records or portions of records, the disclosure of which would violate personal rights of privacy.

8. Records or portions of records, the disclosure of which would violate governmental interests.

9. Records or information relating to individual or public safety or the security of public schools if release of the information jeopardizes the safety of facility personnel, the public, students in a public school.

If the School denies any request, in whole or in part, for inspection and copying of records, the School will provide the requesting party with reasons for denial.

If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the School shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide written explanation for the deletion.

The School will not provide access to lists of individuals, which the requesting party intends to use for commercial purposes or which the School reasonably believes will be used for commercial purposes if such access is provided.

The coordinator is authorized to seek an injunction to prevent disclosure of records otherwise suitable for disclosure, when it is determined reasonable cause exists to believe disclosure would not be in the public interest and would substantially or irreparably damage any person or would substantially or irreparably damage vital governmental

functions.

Montana Code Annotated References	Description
2-6-1003	Access to Public Information
2-6-1006	Public Information requests - fees

Montana Constitution References	Description
Article II, Section 8	Right of participation
Article II, Section 9	Right to know

Policy 4350: Website Accessibility and Nondiscrimination

Status: DRAFT

Original Adopted Date: Pending

The School is committed to ensuring that people with disabilities have an opportunity equal to that of their nondisabled peers to participate in the School's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration.

Benchmarks for Measuring Accessibility

In order to assure that people with disabilities have an opportunity equal to that of their nondisabled peers to access information delivered through electronic and information technology, all pages on the School's website will conform to the W3C Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 techniques for web content, or updated equivalents of these guidelines, except where doing so would impose an undue burden or create a fundamental alteration.

Website Accessibility

With regard to the School's website and any official School web presence which is developed by, maintained by or offered through third party vendors and open sources, the School is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, which substantially equivalent ease of use; and that they are not excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any School programs, services, and activities delivered online.

All existing web content produced by the School, and new, updated, and existing web content provided by third party developers, will conform to the WCAG 2.0 Level AA and the WAI-ARIA 1 .0 techniques for web content or updated equivalents. This policy applies to all new, updated, and existing web pages, as well as all web content produced or updated by the School or provided by third-party developers.

Website Accessibility Concerns, Complaints, and Grievances

The following statement will appear on the School's website homepage and all subsidiary pages:

> *The School is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the School's website will conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents.*
>
> *Under School developed administrative procedures, students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 related to the accessibility of any official School web presence which is developed by, maintained by, or offered through the School or third-party vendors and open sources.*

A student, parent, or member of the public who wishes to submit a complaint or grievance regarding a violation of the ADA, Section 504 or Title II related to the accessibility of any official School web presence that is developed by, maintained by, or offered through the School, third party vendors and/or open sources may complain directly to a school administrator. The initial complaint or grievance should be made using the School's Uniform Grievance Form, upon request at the School office, however, a verbal complaint or grievance may be made. When a school administrator receives the information, they shall immediately inform the School's IT Department. The Complainant need not wait for the investigation of any grievance or complaint in order to receive the information requested.

Whether or not a formal complaint or grievance is made, once the School has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information.

Testing and Accountability

The School will ensure website accessibility training to all appropriate personnel, including employees who are responsible for developing, loading, maintaining, or auditing web content functionality. The designated responsible party will be responsible for reviewing and evaluating new material that is published by IT Department and uploaded to the website for accessibility on a periodic basis. The designated responsible party will be responsible for reviewing all areas of the School's website and evaluating its accessibility on a periodic basis, and at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

This policy shall be available to the public via a link entitled "Accessibility," which shall be located on the School's homepage.

United States Code References	**Description**
29 USC 701, et seq	Section 504 of the Rehabilitation Act
42 USC 12101, et seq.	Title II of the Americans with Disabilities Act of 1990

Code of Federal Regulations References	**Description**
34 CFR 104	Section 504 of Rehabilitiation Act

Policy 4410: Relations With Law Enforcement and Child Protective Agencies

Status: DRAFT

Original Adopted Date: Pending

Relations With Law Enforcement and Child Protective Agencies

The primary responsibility for maintaining proper order and conduct in the School and residential programs is that of staff. Staff shall be responsible for holding students accountable for infractions of School and cottage rules, which may include violations of the law on campus or at School activities. Where there is substantial threat to the health and safety of students, staff or others, such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, use or trafficking of alcohol or drugs, or the scheduling of events where large crowds may be difficult to handle, the law enforcement agency shall be called upon for assistance. Information regarding suspected violations of state law, administrative rule, or school policy shall be communicated to an administrator or supervisor immediately upon discovery or disclosure. The Superintendent or designee is responsible for ensuring that all suspected violations of state law are reported to the appropriate law enforcement agency.

MSDB shall strive to develop and maintain cooperative working relationships with the law enforcement agencies. Procedures for cooperation between law enforcement, child protective, and School authorities shall be established. Such procedures shall be made available to affected staff and periodically revised.

County or Regional Interdisciplinary Child Information and School Safety Team

The School shall participate in the Cascade County or Regional interdisciplinary child information and school safety team established by the county commissioners in accordance with Section 52-2-211, MCA. This team consists of representatives by the youth court, the county attorney, the department of public health and human services, the county superintendent of schools, the sheriff, the chief of any police force, the boards of trustees and superintendents of public school districts in the County, and the department of corrections.

The purpose of the team is "to facilitate the exchange and sharing of information that one or more team members may be able to use in serving a child in the course of their professions and occupations, including but not limited to abused or neglected children, delinquent youth, and youth in need of intervention, and of information relating to issues of school safety."

The team shall adopt a written agreement for the rules under which the team will operate, the method by which information will be shared, distributed, and managed, and any other matters necessary to the purpose and functions of the team. Any agreement created may not limit access of any team member to information and any delay in or failure to finalize an agreement may not be used by any member of the team to impede the timely exchange and sharing of information under this Policy.

The Superintendent are authorized to participate in the formation of and request information from the interdisciplinary child information and school safety team regarding students in the School. The Superintendent shall utilize this authority on a regular basis to ensure the safety and security of the School.

Montana Code Annotated References	Description
20-1-206	Disturbance of school - penalty
20-1-401	School Safety Teams
41-3-202	Action on reporting
45-8-101	Disorderly conduct
52-2-211	County interdisciplinary child information and school safety team

Policy 4411: Interrogation and Investigations Conducted by School Officials **Status:** DRAFT

Original Adopted Date: Pending

Investigations and Arrests by Police

All contact between the School and the police department on matters involving students shall be made through the offices of the Superintendent, principal or dean of students. Law enforcement authorities should only be allowed to conduct an interview in the School if the interview is at the request of the School or they can show that special circumstances exist. This determination should be made by the Superintendent, principal or dean of students. If a deaf or hard-of-hearing student is being questioned, the law enforcement agency should arrange for interpreter services at the Montana Deaf and Hard of Hearing Services Center. This determination should be made by the Superintendent, principal or dean of students. In no case will MSDB staff be used to interpret for an investigation involving another staff member.

A. If the police have a warrant for the student's arrest, they must be permitted to arrest thestudent; however, whenever possible, the arrest should be conducted in the principal or dean of student's office out of view of other students. The policy shall comply with all policies related to the release/or removal of students from the School or cottages when taking a student from campus.

B. Law enforcement personnel should not be allowed to roam about the School until the student is found. They should remain in the administration office while School personnel seek out the student.

C. If possible, the educational program of the student should not be disrupted to allow for police questioning.

D. Any questioning by police should be conducted in a private room or area where confidentiality can be maintained.

E. If law enforcement officials are to be allowed to question a student under the age of eighteen (18), a reasonable attempt shall be made to notify the parents, except in cases of suspected child abuse or child neglect involving the parent. The parents should be given the opportunity to come to the School prior to the questioning.

F. If the parents are notified and able to attend, they should be allowed to be present at the interview. The administrator should be present at the interview, but should not take part in any questioning. The administrator should at all times remain a neutral observer.

Montana Code Annotated References	Description
20-5-201	Duties and Sanctions

Policy 4520: Cooperative Programs With School Districts, Businesses, Community Organizations, and Public Agencies

Status: DRAFT

Original Adopted Date: Pending

The MSDB strives to develop community partnerships based on the needs of its students and the vision and mission of the School. Whenever it appears the cooperative use of resources will result in a stronger school, stronger families, a stronger community and most importantly improved student learning, it is in the best interest of the School to participate in cooperative programs with other units of local or state government, community organizations and private sector business.

When formal cooperative agreements are developed, such agreements shall comply with the requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have the legal authority to engage in the activities contemplated by the agreement. The School may enter into interlocal agreements with a unit of the Montana University System, public community college, and/or tribal college, that would allow enrolled 11th and 12th grade students to attend and earn credit for classes not available through the School. Tuition and fees, if assessed, will be provided for in the interlocal government.

Cooperative Programs Between the Montana School for the Deaf and Blind and Great Falls School District #1

The Board authorizes and encourages the administration of the Montana School for the Deaf and Blind to enter into cooperative education and training programs with School District #1 when such arrangements are mutually agreed upon and serve the best interests of children. Such programs shall be reported to the Board with appropriate rationale and evaluation results.

Montana Code Annotated References	Description
20-7-451-456	Authorization to create full service education cooperatives
20-7-801, et seq.	Public recreation program authorized
7-11-101, et seq.	Interlocal Cooperation Act

MSDB / BOPE Bi-Monthly Meeting Agenda
1:00 - 2:00 PM

Date: 6/26/2024	Attendees: School Admin Dismissed for this meeting

Meeting Objectives:	Future Agenda Items:
• Provide BOPE Information about all MSDB Programs • Seek guidance from the BOPE	

Program	Agenda Items	Items Needing Follow-Up

Administration	• Personnel Action Plan
	• Out of State Travel
	  ○ National Association of State Relay Administrators – Sept. 9-11, 2024
	  ○ Batelle for Kids Ed Leaders Conference – Oct. 20-23, 2024
	  ○ Northern Rockies Association for the Education and Rehabilitation Conference – Oct. 14-18, 2024
	  ○ Council of Schools and services for the Blind (COSB) and American Printing House (APH) – Sept 30 - Oct 5, 2024
	• MHSA Coop Agreements
	  ○ Dance Agreement Only
	• Policy Reviews
	  ○ Policies for Final Review
	  ■ 8425 - Service Animals
	  ■ 8425P - Service Animals
	  ■ 8450 - AED
	  ■ 8450F - AED
	  ○ MTSBA Suggested Policy Edits
		• Action Items Needed
		  ○ Personnel Action
		  ○ Out of State Travel
		  ○ MHSA Coop Agreement
		  ○ Final Reading Policies
		  ○ 1st Reading of Policies

	■ 1000 Series ● Adopt on 1st/Final Reading ○ 1000 ○ 1310 ○ 1401 ○ 1420 ○ 1513 ■ 2000 Series ● Adopt on 1st/Final Reading ○ 2000 ○ 2050 ○ 2100 ○ 2120 ○ 2130 ○ 2166 ○ 2168 ○ 2171 ○ 2309 ○ 2311 ○ 2312 ○ 2314 ○ 2330 ○ 2450 ○ 2510 ● 1st Reading on Policy ○ 2132 ○ 2140 ○ 2150 ○ 2151 ○ 2158 ○ 2161 ○ 2161P ○ 2162 ○ 2162P ○ 2163	

	▪ Mustang Center Parking Lot ▪ Vocational Building Remodel • Accreditation ○ MSU Mentoring External Review • Foundation Update ○	
Business Office	• Financial Report as of 4/10/24 • Recent Major repairs: ○ None this quarter • Fiscal Year End	
Residential	• Student Activities ○ Swimming ○ SEL workshops evenings ○ Gaming Club ○ 4-H Open house - May 4 • Summer Programs ○ VI FLW (May 31-June 2) ○ DHH FLW (June 7-9) ○ Deaf Camp (June 16-22) ○ Blind Camp (canceled due to low numbers) • Student Life Newsletter	
Education: School	• Current numbers ○ LEAP - 2 • Referral Summary 2023-24 ○ 16 new referrals (additional 4 names carried over from 2022-23 school year) ○ 14 file reviews ○ 8 - 10-day observations (1 additional 10-day started but not completed) ○ 7 students placed • New students starting in the fall: ○ 2 VI HS students	

	○ 1 DHH MS • Carry-over students from 2023-24 needing File Review/10-day ○ VI HS - File Review ○ DHH HS - File Review ○ VI Elem - File Review (need physical) ○ VI PreK - File Review (need physical) ○ VI/DHH Elem- File Review follow-up ○ DHH Preschool - 10-day • 3 additional students - no paperwork collected at this time • Literacy Grant completed • ELVS - March 15 - KOA clean up - Year end BBQ • Graduation - May 24 - 1 Graduate (Student returning next year for LEAP) • Adventure Day - Flying Giant/Sleep Giant - May 28 • MAFB Field Day - May 29 • Transition Camp - June 3-7	
Education: Outreach	• Referrals to Campus (link) • MCEC Conference • Untangling the Dots Event Friday • Deaf Enrichment Weekend April 19-20	

Board of Public Ed Meeting

BOPE Meeting - Summary – June 26, 2024
Those in attendance - Paul Furthmyre, Renee Rasmussen,Tim Tharp, McCall Flynn
Absent- Jim Kelly, Julie-Dee Alt, Donna Schmidt, Miranda Briggs
Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:
- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration - Paul
- Paul reported we had one retiree of 35 years, three resignations, seven new hires consisting of one MSDB staff transferring from Outreach Consultant to the Outreach Director.
- We have four Out of State travels for approval- National Assoc. for State Relay Admin, Batelle for Kids Ed Leaders Conf., Northern Rockies Assoc. for Education and Rehabilitation Conf, Council of Schools and Services for the Blind (COSB).
- MHSA Coop Agreement will submitted for approval as well - Dance Only.
- Final reading for Policies 8425, 8425P, 8450, 8450F
- Initial and Possible Final readings on Policy Recommendations from MTSB
  - 1000 Series
  - 2000 Series
  - 4000 Series
  - With the remaining policy series to be completed at the September meeting.
- Interim Education Budget Committee
  - **Educational Interpreter Proposal**- In depth study of needs should be done, Professional Development for Educational Interpreters - working with RIT on STEM classes. Montana Growth Programs- University of Montana working with classes for Masters in Deaf Ed and Bachelors in Interpreting Programs
  - **Organizational Update** - we have 88.51 FTEs and we are asking for 1 FTE per employee which would make 114 employees. Also, asking for each employee to have their own Position Number and Position Name.
  - **Legislative Asks Support** - the Transportation law needs to change to have the superintendent choose to transport residential students, Educational Interpreters need to be included in the Quality Educator Loan Assistance Program, HB 883 to utilize the teacher residence program that other districts have, Transformation Learning Grant for MSDB be eligible to receive this funding which would help with the our PD
- Legislature items that we are submitting:
  - FTE/Staff Count
  - Recruitment Funding - to recruit out of the state
  - School-Based Medical Pay - New Specialists and current Specialist raises being they

are not Union.
- Dean of Students - working with our students, running our Broadband, LEAP
- Outreach Director - two - One for DHH and VI
- Outreach Administration Assistant - Database
- Outreach Vehicles - we asked for new outreach, we didn't ask for new vehicles for them.
- Transportation Vehicles - two vehicles to transport students

- Long Range Building
  - HVAC Feasibility Study on the Cottage building - no HVAC
  - Mustang Center Parking Lot - Drainage issue, Finish the parking lot and add more parking spots
  - Vocational Building Remodel- Business offices, shop classes - complete remodel
- Accreditation - MSU Mentoring did an external audit and will submit report
- Foundation - their audit has been completed. They will be having a retreat meeting in July
- Projects in progress
  - Bowling Alley - MAFB tore out the old one and we are in the process of getting ready for the new bowling alley.
  - Fence is up on 38th street to keep people from walking through campus property
  - Broadband Project- installing on campus
  - Bus loop should be done by when school starts
  - Fire Systems- this might finish later

Business Office - Donna absent - Paul reported

- Donna working on Fiscal Year End. We will be transferring funds from Personal Services to cover areas. Overall we are looking good with our budget this year.

Residential - Jim Kelly Absent, Paul reported

- Paul reported that the Cottage had a number of Student Activities in May. Family learning weekends were a big success. Gaining possibility of two new referrals for school next year.

Education: School - Julie-Dee Absent, Paul Reported

- Paul reported that we gained 7 students this past year. Have 3 new students starting in the fall and have 6 file reviews for next year. Looking at having 50 students by Christmas
- Transition Camp - first year was a great success with 18 students - 15 were Deaf/Hard of Hearing or Blind/Visually Impaired. Staff worked with Community Members and worked on their transition skills
- Student activities
  - Graduation - one student
  - MAFB field day
  - Adventure day- Flying Giant/Sleep Giant
  - ELVS- KOA clean up

- Literacy Grant completed - working on a final report of this grant

Education: Outreach -Miranda Briggs Absent, Paul reported

- Paul reported that Carol is retired and transitioning Miranda Briggs as the new Outreach Director. Will invite Miranda to the July meeting in Helena.

MONTANA SCHOOL
for the Deaf *&* *the* Blind

3911 CENTRAL AVENUE
Great Falls, Montana 59405
406.771.6000
406.771.6164 FAX
406.205.0016
VIDEOPHONE
www.msdbmustangs.org

TO: Interim Education Budget Committee Members
FROM: Paul Furthmyre, Superintendent
DATE: June 8, 2024

RE: Educational Interpreting Needs.

Chair Bedey and Members of the IEBC:

After several months of researching and talking with experts in the area of educational interpreting, I propose the following for consideration of the Interim Education Budget Committee:

In-Depth Study of Needs

I propose conducting an in-depth analysis regarding the need for educational interpreting in Montana. In my research, I was not able to find reliable data about how many educational interpreters work in the state, how many are doing online educational interpreting, how many students are in need of educational interpreting, and how many of those students are receiving educational interpreting services in Montana. I recommend the services of Innivee Strategies to help with this. Shane Feldman has done amazing work with other groups. I have read his reports and talked to him about his approaches and feel that his company would be a good choice. With that said, anything done well takes money and his company has quoted us $100,000 (see attached proposal). This is just for educational interpreting but we could possibly ask him to look at all interpreting services in the state. A partnership between MSDB and DPHHS would need to be formed as they work with the adult services.

Professional Development for Current Educational Interpreters

We have current professionals around the state working with our students. According to Administrative Rules of Montana, these individuals are to document completion of 12 clock hours of professional development per calendar year. MSDB would like to become the provider for such professional developments. We are currently finalizing a partnership with the Rochester Institute of Technology (RIT) Interpreting Team to provide the training. Attached is an example of the workshops that would be implemented during the 2024-2025 school year. For year two, we are working on a more formal mentoring program and you can find that proposal attached as well.

This program is different than the Interpreter Mentorship, Education, & Training (IMET) project supported by OPI. The IMET project is self-paced and fully online. Having current educational interpreters in the project, I feel we need to provide more. I believe the IMET is a good resource but should not be the only one. That is where the RIT partnership will come in. We would have instructors from their program come to our campus in Great Falls. This would provide in-person training that IMET does not have. The RIT program would also have online components built into between on campus. RIT program will build a cohort model each year. The goal of the professional development is not just to have the interpreters gain 12 hours of professional development but more importantly to raise the Educational Interpreter Performance Assessment (EIPA) scores of our interpreters.

The cost of the RIT program would cover the instructor fees for summer meetings, monthly in-person trainings, frequent online mentoring meetings, travel/lodging for participants, and stipend pay for participant, and other possible expenses. Currently we are anticipating that this cost would be roughly $6,600 per participant a year with a total cost of $61,000 with 8 participants each year.

Montana Grown Programs

I propose supporting the University of Montana's proposal of developing both a Master's Program for Deaf Education and a Bachelors Educational Interpreting program. This would develop a program to meet the needs of our deaf/hard-of-hearing students. If we can make sure that we have qualified individuals in classrooms around the state (including MSDB) at early ages, we can ensure that our students receive access to language early. This would naturally create a partnership between the MUS and MSDB. The cost to begin the program is $300,290 a year for five years.

My proposal does not include a band aide approach to fixing the perceived educational interpreting problem in Montana. It immediately begins to develop interpreter skills in our classrooms today. It takes into consideration a third-party evaluation of the state of educational interpreting in our great state with knowledgeable insights from a national expert. Finally, it provides a local avenue to develop new Teacher of the Deaf candidates and Educational Interpreter candidates.

Thank you for the opportunity to propose this to your committee. I have learned many things and met really good people that will help me in the future. Please let me know if you have any questions.

innivee STRATEGIES

Statewide Educational Interpreting Needs Assessment

Proposal for the Montana School for the Deaf & the Blind

April 25, 2024

Innivee Strategies, Inc.
7500 Montpelier Road
Suite 105 Box #110
Laurel, MD 20723

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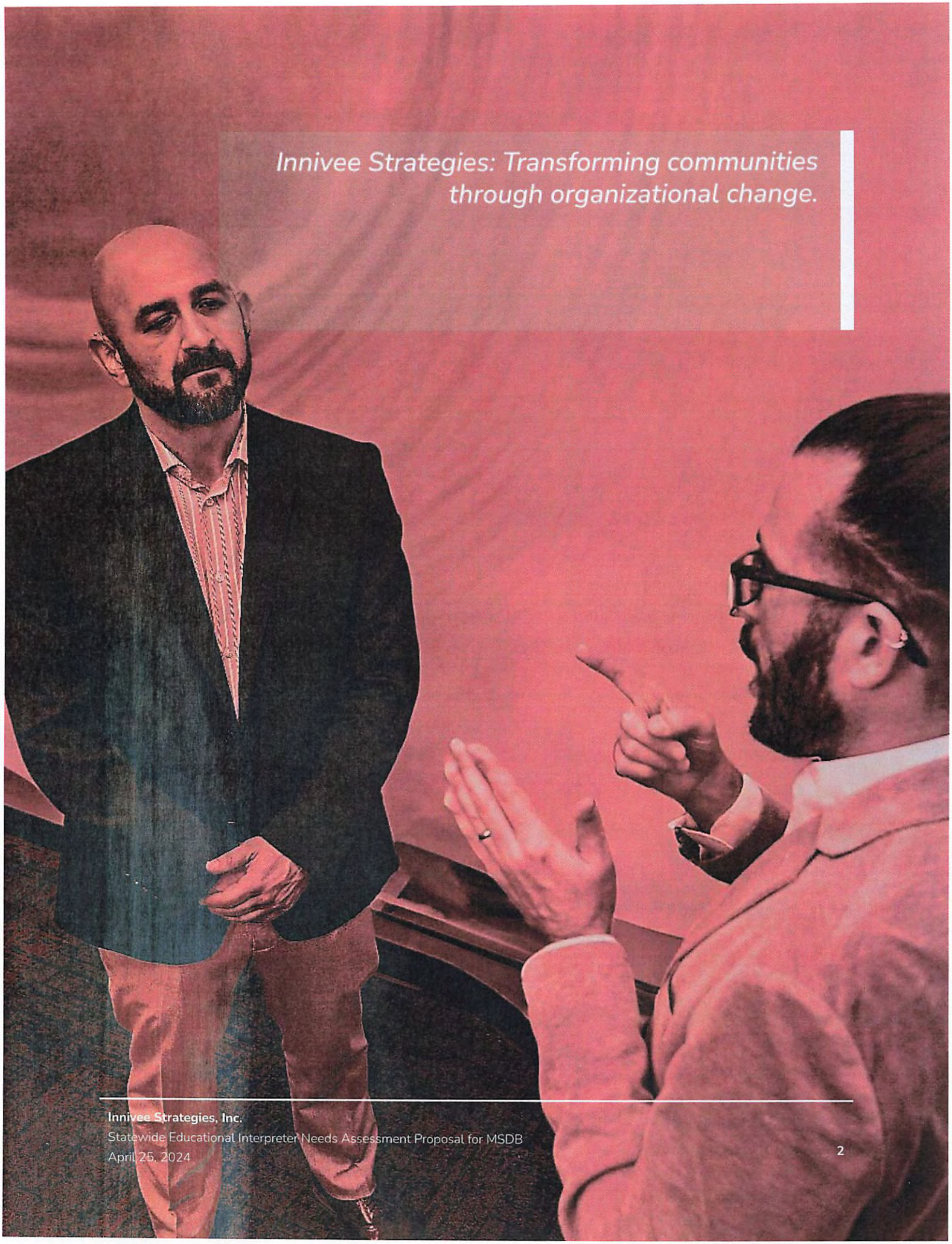
Innivee Strategies: Transforming communities through organizational change.

Executive Summary

Paul Furthmyre
Superintendent
Montana School for the Deaf & the Blind
3911 Central Ave
Great Falls, MT 59405-1697

Dear Mr. Furthmyre,

We thank you for inviting us to submit a proposal for your consideration. Our understanding of your request and proposed response are outlined below:

Objective:
Understand the current landscape of educational interpreting in Montana and identify opportunities to improve the profession, ultimately enhancing educational outcomes for Deaf, DeafBlind, and Hard of Hearing students throughout the state.

Solution:
This project proposes a customized approach with phases structured as follows:

1. *Preparation*: Establish relationships with key constituent groups and obtain their input on the development of survey, interview, and focus group questions.
2. *Data Collection & Analysis*: Produce and distribute an ASL/English survey and conduct interviews and focus groups with Deaf constituents and ASL interpreters.
3. *Key Findings & Recommendations*: Develop a report that outlines ways to reduce barriers to professional licensure, improve regulatory compliance, provide efficient, effective, and timely services, and enhance the customer experience.

Outcomes:
As a result of these initiatives, we anticipate the following outcomes:

1. Deepened relationships between Montana School for the Deaf & the Blind (MSDB) and key constituent groups, including Deaf, Hard of Hearing, DeafBlind, and Deaf Disabled students and recent graduates, family members, and ASL interpreters.

2. Valuable input from these groups that ensures the data collection accurately captures their needs, challenges, and desires.
3. Actionable key findings and recommendations to address the issues of professional licensure, regulatory compliance, service efficiency, and customer experience, and thereby enhance the overall landscape of ASL/English educational interpreting in Montana.
4. Clarity on critical next steps to deepen MSDB's understanding of, and capacity to support, the educational needs of various groups within the greater Deaf population of Montana.

Our approach is tailored to your unique journey, infused with our core values of integrity, accountability, courageous conversations, growth, resilience, diversity, equity, and authentic leadership. With over 50 years of collective experience in organizational development, we are excited to offer a partnership grounded in our commitment to leadership, community trust, and enduring success.

We view our role as more than consultants; we are collaborators in change, driven to elevate the impact your institution has on its community. Our proposal outlines how we will work hand-in-hand with your team, engaging in transparent communication and co-creating strategies that reflect both our expertise and your organization's unique needs.

We eagerly anticipate the possibility of joining MSDB on this transformative journey, bringing to life a partnership that embodies our vision of thriving communities fostered by thriving organizations.

Sincerely,

Shane Feldman
Chief Executive Officer
Innivee Strategies

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Interpreting Needs Assessment

This project will include the following phases and deliverables:

Phase 1

Kickoff & Preparation
Estimated timeline: 4 months

- ☑ Kickoff orientation to discuss roles, responsibilities, and project timeline.
- ☑ Develop draft survey, interview, and focus group questions for review.
- ☑ Invite constituent group representatives to give feedback.
- ☑ Produce survey instruments in ASL and English.

Phase 2

Data Collection
Estimated timeline: 3 months

- ☑ Distribute surveys to organizations, community groups, and individuals.
- ☑ Invite constituent group representatives to give feedback.
- ☑ Hold 8 focus groups and 12-15 interviews, both virtually and through on-site visits across Montana.
- ☑ Research comparable educational interpreter standards in other states
- ☑ Research systems to support and develop educational interpreters in at schools

Phase 3

Data Analysis & Closeout
Estimated timeline: 2 months

- ☑ Develop a final data report containing key findings, immediate recommendations, and long-term next steps..
- ☑ Closeout meeting to recap the project and discuss forward-thinking next steps.

The contract is inclusive of regular meetings throughout the life of the project: two meetings a month, not to exceed one hour each. The frequency of meetings is contingent on mutual availability and holidays.

About

Founded in 2015 and headquartered in Maryland, Innivee Strategies, Inc. is a proud Deaf and Disability-Owned firm, serving clients nationally. Under the leadership of CEO Shane Feldman, our small but dedicated team specializes in organizational and leadership development, particularly within the Deaf and hard-of-hearing communities.

About Innivee Strategies

We specialize in steering organizations toward excellence through strategic leadership development, comprehensive executive searches, and in-depth organizational change management. Our approach is to work hand-in-hand with leaders and communities to foster growth, innovation, and lasting success.

Our Core Services

Our suite of services is designed to address the unique challenges faced by organizations today. From executive leadership development to comprehensive strategic planning, we're your partner in crafting solutions that drive lasting impact.

- **Executive and Leadership Search:** We streamline executive hiring, managing everything from defining roles to conducting interviews and placements. Our approach seamlessly aligns new leaders with your organization's mission and culture, ensuring smooth executive transitions.

- **Executive, Leadership, and Board Development:** Our programs are intended to refine leadership and board performance. We enhance the skills necessary for effective governance and strategic leadership through targeted evaluations and personalized coaching.

- **Strategic Planning, Needs Assessments, and Consulting:** We guide your strategic planning with a clear, actionable approach, focusing on sustainable growth. Our needs assessments and consulting services are data-informed, ensuring decisions are well-grounded and future-focused.

Collaborative Solutions

Effective solutions are tailored to each unique organization and the communities they serve. We focus on co-creating strategies specific to your challenges and goals, ensuring our collaborative process integrates seamlessly with your team to realize your vision.

Identifying New Leadership
In Executive and Leadership Search, we guide our clients in identifying new executive-level talent. Our inclusive process covers everything from developing leadership profiles to facilitating screenings and managing executive transitions.

Elevating Leadership
Leadership Development is our forte, offering tailored programs and one-on-one coaching. We focus on enhancing leadership skills and nurturing confidence, driving growth from within.

Board Mastery
We transform boards into strategic assets in Board and Governance Excellence. Our governance training and oversight development foster a culture of accountability and strategic decision-making.

Strategic Visioning
Our Strategic Planning services are designed to crystallize your vision and shape your future. We employ a structured approach to goal-setting, data assessment, and the creation of actionable strategies that realize your objectives.

Data-Driven Decisions
In Needs Assessment and Data Analysis, we provide organizations with essential insights for informed decision-making. Using comprehensive surveys, focus groups, and data interpretation, we ensure your actions are both data-driven and strategically aligned.

Standards of Excellence
Our Leadership & Organizational Accountability assists organizations in meeting and exceeding industry standards, thus enhancing their reputation and promoting continuous improvement.

Adaptive Strategic Support
Our Strategic Consulting service is flexible, providing the expertise needed to tackle specific challenges or offering broad, objective advice to guide your organization.

Imagine a future where your organization isn't just surviving, but thriving—where challenges are not roadblocks but catalysts for growth.

Meet Your Team

Principals

Shane Feldman, CAE *he, him*
Chief Executive Officer (CEO) / Consultant & Facilitator

Shane Feldman is the CEO of Innivee Strategies. He has over twenty years of exceptional and invigorating leadership that has impacted many national and local organizations along with their stakeholders.

As a nonprofit executive, he aligned associations to the expectations of their boards and members. These achievements came through systemic changes to policies, processes, and practices that resulted in significant increases in visibility, efficiency, revenues, accountability, and influence.

Shane received his Master's in Management and Certificate in Nonprofit Financial Management from the University of Maryland University College and was selected to the Diversity Executive Leadership Program in the American Society of Association Executives. He is a Certified Association Executive (CAE).

History Estill-Varner *she, her*
Consultant & Facilitator

History Estill-Varner is an accomplished professional with expertise in American Sign Language/English Interpreting and International Development. Holding a Bachelor's degree in ASL/English Interpreting and International Studies, she received a Fulbright U.S. Student Research grant for a project in Santo Domingo, Dominican Republic, focusing on improving Deaf access.

She later served as Co-Executive Director at Deaf Worlds, providing leadership and training to Deaf NGOs in Asia and Latin America. Transitioning to the private sector, she now works for HiBob, managing global enablement programming. Additionally, as a nationally certified freelance interpreter, History offers her services in the Washington, D.C., Maryland, and Virginia metro areas.

Davin Searls *he, him*

Consultant & Facilitator

Davin has over 15 years of facilitating organizational development and leadership programming for community organizations and leaders, both in the United States and worldwide.

His most notable accomplishments include consulting the Philippine Federation of the Deaf (PFD), which successfully passed the Filipino Sign Language Act into law. Davin has won and managed over $3.5 million in grant funding to date.

Davin has served on several local, state, national, and international committees, working groups, and boards. Davin was recognized as one of the Rochester 10 in the 2017 feature by CITY News.

Terms & Fees

Innivee Strategies' pricing proposal:

A. Fees: Client agrees to pay Contractor a fee not to exceed $100,000.

B. Fee schedule:

   a. $35,000 due upon completion of Phase 1.

   b. $35,000 due upon completion of Phase 2.

   c. $30,000 due upon completion of Phase 3.

   Payment is expected within 30 days after the invoice is submitted for each phase.

C. The contract begins on October 1, 2024, and ends on June 30, 2025.

D. The project is complete when the final report is submitted.

E. Additional services requested which are not included in the scope of work will be charged at $200 per hour plus expenses. These services will only be provided with the client's written consent.

F. If the Client agrees to the proposed fees in this document, please notify Shane Feldman, CEO of Innivee Strategies at shane@innivee.com. You will be provided with a separate contract agreement specifying the terms that will be prepared for both of our organization's signatures.

Title: *Functional Strategies* for STEM Interpreting in Educational Settings
Length: 3-hours
Availability: In-person or Zoom

Short description ("blurb"):
For interpreters who work in K-12 educational settings, having to interpret in Science, Technology, Engineering, and Mathematics (STEM) classes may oftentimes feel overwhelming. Through this workshop, participants will learn to leverage their existing world knowledge and experiences to strengthen their interpreter toolkit and reframe their approach to being more present in the STEM classroom.

Full description:
As an interpreter in K-12 education, what is your initial response to learning that you will have to work in Science, Technology, Engineering, and Mathematics (STEM) classes? Some of us are thrilled! For others, "I became an interpreter so I don't have to do math or science," is a common response. If you felt confident in your approach to interpreting in STEM-related areas, would your reaction change? What if you were told that you know more about STEM content than you think? Moreover, how you can apply that extralinguistic knowledge to your work? ***This is not an ASL vocabulary workshop!*** In this workshop, you will learn to leverage your existing world knowledge and experiences, as well as other resources in the classroom, to strengthen your "interpreter toolkit."

Educational objectives:
Participants will be able to:

- parallel the scientific method and the interpreting process
- identify non-traditional preparation strategies for interpreting
- recognize opportunities to effectively utilize resources available to them when interpreting in the STEM classroom

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Title: Understanding the Language of Math
Length: 3-hours
Availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***
Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop is intended to provide K-12 educational interpreters with a foundation in basic mathematics and equip them with a number of

strategies to choose from while interpreting math in the classroom. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of math-related content, as well as their own interpreting processes.

Educational objectives:
Participants will be able to:

- identify various types of numbers
- identify and associate interrelated foundational mathematical operations
- recognize and differentiate between several mathematical properties

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Title: Systems, Organs, Tissues: "Oh my!" (Human Body Systems)
Length: 3-hours
Offering availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***
Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop will provide participants with an introductory-level discussion of several body systems and their components through examples and clear visual aids. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This workshop will deepen participants' understanding of the cardiovascular, respiratory, digestive, skeletal, and male and female reproductive systems, and representing them in ASL with various classifiers at different scales.

Educational objectives:
Participants will be able to:

- identify and describe several key human body systems
- effectively integrate classifiers, and use of space and scale into their interpretation

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Title: Interpreting Sustainably in Environmental Science
Length: 3-hours
Offering availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***
Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop is intended to expose educational interpreters to foundational concepts in Environmental Science. Throughout this workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of the water cycle and how it impacts our Earth, as well as their own interpreting processes.

Educational Objectives:
Participants will be able to:

- Identify and describe several key human body systems
- effectively incorporate classifiers and use of space and scale into their interpretations
-

Title: Bonds, Atoms, and Molecules: BAM! That's Chemistry
Length: 3-hours
Offering availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***
Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop is intended to expose educational interpreters to foundational concepts in chemistry, most notably: chemical bonding. Throughout this workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of atoms, molecules, and chemical bonds, as well as their own interpreting processes.

Educational objectives:
Participants will be able to:

- effectively utilize their resources when interpreting chemistry-related content
- recognize the most commonly used elements and their chemical symbols
- define and discuss various types of chemical bonds in ASL

Title: Astronomy, NOT Astrology: the Other "Star Signs"
Length: 3-hours
Offering availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***
Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop is intended to strengthen educational interpreters' understanding of astronomy. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of general astronomical concepts, the Solar System, and their own interpreting processes.

Educational objectives:
Participants will be able to:

- distinguish between astronomy and astrology
- define and discuss several types of celestial bodies in ASL
- incorporate effective use of size and scale into their interpretations

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Title: How Everything Works: That's Physics!
Length: 3-hours
Offering availability: In-person or Zoom ***(participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice)***

Prerequisite: Functional Strategies for STEM Interpreting in Educational Settings

Description:
This is not an ASL vocabulary workshop! This workshop is intended to "get behind the curtain" related to the basic principles of physics. Frequently, as interpreters, when we hear the word "Physics" we immediately think of very complex systems. While physics is a powerful tool for the complex, it is just as powerful for the simple. This workshop will provide K-12 educational interpreters a basic understanding of mechanics and how these principles influence our everyday lives. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. Interpreters will see that physics is not something to be feared, but embraced in our interpreting toolkit.

Educational objectives:
Participants will be able to:

- distinguish between Newton's Laws of Motion
- identify common units of measurement and how to represent these units using scale
- incorporate effective use of classifiers, with an emphasis on space and motion, into their physics-related interpretations

STEM Sign Language Interpreter Mentoring Program Purpose and Structure

Purpose:
The program will increase the capacity and skills of those staff members in Montana public schools providing assess to language for students who are deaf or hard-of-hearing. The program will be designed to help staff meet the required EIPA score identified by Administrative Rules of Montana. The program will be supported by The Montana School for the Deaf and the Blind and Rochester Institute of Technology's' College of Science and Health Science Interpreting Team.

Structure:
This proposed mentoring program will be administered in a hybrid fashion (i.e., in-person and remote sessions). Ideally, there will be 6 to 8 interpreters participating in this program at a given time.

In-person sessions:

- August 2025 – in-person 2-day training and team building
- June/July 2026 – in-person 1-day program wrap-up

Remote sessions:

- Monthly online workshops, discussions, and deliberate practice sessions
- Bi-weekly 1:1 supervision between out-of-state mentor and participant
- Bi-weekly meetings among the participants to develop independent group supervision norms and strategies

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STEM Sign Language Interpreter Mentoring Program Pilot Proposed Budget (estimations per participant for 6 to 8 interpreters)

1. **Travel Costs** – amount contingent on distance traveled

In-state reimbursement for costs incurred by participant interpreters. This can include reimbursements for mileage and meals. The State of Montana per Diem for meals and mileage reimbursement will be used to calculate. These change yearly and can be found on the state employee travel site here: Employee Travel

2. **Lodging** – up to $535 per participant

Interpreters participating in this mentoring program will require overnight accommodations for 2 to 5 nights (depending on the length of the in-person training sessions to be held once per academic semester). The participants' mentors coming from outside of the area will also require accommodations. MSDB will utilize Cottage Rooms when possible and book rooms at State Per Diem rates when not utilizing the Cottage.

3. **Pre- and post-test evaluation** –Pre-Test @ $770 AND Post-test @ 435.00. per participant

The *Educational Interpreter Performance Assessment* (EIPA) is an evaluation tool generally accepted as the skill benchmark for interpreters working in K-12 educational settings across the U.S. The EIPA will allow this program to measure whether the mentoring program succeeds. It should be conducted prior to the program beginning, and again at its conclusion. The exam is administered in 2 parts:

Written Exam – $250, plus proctoring fee (variable per location)
Performance Exam – $350, plus $85 proctoring fee (may be variable per location)

For the post-test, the Written Exam *does NOT have to be retaken.* Any interpreter in the state of Montana who is employed in a K-12 setting should have a minimum EIPA rating of 3.5 (maximum of 5.0). If an interpreter is not yet employed in the state of Montana, offering to reimburse or pay for the test may be viewed by potential participants as an incentive. Participants who do not complete both semesters of the mentoring program will not have their post-test covered by MSDB.

5. **Technology** – $0.00 to $350.00

Participants should have a personal laptop or desktop computer. Mobile devices and/or Chromebooks are not suitable for remote workshops hosted over any virtual meeting platform (e.g.s., Zoom, Microsoft Teams, Cisco Webex, etc.). If needed, the Montana School for the Deaf & Blind (MSDB) should be able to provide webcams (~$50.00 on Amazon), but not computers. A strong internet connection is also required for participants to be able to engage in remote bi-weekly mentoring sessions. If participants do not own a personal laptop or desktop computer, it is at the discretion of M S D B administration whether one of these devices can or should be lent out over the duration of the mentoring program.

6. **Stipends** – $5,000.00 per participant

In addition to pre-/post-testing costs, it is recommended that participants be offered a monetary stipend to incentivize completion of the mentoring program. This would equate to $2,500.00 per academic semester. Participants who do not complete both semesters will not be paid the second $2,500.00 stipend.

7. **Other / Incidentals / Unexpected costs** – to be determined on an as-needed basis

Incidental and/or unexpected funds should be available for unforeseen circumstances and/or costs incurred by mentors, participants, and/or administrators of the mentoring program.

8. **Presenters / Trainers / Mentors** – up to $856 per person

Mentors (i.e., the program's presents and trainers) from out-of-state will have their travel and rental vehicle costs covered by their home institute. However, they will require assistance for lodging. The cost of this will vary depending on the location and duration of both in-person visits/training sessions. In addition, each mentor will require their own room.

Proposed Cost (Maximum):			
Per Participant	$7,090 (8)	Total Participants:	$56,720
Per Presenter/Trainer/Mentor	$856 (5)	Total Mentors	$4,280

Total Proposed Cost (Not Including Incidentals) $61,000 per year

UNIVERSITY OF
MONTANA
www.umt.edu

TO: Rep. Connie Keogh and Superintendent Paul Furthmeyer

FROM: Daniel Lee, Dean

RE: M.A. Deaf Education & Educational Interpreters

DATE: May 4, 2024

Recognizing the significance of this initiative, we are committed to delivering our best efforts to bring this program to fruition. I have tried to incorporate Rep. Keogh's recent suggestions in this revision. Outlined below are the key points from our previous discussions:

1. **New Faculty:** The program's successful launch necessitates two faculty positions who will reside in the College of Education. The first, a Ph.D. specializing in the Education of the Deaf Learner, would be responsible for teaching and program direction. The second would be an instructor with an M.A. in Sign Language Education or a related field, focusing on teaching ASL courses. Two tracks will be available: an M.A. in Deaf Education and a four-year B.A. in Educational Interpreting.

2. **Financial Considerations:** Anticipating significant salary demands, we estimate the Ph.D. position requires $90 to $120k/year, and the M.A. instructor position ranges from $75 to $85k/year. Both positions require start-up funds of approximately $5,000/yr for up to five years, including relocation costs for the first year. Accounting for a 4% annual raise, the total estimated salary and benefits over five years range between $1,219,801 and $1,501,450.

3. **Marketing and Recruitment:** Marketing costs could be between $6,000 and $10,000 for the first five years. A concerted effort to recruit students beyond state borders is essential to ensure program sustainability, with an estimated admission target of 18 to 22 students per year.

4. **Formation of an Advisory Council**: In alignment with the values and perspectives of the deaf community, we will form an advisory council. This body will comprise individuals from various sectors, including the Montana School for the Deaf and Blind, legislative representatives, members of the deaf/hard of hearing community from academic institutions,

local regions, and the state, and professionals who support deaf students in public education. The exact composition of this council will be determined at the onset of the program's development to ensure a diverse and representative body.

5. **Scholarship Support:** Allocating some funds for scholarships would aid in recruitment efforts. In addition, the program could have a regional impact utilizing the Western Undergraduate Exchange (WUE) Scholarship program. Residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, The Commonwealth of the Northern Mariana Islands (CNMI), and Guam are eligible for reduced tuition.

In conclusion, we estimate an upfront legislative allocation of approximately $1.8 million for the first five years to establish and sustain the program. While we are enthusiastic about this endeavor, we recognize the need for financial support to ensure its success. Please feel free to reach out if you have any questions or require further clarification.

MONTANA SCHOOL
for the Deaf & the Blind

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VIDEOPHONE
www.msdbmustangs.org

TO: Interim Education Budget Committee Members
FROM: Paul Furthmyre, Superintendent
DATE: June 8, 2024

RE: Organization Chart / FTE / Staff Count

Chair Bedey and Members of the IEBC:

For a long time, the staff at MSDB have been given a percentage FTE based on the number of days that they work. I understand the logic behind this when compared to other state agencies. However, we view them as full time employees at MSDB. They work for the entire calendar year as set by the Board of Public Education when they adopt the yearly school calendar.

The MSDB Business Manager and I recently sat down with Nancy Hall. During that conversation we showed her how many current staff we have open, how many openings we have, and presented ideas on how to better represent the staff to OBPP and legislature. I will explain that conversation in more detail below.

If someone was to look at our current FTE, they would see that MSDB has a current FTE of 88.51. However, that might be the sum of the FTE percentages used to calculate that number but it does not represent the 114 employees that work full-time during the calendar year. Currently, the programs at MSDB look like the following:

Program 1:	Administration	5 FTE (All work year round regardless of BPE adopted Calendar – full time)
		5 Employees Assigned to Program 1
Program 2:	General Services	4.57 FTE (All work year round – full time)
		5 Employees Assigned to Program 2
Program 3:	Student Services	25.76 FTE (Work BPE Adopted Calendar)
		33 Employees Assigned to Program 3
Program 4:	Education	49.60 FTE (Work BPE Adopted Calendar)
		71 Employees Assigned to Program 4

This difference in FTE numbers compared to employees creates some confusion. For example, when special funding is provided to MSDB; most of the time that funding is calculated on our FTE. An example of this was when state staff received a one-time payment with ESSER money from the state. As you know at most Interim Education Budget Committee meetings, the legislative budget analysis will state we have a certain amount of openings and then I will present and contradict that number. It comes down to how others use the FTE.

Other examples of how FTE is not reflected correctly is how are interpreters and paraprofessionals are set up in our system. They have all been under one position number. For example, if someone was to look at our FTE for interpreters; they would see that we have 6.09 interpreters on campus. In reality we have eight

Interpreters that serve our students. The Interpreters and Paraprofessionals currently reflect 9.77 FTE but in reality a total of 18 staff members fill those positions. Deaf Mentors, Family Advisors, Substitutes, and Lifeguards all have FTE greater than one. This adds 3.58 FTE to MSDBs FTE count with many staff members.

We are currently working with OBPP on taking the aggregated Interpreter and Paraprofessional positions and assigning each staff to a unique position number. This again will help with transparency. This will impact our total staff count by 4. We have known that we were over staffed in the paraprofessional position as a result of using FTE percentages. However, MSDB feels that we need to get our Staff Count and FTE to match to move forward. The table below indicates the current and proposed numbers with Interpreters and paraprofessionals.

Current Position Number	Current Assigned FTE	Name of Current Position	Proposed Position Number	Proposed 1 FTE	Proposed Position Name
51398013	6.09	Board of Education - Prof	51307001	1	Interpreter
		Board of Education - Prof	51307002	1	Interpreter
		Board of Education - Prof	51307003	1	Interpreter
		Board of Education - Prof	51307004	1	Interpreter
		Board of Education - Prof	51307005	1	Interpreter
		Board of Education - Prof	51307006	1	Interpreter
		Board of Education - Prof	51307007	1	Interpreter
		Board of Education - Prof	51307008	1	Interpreter
51398300	3.68	Teacher - MSDB	51308001	1	Para Educator
		Teacher - MSDB	Overstaff Para Position		
		Teacher - MSDB	Overstaff Para Position		
		Teacher - MSDB	51308002	1	Para Educator
		Teacher - MSDB	51308003	1	Para Educator
		Teacher - MSDB	51308004	1	Para Educator
		Teacher - MSDB	Overstaff Para Position		
		Teacher - MSDB	Overstaff Para Position		
		Teacher - MSDB	51308005	1	Para Educator
		Teacher - MSDB	51308006	1	Para Educator

MSDB understands that FTE is how the community sees how big government is. Adding extra FTE is not always looked at in a positive light. However, we would like for it to be considered that every staff member at MSDB be made 1 FTE. This would be a 25.07 FTE difference. However, the school would still employ 110 staff after creating position numbers for the interpreters and paraprofessionals. The salaries and days worked by these staff members would stay the same.

In summary, adding 25.07 FTE looks like a big increase to our staff population. In reality, it does nothing to our staffing pattern or plans. It would reflect a total of 110 FTE staff at MSDB. The 3.58 FTE would remain

due to substitutes, lifeguards, deaf mentors, and family advisors. However, the staff count would stay the same at 110. The staff count of 110 reflected as 110 FTE will not change the personnel funding at MSDB. It will simply make the number of employees more transparent.

Please see the table below for a visual of our numbers. You can see Programs 1-4 current FTE compared to if all were placed at one. This also illustrates that the total staff count would stay the same. We are looking at moving some positions into different programs which is why some maybe showing a difference. It is our hope that we look at the Total line.

	Current FTE	If all 1 FTE	Staff Count Old	Staff Count New
Program 1	5.00	6	5	6
Program 2	4.57	5	5	5
Program 3	25.76	33	33	33
Program 4	49.60	66	71	66
Program 3 Extra	0.92	0.92		
Program 4 Extra	2.66	2.66		
Total	88.51	113.58	114	110

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TO: Interim Education Budget Committee Members
FROM: Paul Furthmyre, Superintendent
DATE: June 8, 2024

RE: 2025 Legislative Session Bill Support

Chair Bedey and Members of the IEBC:

Often times the Montana School for the Deaf and the Blind (MSDB) misses out on great opportunities that are provided for public schools and students in Montana. Legislation such as staff recruitment and retention, transformation learning, early reading intervention are just a few. Often times it is the funding mechanism in the bill as we don't receive Annual Number Belonging (ANB) funding but House Bill 2 (HB2) funding. Other times, it can be because of the specialty of the education that we provide. As a young superintendent at MSDB, I now know it is my duty to watch for opportunities during a session that can benefit our educational system.

I will be asking for legislation that will help MSDB meet the opportunities found in Education Interim Committee document, "*The Teacher Recruitment and Retention: What's in Montana's Toolbox created in September of 2023.*" I am hoping to find a legislator or a group of legislators that would be willing to sponsor a couple of bill changes on MSDBs behalf and/or draft legislation to offer MSDB the same opportunities found in the following statutes:

Updating 20-8-121, MCA to allow MSDB to transport student's home via a school bus. It could be as simple as adding "the superintendent may choose to transport residential students on school buses as defined by 20-10-101, MCA." Our parents have been very supportive the past two years transporting their children. However, MSDB lost enrollment as result as well.

Adding Educational Interpreters to be included in the language of the Quality Educator Loan Assistance Program under 20-4-502, MCA. They are not currently able to receive loan assistance with the current bill. They also do not have a current certification in Montana but I think it is possible. This would help with our recruitment and retention of educational interpreters. Montana School for the Deaf and the Blind is listed as an impacted school.

Adjust HB 883 to allow MSDB to utilize the teacher residency program. The bill currently in Section 2, directs the superintendent of public instruction to contract with professional educator preparation programs located in a unit of the Montana university system. Currently, no MUS program offers a program for Teachers of the Visually Impaired (TVI) and/or Teachers of the Deaf (TOD). As a result, this excludes MSDB from participation with this program. This would help with our recruitment and retention of teachers that serve our low-incidence population.

Adjust 20-7-602, MCA to allow MSDB to compete for funding with the Transformation Learning Grant. The funding formula is based on the quality educator payment program. MSDB is not funded that way and not

eligible to be awarded funding. The BPE has approved the application but MSDB was not in the allocated appropriation at this time. MSDB could be eligible to receive funding for fiscal years FY 26 and FY 27. Although MSDB would receive roughly $45,000 per year, that would help provide the necessary training found in our application.

Again, as a young superintendent I am constantly learning. If these changes can be made, it will help MSDB recruit and retain staff members. I feel these changes would benefit our educational program. I am also willing to learn of any other potential programs that could benefit MSDB and find a way to make sure MSDB is included in competing for the program benefits.

MSDB EPP Budget Requests
Legislative Session January 2025

Combination of Programs		
FTE / Staff Count		$0.00
	Total:	**$0.00**
Program 1: Administration		
Recruiting Budget		$25,000.00
Part-Time Administrative Assistant for the Business Office		$33,973.00
	Total:	**$58,973.00**
Program 2: General Services		
Debt Services - Lighting Project Loan Payment to DEQ		$30,945.64
	Total:	**$30,945.64**
Program 3: Student Services		
Transportation Leased Vehicles		$13,775.00
Transportation Driver Stipends		$20,000.00
— OR —		
Transportation Purchased Vehicles		$125,000.00
Transportation Driver Stipends		$20,000.00
	Max Total:	**$145,000.00**
Program 4: Education (School Campus)		
Extracurricular Compensation		$30,375.00
School-Based Medical Professional		$41,953.00
Dean of Students		$108,860.00
	Total:	**$181,188.00**
Program 4: Education Outreach		
Outreach Director for Deaf and Hard of Hearing		$114,272.00
Leased Vehicle for new Outreach Director for the Deaf and Hard of Hearing		$7,375.00
Outreach Administrative Assistant		$53,299.00
Outreach Vehicles from Current Biennium		$44,250.00
	Total:	**$219,196.00**
	Grand Total:	**$635,302.64**

Combination of Programs

FTE / Staff Count ($0.00)

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In summary, adding 25.07 FTE looks like a big increase to our staff population. In reality, it does nothing to our staffing pattern or plans. It would reflect a total of 110 FTE staff at MSDB. The 3.58 FTE would remain due to substitutes, lifeguards, deaf mentors, and family advisors. However, the staff count would stay the same at 110. The staff count of 110 reflected as 110 FTE will not change the personnel funding at MSDB. It will simply make the number of employees more transparent. With this change, MSDB would have a total FTE of 113.58.

Program 1 Biennium Asks

Recruiting Budget ($25,000 Travel Pay)

As MSDB continues to expand and update educational services, the positions need to be staffed by those that can provide the services. Not only do we recruit for teachers, outreach consultants, paraprofessionals, cottage life attendants, and others; we need to recruit staff that can communicate with the students. Montana currently does not have programs that prepare workers for our needs. The school participates in as many online job fairs as possible with no success. As a result of this, MSDB is requesting money for staff recruitment. This money will be used to attend out-of-state job fairs at universities that can fit our needs. It is our hope that this funding could be placed in Program one of our budget.

Part-Time Administrative Assistant for the Business Office ($27,325 Salary/Benefits)

The Business Office is requesting a part-time (20 Hours a week) position to assist with the day to day duties of the office. This person would work on some of the tasks, such as filing, scanning and attaching documents, counting cash boxes, gathering invoices for Procurement card purchases, etc. This would free up the Payroll Technician and the Accounting Technician to do the more difficult tasks, and reduce the amount of overtime needed to complete their work.

Program 2 Biennium Asks

Debt Services - Lighting Project Loan Payment to DEQ ($30,945.64)

All lighting at MSDB was replaced with LED light fixtures and programmable lighting for most of the classrooms, so light could be adjusted to meet the needs of our students with visual

difficulties. The Department of Environmental Quality had funds to pay for most of the project, but MSDB needs to pay back $371,347.65 over 12 years at $30,945.64 a year.

Program 3 Biennium Asks

Transportation Leased Vehicles ($13,775, $ Driver $20,000 Stipends)
MSDB was not able to secure a transportation contract for students to be returned home throughout the year. We usually provide transportation for students and families. 20-8-121(1), MCA and Title 10, Chapter 61, ARM, guides MSDB on how to provide such transportation. In the past MSDB would contract transportation by a certified company found on the public services commission list. The public service has since changed their guidelines and results in MSDB not being able to find a suitable provider. For this biennium, MSDB has been paying parents/guardians to transport their children.

MSDB would like to contract with experienced drivers to transport our students home monthly in the future. To do this, we are asking that Program three budget be increased to lease two state vehicles that will meet the definition of a school bus, such as a Yukon or Suburban. In addition, provide for stipends for those that transport our students.

— OR —

Transportation Purchased Vehicles ($125,000, $ Driver $20,000 Stipends)

MSDB was not able to secure a transportation contract for students to be returned home throughout the year. We usually provide transportation for students and families. 20-8-121(1), MCA and Title 10, Chapter 61, ARM, guides MSDB on how to provide such transportation. In the past MSDB would contract transportation by a certified company found on the public services commission list. The public service has since changed their guidelines and results in MSDB not being able to find a suitable provider. For this biennium, MSDB has been paying parents/guardians to transport their children.

MSDB would like to contract with experienced drivers to transport our students home monthly in the future. To do this, we are asking that Program three budget be increased to purchase two state vehicles that will meet the definition of a school bus, such as a Yukon or Suburban. In addition, provide for stipends for those that transport our students.

Program 4 Biennium Asks (School Campus)

Extracurricular Stipends ($30,375.00)
These funds pay stipends to staff for sponsoring sports, clubs and class sponsors. Without this funding participation in these events for our kids would not be possible. This allows the

students at our school to participate in extracurricular activities like their peers who attend public schools.

School-Based Medical Professional Pay ($41,953)
Our Audiologists, Speech Pathologist, Orientation and Mobility, Occupational Therapist, and Physical Therapist do not belong to a union. They have only received statutory increases for at least the past seven years and the cap between our staff and public school employees is growing. Although they are all unique with their job skills, MSDB sees these staff members as equal and thus call them our "School-Based Medical Professionals." We have developed the following placement chart where all these staff members are compensated the same. The chart would start everyone at Step One where they would remain until after five years of service to the state (unless they moved to the right with education credits).

The placement chart would be similar to what is found in CBAs at MSDB. Anytime there is a statutory raise, that raise would be attached to the base (Step One Bachelor cell).

2024-2025						
Steps	Years of Service	Longevity Rate	Bachelor's Degree	Master Degree	MRP + 150HRS	MRPS + 300HRs / Doctorate
1	1-5	0%	73733	5%	3%	3%
2	6-10	1.5%	74839	5%	3%	3%
3	11-15	3.5%	77458	5%	3%	3%
4	16-20	5.5%	81718	5%	3%	3%
5	21-25+	7.5%	87847	5%	3%	3%

Our ask is to add the amount needed to our base budget in Program Four to update incomes with equal pay with public schools.

Dean of Students($100,991Salary/Benefits; $2000 Equipment Package)
Over the past seven years, MSDB shifted administrative positions into the classroom to fill other needs. At that point, MSDB had Supervising Teachers in both the DHH and VI Departments and a School Psychologist that helped with many administrative duties. These positions worked with students and helped regulate their behaviors and got them back into the classroom. Without these positions that now fill classrooms, we are losing a tremendous amount of instructional coaching/mentoring time by administration in the classrooms. The results are that the current administration is being pulled to regulate the students and not focusing on improving

instruction. Compound this with the number of new staff that are filling our classrooms, we are at a spot where our teachers are needing more instructional support.

The Dean of Students position will take the duties of student regulation and classroom behavior support. A critical aspect of the position is to make sure the families are engaged in supporting their child to be successful in the classroom. Our ask is to add the money and position into our Program Four for FTE 1.00 Dean of Students.

Program 4 Biennium Asks (School Outreach)

Outreach Director for Deaf and Hard of Hearing ($107,200 Salary/Benefits; $2,000 Equipment Package)

The MSDB Outreach program has grown exponentially in the past fifteen years. In the 2023 session, the governor and legislative bodies provided MSDB with four much needed outreach consultants. The program currently has a total of 17 outreach consultants, one consulting audiologist, and one outreach director. Five of our Deaf Hard of Hearing consultants and Four Visually Impaired consultants are new to MSDB with less than three years of experience with our program. This results in nine new consultants that our current director must provide support, professional development, and mentorship for; among other things. The consultants live from Missoula to Wolf Point, Bigfork to Billings and everywhere in between. The current outreach director is over the entire program and is certified as a Teacher of the Visually Impaired.

This group is responsible for 1134 students currently that our outreach program serves. Out of the students, 585 of them are served by our Deaf and Hard of Hearing consultants, 588 by our Visually Impaired consultants. Thirty-nine of the students are Deafblind and served by a consultant from both areas.

Our ask is to add the amount needed to our base budget in Program Four to hire a FTE 1.00 Outreach Director Specifically for the Deaf and Hard of Hearing program.

Leased Vehicle for new Outreach Director for the Deaf and Hard of Hearing ($7,375)

We would ask for an additional leased vehicle for the new Outreach Director position. This person will be traveling the state working with Outreach Consultants and School Districts. We would like to lease from the State Motor Pool a class 02 vehicle if this additional position is approved.

Outreach Administrative Assistant ($61,776 Salary/Benefits; $2,000 equipment package)

The outreach program has been growing over the past 15 years at MSDB. We currently serve 1134 students around the state with 17 outreach consultants. With each of these students each consultant needs to collect documentation on each student, such as eye/hearing reports,

conducting evaluations on referrals, invoicing for Deaf Mentors/Family Advisors, etc. This has taken away from the time attending IEP/IFSP/504 meetings, home visits, school visits, etc.

MSDB has tried to have other administrative assistants help our consultants with the paperwork to provide better services to our outreach students and staff. This has not worked out as the ever growing demands of the outreach program. Our ask is to have funding added to our Program Four budget to add a FTE 1.00 administrative assistant that will be assigned to the outreach program.

Outreach Vehicles from Current Biennium ($44,250)

In the 2023 legislative session, four new outreach consultants were added to our agency. MSDB also was provided with a transition coordinator that utilizes a school vehicle. At that time, MSDB failed to remember that we needed to request the appropriate funding to lease vehicles for these employees.The current outreach director was in need of a state leased car due to the increased amount of travel due to new consultants and their needs. Therefore, MSDB has leased six vehicles from the state for these positions during the past biennium. Our ask is to add funding to our funding in Program Four to cover the costs of these six vehicles.

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MAJOR REPAIR PROJECT

Project Information

Agency

School for the Deaf & Blind

Project Title

Feasibility Study and Schematic Design HVAC

Project Location

Great Falls

Brief Description of Project

Complete a HVAC feasibility study and schematic design for all buildings on MSDB campus.

Project Cost

$150,000

Attach project cost estimates or any other documents to support the requested amount.

If uploading more than one document, provide one zip file of all documents. Maximum file size: 1GB

Type of Project:

Renovation, alteration, repair, replacement, site, or utility project

Project Contact

Name

Paul Furthmyre

Title/Position

Superintendent

Phone

4067716000

Email

pfurthmyre@msdb.k12.mt.us

Project Funding Please ensure that Total Funding equals the Project Cost entered above.

LRBP Cash

$150,000

State Special Revenue

Federal Special Revenue

Authority Only

TOTAL

$150,000

Project Justification

Facility Information

Provide information such as year built, additions/renovations, total square feet, and general use of the building or facility.

Feasibility Study and Schematic Design would be for the following Buildings:
Vocational Building – Business Office, Shop Classroom, Outreach Office, Museum (1952) square feet; Aspen Building – Classrooms (1956) square feet; Bitterroot Building – Classrooms, Administrative Offices, IT Services (1960) square feet; Glacier Cottage (1982) square feet; Yellowstone Cottage (1983) square feet, Food Service Kitchen (1983) square feet, and Mustang Center – Gymnasium (1983) square feet.

Issues/Reason for the Request

Identify the problems or issues that have led to the request.

The Vocational Building, Aspen Building, Glacier Cottage, and Yellowstone Cottage currently do not have HVAC systems installed for ventilation and cooling. The Bitterroot Building, Food Service Kitchen, and Mustang Center do have ventilation systems that we believe are the originals put in and do not circulate air correctly and do not provide any cooling. The lack of proper ventilation and cooling has been noticeable the last decade as school is in session more when it is hot outside. In the past, August would be the main month with extreme heat but now it can go into October and even November. This not only creates an unsuitable but more importantly creates an unsafe residential environment for students/staff in the cottage program. COVID also demonstrated the inadequate ventilation systems currently installed.

Solution to the Issues/Problems

Describe how the proposed project will solve the defined need as identified above.

By conducting the study to develop a schematic plan, MSDB can ask Legislature for funding to build the systems in the future. At the current time, we are not able to appropriately indicate the cost for installing systems in areas that have nothing currently. Additionally, it is not known whether it is feasible to repair the current systems in place or to update them completely. The study will provide that knowledge.

Alternatives

Briefly explain all alternatives that have been explored and how the proposed solution best fits the need.

2,000 character limit

Submit requests with best guess scenarios or do nothing at this time. The study is the best process forward for future planning at MSDB.

Additional Information

Provide any additional information relative to the proposed request.

Project Photos

Provide one zip file of all photos.

It is important to provide photos that will be part of the project request.
Provide one or two photos of the building, facility, or subject of the request.
Provide photos of the issue(s). Roof ponding, damage from water infiltration, outdated equipment, accessibility issues, etc. Photos show what the issues are or what the facility looks like providing better understanding of the request.

Photo Zip File Upload 1

1GB limit per zip file

Photo Zip File Upload 2

1GB limit per zip file

Project Narrative

Provide a project narrative of about 200 - 350 words. Write a narrative that clearly presents your project. For additional information on writing your narrative, see the LRBP Submission Instructions (https://architecture.mt.gov/_docs/LRBP/LRBP-Submission-Instructions-2024.pdf)
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MAJOR REPAIR PROJECT

Project Information

Agency

School for the Deaf & Blind

Project Title

Mustang Center Parking Lot Upgrade with New

Project Location

Great Falls

Brief Description of Project

Complete current parking lot improvements and add additional parking lot for Mustang Center.

Project Cost

$552,000

Attach project cost estimates or any other documents to support the requested amount.

If uploading more than one document, provide one zip file of all documents. Maximum file size: 1GB

24-0524 MSDB - Cost Estimate Breakdown.pdf

Type of Project:

Renovation, alteration, repair, replacement, site, or utility project

Project Contact

Name

Paul Furthmyre

Title/Position

Superintendent

Phone

4067716000

Email

pfurthmyre@msdb.k12.mt.us

Project Funding Please ensure that Total Funding equals the Project Cost entered above.

LRBP Cash

$552,000

State Special Revenue

Federal Special Revenue

Authority Only

TOTAL

$552,000

Project Justification

Facility Information

Provide information such as year built, additions/renovations, total square feet, and general use of the building or facility.

Existing parking lot for the Mustang Center: The parking lot was repaved a few times. No major structural changes to the design except for taking out a couple of islands and paving over them. Suggested New Parking lot to South of Mustang Center: This area is currently a grassy area.

Issues/Reason for the Request

Identify the problems or issues that have led to the request.

The 2023 Legislative Session provided MSDB the opportunity to create a bus loop in the parking lot. During the surveying phase of the project, it was identified that the parking lot draining system was not working appropriately. In addition to the draining system, snow removal and snow location was identified as a need with the new layout including angle parking and the additional space needed for the bus loop. The bus loop project eliminated 16 parking spots. During the past winters, at total of 8-10 parking spaces were used to store the snow. This totals around 25 parking spaces being deleted from the current parking system.

Solution to the Issues/Problems

Describe how the proposed project will solve the defined need as identified above.

This project would provide the funding to fix the drainage system of the current parking, rebuild the existing parking lot, and build a second parking lot that will accommodate the needed parking. The extra parking lot will also provide a logical way of pile snow during the winter months. Thus, giving the school the much needed parking space; especially in the winter months.

Alternatives

Briefly explain all alternatives that have been explored and how the proposed solution best fits the need.

2,000 character limit

(1) Just leaving as it. (2) Paving the existing parking lot without addressing the drainage system. The proposed solution is not just a band aide approach.

Additional Information

Provide any additional information relative to the proposed request.

MSDB allows several community organizations (Public Schools, MAFB, Foothills Christian School) to utilize our Mustang Center. As a result, many times when they have events; we have individuals parked in fire lanes, on the grass, etc. This also happens when MSDB has events on campus; concerts, graduation, etc. Adding the extension to the parking lot would help alleviate these issues by providing the much needed space during those events.

Project Photos

Provide one zip file of all photos.

It is important to provide photos that will be part of the project request.
Provide one or two photos of the building, facility, or subject of the request.
Provide photos of the issue(s). Roof ponding, damage from water infiltration, outdated equipment, accessibility issues, etc. Photos show what the issues are or what the facility looks like providing better understanding of the request.

Photo Zip File Upload 1

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Photo Zip File Upload 2

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Project Narrative

Provide a project narrative of about 200 - 350 words. Write a narrative that clearly presents your project. For additional information on writing your narrative, see the LRBP Submission Instructions (https://architecture.mt.gov/_docs/LRBP/LRBP-Submission-Instructions-2024.pdf)
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Parking Lot Project Narrative.docx

Date Submitted

06/04/2024

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MAJOR REPAIR PROJECT

Project Information

Agency

School for the Deaf & Blind

Project Title

Vocational / Business Office Renovation

Project Location

Great Falls

Brief Description of Project

Renovation existing building with electrical, plumbing, HVAC, windows, and roof/ceiling for all rooms. Add appropriate ventilation system for the woodshop area to control the dust.

Project Cost

$863,981

Attach project cost estimates or any other documents to support the requested amount.

If uploading more than one document, provide one zip file of all documents. Maximum file size: 1GB

Estimate Cost Vocational Building.xlsx

Type of Project:

Renovation, alteration, repair, replacement, site, or utility project

Project Contact

Name

Paul Furthmyre

Title/Position

Superintendent

Phone

4067716000

Email

pfurthmyre@msdb.k12.mt.us

Project Funding Please ensure that Total Funding equals the Project Cost entered above.

LRBP Cash

$863,981

State Special Revenue

Federal Special Revenue

Authority Only

TOTAL

$863,981

Project Justification

Facility Information

Provide information such as year built, additions/renovations, total square feet, and general use of the building or facility.

The Vocational Building was built in 1956. To our knowledge, the building as had no renovations completed since it has been built. No major renovations are documented either. The total square feet for the building is 9700. The building is used daily for our business operations of the school and our woodshop classes for our students. It also houses the outreach program and museum for our agency.

Issues/Reason for the Request

Identify the problems or issues that have led to the request.

The building had not been used for several years. Three years ago we began teaching wood working skills to our students again. This has expanded every year since and the school continues to make the program to provide students with the necessary skills to do basic maintenance on their own. This past year, we had our visually impaired students participate in the program. At the same time, we also moved our outreach program into the building. This provides them with a home base and a place where to meet. Two years ago, we moved our entire business department into the building. These four staff members share the same room in the building.

As a result of not being used, the maintenance was not proactive and thus leaving the building in rough shape. Everything is the original of the building with no renovations completed.

Solution to the Issues/Problems

Describe how the proposed project will solve the defined need as identified above.

This project will create a safe place for our shop classes, business office, and outreach office. We currently do not have enough power to run our machines. Only one of the bathrooms in the building works. Most windows do not lock. The ventilation for the wood shop and building in general is not good. This project would help bring the building up to code and ensure everything is in proper order. The building itself seems to be structurally sound.

Alternatives

Briefly explain all alternatives that have been explored and how the proposed solution best fits the need.

2,000 character limit

Other than taking the building down and rebuilding, no. The school itself does not have the appropriate means to decide if that option would be better financially or not.

Additional Information

Provide any additional information relative to the proposed request.

This is the only building on our campus that has never been upgraded. Band aides have been put into place but nothing updated. This building now gets used 260 days a year with our business office operating in it.

Project Photos

Provide one zip file of all photos.

It is important to provide photos that will be part of the project request.
Provide one or two photos of the building, facility, or subject of the request.
Provide photos of the issue(s). Roof ponding, damage from water infiltration, outdated equipment, accessibility issues, etc. Photos show what the issues are or what the facility looks like providing better understanding of the request.

Photo Zip File Upload 1

1GB limit per zip file

MSDB Vocational Upgrade.zip

Photo Zip File Upload 2

1GB limit per zip file

Project Narrative

Provide a project narrative of about 200 - 350 words. Write a narrative that clearly presents your project. For additional information on writing your narrative, see the LRBP Submission Instructions (https://architecture.mt.gov/_docs/LRBP/LRBP-Submission-Instructions-2024.pdf)
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Narrative Word File Upload

Vocational Upgrade Narrative.docx

Date Submitted

06/04/2024

Montana School for the Deaf and the Blind
External Review of Mentoring Program
June 15, 2024

This report presents findings from an external review of the mentoring program currently available to all MSDB teachers and educational staff. The reviewers investigated the effectiveness of the recently initiated mentoring program through interviews with instructors, paraprofessional staff, and program leaders. In this report we summarize the review process, present findings from analysis of the interviews, and offer recommendations for future improvements.

Part 1: Background and Process

Background information was obtained from the Mentor Coordinator prior to the site visit and further refined with data from staff interviews.

MSDB Context and Participants

- There are roughly 45 resident students at MSDB (i.e., Student Life Program).
- The same 45 students are engaged in classes (i.e., Education Program).
- A wider Outreach Program serves nearly 1000 Montanans statewide.
- Currently there are 9 mentors working with 16 mentees.
- MSDB staff have widely ranging responsibilities and varying experience: teachers with specialization and certification in academic content, visual impairment, deaf/hard of hearing, and special education; paraeducators and interpreters; specialists (OT/PT, outreach, etc.); nursing; and maintenance.

Mentor Program Structure

- Initial mentor training (mid-August) and ongoing sessions are designed to prepare mentors for their role to provide support and guidance to mentees, help them acclimate to MSDB culture and routines, and advance their development as professionals.
- Partners are matched at the administrative level by similar roles to the extent possible. Mentoring assignments are expected to continue for two years.
- Mentoring partners are encouraged to meet weekly. Suggested activities include reading and reflecting on articles, discussing specific issues or students, and creating lesson and student plans. Meeting consistency is informally monitored.
- In addition to meeting weekly with their mentees, mentors convene as a group to develop their mentoring skills and brainstorm solutions to problems. The schedule varies, but monthly meetings seem to be the norm (attendance is expected but not enforced).
    - It appeared that on some occasions, mentees have also attended the mentor group meetings, for shared professional development or Q&A sessions.

- In 2023-24, para-educators met in a separate weekly group facilitated by an experienced para-educator, while teachers and specialists met with the Mentor Coordinator.

- Changes in the mentoring program have caused some confusion. One para-educator described new hire meetings and group mentee meetings but had no schedule for 1-on-1 meetings with her mentor. Others seemed unclear whether they had one or two mentors.

Mentor Program Resource Materials

1. The program leader referenced several books used in designing the mentor training:
    a. *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching* (2nd ed.)
        i. Authors: Boreen, Johnson, Niday & Potts (2009). Routledge.
    b. *The ParaEducator's Guide to Instructional and Curricular Modifications* (2nd ed.)
        i. Author: Dover (no date). The Master Teacher.
    c. *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms*
        i. Author: Cuaston-Theoharis (2009). Brookes Publishing.
    d. *Supporting Beginning Teachers* (2nd ed.)
        i. Author: Boogren (2021). Solution Tree.

2. Mentors were provided with handouts borrowed from the statewide MentorMT program's mentor training curriculum. These were used in mentor meetings or as readings and included:
    a. Information about best practices in mentoring/coaching
    b. Activities related to communicating and building relationships

3. All participants were introduced/reviewed topics and tools commonly used at MSDB in various settings (orientation, mentor training, staff meetings throughout the year):
    a. Infinite Campus; Brolly; Google; UEB; ASL; orientation and mobility
    b. Specific strategies for working with visually impaired and deaf/hard of hearing

Part 2: Data Collection and Analysis

Interviews were conducted with 15 MSDB staff members (four additional staff members signed up but could not attend the interview). Each interview lasted 20-30 minutes and followed a semi-structured protocol (a copy of the full set of interview questions can be found in Appendix A). The interviewers introduced themselves as MSU faculty who directed a mentoring program for Montana teachers and were invited by the superintendent to learn and provide recommendations about the effectiveness of the mentoring experience at MSDB. Participants were assured their responses would not be linked to their identities, and that confidentiality would be maintained in this report.

Participants included six teachers, six para-educators, and three specialists. Nine of these were mentees and six were mentors. Interview questions were differentiated for mentees vs. mentors. For example:

- Mentees were asked to describe unique aspects of their roles and types of support that they felt would be beneficial in their MSDB roles.
- Mentors were asked to describe their training and types of support that they felt would expand or improve their effectiveness as mentors.

All but three of the interviews were conducted with both reviewers present; one facilitated the interview while the other took notes, with both reviewers contributing to the conversation. To ensure an informal and non-threatening environment, the interviews were not recorded; instead, the reviewers took notes during the interview process to document responses, general observations, key ideas, and brief quotes.

To analyze the data, the reviewers separately identified common themes, contrasting views, and outliers. They then met to review their findings and to compare staff perceptions with the intended and actual structure and implementation of the mentoring program. Interview data were analyzed from multiple perspectives:

1. Individual interviews were considered holistically
2. Responses were organized by question to the extent possible
3. Responses were grouped by mentoring status (mentee vs. mentor) and role (teacher, paraprofessional, specialist)

Key findings are outlined in the sections below, then interpreted as commendations and recommendations in Part 3.

Key Findings from Mentor Perspectives

- **Initial mentor training.** Most of the mentors interviewed did not recall being formally prepared for mentoring (i.e., through an initial training or orientation). One recalled reading some materials and answering questions that "felt like homework"; another remembered receiving some helpful information and reading materials but wished for follow-up about "how to apply to my work."

- **Mentor-mentee interactions.** Mentors reported that they initially followed the recommendation to meet with their mentee weekly, but this schedule began to loosen up after a few months. One mentor noted the interaction "morphed into email check-in" while others stated that they would have liked more examples of support and what was expected of them as well as "examples of what a strong relationship looked like."

- **Ongoing mentor group meetings.** Mentors met as a group fairly regularly during the school year. Participant responses suggest the meeting schedule may have been more consistent in 2022-23 than in 2023-24. Mentors generally found the meetings to be informative early in the fall, but they "felt less purposeful" after the first few sessions. One noted there was "not a lot of guidance" at the meetings and that the agenda was

"just winging it." As mentioned earlier, mentees also attended some of these meetings to learn about specific topics relevant to MSDB procedures or for open Q&A sessions.

- **Mentors' suggestions for a successful mentoring program**
  - **Additional training.** Several mentors indicated that they would have benefited from more structured training; one suggested a "January book study/chapter chat" to prepare for mentoring in the fall.
  - **Structured meetings.** Several mentors referred to wanting an outline for the weekly mentor meetings to make them more consistent, purposeful, and relevant (i.e., "let's not meet if there's nothing to discuss"). The weekly meetings began to provide diminishing returns after a certain point.
  - **Mentoring framework**. Similarly, mentors wanted a "road map" for what they should be doing to support their mentee over the course of the school year and how meetings might progress over time.
  - **Clear expectations.** There was interest in defining and stating expectations more precisely – what it means to be a mentor and what it means to be mentored.
  - **Differentiation.** It was suggested that mentoring processes and topics could look different for support staff with unique roles and/or medical licensure because they have different professional duties, expectations, and even schedules. Some mentors also saw a need for targeted support where mentors "ask questions instead of assuming what the mentee needs."

Key Findings from Mentee Perspectives

- **Individual meetings with assigned mentor.** Many mentees described the value of their one-on-one meetings with their mentor. They described how their mentors worked well with them, were very supportive, and regularly encouraged them. Mentees highlighted various things they found helpful such as being able to ask questions in confidence, being shown the ins and outs of different processes and procedures, getting advice for how to complete the IEPs, etc.

- **Structure of group meetings.** In addition to their one-on-one meeting with their mentor, mentees met weekly as a whole group, although in 2023-24 the para-educators met separately from the teachers. A few mentees felt these meetings were "redundant," especially sessions where "people write down questions, give feedback."

- **Content of group meetings.** Mentees recalled meetings focused on goal setting, reading articles, and Q&A. One teacher recalled that the first half of the year was "regular meetings" about school practices and policies, while the second half was more open and involved working on a project. Another appreciated learning "how to deal with situations" and communicate with students, while a third suggested that "school specific things" (school culture, protocols, routines, how to respond to and manage behavior) were important topics to learn early on.

- **Asking for help.** A few mentees felt it was "hard to ask for help as a new person," either because they felt they should already know the answers or because they felt uncomfortable bothering their busy mentor. One mentee suggested more attention to staff members' mental health – providing a safe space to be able to vent and making it okay to have a rough day, without necessarily needing to have things "fixed."

- **Mentees' suggestions for a successful mentoring program**
    - **Non-judgmental and trusting environment.** Mentees indicated that having a mentoring relationship which was a welcoming and safe space to ask questions was very important to them. Some comments hinted at issues of trust, such as mentors saying "I'm here if you need me" but then not being readily available.
    - **Specialized knowledge.** Para-educators in particular asked for more guidance about norms and routines. One suggested creating a checklist and sign-off system to document acquired knowledge of important cautions, skills, and experiences (e.g., how to get a student to the bathroom or avoid "overhelping" a VI student).
    - **Contextual details.** Para-educators also wanted to know more about individual teachers' routines and how they conduct their classrooms. They wished to have more understanding of specific student behavioral needs: "Here are my kids; here are the issues; here's how they regulate; here's how to address behavior." In some cases, they simply wanted advance notice of special activities or schedule changes so they could be prepared to help.
    - **Reference materials.** Several mentees indicated they would benefit from additional materials (e.g., visuals, handouts, a manual) outlining essential procedures, how to access materials, and whom to contact in various situations. They appreciated VI simulations and sighted guide exercises and wished for parallel training regarding DHH, with the goal of understanding why students say the things they do, how they interact, and how to respond to behavioral issues.
    - **Individualized support.** Several mentees emphasized a preference for one-on-one mentoring over group meetings. Mentees valued "just in time" support for specific needs more than broadly focused sessions of general interest. One para said they "would have loved to have a 1-to-1 mentor."

Part 3: Commendations and Recommendations

Commendations - Mentoring

1. Implementation of schoolwide mentoring demonstrates MSDB's commitment to preparing, supporting, and retaining staff at all levels. MSDB leadership, including teacher Missie Williams, have invested substantial effort in designing a multi-layered mentoring program that includes training, job-alike pairing, resources, and a combination of individual and group support.

2. Equally important is the program's willingness to make modifications that accommodate changing needs. There is clear evidence that in its three years of existence, the

mentoring program has adapted to address fluctuations in hiring and to meet the needs of differentiated staff roles.

3. The orientation process for new hires is robust and valuable. Mentees appreciated having help – both from mentors and in new hire meetings – while mastering complex paperwork and processes. Some mentees felt overwhelmed by the volume of "IEPs, incident reports, chain of command...computer systems, grading systems" and relied on mentoring resources to navigate these systems.

4. MSDB's compensation for mentoring participants' time is noteworthy. It is a meaningful way to communicate the value of the mentoring process and the difference that mentoring can make for mentees and their mentors, and ultimately for student growth and development.

Commendations - Other

5. Staff members are sincerely motivated to help MSDB's residents experience a full education. There is a clear commitment to meeting students' needs and fostering student success. This proactive attitude is visible in comments regarding being ready "before school starts with a preview about incoming kids" and connecting with the cottage staff to obtain "insights on the kids."

6. Overall, the staff seems to feel supported by the MSDB administration. School leaders were described as "open" and "responsive," and a mentee spoke of the "amazing administration" and "not being afraid to engage with them."

7. Two standout experiences were repeatedly referenced during the interviews. One of these was a VI simulation experience, where participants wore vision-impairing goggles while performing everyday tasks. Also popular among para-educators were presentations by Stephanie.

Recommendations

In support of MSDB's efforts to engage in continuous improvement, the review team offers the following recommendations which may help to strengthen and expand the positive impact of the MSDB Mentoring Program.

1. **Formalize the Mentoring Program Structure** – based on our analysis of the insights and perspectives shared during the interviews, MSDB mentors and mentees would benefit from a formally written description of the following aspects of the mentoring program:

    a. Clear articulation of the **purpose and outcomes** of the mentoring program.
        i. This would allow MSDB leadership to differentiate the purpose of the mentoring program from the work of new employee orientation and

induction (see Appendix B) and allocate specific topics/issues to be addressed in each.

b. Clear articulation of the **responsibilities** for the program's respective roles.
    i. Overall schoolwide mentor coordinator
    ii. Mentors (including para-educator lead mentor)
    iii. Mentees

c. Clear articulation of the **expectations** for engagement and participation.
    i. **One-on-one meetings**: articulate purpose and goals with clear description of frequency, duration, and a system for reporting/accountability; provide structure and suggestions for meetings that are generative, not simply check-ins.

    ii. **Group meetings**: articulate purpose and goals with clear description of frequency, duration, facilitator, and who attends (mentors, mentees, para-educators, or teachers); design content relevant for those expected to attend; develop a mechanism to provide post-meeting follow-up communication for those who might be absent.

d. Clear articulation and streamlining of **meeting schedules.**
    i. A projected schedule could reflect a reduced frequency of mentors-only meetings over time (i.e., as mentors receive more guidance for individual work with their mentees, fewer group meetings may be needed).

    ii. Across all audiences (mentors, mentees, paras), general interest meetings produced diminishing returns after a certain point in the school year. However, the need for individual support for specific needs was appreciated and is desired throughout the school year.

2. **Expand Mentor Training** – based on our analysis of the insights and perspectives shared during the interviews, MSDB mentors and mentees would benefit from the development of a recognized mentor training curriculum with content addressing the distinct skills and needs of para-educators, teachers, and specialists:
    a. The training curriculum would be separate and distinct from MSDB procedures and content addressed in orientation, induction, and general professional development.
    b. The training curriculum would be designed for adult learners using pedagogies such as case studies and role plays to build specific mentoring skills and practices.
    c. The training curriculum would include explicit instruction regarding:
        i. Communication skills, building relationships of trust, and establishing a safe and non-judgmental environment
        ii. Questioning and reflection skills to discover what mentee does well, identify where help is needed, and provide encouragement

iii. Goal-setting to support professional growth and development
iv. Protocols to follow when concerns arise.

3. **Develop a Mentoring Calendar and Roadmap** – based on our analysis of the insights and perspectives shared during the interviews, MSDB mentors and mentees would benefit from a year-at-a-glance calendar and roadmap outlining mentoring meetings, topics, and activities for the school year; these could include the program goals/purposes for each semester across two years.
    a. The Mentor Calendar would help to promote mentor buy-in with a sense of purpose and continuous learning by indicating group meeting frequency, differentiated attendance, etc.
    b. The Mentor Roadmap would provide the guidance the mentors are seeking to structure their meetings with mentees throughout the year. The Roadmap could begin with trust building exercises and review of logistics then shift to a focus on instruction exploring topics such as planning, management, lesson design, or other projects; at the end of the semester, the focus could shift to grading and end of term wrap up, etc.
    c. The Mentor Roadmap could also provide exemplars for what a "typical" mentoring session might look like; suggestions for types of meetings; tips for questioning and reflection; and guidance for how to document growth.

4. **Build a Mentor Resource Bank** – based on our analysis of the insights and perspectives shared during the interviews, MSDB mentors and mentees would benefit from access to a Resource Bank which contained a Mentor Handbook with links to important information such as:
    a. Description of common and important procedures
    b. Explicit protocols and expectations of the mentor program
    c. Matrix of who to contact for specific issues; clear description of chain of command and explanation of roles
    d. More visual tools (tree diagrams, lists, infographics, etc.)
    e. Instructions for completing paperwork/logistics
    f. Guidance regarding how to find, identify, and/or purchase curriculum
    g. Guidance regarding how to identify, obtain, and use instructional materials
    h. Checklists and progress trackers to assess growth.

Conclusion

We thank you for the opportunity to visit the MSDB campus and meet with a substantial portion of your staff. We hope our findings from these conversations are informative and supportive as you continue to pursue growth and improvement of the MSDB mentoring program.

As we mentioned in our review proposal, we are open to further collaboration and support for MSDB as you consider implementing these recommendations. Please let us know if you are interested in engaging in a "Phase 4" centered around training and/or resources to enhance the current mentoring program. We would be happy to discuss the potential for providing technical assistance in implementing specific recommendations.

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APPENDIX A

MSDB Mentoring Program Interview Questions

1. Tell me about your job/role at MSDB. How long have you been here?
    a. Additional prompts about expertise, career path, etc.

2. Mentors
    a. Tell us about your mentor training and follow-up meetings.
    b. What parts of training were most helpful in your mentor role?
    c. What did you do in partnership with your mentee?
    d. In what areas do you feel you've been most helpful to your mentee?
    e. What kind of support do you want/need as a mentor?
    f. What could be added to the mentoring program to make you feel more successful?

3. Mentees
    a. Tell us about what your first month or two on the job was like.
    b. You were assigned a mentor – tell us about how that helped you.
    c. What did you do in partnership with your mentor?
    d. In what areas has your mentor been most helpful?
    e. What kind of support do you want/need from a mentor?
    f. What could be added to the mentoring program to make you feel more successful?

4. Imagine a mentoring manual was being written for this school. What information or advice would you want to include in the manual to help mentors and mentees be successful, especially for someone in your type of position?

5. Are there any other examples or feedback you would like to share with us today?

APPENDIX B

Mentoring vs. Induction: There's a Difference

Often, mentoring combines two related sets of responsibilities. When thinking of mentoring, many people think of ***training in the practical aspects of teaching****, such as knowing how to work the copy machine or basic policies and procedures (e.g., using gradebook software or understanding the school's mission).*

Such information is important and should be part of an induction program for everyone who is new to the workplace. But ***these responsibilities amount to "induction," not "mentoring."*** *A lot of co-workers can successfully support induction. A good mentor will naturally support these low-level needs.*

In contrast, ***mentor responsibilities are grounded in the professional and relational.*** *Great mentors act as teaching partners and provide individualized professional development. They also celebrate the new teacher's successes, encourage their passions and interests, and address their frustrations and exhaustion.*

In mentoring, there is an inherent obligation to support a new teacher in an individualized way over time, ***ensuring the mentee's well-being, professional development, and instructional growth,*** *as well as their students' success.*

Debra Meyer blog post, Elmhurst University,https://www.elmhurst.edu/blog/teacher-mentor/

FUTURE AGENDA ITEMS
September 12-13, 2024
Livingston, MT

Election of Board Officers
Approve Strategic Planning Items – C
MACIE Update
MACIE Renewal (Even Years)
Montana Digital Academy Update
Annual HiSET Report
Annual Special Education Report
Assessment Update
Accreditation Update
MAST Update
Federal Update
Content Standards Revision Update
Data Modernization Update