BOARD OF PUBLIC EDUCATION MEETING AGENDA

September 12-13, 2024

Park High School
Library
102 View Vista Dr.
Livingston, MT

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

September 12-13, 2024
Park High School
Library
102 View Vista Dr., Livingston, MT

Thursday September 12, 2024
8:30 AM

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 #9*
(*Items may be pulled from Consent Agenda upon request*)

A. July 17-19, 2024 Meeting Minutes
B. Financials
C. Strategic Plan
D. Bylaws
E. 2025 Meeting Agenda and Calendar

ADOPT AGENDA

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

Item 1 **CHAIRPERSON REPORT** – *15 Minutes, page #35*
Dr. Tim Tharp
- **Welcome from Superintendent Chad Johnson, Livingston Public Schools**
- **Board Committee Assignments**

Item 2 **EXECUTIVE DIRECTOR REPORT** – *15 Minutes, page #37*
McCall Flynn

Item 3 **COMMISSIONER OF HIGHER EDUCATION REPORT** – *15 Minutes, page #38*
Dr. Angela McLean

Item 4 **GOVERNOR'S OFFICE REPORT** – *15 Minutes, page #42*
Dylan Klapmeier

Item 5 **STUDENT REPRESENTATIVE REPORT** – *15 Minutes, page #43*
Gavin Mow

- **MSDB LIAISON – Lisa Schmidt (Item 6)**

Item 6 **MSDB REPORT** – *30 Minutes, page #44*
Paul Furthmyre

ACTION ITEMS:
- **Action on Personnel Items**
- **Action on Out of State Travel Request**
- **Action on OPI Discretionary Grant**
- **Final Reading of Policies**

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

Item 7 **MACIE REPORT –***15 Minutes, page #303*
Jordann Lankford Forster

ACTION ITEM:
- **Action on MACIE Renewal**

- **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 8-9)**

Item 8 **ANNUAL SPECIAL EDUCATION REPORT** – *15 Minutes, page #307*
Patrick Cates

Item 9 **MONTANA DIGITAL ACADEMY UPDATE** – *30 Minutes, page #330*
Jason Neiffer and Mike Agostinelli

- **CHARTER COMMITTEE – Jane Hamman (Item 10)**

Item 10 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION** – *15 Minutes, page #331*
Trish Schreiber

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- **Federal Update**
- **Data Modernization Update**
- **Content Standards Revision Update**
- **Four Day School Week Research**

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 12-14)**

Item 12 **NOTICE OF THE SURRENDER OF BPE CASE #2024-08** – *5 Minutes, page #368*
Brenton Craggs

Item 13 **ACTION ON MOTION TO DISMISS OF BPE CASE #2023-01, CASE** – *15 Minutes, page #369*
Brenton Craggs

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Item 19 **ACTION ON ADDENDUMS TO ACCREDITATION STATUS FOR 2023-24 SCHOOL YEAR** – *15 Minutes, page #458*
Ellery Bresler and Crystal Andrews

Item 20 **INFORMATION ON CORRECTIVE PLANS FOR DEFICIENT AND ADVICE STATUS ACCREDITATED SCHOOLS** – *15 Minutes, page #468*
Crystal Andrews

Item 21 **ACTION ON ACCREDITATION PROCESS AND SCHEDULE FOR 2024-2025 SCHOOL YEAR** – *30 Minutes, page #483*
Dr. Julie Murgel and Crystal Andrews

- **LICENSURE COMMITTEE – Susie Hedalen (Items 22-27)**

Item 22 **REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS** – *15 Minutes, page #492*
Crystal Andrews

Item 23 **INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION** – *15 Minutes, page #495*
Crystal Andrews and Michelle Price

Item 24 **ACTION ON THE RECOMMENDATION FOR INITIAL APPROVAL OF THE UNIVERSITY OF MONTANA REQUEST TO IMPLEMENT A HEALTH AND PHYSICAL EDUCATION ENDORSEMENT AND A SECONDARY EDUCATION ENDORSEMENT** – *15 Minutes, page #536*
Crystal Andrews

Item 25 **ACTION 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 #540*
Crystal Andrews

Item 26 **ACTION 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 #584*
Crystal Andrews and Dr. Julie Murgel

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Federal Update
Annual Data Collection
Variance to Standards Requests & Renewals
Accreditation Report
Annual Professional Development Unit Providers List
Content Standards Revision 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.

September 12, 2024

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. July 17-19, 2024 Meeting Minutes
B. Financials
C. Strategic Plan
D. Bylaws
E. 2025 Meeting Agenda and Calendar

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

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

Wednesday, July 17, 2024
10:00 AM

CALL TO ORDER – 10:00:18
Chair Tharp called the meeting to order at 10:00 AM. The Chair led the Board in the Pledge of Allegiance, Ms. Stockton took Roll Call, and 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. Ex Officio members: 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: Mr. Matthew Bell, OPI; Mr. Brenton Craggs, Attorney, OPI; Ms. Aislinn Brown, Board Legal Counsel; Ms. Kim Popham, Montana Federation of Public Employees (MFPE); MFPE Teacher Learning Fellows: Ms. Kalli Murphy, Billings; Ms. Emma Tolzien, Bozeman; Ms. Gia LaForge, Billings; Ms. Teresa Marchant, Billings; Mr. Jaret Stump, Kalispell; Ms. Olivia Bedford, Billings; Ms. Carla Lundgren, Billings; Ms. Shannon Vennes, Billings; Ms. Megan Shillinger, Billings; Mr. Anthony Lapke, Kalispell; Ms. Shelly Orourke, Great Falls; Ms. Brynn Cadigan, Kalispell; Ms. Hannah Telling, Butte; Ms. Liz Sacora, Kalispell; Superintendent Chad Johnson, Livingston Public Schools; Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Dr. Julie Murgel, OPI; Assistant Superintendent Christy Mock-Stutz, OPI; Ms. Natalie Flores, Chippewa Cree Tribe; Ms. Nancy Hall, Office of Budget and Program Planning (OBPP).

PUBLIC COMMENT
No public comment was made. MFPE Teacher Learning Fellows introduced themselves and described their capstone projects to the Board.

CONSENT AGENDA – 10:12:46

Board member Slinger moved to adopt the Consent Agenda as presented. Board member Quinlan made a correction to Item #3 regarding Purple Star Schools. Amended motion seconded by Board member Rasmussen.

No further discussion. Motion passed unanimously.

ADOPT AGENDA – 10:13:57

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

Board member Rasmussen expressed concerns with the length of the packet and the agenda.

Chair Tharp noted that due to privacy concerns, Item #7, Litigation Update, will be a closed session.

No further discussion. Motion passed unanimously.

**********Items are listed in the order in which they are presented**********

STRATEGIC PLANNING SESSION – Dr. Tim Tharp -10:15:20
The Board held a Strategic Planning session to review and discuss proposed revisions to the Strategic Plan and Bylaws. Board members reviewed Committee Assignments and stated which Committees they would prefer and where their expertise is most appropriate. The Board scheduled meeting dates for 2025, reviewed and reflected on Advisory Councils created over the past year, and discussed Legislative Implementation and how best to manage and track Board related bills for the 2025 Session.

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS
No public comment specific to the Strategic Planning Session.

Superintendent Johnson welcomed the Board to Livingston for the September meeting and reviewed a preliminary itinerary for the meeting.

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

Item 1 **CHAIRPERSON REPORT** – 13:03:05
Dr. Tim Tharp
Chair Tharp reviewed meetings he has attended on behalf of the Board since the May 2024 Board meeting and discussed a goal setting group organized by Gary Lusin, Bozeman Public Schools Trustee. The Chair asked for representation from the Board to serve on the group, and Vice Chair Hedalen volunteered to participate.

Item 2 **EXECUTIVE DIRECTOR REPORT** – 13:07:56
McCall Flynn
Ms. McCall Flynn reviewed work the Board staff has completed since the May 2024 Board meeting and updated the Board on work related to the Public Charter School Program. Ms. Flynn reviewed work completed by the Public Charter School Performance Framework Workgroup and discussed the item on the agenda pertaining to the workgroup scheduled for the following day.

Item 3 **STATE SUPERINTENDENT REPORT** – 13:12:24
State Superintendent Elsie Arntzen
Superintendent Arntzen briefly discussed the English Language Arts Content Standards workgroup and preliminary work for the revisions to the English Language Arts Content Standards. The Superintendent reflected on an interview she had with Montana Public Radio regarding homelessness and funding available to schools for homeless students, and "Foraging the 406", a nutrition grant to use Montana grown products for school nutrition programs. Superintendent Arntzen discussed a meeting with the Montana High School Association regarding aligning Title IX in Montana with Montana statute.

Assessment Update: Ms. Cedar Rose provided an update on the upcoming Assessment Cycle for the next school year noting the summative testing windows mirror the schedule from previous years. Ms. Rose discussed field support the OPI will be providing to schools for training on administering the assessments, and announced the MAST Road Show the OPI staff will be conducting to assist districts. Ms. Rose answered Board members' questions.

MAST Update: Ms. Krystal Smith discussed ongoing work pertaining to the MAST Assessment and lessons learned. Ms. Smith reviewed testlet timing results for grade levels 3 through 8 before discussing stakeholder feedback regarding the MAST Assessment. Ms. Smith answered Board members' questions.

Federal Update: Ms. Wendi Fawns reviewed the status of ESSER spending, and the amount of unspent money left noting the funds continue to be spent down. Ms. Fawns discussed ways in which districts have used the funding to assist student learning before answering Board members' questions.

Data Modernization Update: Ms. Julia Caro updated the Board on the Power School implementation, and upcoming presentations and trainings for schools before answering Board members' questions.

Content Standards Revisions Update: Ms. Marie Judisch reviewed the progress of the Content Standards Revisions and where each standard is in the revisions process. Ms. Rose discussed specifically the revisions to

the English Language Arts Content Standards and how the workgroup has organized the review process before answering Board members' questions.

OPI Staffing Report: Superintendent Arntzen presented the OPI Staffing Report to the Board and gave updated numbers regarding open positions as of the current date and discussed a newly implemented hybrid program allowing employees to work a combination of remote and in office work. The Superintendent answered Board members' questions.

Item 4 **GOVERNOR'S OFFICE REPORT** – 14:25:15
Dylan Klapmeier

Mr. Dylan Klapmeier discussed meetings the Governor has held with student leaders to discuss how to better support Career and Technical Education, the Governor's kickoff at the Education Interim Committee, and the Constitutional Players meeting in June. Mr. Klapmeier discussed his attendance at the National Forum hosted by the Education Commission of the States and reviewed topics of breakout sessions. Mr. Klapmeier noted that the Governor has been elected to the Executive Committee of the National Governors Association, and that their priority for the year will be education.

- **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** – 14:46:28
Matt Bell

Mr. Matt Bell presented the Class 7 Criteria for Chippewa Cree Tribe of the Rocky Boy Reservation. Ms. Natalie Flores reviewed the criteria and answered Board members' questions.

Vice Chair Hedalen moved to accept and place on file the Class 7 licensure criteria for Chippewa Cree Tribe of the Rocky Boy Reservation. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Item 7 **LITIGATION UPDATE** – 14:52:10
Aislinn Brown

Ms. Aislinn Brown updated the Board on the litigation in the Yellow Kidney Case. Ms. Brown briefly reviewed the Empower Case, which is being litigated by the Attorney General's Office.

Item 8 **NOTICE OF THE SURRENDER OF BPE CASE #2024-07** – 14:56:43
Brenton Craggs

Mr. Brenton Craggs presented an affidavit of surrender to the Board in BPE Case #2024-07.

Mr. Rick Wooton shared information pertaining to an appeal that was initially scheduled for the July Board meeting, and that it is on hold at this time while the educator works towards licensure via another pathway.

Chair Tharp closed the meeting at 3:02 PM for an additional Litigation Update.

Chair Tharp opened the meeting at 3:14 PM.

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CALL TO ORDER – 08:30:00
Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance, Ms. Stockton took Roll Call, and 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; Mr. Gavin Mow, Student Representative. Ex Officio members: Mr. Dylan Klapmeier, Governor's Office; Dr. Angela McLean, Commissioner of Higher Education (OCHE). Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. John Doran, Montana School Insurance Alliance; Ms. Mary Heller, OPI; Dr. Lauren Fern, Missoula College; Dr. Elizabeth Burroughs, Montana State University (MSU); Ms. Jordann Lankford Forster, Chair, MACIE; Mr. Ivan Small; Ms. Carrie Kouba, OPI; Ms. Crystal Hickman, OPI; Dr. Julie Murgel, OPI; Ms. Marie Judisch, OPI; Ms. Crystal Andrews, OPI; Dr. Daniel Sybrant, Cognia; Superintendent Tanya Funk, Saco School District; County Superintendent Pam Birkeland, Madison County Schools; Superintendent Wade Sundby, Cut Bank School District; Superintendent Elliot Crump, Shelby School District; Superintendent Dave Means, Whitefish School District; Superintendent Dan Rispens, East Helena Public Schools; Superintendent Nichole Pieper, Power School District; Ms. Kim Popham, MFPE; Mr. Larry Crowder, Montana Rural Education Association; Assistant Superintendent Christy Mock-Stutz, OPI;; Superintendent Chad Johnson, Livingston Public Schools; Ms. Kristi Steinberg, University of Montana (UM); Dr. Rob Watson, School Administrators of Montana; Ms. Kimberly Evans, OPI; Ms. Katrina Engledrum, OPI; Ms. Jenny Murnane Butcher, Montanans Organized for Education; Ms. Nancy Hall, OBPP.

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

Item 10 **ACTION ON MEMBERSHIP TO THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)** – 08:32:10
McCall Flynn

Ms. McCall Flynn reviewed the discussion at the May 2024 Board meeting where the Board discussed professional development opportunities for Board members and the Executive Director, and the possibility of joining the National Association of State Boards of Education (NASBE). Ms. Flynn reviewed the opportunities available to the Board by joining NASBE, and Chair Tharp requested Vice Chair Hedalen and Board member Quinlan to review their experience at the NASBE conference. Ms. Flynn reviewed the cost of membership, how the cost is determined, and the benefits offered, then answered Board members' questions.

Board member Slinger moved to approve the Board of Public Education membership to the National Association of State Boards of Education (NASBE). Motion seconded by Board member Schmidt.

Board member Slinger noted the benefits and opportunities available to the Board by joining NASBE.

Chair Tharp agreed with Board member Slinger's comments.

Mr. Dylan Klapmeier noted that the cost is less than other professional organizations that other state officials are members of.

No further discussion. Motion passed unanimously.

Board member Quinlan questioned when the membership is effective, and Director Flynn noted she will reach out to NASBE for that information.

Item 11 **INFORMATION ON MONTANA SCHOOL INSURANCE ALLIANCE** – 08:401:09
John Doran

Mr. John Doran presented information on the Montana School Insurance Alliance created per HB 332 in the 2023 Legislative Session. Mr. Doran explained the goals of the Alliance, the timeline for implementation per statute, members of the Alliance Board, and goals the Alliance has for implementation. Mr. Doran answered Board members' questions.

Item 12 **INFORMATION ON OFFICE OF PUBLIC INSTRUCTION REGIONAL CAREER COACHES** – 09:03:28
Mary Heller

Ms. Mary Heller reviewed work over the previous two years implementing the Office of Public Instruction Regional Career Coaches across the state including program development, professional development and training provided to school districts, student surveys conducted, and working with professional organizations who want to be involved in the program. Ms. Heller answered Board members' questions.

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

Item 13 **COMMISSIONER OF HIGHER EDUCATION REPORT** – 09:52:18
Dr. Angela McLean

Dr. McLean remarked on the OPI Career Coaches Report and thanked Ms. Heller for her work partnering with the Montana University System (MUS). Dr. McLean updated the Board on the Montana's Future at Work program and the upcoming summit in the fall and discussed supporting students on the importance of completing the Free Application for Student Aid (FAFSA). Dr. McLean discussed efforts by the MUS to assist students in completing the FAFSA and thanked the Governor's Office for supporting Apply Montana. Dr. McLean then turned it over to Ms. Crystine Miller, Dr. Lauren Fern, and Dr. Elizabeth Burroughs to give a presentation on Math Readiness of students in the MUS. Following the presentation, Dr. McLean recommended that the Board consider adding a third year of math requirement for high school graduation. Chair Tharp recommended the Board Accreditation Committee meet to review the request.

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

Item 14 **MACIE REPORT** – 10:28:03
Jordann Lankford Forster

Ms. Jordann Lankford Forster reviewed the June 4, 2024 MACIE meeting and announced the next meeting will be held in August. Ms. Forster reviewed items the Council will cover at the August meeting and stated a draft meeting schedule for 2025 has been developed with three in person meetings scheduled. Ms. Forster requested the Board's approval of the newest nomination to MACIE.

Vice Chair Hedalen moved to approve the appointment of Rena Lambert as the Fort Peck Tribal Representative to MACIE. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Item 15 **AMERICAN INDIAN STUDENT ACHIEVEMENT PANEL AND DISCUSSION** 10:31:05
Jordann Lankford Forster, Ivan Small, Carrie Kouba, Crystal Hickman

Board members asked questions of the panel members regarding American Indian Student Achievement and ideas for how improvements can be made, where areas of success exist, and barriers students may encounter. Vice Chair Hedalen thanked the panel members for their participation and their work in public education. Board members requested that this discussion be brought to MACIE for further discussion and potential recommendations.

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

Item 16 **REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS** – 11:29:30
Dr. Julie Murgel, Marie Judisch, Katrina Engeldrum

Dr. Julie Murgel, Ms. Marie Judisch, and Ms. Katrina Engeldrum continued the review of the proposed revisions to the Math Content Standards from the May 2024 Board meeting. The group focused on the proposed revisions to Grades 9-12, which have the most comprehensive revisions and answered Board members' questions regarding the proposed changes.

Samantha Leav, Director of Policy K-12 Education, Data Science 4 Everyone, gave public comment on the proposed revisions.

Item 17 **REFLECTION AND REVIEW OF TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS** – 13:01:02
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

Ms. McCall Flynn opened the panel stating the purpose is to review the revisions to the Accreditation Standards from individuals in the field who were involved in the implementation of the revisions and how they are affecting Accreditation for schools. Members of the panel introduced themselves before Board members asked questions of the group. Panel members voiced concerns and frustrations with some of the revisions, while complimenting other revisions. OPI staff addressed concerns that were voiced by schools and offered support with the reporting process.

Item 18 **ACTION ON THE ACCREDITATION STATUS OF ALL** – 14:09:27
Crystal Andrews

Ms. Crystal Andrews presented the embargoed 2023-2024 Annual Montana Accreditation Report to the Board reviewing the annual accreditation process that took place, trainings offered to schools, and work done by schools and the OPI Accreditation team to complete the report. Ms. Andrews answered Board members' questions regarding the report.

Board member Quinlan moved to approve the 2023-2024 Annual Montana Accreditation Status of All Schools and to allow a period of time for schools to submit additional data ahead of the September meeting. Motion seconded by Board member Rasmussen.

No discussion. Motion passed with Chair Tharp and Vice Chair Hedalen abstaining.

Item 19 **PANEL DISCUSSION AND FEEDBACK ON 2023-2024 ACCREDITATION PROCESS** – 14:32:52
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

Ms. McCall Flynn opened the panel stating the purpose is to offer feedback on the 2023-2024 Accreditation process, what worked, what challenges were experienced, and how to move forward to improve the process. Panelists introduced themselves to the Board before answering questions from the Board regarding the Accreditation process. Panelists described their experiences with the new process, expressed frustrations with the process, and offered possible improvements for the future.

Item 20 **INFORMATION AND DISCUSSION ON OFFICE OF PUBLIC INSTRUCTION THINK TANK'S RECOMMENDATIONS ON THE 2024-2025 ACCREDITATION PROCESS** – 15:25:40
Dr. Julie Murgel, Crystal Andrews

Ms. Crystal Andrews reviewed recommendations from the Accreditation Think Tank for the 2024-2025 Accreditation Process including what a three-year cycle could look like, how to implement components of the Assurance Standards, and how to measure student performance. Ms. Andrews and Dr. Murgel answered Board members' questions.

Item 21 **ACTION ON PROVISIONAL ACCREDITATION STATUS FOR NEW PUBLIC CHARTER SCHOOLS** - 16:03:58
Crystal Andrews

Ms. Crystal Andrews presented the 2024-2025 Provisional Accreditation Status for New Public Charter Schools. Upon approval by the Board, the charter schools will receive accreditation status without determination.

Board member Quinlan moved to approve the Superintendent's recommendation for provisional accreditation status without determination for the list of Public Charter Schools contained in the packet. Motion seconded by Vice Chair Hedalen.

No discussion. Motion passed unanimously.

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** – 16:07:51
Madalyn Quinlan

Board member Quinlan reviewed the Notice and Ms. Flynn noted that the public hearing will be held via Zoom before reviewing the timeline with approval scheduled at the January 2025 Board meeting. Ms. Flynn answered Board members' questions.

Board member Quinlan moved to approve the Proposed Notice of Public Hearing and Timeline pertaining to rulemaking in ARM Title 10, Chapter 54, World Language Content Standards and authorized filing of the Notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Schmidt.

Board member Rasmussen asked if enough comment was received from the field regarding the proposed revisions and Dr. Murgel responded there was.

No further discussion. Motion passed unanimously.

Item 5 **STUDENT REPRESENTATIVE REPORT** – 16:14:35
Gavin Mow

Mr. Gavin Mow presented the Student Report to the Board and gave an update on the Student Survey he is working on. Mr. Mow answered Board members' questions

The meeting recessed for the day at 4:26 PM.

Friday, July 19, 2024
8:30 AM

CALL TO ORDER – 08:30:11
Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance, Ms. Stockton took Roll Call, and 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 members: Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Trish Schreiber, Chair, Community Choice Schools Commission; Assistant Superintendent Christy Mock Stutz, OPI; 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; Ms. Shannon Boswell, OPI; Ms. Michelle Price, OPI; Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Kim Popham, MFPE; Ms. Jordann Lankford Forster, MACIE; Ms. Nancy Hall, OBPP; Ms. Kristi Steinberg, UM; Ms. Jenny Murnane Butcher, MOFE; Dr. Tricia Seifert, MSU; Rebecca Turk, MSU; Dr. Lauren Davis, MSU; Dr. Beth Durodoye, Montana State University Northern (MSUN); Dr. Sarah Pennington, MSU.

Ms. Kim Popham thanked the Board for welcoming the teachers who came to the meeting on Wednesday and for giving them time on the agenda to speak.

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

Item 23 **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION** – 08:34:04
Trish Schreiber

Ms. Trish Schreiber updated the Board on work the Commission has completed since her report at the May 2024 Board meeting including preparing for authorizing Choice Schools, renewal and non-renewal processes, and application documents. Ms. Schreiber described upcoming work the Commission will be completing in

preparation for implementation of the Community Choice Schools Act. Ms. Schreiber updated the Board on work the Fundraising Committee has completed including working to secure additional grants.

Item 24 **ACTION ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK WORK GROUP'S RECOMMENDATIONS ON PUBLIC CHARTER SCHOOL PERFORMANCE FRAMEWORK METRICS AND CRITERIA** – 08:38:58
Christy Mock-Stutz, OPI; 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

Ms. McCall Flynn pointed the Board to the documents in the packet pertaining to the work of the panel, explained the documents and work the panel completed per requirements in statute, the timeline for implementation. Members of the panel introduced themselves and answered Board members' questions regarding the performance framework, how framework implementation will happen at the local school district level, alignment with the state accreditation standards, and successes of the process. Board members congratulated the Workgroup on the efficient completion of the documents and asked how the Board can help charter schools with the implementation process.

Board member Quinlan moved to approve the Public Charter School Performance Framework Work Group's recommendations on the Public Charter School Performance Framework Metrics and Criteria. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Item 25 **ACTION TO DELAY THE OPENING OF JEFFERSON ACADEMY PUBLIC CHARTER SCHOOL FOR ONE-YEAR AND REVISION OF THE CHARTER CONTRACT** – 09:45:28
Madalyn Quinlan; Superintendent Erik Wilkerson, Jefferson High School

Ms. Flynn reviewed the request from Jefferson Academy to delay the opening of their public charter school for one year. Superintendent Wilkerson noted that hiring qualified individuals and lower than expected enrollment is the reason for the request to delay opening.

Board member Quinlan moved to approve delaying the opening of Jefferson Academy Public Charter School for one year and revision of the charter contract. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Item 26 **ACTION ON AMENDMENTS TO PUBLIC CHARTER SCHOOL CONTRACTS** – 09:48:52
Madalyn Quinlan

Ms. McCall Flynn reviewed the proposed amendments to the Public Charter School Contracts and explained reasons for the proposed amendments. Board member Quinlan offered additional explanations for some of the proposed amendments pertaining to financial reporting.

Board member Quinlan moved to approve the proposed amendments to the Public Charter School contracts. Motion seconded Board member Slinger.

No discussion. Motion passed unanimously.

- **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** – 09:59:22
Renee Rasmussen

Board member Rasmussen reviewed the Notice of Adoption for the Assessment Standards, and Ms. Flynn noted that no comments were received during the public comment period.

Board member Rasmussen moved to approve the Notice of Adoption pertaining to the amendment of ARM Title 10, Chapter 56, Assessment Standards, and authorized filing of the notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

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

Item 28 **INFORMATION ON ADDED ENDORSEMENTS UNDER CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSURE** – 10:15:19
Crystal Andrews, Shannon Boswell

Ms. Crystal Andrews and Ms. Shannon Boswell updated the Board on the creation of new endorsement areas, some of which are new endorsement areas and some of which are previous endorsement areas. Ms. Andrews and Ms. Boswell answered Board members' questions regarding creating pathways to the endorsement areas for educators.

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** – 10:26:41
Crystal Andrews

Ms. Crystal Andrews reviewed the request from UM to implement Health and Physical Education endorsements. Ms. Kristi Steinberg presented information on the request to bring back the Health and Physical Education program and to create a new pathway for Secondary Education Licensure for existing educators which would lead to an optional master's degree. Ms. Steinberg answered Board members' questions.

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** – 10:35:32
Crystal Andrews, Dr. Julie Murgel

Ms. Crystal Andrews and Dr. Julie Murgel reviewed the State Exit Report for MSUN for the Board. Dr. Murgel shared that extensive changes in leadership have occurred at MSUN and noted that is reflected in the exit report, as well as ways in which MSUN has or has not addressed the areas of concern relating to the changes. Dr. Beth Durodoye discussed the review and the exit report with the Board. Board members commended MSUN on their work and asked questions regarding the review.

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** – 10:49:19
Crystal Andrews, Dr. Julie Murgel

Ms. Crystal Andrews reviewed the joint accreditation site review between OPI and the Council for the Accreditation of Educator Preparation (CAEP) at MSU. Dr. Murgel noted that CAEP noted the effectiveness of the integration of Indian Education for All in the educator programs at MSU and complimented their work surrounding proficiency-based learning and mentorship and induction. Dr. Tricia Seifert commented on the review process and the value found in the review. Dr. Sarah Pennington and Ms. Rebecca Turk also made comments regarding the review of the education programs at MSU. The group answered Board members' questions.

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

Item 32 **MSDB REPORT** – 13:00:28
Paul Furthmyre

Superintendent Furthmyre shared a letter he sent to Representative Bedey, Chair of the Education Interim Budget Committee, pertaining to a staffing project at the MSDB, in hopes to reflect the true number of Full Time Equivalent positions more accurately at the school. Superintendent Furthmyre requested Board approval of the action items in the packet.

Board member Rassmussen moved to approve the MSDB personnel items as listed in the agenda packet. Motion seconded by Board member Quinlan.
No discussion. Motion passed unanimously.

Board member Rassmussen moved to approve the MSDB Out of State Travel requests as listed in the agenda packet. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Board member Rassmussen moved to approve the GFHS/MSDB MHSA Cooperative Dance Team Agreement. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Board member Rassmussen moved to approve the final reading of MSDB Policies 8425, 8425P, 8450, 8450F1, F2, F3, 1000 Series, 2000 Series, and 4,000 Series as listed in the agenda packet. Motion seconded by Board member Quinlan.

Superintendent Furthmyre answered Chair Tharp's questions regarding the Automatic Emergency Defibrillator policy.

No further discussion. Motion passed unanimously.

Superintendent Furthmyre updated the Board on Legislative priorities for the 2025 Legislative Session and his work with the Legislature during the interim to prepare for the upcoming session, budgetary requests he has submitted for the Governor's 2027 Budget, and the long-range building plan requests. Superintendent Furthmyre answered Board members' questions.

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
No public comment was made.

ADJOURN
Meeting adjourned at 1:52 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.

DRAFT

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 02 (Aug)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					591,202.00	69,647.82	0.00	521,554.18
	235H1 ADMINISTRATION				546,722.00	66,176.10	0.00	480,545.90
		01100 General Fund			535,164.00	66,176.10	0.00	468,987.90
			61000 Personal Services		266,908.00	33,004.25	0.00	233,903.75
				1 BOARD OF PUBLIC EDUCATION	266,908.00	33,004.25	0.00	233,903.75
			62000 Operating Expenses		268,256.00	33,171.85	0.00	235,084.15
				1 BOARD OF PUBLIC EDUCATION	268,256.00	33,171.85	0.00	235,084.15
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			11,510.00	0.00	0.00	11,510.00
			61000 Personal Services		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
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			48.00	0.00	0.00	48.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			62000 Operating Expenses		48.00	0.00	0.00	48.00
				1 BOARD OF PUBLIC EDUCATION	48.00	0.00	0.00	48.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 SITSD RST				44,480.00	3,205.52	0.00	41,274.48
		01100 General Fund			44,480.00	3,205.52	0.00	41,274.48
			62000 Operating Expenses		44,480.00	3,205.52	0.00	41,274.48
				1 BOARD OF PUBLIC EDUCATION	44,480.00	3,205.52	0.00	41,274.48
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235Z1 WORKERS COMP. REDUCTION				0.00	0.00	0.00	0.00
		01100 General Fund			0.00	0.00	0.00	0.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC	235Z1 WORK	01100 General Fund	(blank)	ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			**0.00**	**0.00**	**0.00**	**0.00**
			61000 Personal Services		**0.00**	**0.00**	**0.00**	**0.00**
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		**0.00**	**0.00**	**0.00**	**0.00**
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					**591,202.00**	**69,647.82**	**0.00**	**521,554.18**

CONSENT AGENDA

STRATEGIC PLAN

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 *and implementation of legislative priorities and directives.*
   - 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.
    - *Work with and administratively support the Montana Community Choice School Commission.*
    - 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.
    - *Advocate for budgetary resources to support MSDB's programmatic and facility requests.*

CONSENT AGENDA

BYLAWS

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. 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)

CONSENT AGENDA

2025 MEETING AGENDA AND CALENDAR

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
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 11-12, 2025 – East Helena, MT
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 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
Action on Accreditation Status of All Schools
Executive Director Performance Evaluation

July 16-18, 2025 – Helena, MT
Strategic Planning Meeting
MACIE Update
Action on MSDB/Golden Triangle Co-op
Reflection and Review of Chapter 56 Assessment Standards
Review Public Charter School Annual Report (20-6-809)
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update
Indian Education for All Report

September 11-12, 2025 – Dillon, MT
Glendive, Evergreen, Lewistown, Polson
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

- **Welcome from Superintendent Chad Johnson, Livingston Public Schools**
- **Board Committee Assignments**

Dr. Tim Tharp

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

Licensure Committee
Susie Hedalen, Chair
Jane Hamman, Member
Tim Tharp, Member

Charter School Committee
Jane Hamman, Chair
Lisa Schmidt, Member
Tim Tharp, Member

MSDB Committee
Lisa Schmidt, Chair
Ron Slinger, Member
Tim Tharp, Member

Legislative Committee
Renee Rasmussen, Chair
Madalyn Quinlan, Member
Tim Tharp, Member

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

Accreditation Committee
Madalyn Quinlan, Chair
Susie Hedalen, Member
Tim Tharp, Member

Assessment Committee
Ron Slinger, Chair
Renee Rasmussen, 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

ITEM 2

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 3

COMMISSIONER OF HIGHER EDUCATION REPORT

Dr. Angela McLean

MUS Recommendation to Board of Public Education

Overview & Background

Math preparedness is a major benchmark for students as they pursue postsecondary options, whether that's a college degree at the certificate, associate, or bachelor's level, military service, or enter careers of value directly following high school graduation.

At the July Board of Public Education meeting, concerns regarding Montana's math proficiency were voiced by board members, Tribal partners, and members of the Office of Public Instruction. The Montana University System data shows in Fall 2023, nearly one in three (28%) incoming Montana freshmen who take a math course in their first semester required additional math support through either a remedial or corequisite course, which is consistent with the past ten years of data. This data does not reflect the potential students who may have decided postsecondary education was not an option for themselves based on their own math proficiency, particularly as research suggests that under-preparation in math may be a barrier to postsecondary education.

Enhancing Math Proficiency Requires Multiple Strategies

There is no single solution to improving math proficiency outcomes. OCHE is encouraged to see the BPE and the OPI's commitment to improving math proficiency and eager to be collaborative partners in identifying and supporting implementation of a constellation of solutions that, together, will support more Montana students into stronger math proficiency and ultimately more opportunities for their educational paths and careers. The BPE and the OPI have clearly demonstrated thoughtful improvements in secondary math education in the revised math content standards, which were proposed in July.

Another key strategy in improving math proficiency and preparation for postsecondary opportunities is increasing the minimum graduation requirement from two math courses to three. In reviewing the newly proposed math content standards, the Montana University System Developmental Education Steering Committee has identified a significant gap in math content and skill between the recommended Core (or two year of math) standards and entry college-level math courses in ***any field or degree program at any MUS institution***. What this means is that Montana high school students who only take two math courses (the current state minimum graduation requirement), will not be prepared to enter a college-level math course in any field in any degree type, whether a two-year welding degree program or a four-year engineering degree or anywhere in between.

In order to be prepared for and find success in any pathway in any degree program level (certificate, associates, or bachelor's degree) in the MUS, students must acquire mathematical skills, techniques, and habits of mind ***beyond*** those recommended in the Core standard. Furthermore, the minimum graduation requirement of two courses does not meet the

recommended secondary math course-taking guidelines for a single Montana Career Pathway, the education pathways linking secondary to postsecondary education to prepare Montanans for in-demand careers including those in CTE (career and technical education) fields. **To be college or career ready, Montana high school students must take a minimum of three years of high school math or what has been recommended in the CORE Plus content standards.**

With three-quarters of Montana high schools self-reportedly already requiring an additional third year of math, there is tremendous potential in strategically and collaboratively supporting a third year requirement as a statewide initiative and bridging the challenges for other schools not yet at the third year requirement.

Recommendation & Implementation Supports

To support the MUS recommendation that **the Board of Public Education adopt a state-wide minimum requirement of three years of math course taking that align with the CORE Plus content standards**, the Office of the Commissioner of Higher Education offers the following recommendations for implementation and adoption:

1. The third year of math should reflect the Core Plus Standards proposed by the Office of Public Instruction. The Core Plus standards provide foundational knowledge and math skills relevant to any degree path. As designed, the Core Plus standards DO NOT assume STEM preparation for high school students but instead thoughtfully prepare students to enter a variety of education or career paths. As designed, students completing the three years of math as outlined in the Core Plus standards will be prepared with **relevant and applicable** math skills for the trades, STEM fields, healthcare fields, business, the humanities, and more. For high school students who do want to pursue STEM fields, three years of Core Plus will prepare them to take a fourth year of high school math, which could be taken as a Dual Enrollment math credit.

2. During its presentation to the BPE in July, OPI noted that they will need to undertake significant professional development for current high school math teachers to integrate the newly proposed content standards. The MUS affirms that professional development will be necessary and is ready and able to respond to professional development needs and appropriate settings as identified by the Office of Public Instruction and school districts to effectively teach math. In particular, the MUS has adopted math instruction models that, in addition to specific math skill development, support enhancement of academic mindset, the approach used in MUS corequisite courses. These models may be of value as OPI, high school districts, and math teachers are integrating the new content standards and designing aligned courses and pedagogical approaches.

3. The MUS will collaborate with campuses to ensure that attention to how the Core and Core Plus Standards are organized is part of Educator Preparation Programs that lead to secondary mathematics teacher licensure. We will also collaborate with campuses to develop resources for educator licensure applicants who choose an alternative path to licensure to offer the right knowledge and skills to teach the Core Plus Standards and scaffold an academic mindset for Montana's students.

4. Recognizing that districts face challenges in staffing and resources and that rural teacher shortages impact math course availability at the high school level in many Montana communities, the Montana University System in concert with the Montana Digital Academy will work with our secondary education partners at the state and district levels to support the design and delivery of instruction for the third year of math to satisfy "Plus" standards so that all districts, high schools, and students have access to a third year math course relevant to their educational and career goals.

Thank you for your consideration of this recommendation. We are grateful for our partnership and collaboration in strengthening Montana students' college and career potential.

ITEM 4

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 5

STUDENT REPRESENTATIVE REPORT

Gavin Mow

❖ MSDB LIAISON – (Item 6)

Lisa Schmidt

ITEM 6

MSDB REPORT

Paul Furthmyre

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on Out of State Travel Requests**
- **Action on OPI Discretionary Grant**
- **Final Reading of Policies**

Montana School for the Deaf and the Blind
Board of Public Education Report
September 2024

Agenda Action Items:

1. **Personnel Action Report**
   3 Hires
   2 Resignations

2. **Out of State Travel Requests**
   Literacy 2024 Creating Connections with Language Conference - Charleston, SC
   National Hands and Voices Conference - Spokane, WA
   NRAER Regional Conference - Lander, WY

3. **OPI Discretionary Grant Approval**

4. **Final Reading for Policy Changes**
   Policy 2000 Series Suggestions from MTSBA
   Policy 4000 Series Suggestions from MTSBA
   Final Reading on the Following 3000 Series Policies
   Final Reading on the Following 7000 Series Policies

5. **First Reading for Policy Changes**
   First Reading on the Following 3000 Series Policies
   First Reading on the Following 6000/7000 Series Policies

Attached Documents:

- MSDB 3000 Policies Update Chart
- MSDB 6000 and 7000 Policies Update Chart
- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Final FY24 Expenditure Report
- FY25 Current Expenditure Report
- Accreditation - State
- Staff Back to School Letter
- PIR Day
- 2324 Year In Review Draft
- Website Renewal
- Referral Updates

MSDB Personnel Action for BPE Meeting
September Meeting 2024

MSDB asks that the board please approves the following personnel actions:

Hire
Sydney Hess - Cottage Administrative Assistant
Devany Book - Scheduling Secretary / Public Relations
Amy Tangen - DHH Outreach Consultant

Resignation
Seri Brammer - Resident Advisor I
Brandy Johnson - TOD Outreach Bozeman Area

Retirement

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised
1 - Teacher of the Deaf Outreach Consultant - Bozeman Area
2 - Teacher of the Deaf
LPN
Residential Advisor 1

Positions to be advertised

Positions on hold as a result of bargaining
LEAP Resident Advisor
School Psychologist

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	Education

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Morgan Makar, Jessteene Clifford, Julie-Dee Alt, Alissa Kline, Brenda Warren

5) Justification

Attend Literacy 2024 Creating Connections with Language Conference in Charleston, SC. The conference is sponsored by The American Society for Deaf Children, along with co-hosts: Language First, South Carolina School for the Deaf and Blind, and the South Carolina Department of Education. This conference will all staff to focus on language which is the key to learning, building relationships, and achieving success. It's what allows us to create connections that matter. The conference promises to provide an engaging, forward-thinking experience for both presenters and attendees, one that fosters progressive literacy and language development for Deaf/Hard-of-Hearing/DeafBlind children and students.

6) Itinerary

Destination: Charlette, South Carolina

Travel Dates: October 24-27

7) Estimated Costs

Transportation $ 3500 Meals $ 745 Lodging $ 4500 Other $ 600

Total estimated cost $ 9345

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

$700/person air fare; $149/person food; $300/person for 3 nights= $900/person lodging; $600 Ground travel; Hotel $300/person;

8) Submitted By	Title	Date
Julie-Dee R Alt	Principal	8/12/2024

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

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Katelyn James 052736

5) Justification

Hands & Voices national conference - This conference is designed for families of deaf/hard of hearing children and professionals working with these children. Several MT families are planning on attending. By attending, I will be informed about what our families are learning and also learn of new national trends and information.

6) Itinerary

Destination: Spokane, WA

Travel Dates: 9/19/2024-9/22/2024

7) Estimated Costs

Transportation $ 48 Meals $ 203 Lodging $ 450 Other $

Total estimated cost $ 701

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Driving state car, overnight hotel parking fee, hotel location pending availability, hotel room (possibly to be covered by MT Hands & Voices), my attendance is also pending that registration will be covered by MT Hands & Voices

8) Submitted By	Title	Date
Katelyn James	Deaf/Hard of Hearing Outreach Consultant	7/26/2024

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

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#
	Susan Davis, Kacee White, Shawn Erickson, Jen Norlander, Leann Goss, Heather Hill

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

Montana Office of Public Instruction opi.mt.gov Elsie Arntzen, Superintendent	**Discretionary Grant Application Form** Federal Funds Under the Individuals with Disabilities Education Act (IDEA)	**Funding Authority** - IDEA CFDA #84.027S Budget 027S

PART I. PROJECT APPROVAL STATISTICAL DATA AND ABSTRACT

1. Prime Applicant District/Cooperative/Organization

☐ Elem. _____ 9258

Or Legal Entity

☐ H.S. _____ _____ Cascade

District Name District No. County

☒ If a cooperative/organization: Montana School for the Deaf and the Blind
Cooperative Name

Project Director Miranda Briggs 3911 Central Avenue, Great Falls, MT 59405 Outreach Director mbriggs@msdb.k12.mt.us

Name Address Position E-mail

Board of Trustees has designated the following person responsible for keeping the financial records for this project.

Paul Furthmyre/Superintendent 3911 Central Avenue, Great Falls 59405 406-771-6001

Name/Position Address ZIP Code Telephone

2. STATE EDUCATION AGENCY ACTION (To be completed by OPI)

Project Number 84027DISC_23

Approved Amount $_____

3. PROJECT DURATION from (a) Month Day Year to (b) Month Day Year

__/__/____ __/__/____

4. Funding Authority: (check one)

☐ Preschool _____ _____

☐ Part B _____ Signature, OPI Approval

☐ Other _____

Date of Approval

5. TITLE OF PROJECT: **Montana School for the Deaf and Blind Outreach Program** _____

PART II. STATEMENT OF ASSURANCES

The Board of Trustees of the Prime Applicant in a meeting held on September 12, 2024 authorized Superintendent Paul Furthmyre to file this application for the district /cooperative/organization to make representations and to make commitments on behalf of the district /cooperative/organization under the provisions of the Individuals with Disabilities Education Act as amended by 101-476.

Signature–Authorized Representative _____ Date September 12, 2024___

Print or Type Name of the Authorized Representative Paul Furthmyre_____

GENERAL INSTRUCTIONS FOR PROVISIONS AND ASSURANCES DEBARMENT AND SUSPENSION CERTIFICATION

DEFINITIONS

Lower Tier Participant – Any organization (such as a school district or university) or person receiving a grant or contract under this "Application." This also includes subsequent sub grants or subcontracts.
Covered Transaction – The act of applying for federal funds or submitting a proposal for federal funds.
Lower Tier Transaction – The making of a (1) sub grant to another entity or person or (2) procurement contracted by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of $25,000.
Principals – An administration head, key project/grant management person, officer, director, within the Lower Tier Participant's organization or a sub organization contracted with (i.e., superintendents and the key person in the school district who will exert control or management influence over this project; at a university, it would be the president and principal investigator).

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is stating that it is neither debarred nor suspended.
2. This certification is a material representation of fact upon which reliance was placed when this certification was signed. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment from federal fund participation.
3. The prospective lower tier participant shall provide written notice to the organization to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," " participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this certification, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the organization to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the two-paragraph "Certifying Statement," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required. The knowledge of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly entered into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies including suspension and/or debarment.

SCHOOL YEAR 2024-25
PROVISIONS AND ASSURANCES
DEBARMENT AND SUSPENSION CERTIFICATION

Elsie Arntzen, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

School District Name Montana School for the Deaf and the Blind	Elem. Legal Entity No. SC9368
County Name Cascade	H.S. Legal Entity No. SC9371

This certification covers all federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 25, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE.)

CERTIFYING STATEMENT

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NOTE: This certification is required of the Prime Applicant District.

Organization Name Montana School for the Deaf and the Blind	
Name and Title of Authorized Representative Paul Furthmyre, Superintendent	
Signature of Authorized Representative	Date

PART III. PROJECT INFORMATION

Complete the following for each project. A project should address one or more related performance indicators that are in need of improvement for the region. There must be at least one measurable improvement activity associated with each project. Keep in mind that if districts within your region fall in the needs improvement level of determination, the CSPD may be required to provide specific targeted improvement activities.

PROJECT 1

Identified Need (s):
(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Families with children who have sensory impairments benefit from specialized opportunities to learn the best practices and strategies to meet their children's unique needs. Professional development is needed to increase knowledge, stay current with best practices, and to know the research and updates. Families, children, and professionals need the opportunity to learn, socialize, and network with others. These activities will provide support for families, professionals and students. Indicator 5 Correlates: 3, 5, and 6.

Project Outcome(s) Statement:
(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Specific professional development activities will support ARM 10.55.717 (assignment of person providing instruction to braille students) and ARM10.55.718 (assignment of persons providing sign language interpreting for students who are deaf/hard of hearing). These activities will provide opportunities for students, families and professionals to come together learning the needed skills for students who are deaf/hard of hearing or have a visual impairment. Recruitment and training opportunities are part of these activities. This will include learning opportunities in manual communication, language options, braille literacy, assistive technology, modifications and accommodations.

Improvement Activity(s):

Title: Family Learning Weekends Date: June 2025 Cost: 30, 000

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Students and their families will come to the Montana School for the Deaf and the Blind (MSDB) campus for a weekend. While on campus they will be offered opportunities to socialize with other families, meet others with sensory impairments, and learn more about sensory impairments. They will be better prepared to meet the educational, language, literacy, assistive technology and communications needs of their children in the home setting and at school.
Evidence: evaluation forms completed by participants

Title: Summer Camps for Sensory Impaired Children **Date: June 2025 Cost 10, 000**

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Students will develop increased language, communication, self-help, life skills and social emotional skills through activities designed for students with sensory impairments by attending a summer camp specifically designed for their sensory impairment.
Evidence: student evaluation

Title Enrichment Weekends **DateOctober 2024 and May 2025 Cost $10,000**

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Students will come to the MSDB campus, two times per school year. While on campus they will engage in activities to increase understanding of their specific sensory needs, socialize with peers, and work directly with professionals trained to meet their sensory needs.
Evidence: student evaluation

Title Visually Impaired (VI) Games **Date May 2025 Cost $5,000**

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Outcome: Students with visual impairments will come to the MSDB campus to participate in the VI games over a weekend. Students will participate in various activities: track and field, swimming, goal ball, showdown and more.
Evidence: student evaluation

Title Sign language training, braille training, and materials Date: August 2024-July 2025. Cost: $20,000

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Parents and school personnel will be provided with resources and training on language and communication modes for students who are deaf hard of hearing. Examples of information that will be shared include sign language systems, linguistic principles of American Sign Language, vocabulary development, expressive and receptive communication sign fluency, aspects of deafness and deaf culture.
Parents and school personnel will be provided with resources and training and taught the basic of braille to develop written language and reading skills for students with vision impairments. Examples include support to district staff in providing braille instruction, improving their braille literacy skills, providing braille writers and other technology to district staff and students to improve braille skills. Additional opportunities will be provided to district staff to learn basic braille skills and using a braille writer, increased understanding of contracted and uncontracted braille, using Unified English Braille and the functions of a braille writer.
Evidence: participant evaluation and number of students working to meet the standards in ARM 10.55.717 and 10.55.718.

PROJECT 2

Identified Need (s):

(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Families need home based educational services that are specifically designed to increase skills of children with sensory impairments. This will increase the likelihood of entering kindergarten with developmentally appropriate skills. Indicator 7 and 12 Correlates: 5

Project Outcome(s) Statement:
(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Families will be knowledgeable of the effects of different hearing levels and language, communication and social development of their children who are deaf or hard of hearing. Families will be knowledgeable of compensatory skills, assistive technology, independent living skills, orientation and mobility, recreation and leisure, self-determination, sensory efficiency, social interaction skills and career education for their child with a vision impairment.

Improvement Activity(s):

Title Family Advisors Date: August 2024-July 2025 Cost $25,000

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Families will be knowledgeable of the effects of different hearing levels and language, communication and social development of their children who are deaf or hard of hearing. Families will be knowledgeable of compensatory skills, assistive technology, independent living skills, orientation and mobility, recreation and leisure, self-determination, sensory efficiency, social interaction skills and career education for their child with a vision impairment.

Title: Family Advisors Date: August 2024-July 2025 Cost: $25,000

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Montana School for the Deaf and Blind Outreach Consultants will work with Family Advisors to provide home based instruction to families and children birth to twenty one years of age.

Evidence: Family Advisor goals, progress reports and notes. Number of students and families served.

Title: Date Cost:

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title_____
Date_____ **Cost**_____

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

PROJECT 3

Identified Need (s):
(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Project Outcome(s) Statement:
(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Improvement Activity(s):

Title: Date Cost

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title:
Date **Cost**

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title
Date **Cost**

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title
Date **Cost**

Expected Outcome:
(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
PART B – ANNUAL PROJECT BUDGET
2023-2024

CFDA #84.027S

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1 – June 30. Amendments to this budget may occur up to project close-out, but no later than June 30. *Discretionary grant funds may not be "carried-over" into the next state fiscal year.*

Optional: Attach a supplementary budget outlining the projected expenses for each of the budget items listed below.

Prime Applicant District: Legal Entity: Project Number:

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits	$40,000			
2. Operating Expenses	$50,000			
3. Professional Development	$20,000			
4. Transfer to other districts 6200-930				
5. **TOTAL BUDGET**	110,000			

OPI USE ONLY: APPROVED BY / DATE

Final Reading for Policy Changes
September 2024

Please approve with final reading, the following 24 new policies to add to the 2000 series:
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

Please approve with final reading, the following 3 new policies to add to the 4000 series:
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

Please approve with final reading, the following 34 policy changes to the 3000 series.
Renumbered Only Policies
Procedure 3110-P(1): Entrance, Placement, and Transfer - Evaluation and Determination of
Procedure 3110-P(2): Entrance, Placement, and Transfer - Least Restrictive Environment
Procedure 3110-P(3): Entrance, Placement, and Transfer - Full Education Opportunity Goal
Procedure 3110-P(4): Entrance, Placement, and Transfer - Procedural Safeguards
Procedure 3110-P(5): Entrance, Placement, and Transfer - Residence of Children at
Procedure 3110-P(6): Entrance, Placement, and Transfer - Children in Private Schools
Procedure 3110-P(7): Entrance, Placement, and Transfer - Admission of Non-Resident
Procedure 3110-P(8): Entrance, Placement, and Transfer - Child Find
Procedure 3110-P(9): Entrance, Placement, and Transfer - Identifying the Need for and

Procedure 3310-P(1): Student Discipline - Public Displays of Affection (PDA)
Procedure 3310-P(3): Student Discipline under Idea
Procedure 3410-P(2): Student Health - Crisis Response
Policy 3415: Management of Sports Related Concussions
Procedure 3600-P(3): Student Records - Student Photographs
Notice Form 3600-NF(2): Student Records - Confidentiality of Personally Identifiable Information
Policy 3630: Cell Phone and Other Electronic Devices

Title Change Only Policies
Policy 3300: Suspension and Expulsion
Policy 3310: Student Discipline

Policies Updated
Policy 3210: Equal Educational Opportunity, Nondiscrimination and Sex Equity
Policy 3225: Sexual Harassment of Students
Form 3310-F(2): Student Discipline - Vehicle Use Request
Form 3310-F(3): Student Discipline - Student Vehicle Use Rule Form
Form 3310-F(4): Student Discipline - Student Ridership Form
Procedure 3310-P(5): Student Discipline - Student Use of Motor Vehicles on Campus
Policy 3311: Firearms and Weapons
Policy 3413: Student Immunization
Policy 3417: Communicable Diseases
Policy 3431: Emergency Treatment
Policy 3440: Removal of Student During School Day
Policy 3612: School-Provided Access to Electronic Information, Services, Equipment, and Networks
Form 3612-F(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - Permission Form

Policies to Delete
Policy 3603 and Policy 3603P - HIPAA
Policy 3602 – Surveys

Please approve with final reading, the following 1 policy change to the 7000 series.
Renumbered Only Policy
Procedure 7425-P(1): Extra-Curricular Funds - Accounting for Student Funds

2000 Series

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 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 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 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 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 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

4000 Series

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

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 person 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

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

Final Reading for Policy Changes
September 2024

Please approve with final reading, the following 24 new policies to add to the 2000 series:
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

Please approve with final reading, the following 3 new policies to add to the 4000 series:
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

Please approve with final reading, the following 34 policy changes to the 3000 series.
<u>Renumbered Only Policies</u>
Procedure 3110-P(1): Entrance, Placement, and Transfer - Evaluation and Determination of
Procedure 3110-P(2): Entrance, Placement, and Transfer - Least Restrictive Environment
Procedure 3110-P(3): Entrance, Placement, and Transfer - Full Education Opportunity Goal
Procedure 3110-P(4): Entrance, Placement, and Transfer - Procedural Safeguards
Procedure 3110-P(5): Entrance, Placement, and Transfer - Residence of Children at
Procedure 3110-P(6): Entrance, Placement, and Transfer - Children in Private Schools
Procedure 3110-P(7): Entrance, Placement, and Transfer - Admission of Non-Resident
Procedure 3110-P(8): Entrance, Placement, and Transfer - Child Find
Procedure 3110-P(9): Entrance, Placement, and Transfer - Identifying the Need for and

Procedure 3310-P(1): Student Discipline - Public Displays of Affection (PDA)
Procedure 3310-P(3): Student Discipline under Idea
Procedure 3410-P(2): Student Health - Crisis Response
Policy 3415: Management of Sports Related Concussions
Procedure 3600-P(3): Student Records - Student Photographs
Notice Form 3600-NF(2): Student Records - Confidentiality of Personally Identifiable Information
Policy 3630: Cell Phone and Other Electronic Devices

Title Change Only Policies
Policy 3300: Suspension and Expulsion
Policy 3310: Student Discipline

Policies Updated
Policy 3210: Equal Educational Opportunity, Nondiscrimination and Sex Equity
Policy 3225: Sexual Harassment of Students
Form 3310-F(2): Student Discipline - Vehicle Use Request
Form 3310-F(3): Student Discipline - Student Vehicle Use Rule Form
Form 3310-F(4): Student Discipline - Student Ridership Form
Procedure 3310-P(5): Student Discipline - Student Use of Motor Vehicles on Campus
Policy 3311: Firearms and Weapons
Policy 3413: Student Immunization
Policy 3417: Communicable Diseases
Policy 3431: Emergency Treatment
Policy 3440: Removal of Student During School Day
Policy 3612: School-Provided Access to Electronic Information, Services, Equipment, and Networks
Form 3612-F(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - Permission Form

Policies to Delete
Policy 3603 and Policy 3603P - HIPAA
Policy 3602 – Surveys

Please approve with final reading, the following 1 policy change to the 7000 series.
Renumbered Only Policy
Procedure 7425-P(1): Extra-Curricular Funds - Accounting for Student Funds

New Policy Title and Number	Description of Status	PN
Policy 3110: Entrance, Placement, and Transfer	No Change	5
Procedure 3110-P(1): Entrance, Placement, and Transfer - Evaluation and	No Content Change - Renumbered From 3111	9
Procedure 3110-P(2): Entrance, Placement, and Transfer - Least Restrictive Environment	No Content Change - Renumbered from 3112	10
Procedure 3110-P(3): Entrance, Placement, and Transfer - Full Education Opportunity	No Content Change - Renumbered from 3113	11
Procedure 3110-P(4): Entrance, Placement, and Transfer - Procedural Safeguards	No Content Change - Renumbered From 3114	12
Procedure 3110-P(5): Entrance, Placement, and Transfer - Residence of Children at	No Content Change - Renumbered From 3115	13
Procedure 3110-P(6): Entrance, Placement, and Transfer - Children in Private Schools	No Content Change - Renumbered From 3117	14
Procedure 3110-P(7): Entrance, Placement, and Transfer - Admission of Non-Resident	No Content Change - Renumbered From 3118	15
Procedure 3110-P(8): Entrance, Placement, and Transfer - Child Find	No Content Change - Renumbered From 3119	16
Procedure 3110-P(9): Entrance, Placement, and Transfer - Identifying the Need for and	No Content Change - Renumbered From 3120	17
Policy 3122: Attendance Policy	No Change	19
Policy 3125: Education of Homeless Children	No Change	21
Policy 3130: Students of Legal Age	New Policy For Consideration	22
Policy 3200: Student Rights and Responsibilities	No Change	23
Policy 3210: Equal Educational Opportunity, Nondiscrimination and Sex Equity	Changes as Indicated	24
Policy 3221: Student Publications	New Policy For Consideration	27
Policy 3222: Distribution and Posting of Materials	New Policy For Consideration	28
Policy 3224: Student Dress	No Change	29
Policy 3225: Sexual Harassment of Students	New Version of Policy to Replace Current	30
Procedure 3225-P(1): Sexual Harassment of Students - Procedure - Required	New Policy For Consideration	33
Notice Form 3225-NF(1): Sexual Harassment of Students - Sexual Harassment	New Policy For Consideration	39
Policy 3226: Bullying	No Change	41
Form 3226-F(1): Bullying - Report Form	No Change	43
Policy 3231: Searches and Seizure	No Change	46
Procedure 3231-P(1): Searches and Seizure - Procedure for Searches and Seizure	No Change	47
Policy 3233: Student Use of Buildings	New Policy For Consideration - Required	48
Policy 3235: Video Surveillance	New Policy For Consideration	49
Policy 3300: Suspension and Expulsion	No Content Change - New Title	50
Form 3300-F(1): Suspension and Expulsion - Discipline Form	No Change	55
Policy 3305: Seclusion and Restraint	New Policy For Consideration	58
Policy 3310: Student Discipline	No Content Change - New Title	61

Form 3310-F(1): Student Discipline - Discipline of Students with Disabilities	No Change	65
Procedure 3310-P(1): Student Discipline - Public Displays of Affection (PDA)	No Content Change - Renumbered From 3201	75
Procedure 3310-P(2): Student Discipline - Academic Honesty and Responsible Use of	New Policy For Consideration	77
Procedure 3310-P(3): Student Discipilne under Idea	No Content Change - Renumbered From 3310P	78
Form 3310-F(2): Student Discipline - Vehicle Use Request	Change as Indicated - Renumbered From 3710	79
Form 3310-F(3): Student Discipline - Student Vehicle Use Rule Form	Change as Indicated - Renumbered From 3710F1	84
Form 3310-F(4): Student Discipline - Student Ridership Form	Change as Indicated - Renumbered from 3710F2	88
Procedure 3310-P(5): Student Discipline - Student Use of Motor Vehicles on Campus	Change as Indicated - Renumbered from 3710F3	92
Policy 3311: Firearms and Weapons	Change as Indicated - Renumbered from 3315	94
Policy 3410: Student Health	No Change	96
Procedure 3410-P(1): Student Health - Referral of Students to the Health Services	No Change	97
Procedure 3410-P(2): Student Health - Crisis Response	No Content Change - Renumbered From 3420	99
Policy 3413: Student Immunization	Changes as Indicated	103
Form 3413-F(1): Student Immunization - Medical Exemptions	New Policy For Consideration - Required	105
Form 3413-F(2): Student Immunization - Religious Exemptions	New Policy For Consideration - Required	108
Policy 3415: Management of Sports Related Concussions	No Content Change - Renumbered From 3411	111
Policy 3417: Communicable Diseases	Changes as Indicated	112
Policy 3431: Emergency Treatment	Changes as Indicated	114
Form 3431-F(1): Emergency Treatment - Reporting Form	No Change	116
Policy 3440: Removal of Student During School Day	No Change - Combined Policy and Procedure	121
Policy 3510: School-Sponsored Activities	New Policy For Consideration	124
Procedure 3510-P(1): School-Sponsored Activities - Permission/Authorization	No Change	126
Policy 3520: Student Fees, Fines, and Charges	New Policy For Consideration	128
Policy 3530: Student Fund-Raising Activities	New Policy For Consideration	130
Policy 3550: Student Clubs	New Policy For Consideration	131
Notice Form 3550-NF(1): Student Clubs - School Club Application	New Policy For Consideration	134
Policy 3600: Student Records	No Change	136
Form 3600-F(1): Student Records - Student Directory Information Notification	New Policy For Consideration	137
Procedure 3600-P(1): Student Records - Maintenance of School Student Records	No Change	140
Procedure 3600-P(3): Student Records - Student Photographs	No Content Change - Renumbered From 3607	145
Notice Form 3600-NF(1): Student Records - Notification to Parents and Students of	No Content Change	146
Notice Form 3600-NF(2): Student Records - Confidentiality of Personally Identifiable	No Content Change - Renumbered From 3601	149

Policy 3606: Transfer of Student Records	No Change	150
Notice Form 3606-NF(1): Transfer of Student Records - Form	No Change	151
Policy 3608: Receipt of Confidential Records	No Change	152
Policy 3612: School-Provided Access to Electronic Information, Services, Equipment, and	Changes as Indicated	153
Procedure 3612-P(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - District-Provided Access to Electronic Information, Services,	New Policy For Consideration	156
Form 3612-F(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - Permission Form	Changes as Indicated	159
Policy 3630: Cell Phone and Other Electronic Devices	No Content Change - Renumbered From 3233	164
Policy 3650: Montana Pupil Online Personal Information Protection Act	New Policy For Consideration - Required	165

Policy 3603 and Policy 3603P - HIPAA	Delete - Addressed by FERPA in Policy 3600
Policy 3602 - Surveys	Delete Addressed in Policy 2132

First Reading for New Policy
September 2024

First Reading on the Following 3000 Series Policies
(Required and Consider)

Required New Policy
Policy 3233: Student Use of Buildings
Form 3413-F(1): Student Immunization - Medical Exemptions
Form 3413-F(2): Student Immunization - Religious Exemptions
Policy 3650: Montana Pupil Online Personal Information Protection Act

Suggested Policy and Recommended by MSDB Admin
Policy 3130: Students of Legal Age
Policy 3221: Student Publications
Policy 3222: Distribution and Posting of Materials
Procedure 3225-P(1): Sexual Harassment of Students - Procedure - Required
Notice Form 3225-NF(1): Sexual Harassment of Students - Sexual Harassment
Policy 3235: Video Surveillance
Policy 3305: Seclusion and Restraint
Procedure 3310-P(2): Student Discipline - Academic Honesty and Responsible Use of
Policy 3510: School-Sponsored Activities
Policy 3530: Student Fund-Raising Activities
Policy 3550: Student Clubs
Policy 3550 – NF(1): Student Clubs – School Club Application
Form 3600-F(1): Student Records - Student Directory Information Notification
Procedure 3612-P(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - District-Provided Access to Electronic Information, Services, Equipment, and Networks

First Reading on the Following 6000/7000 Series Policies
(Consider)

Suggested Policy and Recommended by MSDB Admin
Policy 6140: Duties and Qualifications of Administrative Staff Other Than Superintendent
Policy 6410: Evaluation of Administrative Staff
Policy 6420: Professional Growth and Development
Policy 7535: Electronic Signatures

New Policy Title and Number	Description of Status	PG
Policy 6000: Goals	No Change	3
Policy 6110: Superintendent	No Change	4
Policy 6140: Duties and Qualifications of Administrative Staff Other Than Superintendent	New Policy for Consideration	5
Policy 6410: Evaluation of Administrative Staff	New Policy for Consideration	6
Policy 6420: Professional Growth and Development	New Policy for Consideration	7
Policy 7000: Goals	No Change	8
Policy 7110: Budget and Program Planning	No Change	9
Policy 7260: Endowments, Gifts, and Investments	No Change	10
Policy 7325: Accounting System Design	No Change	11
Policy 7326: Documentation and Approval of Claims	No Change	12
Policy 7332: Advertising in Schools	No Change	13
Policy 7335: Personal Reimbursements	No Change	14
Policy 7336: Travel Allowances and Expenses	No Change	15
Policy 7425: Extra-Curricular Funds	No Change	16
Procedure 7425-P(1): Extra-Curricular Funds - Accounting for Student Funds	No Content Change - Renumbered from 7420	17
Policy 7535: Electronic Signatures	New Policy for Consideration	18

3000 Series

Procedure 3110-P(1): Entrance, Placement, and Transfer - Evaluation and Determination of Eligibility

Status: DRAFT

Original Adopted Date: Pending

Procedures for Evaluation and Determination of Eligibility

Procedures for evaluation and determination of eligibility are conducted in accordance with the procedures and requirements of CFR 300.530-536 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; and 10.16.3322 Composition of a Child Study Team.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(2): Entrance, Placement, and Transfer - Least Restrictive Environment

Status: DRAFT

Original Adopted Date: Pending

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, at MSDB, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment 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 accord with 10.16.3340ARM and the requirements of CFR 300.550 through 300.556 and a continuum of alternate placements are available as required in CFR 300.551.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required - release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(3): Entrance, Placement, and Transfer - Full Education Opportunity Goal **Status:** DRAFT

Original Adopted Date: Pending

Full Education Opportunity Goal

1. The Montana School for the Deaf and the Blind serves students either on or off campus from the ages of 0 – 21 years.

2. This agency serves all enrolled students between the ages of 0-21 or until completion of their high school educational curriculum. Each student's program is directed by an IEP.

3. Beginning at age 14 and older, all students are referred to the Department of Social Rehabilitation Services for services, and a statement is developed to address their transition needs.

Montana Code Annotated References	**Description**
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	**Description**
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(4): Entrance, Placement, and Transfer - Procedural Safeguards **Status:** DRAFT

Original Adopted Date: Pending

Procedural Safeguards

The Montana School for the Deaf and the Blind implements the procedural safeguard procedures as identified in CFR 300.500-300.529 and 10.16.3129 ARM and provides a copy of the brochure, "Parental Rights in Special Education," to the parent a reasonable amount of time before the school:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of free, appropriate public education to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free, appropriate public education to the child.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required - release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(5): Entrance, Placement, and Transfer - Residence of Children at Montana School for the Deaf and the Blind

Status: DRAFT

Original Adopted Date: Pending

Residence of Children at Montana School for the Deaf and the Blind

As a state school with boarding facilities, the Montana School for the Deaf and the Blind (MSDB) serves day students as well as residential students.

Day students are those enrolled students who live at home and commute to school on a daily basis on transportation provided by local school boards or parents.

Boarding students are those students whose area of residence is of such distance and travel time as to preclude their daily commuting to school. While mandatory home-goings are required for all students periodically, students are encouraged to return home each weekend.

Students residing in Cascade County and surrounding counties which provide daily transportation are to be day students as a matter of school policy except for extenuating circumstances. Exemption from this general policy will be considered on an individual basis upon written application to the Superintendent and contingent upon availability of space in the appropriate age/grade cottage.

Day students may reside occasionally in cottages in connection with school activities such as a late return from an away game or an early next day departure for a school activity or special school/cottage activities. Parents are responsible for contacting the dean of students to ascertain the availability of cottage space and to provide written permission in advance for their son/daughter to reside on campus.

Day students may be kept after school for field trips, student activities, athletic practice, or behavior management with prior parental permission and transportation arrangements.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(6): Entrance, Placement, and Transfer - Children in Private Schools

Status: DRAFT

Original Adopted Date: Pending

Children in Private Schools

The Montana School for the Deaf and the Blind (MSDB) implements services to children enrolled in private schools by their parents in accord with the requirements and procedures in CFR 300.453-300.462 and 10.16.3122 ARM. If a child with a disability is placed in or referred to a private school or facility by the school district, the district will provide special education and related services in accord with the requirements and procedures of CFR 300.401 and 10.16.3122 ARM.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(7): Entrance, Placement, and Transfer - Admission of Non-Resident Students

Status: DRAFT

Original Adopted Date: Pending

Admission of Non-Resident Students to the Montana School for the Deaf and Blind

When the physical facilities and staff of the school are not utilized to their fullest for residential children of Montana, the Superintendent is authorized to consider applications for admission for students who are not residents of Montana.

Tuition for students who are not residents of Montana will be set at the average cost of serving residential students the preceding fiscal year. Transportation costs, long distance telephone costs and all other costs attributable to the student's nonresident status are the responsibility of the student's parents or the state of residence of the student.

Admission policies and all other pertinent school policies will apply to nonresident students. Continued enrollment of nonresident students will be reviewed annually.

Montana Code Annotated References	Description
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	Description
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(8): Entrance, Placement, and Transfer - Child Find **Status:** DRAFT

Original Adopted Date: Pending

Child Find

The Montana School for the Deaf and the Blind is a state operated program providing special education services to all students enrolled. The school is a placement option Local Education Agencies (LEA) to consider for sensory impaired children.

Activities performed throughout the school year include annual audiological assessment of all students in attendance, visual screening for all students and Usher Syndrome screening for students in middle and senior high school, dental screening for all residential students, scoliosis screening for students in the 5th through the 8th grade, psychological evaluation for all students upon initial intake and then on an as needed or every three year update basis, speech/language assessment for all students on initial intake and then on an as needed basis. These services are provided variously through the psychology and speech/language department where pertinent records are maintained in the academic office and included as part of the student's CST/IEP file, and in the health services department which maintains files of a medical and general health nature and is responsible for parent contact regarding results of all medical screenings.

Based on identified needs, students at all levels are eligible for participation in physical therapy, adaptive physical education, and orientation/mobility. Records for these activities are maintained in the academic records and become part of the student's IEP records. These records are variously generated by the physical therapist, physical recreation specialist, and orientation/mobility instructor.

MSDB is charged by the Legislature to serve as a resource center providing information, consultation, technical assistance, and leadership 1) to parents of deaf and blind children from birth through age 21, 2) to public schools of Montana who have deaf and blind children enrolled, and 3) to organizations and individuals concerned with services to deaf and blind children.

MSDB works closely with the service providers for deaf and blind children birth through age three and with the Office of Public Instruction in addressing the needs of these children. There is no charge to the school district, service provider or parents for any outreach services. The outreach consultants take on many roles. The consultants, in addition to other members of the educational team, plan appropriate academic programs for deaf and blind children wherever they may live.

Montana Code Annotated References	**Description**
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	**Description**
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3110-P(9): Entrance, Placement, and Transfer - Identifying the Need for and Appointing Surrogate Parents **Status:** DRAFT

Original Adopted Date: Pending

Identifying the Need for and Appointing Surrogate Parents

It is the responsibility of the Board of Public Education to nominate a surrogate parent for approval by the Montana Youth Court whenever it is determined that a student is in need of a surrogate parent. When a parent of a student cannot be identified or is unknown, the superintendent must take steps to determine the need to nominate a surrogate parent. The parent cannot be identified or is unknown when:

1. the school has no record available of the parent, and
2. the school has no record available of the appointment of a legal guardian.

When the parent of the student cannot be determined or is unavailable, the school must take steps to determine the need to nominate a surrogate parent. The parent cannot be located or is unavailable when:

1. the school receives no response to a combination of phone calls, certified letters or personal visits to the last known address, and
2. the school documents at least three attempts to contact parents, regarding special education evaluation, identification, placement or free appropriate public education.

"Unavailable" means that after reasonable efforts, the whereabouts of the parents cannot be discovered. Uncooperative or nonresponsive parents should not be considered "unavailable".

Procedure for Nominating and Appointing a Surrogate

The process to determine the need for a surrogate parent and the nomination of a surrogate parent must include:

1. Reviewing the need for a surrogate parent when a student is referred to and enrolls at the school, conditions change in a student's relationship with the current parent or guardian,

e.g. death, disappearance.

2. If the conclusion is that a surrogate parent must be appointed, the Board must nominate a candidate within thirty (30) days of the date of determination.
3. Any adult from the area that meets the qualification for a surrogate parent may be nominated. If the person is not trained, the school must ensure that training is provided. Training should include an introduction to terms, definitions and disabling conditions under special education regulations, an overview of state and federal education laws and special education service delivery models, understanding of the Child Study Team process and Individualized Education Programs, an explanation of procedural safeguards and available resources for surrogate parents.
4. Nomination of an appropriate surrogate parent in accordance with 20-17-414, and 20-7-461, MCA, 10.16.1104, ARM, and 20 USC Sec. 1415 and 34 CFR 300.51 The school

shall ensure that the nominated surrogate has no interests which conflict with the interest of the child he or she represents, and has knowledge and skills that insure adequate representation of the child. A person nominated as a surrogate may not be an employee of a public agency which is involved in the education or care of the child, and a person who is otherwise qualified to be a surrogate parent may not be an employee of an agency solely because he or she is paid by that agency to serve as a surrogate parent. The surrogate parent may represent the child in all matters relating to the identification, evaluation and educational placement of the child and the provisions of a free, appropriate public education to the child.

5. The candidate's name is submitted on a petition to Youth Court along with necessary supporting documentation for appointment of the surrogate parent.

6. The Youth Court Judge signs the order appointing the nominee as surrogate parent.
7. If the Youth Court does not appoint the nominee, the Board must make another nomination.

Montana Code Annotated References	**Description**
20-1-101	Definitions
20-5-101	Admittance of child to school
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
44-2-511	School enrollment procedure
Title 20, Chapter 5, Part 5	Enrollment of Pupil by Caretaker Relative

Administrative Rules of Montana References	**Description**
10.16.3122	Local Educational Agency Responsibility for Students with Disabilities
10.55.712	Class Size Elementary
10.55.713	Teacher load and class size
Title 10, Chapter 55	Accreditation Standards

Procedure 3310-P(1): Student Discipline - Public Displays of Affection (PDA) **Status:** DRAFT

Original Adopted Date: Pending

Public Displays of Affection (PDA)

At the Montana School for the Deaf and the Blind (MSDB), we recognize there are various comfort levels with giving, receiving, and observing Public Displays of Affection (PDA).

Our beliefs:

1. We believe one of our goals is to promote and teach appropriate human interactions in order to develop safe, healthy, and appropriate relationships with other people in our lives.
2. We believe students will have feelings for each other and those feelings are acceptable.
3. We believe that students need to learn when and where certain behaviors are appropriate and acceptable and when and where certain behaviors are not appropriate or not acceptable.

All students, regardless of age or grade, have opportunities to socialize with all genders throughout the academic and cottage settings. Socialization can be permitted at any time of the day for all students or evening for cottage students. There are many opportunities to socialize on campus in chaperoned settings. Some of these areas include assemblies, the gym, and cottage common areas. Male and female students may sit together during lunch and are permitted to sit together both in the classrooms, during assemblies, and in the common areas in the cottage.

PDA Definition
Public Displays of Affection (PDA) can refer to any physical contact between any two people. This contact could be in the form of a hug, holding hands, sitting closely, romantic and/or prolonged touching, playing footsies, kissing, and other forms of touching up to and including various forms of sexual contact.

Friendly touches for attention-getting and hugs for greeting or parting are acceptable in the Deaf culture and are not considered PDA. Likewise, touching for sighted (human) guide for students and adults with visual impairments is also not considered PDA.

Typically, PDA applies to couples that are in a romantic relationship. These romantic relationships naturally occur during the young adult and teenage years. Every member of the MSDB community is expected to act in a responsible and respectable manner that will bring praise and positive comments to themselves and to the school.
PDA in Academic Settings
PDA is not allowed in any classroom or during any instructional period including school assemblies and field trips.

1. Elementary Level – PDA is not allowed. Friendly hugs and handshakes between students are acceptable when resolving conflicts, when parting for weekends home, or when a student is leaving MSDB.
2. Middle School Level – Acceptable forms of PDA when students are at the middle school level include holding hands between classes or while walking across campus.
3. High School Level – Acceptable forms of PDA when students are at the high school level include middle school level allowances, quick kisses on the cheek (less than 5 seconds), and quick hugs (less than 5 seconds).
4. When there is a difference in levels of "dating" students, allowances default to youngest level of PDA allowance.

PDA in Cottage Settings
Students in the cottage settings are allowed to show PDA as listed in the Academic settings. Students who are in romantic relationships may also sit together side-by-side during free times and hold hands. With parent/guardian permission and meeting school and cottage behavior/grade expectations, high school students may go on off-campus dates.

PDA Infractions

Inappropriate displays of affection may form the basis for legitimate complaints of sexual harassment and other conduct code violations, and are subject to disciplinary action.

Staff may ask students to stop any touching, including PDA at any time. Students are expected to follow these requests immediately.

Conduct or behavior of a sexual nature is never allowed on campus or during any school-related function or activity. Consequences for infractions or violations will be handled by administrators and might possibly involve law enforcement.

Montana Code Annotated References	**Description**
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	**Description**
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Procedure 3310-P(3): Student Discipline - IDEA Discipline

Status: DRAFT

Original Adopted Date: Pending

Student Suspension & Expulsion

A student with a disability (one of the disabilities defined in the Individuals with Disabilities Education Act (IDEA)) is subject to suspension or expulsion (removal from his or her current educational placement and the cessation of educational services by MSDB) from school for 10 school days or less per school year on the same basis as a student without a disability.

If a student with a disability is endangering him/herself and/or others, to include teaching and cottage staff, the school shall take emergency action to protect the student and/or others from harm. This may, in extreme cases, involve calling the police.

The school may not suspend a student with disabilities for more than 10 school days during a school year--keeping in mind that the Gun-Free Schools Act does not amend or create any exception to federal civil rights laws. Students with disabilities are still protected under 504 and IDEA and may be suspended for no more than 10 school days unless 1) the parent consents to an interim change in placement with educational services to be provided in an alternative placement; or 2) a temporary restraining order is issued by a court of competent jurisdiction; or 3) a Child Study Team (CST) determines that the misconduct is not a direct manifestation of the student's disability and the Individualized Education Program (IEP) team determines that the current placement is appropriate and the school continues to provide educational services; or 4) an IEP team determines that cumulative suspensions beyond 10 school days in one school year does not constitute a change in placement. If the court denies the TRO and the parent refuses to consent to a change in placement, the student shall be returned to his/her placement and appropriate services provided immediately after the 10th day of suspension unless the misconduct involves violation of the Gun Free Schools Act. Changes in program or placement must be made by an Individualized Education Program (IEP) team in accordance with IDEA procedures.

The following procedure shall be followed if an incident occurs which may require suspension of the student with disabilities for more than ten (10) school days in one school year.

On the day of the incident the school shall suspend the student with disabilities in the same manner as students without disabilities and immediately advise the parents or guardians of the suspension, reason for the suspension and provide a copy of MSDB policy procedures for suspension and due process.

After completion of the above, the Crisis Prevention Team will review records of the student with disabilities to determine if the suspension will result in a change in placement.
On the day after the incident the school shall notify the parents that the school will hold a meeting to determine if the misconduct of the student is directly related to the student's disability and review the student's educational records including special education assessments and disciplinary referrals to determine if evaluation information is current and whether additional assessment of the student's abilities is warranted at this time. Before the tenth day the school shall convene the evaluation team

meeting and placement team meeting to determine causal relationship between the student's misconduct and the student's disability and appropriateness of the student's current educational program placement.

On the eleventh day of suspension the school must review the process to ensure that the student with disabilities is receiving a free appropriate public education in accordance with proper procedures and determinations.

The Crisis Management Team shall have drawn up a prescriptive behavior management plan which will be thoroughly explained to the parents/guardians and child which will constitute the basis for the child's re-admittance to school and may become part of the child's IEP. If this is not successful, MSDB will pursue judicial relief to have the student removed permanently (expelled) from residential and school placement.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products

Montana Code Annotated References	Description
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Procedure 3410-P(2): Student Health - Crisis Response **Status:** DRAFT

Original Adopted Date: Pending

Crisis Response Plan

The intent of this document is to provide a proactive, orderly procedure to be in place to assist the school and cottage personnel in their response to crisis, whatever the nature of that crisis may be.

Our goal is to appropriately manage a crisis situation while maintaining the operation and deliverance of a normal educational program.

The Montana School for the Deaf and the Blind Intervention Team may consist of:

Superintendent	Principal
Dean of Students	Supervising Counselors
School Psychologist	Director of Health Services
School Counselor	Behavior Specialist Included will be any other people deemed appropriate.

All persons who work with students at MSDB must recognize the boundaries of their competencies and their personal and professional limitations. All must recognize the possible harm to the student, the staff person, and the School that could result from attempting to deal with a situation that you are not trained to handle.

In addition, we should be aware that the Schools' responsibilities in responding to students with serious problems involve but are not limited to:

1. gathering necessary information;
2. involving appropriate personnel;
3. seeking supportive resources;
4. formulating a plan of action;
5. following the plan to its conclusion.

If any staff has reason to believe a student may present an imminent threat to self or to others, that person should first ensure that the student remains under constant supervision of an adult and, in the event of extreme anger, tantrum or acting out has an opportunity to "cool off." The principal or dean of students must then be immediately notified.

Upon satisfactory disposition of the behavioral problem, the Intervention Team will confer to review the IEP, Evaluation Report, and other relevant documents and pertinent information and draw up an intervention plan to use with the student. If not possible to hold a formal meeting, the conference can take the form of a phone information/polling session. If upon evaluation by a intervention team member, a student is considered to present an imminent threat to self or others, the parents will be notified immediately and the attached procedures will be implemented.

If it is found to be in the student's best interests, advisable or (necessary) to exclude a student from School the Principal or Dean of Students will make such recommendation to the Superintendent who will then:

1. Implement 10.16.3340 of the Administrative Rules of Montana
2. Proceed with the applicable MSDB Policy 3310P.
3. Notify the Board of Public Education at the next regularly scheduled meeting.

Procedures for Dealing with Students at Risk for Suicide

When a staff member becomes aware of a student's suicidal threats, intervention must be implemented. The following behaviors or statements indicate a suicide threat:

1. Making a will.
2. Giving away favorite belongings.
3. Hopelessness.

4. An obsession with death.
5. Risk-taking behavior.
6. Talking or writing about death in statements such as:
    a. "It's not worth it."
    b. "You'll all be better off without me."
    c. "This has to end."
7. Sudden lift in mood; euphoria or whirlwind of activity after a period of depression may indicate the decision to end life has been made.

Any staff member who has knowledge of a suicide threat, or suspects suicidal intentions must immediately implement the following procedures:

1. Notify an Intervention Team member.
2. After notifying a team member, protect the privacy of the student and family by maintaining strict confidentiality.
3. If the student seems to be in immediate danger, escort the student to the intervention team member or an identified "safe spot" i.e. Health Services. DO NOT LEAVE THE STUDENT ALONE!
4. Fill out the enclosed reporting form, and submit it to your immediate supervisor.

If a student threatens suicide after school hours either in the MSDB residential cottage or by phoning a staff member at home, the staff member should contact the following people until one is reached:

1. Dean of Students (if student is in the residential program.)
2. The Superintendent or Principal.
3. A Intervention Team Member to discuss the threat and needed action.
4. Student's parent.
5. Make a referral to the crisis management team the next school day by filling out the attached reporting form and submitting it to your supervisor.

Any staff who has knowledge of a suicide attempt shall immediately implement the following procedure:

1. Take appropriate first aid action, and call for emergency medical assistance.
2. Notify the School Superintendent, Principal or Dean of Students.
3. Arrange for immediate supervision of the student; search the student's room for pills, guns, knives etc.
4. The Superintendent, Principal or Dean of Students, in the presence of another crisis management team member shall contact the parents or guardians of the child.
5. Fill out the attached reporting form and submit it to your supervisor.

When dealing with the high risk student, the Intervention Team Members will follow these guidelines:

1. Do not agree to keep the students' suicide intentions or threats confidential.
2. Arrange for reasonable supervision of the student.
3. The Superintendent, Principal or Dean of Students along with another team member will contact the parents and describe the situation.
4. If parents cannot be reached, a community mental health professional or the police will be contacted to assist in working with the student.
5. Follow-up. Keep informed about the student's progress; assist the family in arranging follow-up therapy; determine the school's role in assisting the student upon release.

The following procedures should be implemented for the student who has attempted suicide and returns to school;

1. Parents should demonstrate that the student has received and continues to receive appropriate therapy and also provide written documentation from the student's therapist

regarding his/her progress and the school's role in assisting the student upon return to school.
2. The school will remain informed of the student's progress, and the school's role in assisting the student upon return.
3. A member of the Intervention Team will serve as an in-school contact person for the student.
4. Appropriate staff shall be notified, bearing in mind confidentiality and the privacy of the student and family.

Following are "red flags" that may indicate a potential need for suicide prevention:

1. Difficulty communicating with others.
2. Parental alcohol/drug abuse; family history of suicide, family conflict.
3. Loss of important person or thing.
4. Termination of dating relationship.
5. Undue parental pressure to achieve.
6. Lack of peer acceptance.
7. Indication of hopelessness, apathy, lethargy.
8. Over-achievement and self-criticism.
9. Declining interest in school work.
10. Abrupt changes in behavior, appetite, interest personal appearance.
11. Loss of self-esteem.
12. Evidence of risk-taking behavior.
13. Inability to concentrate.
14. Morbid views.
15. Significant weight change.
16. Previous suicide attempts.

Procedures Following a Student/Staff/ Family Member Suicide or Accidental Death

First Day:
Person found dead of an apparent suicide.

1. The Intervention Team will meet to review the facts, compile necessary forms, and plan specific activities for day two.
2. Arrange for psychological counseling for students and staff as necessary. Develop a script for staff so facts remain the same.

Second Day:

1. Staff meetings will be held. The Principal/Dean will review the known facts and announce the special schedule for the next few days.
2. Staff to be reminded that any communication with the media is the responsibility of the Superintendent or his designee.
3. Staff will be notified of faculty meetings after school to review the events of the day.
4. A crisis center or centers will be established on campus. The center will be staffed by Intervention Team members for the purpose of talking with students on a drop-in basis.
5. Students will be allowed to use the crisis center as needed.
6. Teachers will allow for expressions of grief, while striving to return to the normal routine as soon as possible.
7. Teachers will be encouraged to review the facts and dispel any rumors in their classes.
8. Intervention Team members will call parents of students who are especially traumatized.
9. Staff members are assembled after school (including cottage staff) to allow for expression of feeling. Also, at this time a list will be compiled of students who are particularly traumatized.

Third Day:

1. Community mental health consultants will be sought as needed. School Psychologist and Counselors will continue to meet with students.

Fourth and Succeeding Days:

1. Psychologist will continue crisis intervention, talking with parents, and meeting with concerned staff.
2. Staff members who have been deeply involved with the crisis will meet with the consultant for further verbalization of feelings.

Montana Code Annotated References	**Description**
20-3-324	Powers and duties
40-6-701	Interference with fundamental parental rights restricted

United States Code References	**Description**
20 USC 1232h	Protection of pupil rights

Policy 3415: Management of Sports Related Concussions

Status: DRAFT

Original Adopted Date: Pending

Youth Athletes and Brain Injury and Concussion Education Requirements

The Montana School for the Deaf and the Blind will inform athletic trainers, coaches, officials, youth athletes, and parents or guardians of the nature and risk of brain injuries, including the effects of continuing to play after a concussion. The information, and training must be consistent with current medical knowledge and guidelines provided by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, as to:

a. the nature and risk of brain injuries associated with athletic activity;
b. the signs, symptoms, and behaviors consistent with a brain injury;
c. the need to alert a licensed health care professional for urgent recognition and treatment when a youth athlete exhibits signs, symptoms, or behaviors consistent with a concussion; and
d. the need to follow proper medical direction and protocols for treatment and returning to play after a youth athlete sustains a concussion.

Educational materials including the nature and risk of brain injuries and the effects of continuing to play after a concussion will be provided to, viewed and signed by each athlete and the athlete's parent or guardian and returned to an official designated by the school prior to the athlete's participation in organized athletic activities for the subsequent school year.

MSDB shall ensure access to a training program consistent with the guidelines identified in this policy. Each coach, athletic trainer, and official participating in organized youth athletic activities shall complete the training program at least once each school year.

MSDB may invite the participation of appropriate advocacy groups and sports governing bodies to facilitate training requirements contained in this policy.

Montana Code Annotated References	Description
20-7-1301, et seq	Protection of youth athletes act

Procedure 3600-P(3): Student Records - Student Photographs

Status: DRAFT

Original Adopted Date: Pending

Student Photographs 3607

It is the policy of the Montana School for the Deaf and the Blind that students are not to be photographed nor photographs released for publicity or public relations purposes without parental permission.

Prior to the release of a student's photograph or a group photograph where a student is recognizable, the responsible school official is to verify release of photograph authorization as part of the student's registration package in the student's file.

Should a signed authorization not be available, the student's parent is to be contacted for written permission. Should permission be withheld, the photograph is not to be published or released. Should permission be granted, it is to be in writing and filed in the student's file.

It is the policy of the Montana School for the Deaf and the Blind that photographs of students are to show the student in a positive and complimentary manner/situation.

Montana Code Annotated References	Description
20-1-212	Destruction of Records by school officer
20-5-201	Duties and Sanctions
20-7-104	Transparency and public availability of public school preformance data
20-7-1317	Electronic directory photograph repository
40-4-225	Access to records by parent
40-6-701	Interference with fundamental parental rights restricted
41-3-201	Reports
41-5-215	Youth court and department records

Administrative Rules of Montana References	Description
10.55.909	Student Records
10.55.910	Student Discipline Records

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Code of Federal Regulations References	Description
34 C.F.R. 99 et seq.	Family Education Rights and Privacy Act

Notice Form 3600-NF(2): Student Records - Confidentiality of Personally Identifiable Information

Status: DRAFT

Original Adopted Date: Pending

Confidentiality of Personally Identifiable Information

As an explanation of parental rights in special education, parents receive, in writing at least annually, Notice of Procedural Safeguards Under IDEA, published by the Office of Public Instruction.

The Montana School for the Deaf and the Blind follows the provisions under the Family Educational Rights and Privacy Act (FERPA) and implements the procedures in CFR 300.562- 300.577, 10.16.3560 ARM and 20-1-213MCA.

Montana Code Annotated References	Description
20-1-212	Destruction of Records by school officer
20-5-201	Duties and Sanctions
20-7-104	Transparency and public availability of public school preformance data
20-7-1317	Electronic directory photograph repository
40-4-225	Access to records by parent
40-6-701	Interference with fundamental parental rights restricted
41-3-201	Reports
41-5-215	Youth court and department records

Administrative Rules of Montana References	Description
10.55.909	Student Records
10.55.910	Student Discipline Records

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Code of Federal Regulations References	Description
34 C.F.R. 99 et seq.	Family Education Rights and Privacy Act

Policy 3630: Cell Phone and Other Electronic Devices

Status: DRAFT

Original Adopted Date: Pending

Use of Cell Phones and Electronic Signaling Device
The possession and/or use of cellular phones, pagers, and other electronic signaling devices or calling devices on school grounds during the instructional day or scheduled cottage activity times is a privilege which shall be permitted only with the express permission of the Principal or Dean of Students or designee. During these times permission must be granted to the student each time he or she is to use a cell phone, pager, electronic signaling device or calling device.

At no time shall any student operate a cellular phone or other electronic device with video capabilities in any locker room, bathroom, or other location where such operation will violate the privacy right of another person, or, interferes with the institutional and instructional process.

Unauthorized possession and/or use of cellular phones, pagers, and other electronic signaling devices or calling devices will result in confiscation of the device by school officials, including classroom teachers, and may result in disciplinary action. Confiscated devices may be returned, at the discretion of the building administrator, to the parent or guardian of the student or to the student.

Montana Code Annotated References	Description
20-5-201	Duties and Sanctions

Policy 3300: Suspension and Expulsion **Status:** DRAFT

Original Adopted Date: Pending

Progressive Discipline Plan

PROGRESSIVE DISCIPLINE PLAN DISCIPLINARY ACTIONS
MSDB has established the following **Progressive Discipline Plan** for dealing with minor and major infractions which occur during the school day and in the cottage during the evening and on weekends.

MINOR INFRACTIONS LEVEL 1 DISCIPLINE
Minor infractions include any violation of classroom/cottage rules or behavior programs. These behaviors typically include noncompliance, lack of cooperation, disrespect and use of inappropriate language, and unsafe behavior or actions. Specifically, behavior which constitutes a minor infraction includes, but is not limited to: tardiness, lack of preparation, failure to complete assignments or complete them on time, pushing, wrestling, running, name calling, swearing, improper use of equipment, acting without permission, taking or hiding things that do not belong to them, not caring properly for their own possessions, and failure to comply with directions. These behaviors interfere with the rights of others to live and work in a productive and harmonious classroom or cottage environment.

It is the teacher / cottage life attendant's responsibility to see that effective behavior programs are established and that positive working relationships exist between themselves and the students and among the students they are assigned to teach and/or supervise.

The students are expected, at all times, to participate in behavior programs and cooperate with rules that have been established. When behavior programs or rules are violated, students are expected to accept the established consequences and work cooperatively with teachers/cottage life attendants and other students to improve their behavior. The following procedure will be used to address minor infractions of established student behavior codes for the classroom and cottage.

IN THE CLASSROOM / COTTAGE

1. Teacher / Cottage Life Attendant establishes classroom / cottage rules and/or behavior management program.

2. Rules and consequences are posted.

3. Teacher / Cottage Life Attendant implements consequences and/or behavior management strategies to help the student conform with the rules.

4. Upon violating the same or similar rule three times or when the teacher / cottage life attendant has exhausted established management strategies, a Student Incident Report, 3300P, is completed and the student is required to attend a conference with the principal, dean of students or designee.

5. The principal, dean of students or designee returns a copy of Student Incident Report to the referring teacher or cottage life attendant and the parent(s) noting the action that was taken and any recommendations for future action on the part of the staff person.

OUT OF THE CLASSROOM /COTTAGE

1. Teacher / Cottage Life Attendant addresses student who is misbehaving.
2. Warning given and a Student Incident Report, 3300P, is given to the student and a copy is sent to the principal or dean of students.
3. Upon receiving three Student Incident Reports for the same or similar misbehavior the student is required to attend a conference with the principal, dean of students, or a designee.
4. The principal, dean of students or designee returns a copy of the Student Incident Report to the referring attendant and the parent noting the action that was taken and any recommendations for future action on the on the part of the staff person.
5. When a student has been referred to the principal or dean of students on the third Student Incident Report, the student may be considered by the administration to be a habitual offender and all further action will follow the procedures established for Level 2 Discipline.

MAJOR INFRACTIONS/HABITUAL BEHAVIORS LEVEL 2 DISCIPLINE

Major Infractions are those behaviors which are a gross manifestation of disobedience or misconduct, are disruptive to the mission, process and function of the school, or which pose an imminent threat to the health and safety of other students, school staff, other individuals who are on school property or to the offending student him or herself. Major Infractions include, but are not limited to, violations of MSDB Policy 3310, Code of Student Behavior:

HABITUAL BEHAVIOR: A student shall not willfully repeat a violation of established classroom/cottage rules or behavior management programs. If, in dealing with repeated violations, a teacher or cottage life attendant has exhausted established consequences or management strategies, the student will be considered a habitual offender and a Student Incident Report, 3300P, will be completed by the teacher/cottage life attendant and forwarded to the principal or dean of students.

FIGHTING: A student shall not willfully have physical contact with another student in anger and/or with the intent to injure.

PHYSICAL ABUSE: A student shall not use physical force or have physical contact with another student for the purpose of coercion or intimidation, or to inflict pain or injury.

VERBAL ABUSE: A student shall not direct harassing, vulgar, or derogatory remarks toward any person.

HAZING: A student shall not act in a way that recklessly or intentionally endangers the mental or physical health or safety of another student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any school-sponsored activity or grade-level attainment, including, but not limited to, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student, or requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.

HARASSEMENT: A student shall not act in a willful way that would cause a reasonable individual or group to feel harassed based on unwanted or unwelcome, and persistent abusive behavior of a nonverbal, verbal, written, or physical nature, on the basis of age, race, religion, color, creed, national origin, sex, sexual orientation, ancestry, disability, or marital status or that contributes to or creates a hostile or offensive environment in the school or cottages.

BULLYING: Regardless of the underlying reason, a student shall not act in a way that is unwanted, aggressive, repeated, and involves a real or perceived imbalance of power that substantially interferes with another student's educational benefits, opportunities, or performance. Bullying is any behavior that has the effect of:

a. physically harming a student or damaging a student's property;
b. knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
c. creating a hostile educational environment.

Bullying or intimidation will not be tolerated on or immediately adjacent to school grounds, at any school/cottage sponsored activity, on school- provided transportation, or at any official school bus stop or anywhere conduct may reasonably be considered to be a threat or an interference with school purposes or an educational or cottage function.

INTIMIDATION: Regardless of the underlying reason, a student shall not act in a way that but is intended to threaten, tamper with, substantially damage, or interfere with another student or his or her property, cause

substantial inconvenience, subject another student to offensive physical contact, or inflict serious physical injury.

CYBERBULLYING: A student shall not use of the Internet or any form of electronic communication to harm other people, in a deliberate, repeated, and hostile manner. Cyberbullying includes but is not limited to the following misuses of technology: Harassing, bullying, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, text messages, digital pictures or images, social media sites, or web-site postings (including blogs).

THEFT, LOSS OR DESTRUCTION OF SCHOOL PROPERTY: A student shall not deliberately take another's property without permission or deliberately take, damage or destroy school property, or another's personal property.

ARSON: A student shall not intentionally set fire, or attempt to set fire, or intentionally engage in conduct which may reasonably be foreseen to set fire to school property or the personal property of another, nor shall a student participate in or encourage another person to participate in such conduct.

WEAPONS: A student shall not carry, use, possess, conceal or transmit, on school property, a weapon as defined in MSDB Student Policy 3310, Code of Student Behavior. Students found in possession of a weapon shall be immediately subject to discipline under the Federal "Gun Free Schools Act," and MSDB Student Policy 3315, MSDB Policy on Gun Free Schools.

SIMULATED WEAPONS: No student may carry, use, possess, conceal or transmit, on school property, a simulated weapon as defined in MSDB Student Policy 3310, Code of Student Behavior.

DRUGS OR ALCOHOL: A student shall not use, possess, or cause others to use or possess any controlled substance including any and all forms of prescription drugs and any and all forms of alcohol as defined in MSDB Student Policy 3310, Code of Student Behavior.

TOBACCO: A student shall not use or possess or cause others to use or possess tobacco products of any kind on school property.

GAMBLING: A student shall not participate in or encourage or cause others to participate in games of chance for stakes or to possess gambling devices such as video games or other items that are used to promote a game of chance. Students shall not participate or encourage others to engage in internet gambling.

ROBBERY OR EXTORTION: A student shall not take or obtain property of another person by means or reason of violence, force, threat of force, coercion, intimidation, fear, passive resistance, or any other conduct intended to cause another to give property to the student or another student against his/her will.

GANG ACTIVITY: A student shall not participate in individual or group activities, wear any clothing or use language, symbols or signs that denote membership in or an affiliation with a criminal gang as defined in MSDB Student Policy 3310, Code of Student Behavior.

DISRUPTION OF SCHOOL OR COTTAGE LIFE: A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, gambling, or any other conduct intentionally cause the substantial or material disruption or obstruction of any mission, process or function of the school. Neither shall a student engage in, or urge another student to engage in activities or behavior with the purpose of disrupting or obstructing the mission, process or function of the school.

TRUANCY: A student shall not willfully be absent from class or school without proper authority.

DEFIANCE: A student shall not willfully refuse to obey a direct request or order given by the adult in charge.

INTIMATE/SEXUAL BEHAVIOR A student shall not engage in intimate sexual behavior, including but not limited to intimate fondling, petting, or sexual intercourse on school property or while at a school activity, function, event or on the way to or
from a school activity, function or event.

VIOLATION OF THE LAW: A student who violates any state or federal law in a school building or on school property, at a school sponsored activity, function or event, or on the way to or from school or a school activity, function or event, will be reported to the proper law enforcement agency. The student will be subject to the Level 2

Discipline Procedure whether or not a criminal citation, arrest, prosecution or conviction results from the violation.

Whether occurring inside or outside of the classroom/cottage, all behaviors constituting a major infraction of MSDB Policy 3310, Code of Student Behavior, are to be addressed by the following procedure:

Upon First Referral of a Major Infraction

1. The principal, dean of students or designee will immediately be contacted by the teacher or cottage life attendant and a decision will be made whether to hold the student in the classroom or cottage or to send the student to the office.

2. The teacher or cottage life attendant will complete and forward to the principal or dean of students, a Student Incident Report as soon as is reasonably possible, but not later than the end of the day.

3. The principal, dean of students or designee will confer with the student as soon as is reasonably possible, but not later than 24 hours after the infraction has occurred.

4. After considering the initial report of the teacher or cottage life attendant, the principal or dean of students may:
    a. reprimand the student and return the student to class or the cottage with or without conditions, or
    b. hold the student in "In School Suspension" (ISS) or "In Cottage Suspension" (ICS) for up to 24 hours and then return the student to class or the cottage with or without conditions.

5. The principal or dean of students will return a copy of the Student Incident Report to the referring teacher or cottage life attendant and the parent(s) noting the action that was taken and any recommendations for future action on the part of the staff person.

Upon Second Referral or at the Discretion of the Administration Upon First Referral

1. The student will immediately be sent to the principal or dean of students and will be placed in ISS or ICS until a team meeting can be held to discuss the infraction, a period of not more than 24 hours.

2. The teacher or cottage life attendant will complete and forward a Student Incident Report to the principal or dean of students as soon as is reasonably possible, but not later than the end of the day.

3. The administration will hold a team meeting consisting of all available staff who have regular contact with the student, and the principal, dean of students or a designee, and the school psychologist, will meet as soon as possible after the incident to discuss information from the Student Incident Report, relevant behavioral data, antecedents, and patterns of behavior, and to develop strategies to help the student improve his/her behavior and return to the classroom and/or cottage environment as quickly as possible. The student support Team will recommend appropriate disciplinary action, which may include, but is not limited to:

a. Severe reprimand
b. Parent conference
c. Referral to counseling
d. Additional ISS or ICS
e. Suspension for extra curricular activities
f. Suspension from school
g. Conducting an IEP meeting
h. Conducting a functional behavior assessment

i. Developing and implementing a behavior plan

4. Disposition of any disciplinary action shall be the responsibility of the administration. In all cases involving habitual behavior or Major Infractions of the Code of Student Behavior, the student's age, maturity level, and emotional state must be given due consideration. Also, in all cases where "suspension" is to be considered, an Intervention Team consisting of the appropriate administration and staff members may be employed. Compliance with MSDB Student Policy 3311 Student Suspension and Expulsion will be sustained.

If a student commits an illegal act, MSDB is required to call the Great Falls Police Department to conduct a criminal investigation. If the infraction constitutes a violation of law, the Student Incident Report will be used as a basis for making a report to the proper law enforcement agency.

In compliance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Sections 1400-1485, Section 504 of the Rehabilitation of the Handicapped Act, 29 U.S.C. Section 706 and 20-5-202, MCA Suspension and Expulsion, if a student's behavior poses a danger to him/herself or others, the student may be reevaluated, and an IEP meeting held to determine the student's present needs and the appropriate program placement necessary to meet those needs.

Montana Code Annotated References	**Description**
20-1-213	Transfer of School Records
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-4-402	Duties of district superintendent or county high school principal
20-5-105	Attendance officer - power and duties
20-5-106	Truancy
20-5-201	Duties and Sanctions
20-5-202	Suspension and expulsion

Administrative Rules of Montana References	**Description**
10.55.910	Student Discipline Records

United States Code References	**Description**
29 USC 701, et seq	Section 504 of the Rehabilitation Act
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 3310: Student Discipline **Status:** DRAFT

Original Adopted Date: Pending

Student Discipline - Code of Student Behavior

The key to student success is motivated learning and positive student behavior. Good management of the classroom and cottage environments and quality relationships between the staff and students go a long way toward promoting and maintaining good behavior. At MSDB each teacher and cottage life attendant, as well as each of the administrative staff is responsible for maintaining order and discipline among students by applying the following Code of Student Behavior and implementing procedures established in the MSDB Progressive Discipline Plan.

It is the administration's responsibility to take reasonable measures to protect students and school personnel from reasonably foreseeable dangerous or socially detrimental student behavior. Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students must be the major priority. Students who receive or who have been identified as qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Education Act (IDEA), 20 W.S.C. Sections 1400-1485 and Section 504 of the Rehabilitation of the Handicapped Act, 29 U.S.C. Section 706.

I. When a student commits any act defined below as a Major Infraction or Habitual Behavior, it may result in discipline up to and including suspension of the student from school or recommended for expulsion, in accordance with MSDB Student Policies 3311, § 20-5-202, MCA Suspension and Expulsion.

II. Discipline may be imposed for conduct that occurs:
    A. At any time in school buildings or on school grounds, whether or not school is in session.
    B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event or within sufficient proximity to school property that the conduct may have a direct impact upon the health, welfare, and safety of students or school employees.
    C. At a location unrelated to the school or school activities if the conduct engaged in demonstrates that the student may continue to pose an ongoing threat to the health and safety of others.

III. Major infraction are those behaviors which are a gross manifestation of disobedience or misconduct, are disruptive to the mission, process and function of the school and/or pose an imminent threat to the health and safety of other students, school staff, other individuals who are on school property or to the offending student himself or herself. Major infractions include, but are not limited to:

Fighting: A student shall not willfully have physical contact with another student in anger and/or with the intent to injure.

Physical Abuse: A student shall not use physical force or have physical contact with another student for the purpose of coercion or intimidation, or to inflict pain or injury.

Verbal Abuse: A student shall not direct harassing, vulgar, or derogatory remarks toward any person.

Hazing: A student shall not act in a way that recklessly or intentionally endangers the mental or physical health or safety of another student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any school-sponsored activity or grade-level attainment, including, but not limited to, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student, or requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed,

or other such activities intended to degrade or humiliate.

Harassment: A student shall not act in a willful way that would cause a reasonable individual or group to feel harassed based on unwanted or unwelcome, and
persistent abusive behavior of a nonverbal, verbal, written, or physical nature, on the basis of age, race, religion, color, creed, national origin, sex, sexual
orientation, ancestry, disability, or marital status or that contributes to or creates a hostile or offensive environment in the school or cottages.

Bullying: Regardless of the underlying reason, a student shall not act in a way that is unwanted, aggressive, repeated, and involves a real or perceived imbalance of power that substantially interferes with another student's educational benefits, opportunities, or performance.
Bullying is any behavior that has the effect of:

a. physically harming a student or damaging a student's property;
b. knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
c. creating a hostile educational environment.

Bullying or intimidation will not be tolerated on or immediately adjacent to school grounds, at any school/cottage sponsored activity, on school-provided transportation, or at any official school bus stop or anywhere conduct may reasonably be considered to be a threat or an interference with school purposes or an educational or cottage function.

Intimidation: Regardless of the underlying reason, a student shall not act in a way that but is intended to threaten, tamper with, substantially damage, or interfere with another student or his or her property, cause substantial inconvenience, subject another student to offensive physical contact, or inflict serious physical injury.

Cyberbullying: A student shall not use of the Internet or any form of electronic communication to harm other people, in a deliberate, repeated, and hostile manner. Cyberbullying includes but is not limited to the following misuses of technology: Harassing, bullying, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, text messages, digital pictures or images, social media sites, or web-site postings (including blogs).

Theft, Loss or A student shall not deliberately take another's property without permission Destruction or deliberately take, damage or destroy school property, or another's of School personal property. Property:

Arson: A student shall not intentionally set fire, or attempt to set fire, or intentionally engage in conduct which may reasonably be foreseen to set fire to school property or the personal property of another, nor shall a student participate in or encourage another person to participate in such conduct.

Weapons: A student shall not carry, use, possess, conceal or transmit, on school property, any weapon. A weapon is defined as, "Any item brought on to school property or into any school building or vehicle which can be used to harm or cause bodily injury or death to oneself or others." This
includes any normally non-dangerous items such as a stone, utensil, board, stick, or baseball bat that are carried, possessed, or used to, in any manner, harm, bully, intimidate or threaten anyone.

Items specifically defined as weapons include, but are not limited: 1) firearms, whether loaded or unloaded including, but not limited to, pistols, rifles, zip guns;
2) shot guns, BB or pellet guns, explosives, explosive propellant, matches, any explosive or flammable materials, fireworks or firecrackers; 3) destructive devices or ammunition; 4) knives, including but not limited to, switch blades, pen, pocket or hunting knives; 5) razor blades, ice picks, dirks or other sharp instruments; 6) nunchakus, brass knuckles, pipes, Chinese stars, or bill clubs. Students found in possession of a weapon shall be immediately subject to discipline under the
Federal 'Gun Free Schools Act,' and MSDB Student Policy 3315, MSDB Policy on Gun Free Schools.

Simulated Weapons: No student may carry, use, possess, conceal or transmit, on school property, a simulated weapon. This prohibition includes, but is not limited
to any "toy" or nonfunctional implement which bears a substantial visual resemblance to any item defined as a weapon.

Drugs or Alcohol: A student shall not use, possess, sell or cause or encourage any other person to use or

possess prescription or narcotic drugs or narcotic/drug paraphernalia, any alcoholic beverages or any form of alcohol, or any substances represented to be a drug or alcohol.

Tobacco: A student shall not use or possess or cause others to use or possess tobacco products of any kind on school property.

Gambling: A student shall not participate in or encourage or cause others to participate in games of chance for stakes or to possess gambling devices
such as video games or other items that are used to promote a game of chance. Students shall not participate or encourage others to engage in Internet gambling.

Robbery or Extortion: A student shall not take or obtain property of another person by means of reason of violence, force, threat of force, coercion, intimidation, fear passive resistance, or any other conduct intended to cause another to give property to the student or another against his/her will.

Gang Activity: A student shall not participate in individual or group activities, wear any clothing or use language, symbols or signs that denote membership in or an affiliation with a criminal gang. A criminal gang is defined as a combination of persons organized formally or informally, which; (a) has a common or identifying symbol; (b) has particular conduct, status and customs indicative of it; and (c) has as any one of its common activities the intent to engage in criminal activity.

Disruption Of School or Cottage Life: A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, gambling, or any other conduct ntentionally cause the substantial or material disruption or obstruction of any mission, process or function of the school. Neither shall a student engage in, or urge another student to engage in activities or behavior with the purpose of disrupting or obstructing the mission, process or function of the school.

Truancy: A student shall not willfully be absent from class or school without proper authority.

Defiance: A student shall not willfully refuse to obey a direct request or order given by the adult in charge.

Intimate/Sexual Behavior: A student shall not engage in intimate sexual behavior, including but not limited to intimate fondling, petting, or sexual intercourse on school property or while at a school activity, function, event or on the way to or
from a school activity, function or event.

Violation of the Law: A student who violates any state or federal law in a school building or on school property, at a school sponsored activity, function or event, or on the way to or from school or a school activity, function or event, will be reported to the proper law enforcement agency. The student will be subject to the Level 2 of the Progressive Discipline Plan procedures whether or not a criminal citation, arrest, prosecution or conviction results from the violation.

IV. Habitual Behavior. A student shall not willfully repeat a violation of established classroom/cottage rules or behavior management programs. If, in dealing with repeat violations, a teacher or cottage life attendant has exhausted consequences or management strategies, the student will be considered a habitual offender and a Student Incident Report will be completed by the teacher/cottage life attendant and forwarded to the principal or dean of students.

V. All violation of the Code of Student Behavior will be addressed through the procedure outlined in Student Policy 3300, Progressive Discipline Plan. All recommendations for disciplinary action will come from the administration and all action taken will be approved by the MSDB administration.

A. When it is determined by the administration that the physical actions or behavior of a student poses a clear and present danger to him/herself or other persons or property, the student may be removed from the school immediately, subject to the following conditions:

1. The student's parents or guardian will be contacted as soon as reasonably possible and will be notified of the reason for the removal.

2. The student will be given an explanation of the reason for his/her removal.

3. The student will be afforded an opportunity to explain his/her conduct.

4. A recommendation for suspension or expulsion of the student will be initiated immediately.

5. A hearing will be conducted as soon as practicable thereafter. In no case may a student be suspended from school for more than 10 days during a given school year without the school's compliance with MSDB Student Policy 3311, Student Suspension and Expulsion.

Montana Code Annotated References	**Description**
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	**Description**
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Policy 3210: Equal Educational Opportunity, Nondiscrimination and Sex Equity **Status:** DRAFT

Original Adopted Date: Pending

Equal Educational Opportunity, Nondiscrimination, and Sex Equity

The School will make equal educational opportunities available for all students 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. No student will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding sexual harassment, sex discrimination, or sexual intimidation should be directed to the School Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. The School has designated a Title IX Coordinator.

Inquiries regarding discrimination on the basis of disability or requests for accommodation should be directed to the School Section 504 Coordinator. The School has designated a Section Coordinator.

Any individual may file a complaint alleging violation of this policy, Policy 3200-Student Rights and Responsibilities, Policy 3225/3225P-Sexual Harassment, or Policy 3226-Bullying/Harassment/Intimidation/Hazing by following those policies or Policy 1700-Uniform Complaint Procedure.

The School, in compliance with federal regulations, will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. This annual notification will include the name and location of the coordinator and will be included in all handbooks.

The School will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence against students, staff, or volunteers with disabilities. The School will consider such behavior as constituting discrimination on the basis of disability, in violation of state and federal law.

Title IX

The Board of Public Education hereby adopts as policy for the Montana School for the Deaf and the Blind, the following Title IX and sex discrimination statement:

Montana School for the Deaf and the Blind does not discriminate against any person on the basis of sex in the educational programs or activities which it operates in accordance with requirements of Title IX of the Educational Amendments of 1972.

1. No person shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.
2. The school may provide separate toilet, locker room and shower facilities on the basis of sex, but such facilities provided for a student of one sex shall be comparable to those provided for students of the other sex.
3. The school shall not provide any course or carry out any education program or activity separately, or require or refuse participation therein by any of its students, on the basis of sex. This includes health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses. (NOTE: With respect to physical education classes, the schools must comply with the regulations as soon as possible but in no more than one year for elementary schools and in no more than three years for secondary schools.)
    a. Students in physical education classes may be grouped by ability as assessed by objective standards of individual performance developed and applied without regard to sex.
    b. Students may be separated by sex within physical education classes during participation in sports which involve bodily contact.

c. Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school shall use appropriated standards which do not have that effect.
d. Portions of classes which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

4. Schools shall not discriminate against any person on the basis of sex in the counseling or guidance of students. Where a school finds that a particular class contains a substantially disproportionate number of individuals of one sex, it shall take steps necessary to assure that such disproportion is not the result of discrimination in counseling.
5. A school shall not discriminate on the basis of sex in providing financial assistance to any student.
6. A school shall not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex.

a. A school shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, unless the student requests voluntarily to participate in a separate program.

1. No person shall be discriminated against on the basis of sex in any interscholastic, club or intramural athletics offered by the school, and the school shall not provide any such athletics separately on such basis.

A school may operate or sponsor separate teams for members of each sex where selection for the teams is based on competitive skill or the activity involved is a contact sport. However, in non- contact sports, where the school sponsors a team for one sex but not for the other and athletic opportunities for the other have previously been limited, members of the excluded sex must be allowed to try out for the team offered.

A school which operates or sponsors interscholastic, club or intramural athletics shall provide equal athletic opportunity for members of both sexes.

Schools are granted a one (elementary) or three (secondary) year adjustment period to comply with these requirements.

Montana Code Annotated References	**Description**
49-2-307	Discrimination in education
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	**Description**
Article X, Section 7	Nondiscrimination in education

Administrative Rules of Montana References	**Description**
10.55.801	School Climate
10.55.802	Opportunity and Educational Equity
10.55.803	Learner Access
10.55.804	Gifted and talented
24.9.1001, et seq.	Sex Discrimination in Education

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 3225: Sexual Harassment of Students **Status:** DRAFT

Original Adopted Date: Pending

Sexual Harassment of Students

The School does not discriminate on the basis of sex in any education program or activity that it operates. The School is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the School may be referred to the School's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A School employee conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the School's education program or activity or

3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The School prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or
refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The School must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The School provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email

address and telephone number of the Title IX Coordinator and notice of the School grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the School will respond. The School also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the School website and in all handbooks made available by the School.

Training Requirements

The School ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The School also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual

behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the School's website.

Conflict of Interest and Bias

The School ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.719	Student Protection Procedures
10.55.801	School Climate

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Form 3310-F(2): Student Discipline - Vehicle Use Request **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

MSDB
STUDENTS

Vehicle Use Request

Please allow _____ to keep a motor vehicle on campus for the _____ school year.
This vehicle is a _____(year) _____(color) _____ (make) _____ (model) with license plate number _____.
_____ (student) has agreed to follow all of the rules related to Student Policy "Student Use of Motor Vehicles on Campus." A copy of his/her valid drivers license, proof of liability insurance and current registration for this motor vehicle is attached to this request.
I have read and understand MSDB Policy "Student Use of Motor Vehicles on Campus." I further understand that MSDB assumes no liability for any damage that may occur to this motor vehicle while it is on campus. I understand any negligence arising out of my student's use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.

_____

Signature of Parent/Guardian Date

Valid Driver's License _____

Liability Insurance _____

Vehicle Registration _____

Superintendents Approval _____ Yes _____ No _____

Signature/Date

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Form 3310-F(3): Student Discipline - Student Vehicle Use Rule Form

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

MSDB
STUDENT

Student Use of Motor Vehicles on Campus Rules

The rules established by the Montana School for the Deaf and the Blind for students to use and keep a private passenger vehicle on campus are:

1. Parents must submit a signed "Vehicle Use Request," form, to the Superintendent. Permission is only granted with authorization by the Superintendent.
2. A copy of a valid driver's license of the student along with proof of insurance and registration for each vehicle that the student will be using, must accompany the "Vehicle Use Request" form.
3. The student may use the specified vehicle for the purposes of transportation from home to school and for other purposes as indicated by the parent/guardian below.
4. The student may transport only those students listed by the parent/guardian on this form. Other students may only be transported with prior written approval from the parent/guardian, on form, "Permission for a Residential Student to be a Passenger in a Vehicle Driven by Another Student."
5. The student may transport only those MSDB students who have written permission from their parents per form.
6. Students must park their cars in the Central Avenue lot when not in use.
7. No vehicle maintenance may be performed on campus.
8. Keys to the vehicle must be kept in the cottage office and checked out each time the student uses the vehicle.
9. The school assumes no responsibility for any theft, damage or vandalism to any motor vehicle either on or off campus.I understand any negligence arising out of my student's use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.
10. Driving during or immediately after inclement weather is not permitted.
11. Any student driving on campus in a reckless and disorderly manner will have his/her motor vehicle privileges revoked. They may only be renewed on the recommendation of the administration of MSDB.

The student may use the specified vehicle for transportation from home to school and for the following additional purposes:

_____

_____

_____

Additional restrictions that I request the school to enforce while my student has a vehicle on campus:

_____

_____

_____

Students who may be passengers in my child's vehicle:

_____

Students who may NOT be passengers in my child's vehicle:

_____

Signature by parent/guardian indicates permission for the student to use a vehicle during the school year according to the rules and restrictions stipulated above and that the parent has read/reviewed rules and additional restrictions with the student.

_____ _____

Signature of Parent/Guardian Date Signature of Student Date

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Form 3310-F(4): Student Discipline - Student Ridership Form **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

MSDB
STUDENTS

Student Use of Motor Vehicles on Campus Permission for a Residential Student to be a Passenger in a Vehicle Driven by Another Student

The rules established by the Montana School for the Deaf and Blind for riding in a private passenger vehicle that is driven by another MSDB student or a public school friend are:

1. This permission form must be on file in the cottage office before a residential student may be a passenger in a vehicle driven by another student.

2. The parent/guardian must give written permission for each student with whom their child is allowed to ride. Parents should indicate any student with whom their child is NOT allowed to ride.

3. The parent/guardian of the student who is driving a vehicle must provide written authorization for each student who is allowed to be a passenger using form "Student Use of Motor Vehicles on Campus Rules".

4. The student must complete an OFF CAMPUS INFORMATION form and have permission from the Dean of Students or designee each time he/she leaves campus as a passenger of another student.

5. The student must return to campus at or before the time agreed upon by the Dean of Students or designee.

6. MSDB and its employees assume no responsibility for any student who is a passenger in a vehicle operated by anyone other than MSDB staff.

7. Unless authorized by the Dean of Students, facsimiles, e-mail or phone permissions will not be accepted for the purpose of obtaining parent/guardian permission for a residential student to ride in a vehicle driven by another student.

The purpose(s) for travel as a passenger in another students' vehicle include:

If there are additional restrictions that the parent requests MSDB to enforce when their child is a

passenger in a vehicle driven by another student they must be listed below:

_____

_____

_____

Students with whom my child may be a passenger:

_____

_____

Students with whom my child may NOT be a passenger:

_____

_____

Signature by a parent/guardian indicates permission for the student to be a passenger in vehicles driven by other students according to the rules and restrictions stipulated above and that the parent has read/reviewed rules and additional restrictions with the student. I understand any negligence arising out of my student's use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.

_____ _____

Signature of Parent/Guardian Date Signature of Student Date

Back to Contents

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Procedure 3310-P(5): Student Discipline - Student Use of Motor Vehicles on Campus **Status:** DRAFT

Original Adopted Date: Pending

Student Use of Motor Vehicles on Campus

Residential and day students must have annual approval from the school and their parent or guardian to have a vehicle on campus. A parent/guardian must complete a signed "Vehicle Use Request" form, and submit it to the superintendent for approval. Permission to have a motor vehicle on campus is good for one school year only and must be requested each year by completing form. Once approval is granted, the following rules will apply:

A. Only students with a valid operator driver's license are permitted to have motor vehicles on campus. Proof of liability insurance and current vehicle registration are required for each vehicle before a student is allowed to have a vehicle on campus.

B. The motor vehicles of residential students will be treated as transportation from home to school and for the expressed purposes as indicated by the parental/guardian stated on form 3710F2, "Student Use of Motor Vehicles on Campus – Rules," and per approval of the dean of students or a designee. The motor vehicles of day students may be used only for transportation to and from school, special school-related activities and to visit residential students during after school hours. Additional uses must be authorized by the parent/guardian on form 3710F2.

C. Only students whose parent/guardian have provided authorization on form, "Student Use of Motor Vehicles on Campus – Permission," are permitted to ride in other students' vehicles. This permission must state the specific date(s) of travel. Unless authorized by the dean of students or a designee, facsimiles, e-mail or phone permissions in lieu of form will not be accepted.

D. Upon arrival on campus with a vehicle, residential students will park and lock the motor vehicle in the Central Avenue parking lot. The residential student must immediately give all copies of the vehicle keys to the dean of students or a designee.

E. Motor vehicle keys will be reissued to a student immediately before the student leaves campus for reasons authorized by the parent/guardian. Day students with motor vehicles are to depart the school grounds immediately after the school day ends, or after their authorized purpose for driving to school has ended.

F. Driving during or immediately after inclement weather is not permitted.

G. No vehicle maintenance may be performed on campus.

H. MSDB assumes no responsibility for any theft, damage or vandalism to any motor vehicle either on or off campus. Any negligence arising out of the student's use of the vehicle shall be attributed to the student as comparative negligence within the meaning of Section 27-1-702, MCA.

I. Any student driving on campus in a reckless and disorderly manner will have his/her motor vehicle privileges revoked. They may only be renewed on the recommendation of

the administration of MSDB.

J. Because of our concern for their safety, students are to follow all state and local motor vehicle rules or their motor vehicle privileges may be revoked. Once revoked, they may only be renewed on the recommendation of the administration of MSDB.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Policy 3311: Firearms and Weapons **Status:** DRAFT

Original Adopted Date: Pending

Firearms and Other Weapons

Firearms

Gun Free Schools 3315

In accordance with the provisions of the Gun Free Schools Act, no student shall possess any firearm, without authorization, on school property, on the way to or from school or during any activities.

~~Violation of this provision may result in school expulsion for a period of one calendar year by the Board of Public Education. The administration may make exceptions on a case by case basis to suspend the party(s) involved pending a hearing before the Board. Modifications to the one year expulsion may be made by the Board on a case by case basis.~~

The School does not allow students to possess firearms on School property or at any setting that is under the control and supervision of the School. The superintendent may suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the School The Policy does not govern conduct in a student's home, a locked vehicle, a parking lot, or a commercial business when the student is participating in an online, remote, or distance-learning setting. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

The term "firearm" shall be defined as provided in (18 USC 921). This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such weapon, or any explosive, incendiary or poison gas.

The Superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under the IDEA or section 504, a determination must be made whether the child's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or section 504, lawful procedures for changes in placement must be followed for suspensions greater than ten days and up to forty-five days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Public Education and in accordance with applicable sections of 20-5-202 MCA. Nothing in this policy shall prevent the Board from making an alternative placement for a student in lieu of expulsion provided that such placement removes the student from the regular school program.

Before holding a hearing to determine if a student has violated this Policy, the Board shall, in a clear and timely manner, notify the student if the student is an adult or notify the parent or guardian of a student if the student is a minor that the student may waive the student's privacy interest by requesting that the hearing be held in public and invite other individuals to attend the hearing. When a student subject to a hearing is found to have not violated this Policy, the student's school record must be expunged of the incident.

The provisions of this Policy do not require the Board to expel a student who has brought a firearm to school or possesses a firearm at school if the firearm is secured in a locked container approved by the school district or in a locked motor vehicle the entire time the firearm is at school, except while the firearm is in use for a school-sanctioned instructional activity.

MSDB shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information shall be provided to other governmental agencies as required by law.

Possession of Weapons other than Firearms

The School does not allow students to possess other weapons on School property or at any setting that is under the control and supervision of the School. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the School's discipline policy. For purposes of this section, "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury.

No student shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No student shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

Definitions, Exceptions and Referral to Law Enforcement

The School may refer to law enforcement for immediate prosecution any student who possesses, carries, or stores a weapon in a school building as specified in Section 45-8-361, MCA. In addition the School will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. For the purposes of this section of the policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically 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**
20-5-202	Suspension and expulsion
45-8-361	Possession of weapon in a school building

United States Code References	**Description**
18 USC 921	Definitions
20 USC 7151	Gun Free Schools Act
20 USC 7961	Gun Free Requirements
Title 20, Chapter 33, Subchapter I	Individuals with Disabilities Education Act

Policy 3413: Student Immunization **Status:** DRAFT

Original Adopted Date: Pending

Student Immunization

The School requires all students to present evidence of their having been immunized against the following diseases: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, and tetanus in the manner and with immunizing agents approved by the department. Haemophilus influenza type "b" immunization is required for students under age five (5). Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.

A student who transfers into the School may photocopy immunization records in the possession of the school of origin. The School will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the School shall retain a certified copy for the permanent record and send the original immunization records for the student to the school district to which the student transfers.

Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a licensed or certified health care provider in a manner provided by Section 20-5-405, MCA. Exemptions for religious reasons must be filed in a manner provided by Section 20-5-405, MCA. The statement for an exemption shall be maintained as part of the student's immunization record in accordance with FERPA as specified in Policy 3600P.

All students who are enrolled under an exemption and have a disease listed in this Policy, have been exposed to a disease listed in this Policy, or may be exposed to a disease listed in this Policy while attending school may be excluded from the school by the local health officer or the DPHHS until the excluding authority is satisfied that the student no longer risks contracting or transmitting that disease.

The administrator may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in Section 20-5-403, MCA, if that student has received one or more doses of varicella, polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, and tetanus vaccine, except that Haemophilus influenza type "b" vaccine is required only for children under 5 years of age.

The School shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

This policy and related forms shall be made available to all interested individuals upon request and posted on the District's website to provide parents and families opportunity to be informed about immunizations required and available exemptions under state law.

This policy does not apply to or govern vaccinations against COVID-19. The Board does not require immunization against COVID-19 in order to enroll in accordance with Montana law. Officials shall not inquire about the COVID-19 vaccination status of students, employees, or visitors. Officials shall not make decisions regarding access to services for students, employees, or visitors based upon an individual's COVID-19 vaccination status. Students enrolled in dual credit courses may be subject to distinct immunization requirements of the applicable post-secondary institution.

Montana Code Annotated References	**Description**
20-3-324	Powers and duties
20-5-403	Immunization
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
20-5-407	Rulemaking

Montana Code Annotated References	Description
20-5-408	Enforcement
20-5-409	Failure to immunize or claim exemption -- injunction
20-5-410	Civil penalty
40-6-701	Interference with fundamental parental rights restricted
49-2-312	Discrimination Based On Vaccination Status

Policy 3417: Communicable Diseases **Status:** DRAFT

Original Adopted Date: Pending

Communicable Diseases

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.

The Montana School for the Deaf and Blind is required to provide educational services to all deaf or blind children who are appropriately placed through the IEP process. Attendance at School may be denied to any child diagnosed as having a communicable disease which could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the School have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases which afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. MSDB shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Montana Department of Health guidelines and communicable diseases control rules. If a student develops symptoms of any reportable communicable or infectious illness as defined while at school, the responsible school officials shall do the following:

a. isolate the student immediately from other students or staff; and

b. inform the parent or guardian as soon as possible about the illness and request him or her to pick up the student.; and

c. consult with a physician, other qualified medical professional, or the local county health authority to determine if report the case should be reported to the local health officer.

Students who complain of illness at School shall be referred to Health Services, upon evaluation by the school's Health Services staff, may be sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified.

MSDB reserves the right to require a statement from the student's primary care provider authorizing the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the Director of MSDB's Health Services to determine appropriate measures to protect student and staff health and safety. The Health Services Director, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information. Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Students who express feelings of illness at school may be referred to a school nurse or other responsible person designated by the School and may be sent home as soon as a parent or person designated on a student's emergency medical authorization form has been notified. The School may temporarily exclude from onsite school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The School reserves the right to require a statement from a student's primary care provider authorizing a student's return to regular instruction.

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance
37.114.101, et seq.	Communicable Disease Control

Policy 3431: Emergency Treatment **Status:** DRAFT

Original Adopted Date: Pending

Emergency Treatment and Accidents

In the event of injury or illness, the Board of Public Education recognizes that MSDB is responsible for providing first aid or emergency treatment, notifying the parent or guardian and in serious instances, summoning a doctor and/or arranging for hospitalization. In the case of day students, aid, care and communication with parents and monitoring of health care services will be provided by the staff of the health services program.

All accidents that occur on school property or during school activities should be reported to the principal and/or dean of student's office.

The Director of Health Services will develop uniform procedures for giving first aid and delegate necessary authority for arranging for medical attention and/or hospitalization, notifying parents, and officially reporting accidents. These procedures will be posted in the School and the staff will be informed of them.

The Board encourages its faculty and staff to become trained in first aid. The treatment of minor injuries or administering of medicine will only be performed by licensed health services staff and only when permission has been granted by the parent or guardian.

In the event a child is injured in school, first aid will be administered by the education or cottage staff until licensed health services staff reach the scene. If a child becomes acutely ill or is seriously injured, the school will inform the parents/guardian, who will make the decision whether to pick up the child at the School or meet the child at a health care facility when it is feasible for the parent to be in attendance. If the School is unable to reach the parents or if they choose to meet the child at the health care facility, the child may be transported by School personnel or by ambulance at the discretion of the Director of Health Services. If the School is unable to reach the parents, an attempt will be made to contact the child's personal physician as designated on the student's record.

Procedure for Reporting Accidents/Injuries
In all cases where an accident has occurred and an injury of any type is incurred, the following procedures are to be followed:

1. Report the accident to health services and secure medical assistance if necessary.

2. Written "Accident/Injury Report", 3415F, should be completed by the following:

    a. The staff member(s) that witnessed the accident or were the first on the scene.
    b. Other witnesses.
    c. The Director of Health Services or other nurse on duty to whom the accident was reported.

3. The written report must be submitted immediately or as soon as reasonably possible to the program supervisor where the illness or accident occurred:

    a. Principal
    b. Dean of Students

When an accident occurs and one or more of these individuals are not on duty, the report should be left in their mailbox for immediate attention the next day.

4. The dean of students and the principal are to be informed of all serious injuries regardless of the time of day or night.

5. The dean of students and the principal are to be contacted whenever a child is hospitalized regardless of the time of day or night.

Montana Code Annotated References	Description
20-3-324	Powers and duties
40-6-701	Interference with fundamental parental rights restricted

Administrative Rules of Montana References	Description
37.111.825	Health Supervision and Maintenance

United States Code References	Description
20 USC 1232h	Protection of pupil rights

Policy 3440: Removal of Student During School Day **Status:** DRAFT

Original Adopted Date: Pending

Release/Removal of Students from the School or Cottages

The Board recognizes its responsibility for the proper care of students at all times and in all places at MSDB. Students shall not be removed from campus grounds, any School or residential building or School or residential function at any time except by a person duly authorized. Before a student is removed or excused, the person seeking to remove the student must present, to the satisfaction of the principal, dean of students or their designee, evidence of his/her proper authority to remove the student. A teacher, cottage life attendant or other supervising adult should not excuse a student from a classroom or cottage to confer with anyone unless the request is approved by the principal, dean of students or their designee.

Procedure for Release/Removal of Students to Parents, Law Enforcement or Department of Family Service
The School must exercise a high order of responsibility for the care of all students while attending classes, activities or living in the cottages. The removal of a student from campus, at anytime, may be authorized in accordance with the following procedures:

1. A student shall be released to the custodial parent. No child is to be released by staff, from the classroom or cottage, without first having been signed out either by the education secretary or cottage office. Notice of sign-out must be communicated to the staff either by a phone or e-mail message or by written note. If a staff person is unsure of the identity of an individual who has been authorized to remove a student from the School or cottage, the staff person must verify the individual's identity by requesting to see a photo ID.

2. A supervisor or administrator shall always check with the custodial parent before releasing the student to a non-custodial parent. When in doubt as to custodial rights, School enrollment records must be relied upon, as the parents/guardian have the burden of furnishing Schools with accurate, up-to-date information. Staff will be notified by the administration if the guardianship/custodial status of a student changes during the year. Staff must immediately notify their program supervisor if a non-custodial parent, or unauthorized individual attempts to remove a student from campus. If a staff member is unsure of the custodial status of a student he/she must contact their program supervisor for this information before releasing a student.

3. If there is a routine, i.e., an on-going appointment or if parents routinely pick up children from School or the cottage, this information should be provided in writing or via e-mail to the teacher or cottage life attendant or supervising adult through the education secretary, supervising counselor, school psychologist or health services staff. This information should include the time, date, and to whom the child will be released and beginning and ending dates for the routine release. The parent, guardian, or authorized person does not need to follow sign out procedures when there is a documented routine release.

4. Unless an emergency situation justifies a waiver by an administrator, if a child is to be released, at anytime, to another individual, the parent or guardian must provide prior notification in writing, e-mail or via FAX to the principal or dean of student providing the name, contact information and relationship of the individual to the student or family.

5. Police shall be called by a program administrator or supervisor if a visitor becomes disruptive or abusive.

6. Law enforcement officers, upon proper identification, may remove a student from School as provided in policy Community Relations 4411 Investigations and Arrest by Policy.

7. Any other agencies must have written administrative or court order directing MSDB to give custody to them. However, employees of the Department of Family Services may take custody of a student under provisions of 41-3-301 MCA, without a court order. Proper identification is required before the student shall be questioned or released.

Policy 3612: School-Provided Access to Electronic Information, Services, Equipment, and Networks **Status:** DRAFT

Original Adopted Date: Pending

Network Acceptable Use - Electronic Information, Services, Equipment and Networks

Overview
~~The Montana School for the Deaf and the Blind (MSDB) recognizes that as telecommunications and othe technologies shift the ways information may be accessed, communicated and transferred, those changes may also alter instruction and student learning. MSDB supports students' abilities to access rich information resources as well as learn to analyze and evaluate such resources. In a free and democratic society, access to information is considered a fundamental right of citizenship.~~

~~Telecommunications, because they may lead to any publicly available file server in the world, will open classrooms to broader arrays of resources. Electronic information research skills are fundamental in preparation of citizens and future employees during an Age of Information.~~

The MSDB makes Internet access and interconnected computer systems and equipment available to MSDB students and faculty. The MSDB provides equipment and electronic networks, including access to the Internet, as part its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication.

The MSDB expects all students to take responsibility for appropriate and lawful use of this access, including good behavior online. The MSDB may withdraw student access to its equipment, network and to the Internet when any misuse occurs. MSDB teachers and other staff will make reasonable efforts to supervise use of equipment, network, and Internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

MSDB expects that staff will blend thoughtful use of such information throughout the curriculum and provide guidance and instruction to students in the appropriate use of such resources. MSDB requires that all such materials support and enrich the curriculum considering the varied instructional needs, learning styles, abilities and developmental levels of the students. Access to telecommunications will enable students to explore thousands of libraries, databases, and informational resources. MSDB believes the benefits of access to Internet resources and opportunities for collaboration exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. To that end, MSDB supports and respects each family's right to decide whether or not to allow Internet access for their child/ren.

General School rules for behavior and communications apply to use of the network and Internet access. Network storage is School property. Users should not expect files stored on servers and workstations will be private. Network administrators may review files and communications to maintain system integrity and to ensure that students and staff members are using the system responsibly. **PLEASE NOTE:** Without exception, all information stored on School computers is considered School property and may be subject to public disclosure laws.

Communication over networks should **NOT** be considered private. Messages may sometimes be diverted accidentally to a destination other than the one intended. Electronic mail should never be considered secure and staff/students should use extreme caution when communicating information that may be considered confidential. All communications on the network are under the jurisdiction of Family Educational Rights and Privacy Act (FERPA) 34 C.F.R. Part 99 Subpart A. This law states that no one can share confidential information about another person without permission. Parental permission is required for sharing information and pictures of minors (under 18). Courts have ruled that old messages may be subpoenaed, and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

MSDB uses filtering software designed to prohibit student access to content that is defined in Section 1460 of Title 18 U.S. Code as obscene or defined in Section 2256 of Title 18 U.S. Code as child pornography or "harmful to minors". Our filter technology is designed to be running at all times. System administrators regularly schedule a check of the system to ensure functionality. MSDB endeavors to block all online mail, social media sites including chat rooms, and other forms of direct communication from outside our network to ensure the safety and security of minors. Staff will actively supervise all Internet access.

Student Rights and Responsibilities

All students will be informed by staff of their rights and responsibilities as users of the network prior to gaining access to that network, either as an individual user or as a member of a class.

Students are required to obtain parental permission and attend network usage/Internet training sessions in order to access the network/Internet. Permission is not transferable and may not be shared.

Students are responsible for good behavior on the computer network just as they are in a classroom or a School hallway. Communications on the network are often public in nature. E- mail is **not** private. MSDB's network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner and who sign a Student Technology Contract. Parent permission is required. Access is a privilege, not a right. Therefore, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of MSDB may deny, revoke, or suspend specific user accounts.

Procedure for Changing or Securing New Passwords
If a student forgets or misplaces his/her password, he/she is to report to the Network Manager, Teacher, or Principal to have the password reset. The Network Manager will then reset that student's password, and inform him/her of the change. At the next logon, the student may be required to change his/her password. Depending on the age and maturity of the student, the
teacher may also assist in keeping track of the students' passwords.

Rules
Students must read and sign a "Student Technology Contract" on an annual basis before being allowed to use school owned technology equipment or to access the school computer network system or wireless connections on campus.

Additionally the following actions are **NOT** permitted:

1. Sharing confidential information including pictures, addresses, phone numbers, passwords and financial account numbers
2. Sending or displaying offensive messages or pictures
3. Using obscene language
4. Harassing, intimidating, cyber-bullying, menacing, insulting or attacking others
5. Using online email, social networks, instant messaging or chat rooms
6. Using others' passwords and/or accessing their profiles, folders, documents, or files without permission
7. Using the school's Internet through either a wired or wireless connection without a signed parental permission form and/or unsupervised use of the Internet
8. Engaging in practices that threaten or disrupt the network or workstation function (e.g., breaking computers, downloading files that may introduce a virus, intentionally wasting network resources, etc.)
9. Unauthorized access including "hacking" and other unlawful activities
10. Employing the network for commercial purposes
11. Assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition
12. Promoting, supporting, or celebrating religion or religious institution

The use of personal equipment including wireless or mobile computers, tablets or cell phones that connect to the Internet is allowed with some restrictions and with prior administrative approval. All use of personal equipment must comply with the rules listed in this policy and the Student Technology Contract.

Sanctions

1. Violations may result in a loss of access.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agencies will be involved.

Montana Code Annotated References	Description
20-5-201	Duties and Sanctions

United States Code References	Description
47 U.S.C. 254(h) and (l)	Universal service
P.L. 106-554	Children's Internet Protection Act,
P.L. 110-385	Broadband Data Services Improvement Act/Protecting Children in the 21st Century Act of 2008

Form 3612-F(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - Permission Form

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

MSDB
STUDENTS

Parent Permission for Internet Access 3612F

Parental Permissions & Authorizations
STUDENT ACCESS TO TECHNOLOGY– *COTTAGE & DAY STUDENTS*

The Montana School for the Deaf and the Blind (MSDB) offers students access to our wired (through school computers) and wireless (through portable devices such as iPads) Internet connections. Students under age 18 must get parent permission for access while those 18 and over who are their own guardians may sign their own forms.

Internet access, wired or wireless, enables students to search for information worldwide. Families know some Internet material may contain illegal, defamatory, inaccurate or offensive items. We want Internet access to further educational goals/objectives under staff supervision. MSDB has Internet filtering software that is compliant with CIPA regulations, but as families know, no filtering solution is perfect so students may still be able to obtain access to inappropriate material. With wired access, students are prohibited from accessing on-line (outside school) e-mail, instant messenger programs, social media sites, or other direct online communication sites. Students may complete homework assignments, communicate via e-mail, or research information via the Internet. Wireless access is provided with iPads so that electronic textbooks can be downloaded and/or so that an online curriculum can be accessed. iPads also provide communication and enlargement accessibility options. iPads are managed under our Meraki system. Meraki allows us to track iPads, lock/unlock apps and view student usage. All students who require educational access to an iPad will be assigned one for the year to use at school. Use of mobile devices in classrooms is under teacher/supervising staff discretion.

Students are welcome, with parental and administrative approval, to bring their own personal mobile devices (laptop, iPad, Kindle, etc) to support learning and communication at school or at home. With specific parental and administrative approval, students may access specified social media sites to communicate with their family provided they meet the minimum age requirement. Passwords to access student level wireless portals will be entered by tech staff.

Students must be responsible users of technology. Unauthorized use or violation of school rules with devices will result in confiscation of the device and possible investigation and disciplinary action. Confiscated personal devices will be returned to parents/guardians or the student. All MSDB policies apply to using any device, personal or not. Law officials may be contacted if necessary.

The benefits of Internet access exceed disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards their children will follow when using the Internet. MSDB supports and respects each family's right to decide whether or not to allow access.

Students must sign a student technology contract listing rules and consequences. The first time a technology contract is broken, the student will be suspended from using the Internet/e-mail (possibly computers and/or mobile devices) for up to nine (9) weeks dependent on age/maturity. At the second offense, the student will be suspended from Internet/e-mail use until the end of the school year. Students who are suspended and use the Internet to communicate with

family, access online curriculum or support sites will be allowed to do so during class or Cottage Homework Connection.

Students with checked out devices must use and transport equipment safely. If, through neglect or intentional act, the equipment is damaged or lost, the student/parent will be charged the repair or replacement costs. MSDB is not responsible for maintaining personal student devices.

After reading the Network Wise Use Policy #3612 (www.msdb.mt.gov), please complete this form showing you agree with the terms and conditions outlined.

Permission is: (please check either granted or denied for each item)	**Granted**	**Denied**
School e-mail		
Wired Internet Access		
Wireless Access (ex: for iPads)		
Personal device (if applicable)		
Access to Social Media Site for family communication (such as FaceBook) **LIST below:**		

As parent/legal guardian of the student signing below, I grant and/or deny permission for the areas listed below. I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet. I understand any negligence arising out of my student's use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA. I further accept that any costs to repair or replace damages to equipment or networks in accordance Section 20-5-201, MCA

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

Back to Contents

Montana Code Annotated References	Description
20-5-201	Duties and Sanctions

United States Code References	Description
47 U.S.C. 254(h) and (l)	Universal service
P.L. 106-554	Children's Internet Protection Act,
P.L. 110-385	Broadband Data Services Improvement Act/Protecting Children in the 21st Century Act of 2008

7000 Series

Procedure 7425-P(1): Extra-Curricular Funds - Accounting for Student Funds

Status: DRAFT

Original Adopted Date: Pending

Accounting for Student Funds

The Montana School for the Deaf and Blind has a fiduciary responsibility to properly account for student funds held in trust. These funds must be accounted for pursuant to Generally Accepted Accounting Principles (GAAP). All transactions involving student funds are to be recorded on the Student Funds Accounting Program software. An individual hard copy file is to be kept for each student documenting all accounting transactions involving their funds.

The Student Services Program is authorized to maintain a cashbox containing an amount sufficient to meet student cash needs in the cottage. The cashbox must be secured in a lockable safe. Reimbursement of the cashbox must be made by check. Supporting documentation for each cashbox reimbursement is to be kept on file in the Business Office as well as a hard copy of each transaction involving student funds.

The school is authorized to deposit student funds, not needed to meet current cash flow needs, in a checking account.

Montana Code Annotated References	Description
2-7-503	Financial reports and audits of local government entities
20-9-504	Extracurricular fund for pupil functions
20-9-604	Gifts, legacies, devises, and administration of endowment fund

3000 Series

Policy 3233: Student Use of Buildings

Status: DRAFT

Original Adopted Date: Pending

Student Use of Buildings: Equal Access

Non-curricular groups of students not previously recognized as curricular student organization under Policy 3510 or 3550 may gather on school premises under the following guidelines without restriction on the basis of the religious, political, philosophical, or other content of the meeting. Students wishing to form curricular groups or organizations recognized by the school administration may do so in accordance with policy 3510 or 3550.

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

The following guidelines must be met:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school district, or its agents or employees.
3. The meeting must occur during non-instructional time on regular school days.
4. Employees or agents of the school district are present only in a capacity outside of their official duties.
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
6. Non-school persons may not direct, conduct, control, or regularly attend activities.

Although the school assumes no sponsorship of these kinds of meetings, all meetings held on school premises must be scheduled and approved by the principal.

This policy pertains to student meetings. The school has the authority, through its agent or employees, to maintain order and discipline on school premises and to protect the well-being of students and faculty.

Montana Code Annotated References	Description
20-5-201	Duties and Sanctions
40-6-701	Interference with fundamental parental rights restricted

Montana Constitution References	Description
Article II, section 6	Freedom of Assembly

United States Code References	Description
20 USC 4071	Equal Access Act

United States Supreme Court References	Description
496 U.S. 226 (1990)	Board of Education v. Mergens

Form 3413-F(1): Student Immunization - Medical Exemptions **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Medical Exemption Statement

Form HES 101A
Montana Schools

MONTANA DPHHS
Healthy People. Healthy Communities.
Department of Public Health & Human Services

For questions, contact the Montana Department of Immunizations at (406) 444-5580

A prospective student seeking to enroll in a Montana school is not required to receive any immunizations for which they are medically contraindicated. The Medical Exemption Statement, may be completed by a qualifying healthcare provider and utilized as an exemption. In lieu of this form, a written and signed statement from a qualifying healthcare provider will also be accepted under the conditions outlined in ARM 37.114.715.

Pursuant to HB 334 (Ch. 294, L. 2021), a qualifying healthcare provider means a person who: (1) is licensed, certified, or authorized in any U.S. State or Canada to provide health care; (2) is authorized within the person's scope of practice to administer the immunization(s) to which the exemption applies; and (3) has previously provided health care to the student *or* has administered a vaccine to which the student has had an adverse reaction. Once completed, this form should be filed at the student's school along with their most current immunization record.

Student Name: _____ **Parent/Guardian Name:** _____

Student Address: _____ **Student Date of Birth:** _____

Select the vaccine(s) needing medical exemption, then provide a brief description of the contraindication or precaution for each vaccine:

- ☐ DTaP (Diphtheria, Tetanus, and Pertussis)
- ☐ Tdap (Diphtheria, Tetanus, and Pertussis)
- ☐ Varicella (Chickenpox)
- ☐ Hib (*Haemophilus influenzae* type b)
- ☐ MMR (Measles, Mumps, and Rubella)
- ☐ IPV (Polio)
- ☐ Other: _____

Contraindication/Precaution:

_____

_____

_____

_____

A complete list of medical contraindications and precautions can be found on the Centers for Disease Control and Prevention's website: https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html.

Duration of exemption: _____

Provider's Name (print): _____ **Title:** _____ **Phone:** _____

Address: _____

Provider's Signature: _____ **Date:** _____

Montana Code Annotated
20-5-403: MT School Immunization Requirements, Immunization Records
20-5-405: MT School Immunization Requirements, Exemptions

Administrative Rules of Montana
37.114.701-721: Immunization of K-12, Preschool, and Post-Secondary Schools

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-5-403	Immunization
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
20-5-407	Rulemaking
20-5-408	Enforcement
20-5-409	Failure to immunize or claim exemption -- injunction
20-5-410	Civil penalty
40-6-701	Interference with fundamental parental rights restricted
49-2-312	Discrimination Based On Vaccination Status

Form 3413-F(2): Student Immunization - Religious Exemptions **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Religious Exemption Statement

Form HES 113
Montana Schools

MONTANA DPHHS
Healthy People. Healthy Communities.
Department of Public Health & Human Services

For questions, contact the Montana Immunization Program at (406) 444-5580

Student's Full Name **Birth Date** **Age** **Sex**

School: _____

If student is under 18, name of parent, guardian, or other person responsible for student's care and custody:

_____

Street address and city: _____

Telephone: _____

I, the undersigned, swear or affirm under oath that immunization against the following is contrary to my religious tenets and practices:

- ☐ *Diphtheria, Pertussis, Tetanus (DTaP, DT, Tdap)*
- ☐ *Measles, Mumps and Rubella (MMR)*
- ☐ *Haemophilus Influenzae type b (Hib)*
- ☐ *Polio*
- ☐ *Varicella (chickenpox)*
- ☐ *Other:* _____

I also understand that:

Pursuant to section 20-5-405, MCA, in the event of an outbreak of one of the diseases listed above, the above-exempted student may be excluded from school by the local health officer or the Department of Public Health and Human Services until the student is no longer at risk for contracting or transmitting that disease.

Signature: _____ Date: _____

HES-113 School
revised 06/2023

Montana Code Annotated References	Description
20-3-324	Powers and duties
20-5-403	Immunization
20-5-403	Immunization required – release and acceptance of immunization records
20-5-404	Conditional Attendance
20-5-405	Medical or religious exemption
20-5-406	Immunization record
20-5-407	Rulemaking
20-5-408	Enforcement
20-5-409	Failure to immunize or claim exemption -- injunction
20-5-410	Civil penalty
40-6-701	Interference with fundamental parental rights restricted
49-2-312	Discrimination Based On Vaccination Status

Policy 3650: Montana Pupil Online Personal Information Protection Act

Status: DRAFT

Original Adopted Date: Pending

Compliance

The Schoolwill comply with the Montana Pupil Online Personal Information Protection Act. The School shall execute written agreements with operators who provide online applications for students and employees in the school district. The School will execute written agreements with third parties who provide digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records. The written agreements will require operators and third parties to the School for K-12 purposes or the delivery of student or educational services to comply with Montana and federal law regarding protected student information. All pupil records accessed by the operator or third party during the term of the agreement or delivery of service to the application will continue to be the property of and under the control of the school district.

Operators of Online Applications

Operators providing online applications to the School shall not target advertising to students, sell student information, or otherwise misuse student information. Operators shall not use information to amass a profile about a pupil, except in furtherance of K-12 school purposes. Operators shall not sell a pupil's information, including protected information unless authorized by law. Operators shall not disclose protected information unless the disclosure is made in accordance with School policy, state or federal law, or with parent consent. Operators shall implement and maintain reasonable security procedures and practices appropriate to the nature of the protected information and safeguard that information from unauthorized access, destruction, use, modification, or disclosure. Operators shall delete a pupil's protected information if the school or district requests the deletion of data under the control of the school or district.

Third Parties Providing Software and Services

Third parties providing digital education software and services to the School shall certify that pupil records will not be retained or available to the third party upon completion of the terms of the agreement. Furthermore, third parties shall not use any information in pupil records for any purpose other than those required or specifically permitted by the agreement with the operator. Third parties shall not use personally identifiable information in pupil records to engage in targeted advertising.

Third parties providing digital education software and services to the School shall provide a description of the means by which pupils may retain possession and control of their own pupil-generated content. Third parties shall provide a description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information. Third parties shall provide a description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Third parties shall provide a description of the procedures for notifying the affected parent, legal guardian, or pupil if 18 years of age or older in the event of an unauthorized disclosure of the pupil's records;

Failure to Comply and Legal Review

An operator's or third party's failure to honor the law, agreement or School policy will result in termination of services. The School will report any operator who fails to honor the law to the appropriate authorities for criminal prosecution.

All contracts and agreements executed under this agreement will be reviewed by the School's legal counsel.

Montana Code Annotated References	**Description**
Title 20, Chapter 7, Part 13	Montana Pupil Online Personal Information Protection Act

United States Code References	**Description**
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Policy 3130: Students of Legal Age

Status: DRAFT

Original Adopted Date: Pending

Every student eighteen (18) years of age or older like all other students, will comply with the rules established by the School, pursue the prescribed course of study, and submit to the authority of teachers and other staff members as required by policy and state law. The administration is authorized to make exceptions to this policy for students related to reasons that include but are not limited to homelessness, emancipation, or applicable court order.

Forms

Adult students who reside with parents or guardians and/or are classified as dependents of parents or guardians for tax purposes must have applicable forms completed by parents or guardians.

Admission to School

The residence of an adult student who is not residing with a parent or guardian will be considered the residence for school purposes.

Field Trips/Athletic Programs

Approved forms for participation will be required of all students. The form should indicate that the signature is that of the parent.

Absence/Lateness/Truancy

Absence notes will be signed by parents or guardians. Excessive absences will result in consequences according to policy 3122 and will be reported on the report card.

Suspension/Expulsion

All suspension and/or expulsion proceedings will conform to the requirements of state statutes. Notification of all such proceedings will be sent to parents or guardians.

Permission to Inspect Student Records

A student that attains the age of legal majority is an "eligible student" under FERPA. An eligible student has the right to access and inspect their student records. An eligible student may not prevent their parents from accessing and inspecting their student records if they are a dependent of their parents in accordance with Internal Revenue Service regulations.

Report Cards

Progress reports will be sent to the parent or legal guardian.

Excuses From School

The school will verify requests from students who wish to leave school early for reasons such as job interviews, college visits, driver testing, etc., with the organization being visited. Permission to leave school early may be denied for what is considered a non-valid reason.

Financial Responsibility

Adult students can be held financially responsible for damage to school property.

Policy 3221: Student Publications

Status: DRAFT

Original Adopted Date: Pending

Student publications produced as part of the school's curriculum or with the support of student body funds are intended to serve both as vehicles for instruction and student communications. They are operated and substantively financed by the student body and the School.

Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided they are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene, or profane nor may they cause a substantial disruption of the school, invade the privacy rights of others, demean any race, religion, gender, or ethnic group, or advocate the violation of the law. They may not advertise tobacco, nicotine, liquor, illicit drugs or drug paraphernalia.

The Superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

Policy 3222: Distribution and Posting of Materials

Status: DRAFT

Original Adopted Date: Pending

Distribution and Posting of Student Materials

The Superintendent, building principal, or designee must approve all materials before they may be distributed or posted. Materials distributed or posted will include an notation to inform the recipient if the material is from a curricular student club or non-curricular student group.

To facilitate the distribution of materials with information about student activities, each school may maintain a centrally located bulletin board for the posting of materials, and/or maintain a table available to students for placing approved materials. Materials may also be posted on designated walls in the school buildings.

Materials from a curricular student club or non-curricular student group. which provide information valued or needed by the students of the school district may be distributed, except those that would:

A. Disrupt the educational process;

B. Violate the rights of others;

C. Invade the privacy of others;

D. Infringe on a copyright;

E. Violate District policy, procedure, or administrative directive;

F. Be obscene, vulgar or indecent; or

G. Promote violence, discriminatory conduct, the use of drugs, alcohol, tobacco, nicotine and any other tobacco innovation, firearms, or certain products that create community concerns.

All non-student community materials must be reviewed and approved by the Superintendent, building principal, or designee in accordance with Policy 4331.

Procedure 3225-P(1): Sexual Harassment of Students - Procedure

Status: DRAFT

Original Adopted Date: Pending

Sexual Harassment Grievance Procedure - Students

The School requires the following grievance process to be followed for the prompt and equitable resolution of student complaints alleging any action that would be prohibited as sexual harassment by Title IX. The School directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the School exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

School Requirements

When the School has actual knowledge of sexual harassment in an education program or activity of the School, the School will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process, bullying and harassment policy, or public complaint procedure for investigation.

The School treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the School's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the School does not provide the Complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The School has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the School will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the School.

The School must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the School from removing a Respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. A period of removal may include the opportunity for the student to continue instruction in an offsite capacity. The School may also place a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the School must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;

2. An explanation of the School's investigation procedures, including any informal resolution process;

3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and

5. Notice to the parties of any provision in the School's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the School must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not the parties';

2. Provide an equal opportunity for the parties to present witnesses and evidence;

3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;

6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;

7. Objectively evaluate all relevant evidence without relying on sex stereotypes;

8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;

9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;

10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the School or;

3. specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The School provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the School must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the School does not intend to rely in reaching a determination

regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;

2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Include the findings of fact supporting the determination;

4. Draw conclusions regarding the application of any School policies and/or code of conduct rules to the facts;

5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the School to the Complainant and

6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the School's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the School will provide remedies to the Complainant that are designed to restore or preserve equal access to the School's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is

responsible for effective implementation of any remedies. Following any determination of responsibility, the School may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time that could affect the outcome and

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The School also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process, such as mediation, that
does not involve a full investigation and determination of responsibility, provided that the School:

1. Provides to the parties a written notice disclosing:

   A. The allegations;

   B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and

   C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The School must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website.

The School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its
response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	**Description**
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	**Description**
10.55.701	Board of Trustees
10.55.719	Student Protection Procedures
10.55.801	School Climate

United States Code References	**Description**
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	**Description**
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Notice Form 3225-NF(1): Sexual Harassment of Students - Sexual Harassment Reporting/Intake Form for Students **Status:** DRAFT

Original Adopted Date: Pending

Sexual Harassment Reporting/Intake Form for Students

This form is not required. Complaints may be submitted in any manner noted in Policy 3225. The form may be used by the

Title IX Coordinator to document allegations.

School _____ Date _____

Student's name _____

- Who was responsible for the harassment or incident(s)? _____
  _____
- Describe the incident(s). _____
  _____
  _____
- Date(s), time(s), and place(s) the incident(s) occurred. _____
  _____
  _____
- Were other individuals involved in the incident(s)? ___ yes ___no
  If so, name the individual(s) and explain their roles. _____
  _____
  _____
  _____
- Did anyone witness the incident(s)? ___ yes ___ no
  If so, name the witnesses. _____
  _____
  _____
  _____
- Did you take any action in response to the incident? ___ yes ___ no
  If yes, what action did you take? _____
  _____
  _____
  _____
- Were there any prior incidents? ___ yes ___ no
  If so, describe any prior incidents. _____
  _____
  _____

Signature of complainant _____

Signatures of parents/legal guardians _____

Retaliation is prohibited by federal law and district policy. The identity of the individual signing this form will remain confidential in accordance with law and policy.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions

Montana Code Annotated References	Description
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
49-3-101, et seq.	Montana Human Rights Act

Montana Constitution References	Description
Article X, section 1	Educational Goals and Duties

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
10.55.719	Student Protection Procedures
10.55.801	School Climate

United States Code References	Description
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References	Description
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 3235: Video Surveillance **Status:** DRAFT

Original Adopted Date: Pending

Video Surveillance

The Superintendent authorizes the use of video cameras on School property to ensure the health, welfare, and safety of all staff, students, and visitors to School property and to safeguard School buildings, grounds, buses, and equipment. The Superintendent will approve appropriate locations for video cameras.

The Superintendent will notify staff and students, through staff and student handbooks or by other means, that video surveillance may occur on School property. A notice will also be posted at the main entrance of all School buildings, and on all buses, indicating the use of video surveillance.

The School may choose to make video recordings a part of a student's educational record or of a staff member's personnel record. The School will comply with all applicable state and federal laws related to record maintenance and retention. The Superintendent and designee will have access to the system for monitoring, maintenance, and necessary retention.

All surveillance capabilities shall be implemented in accordance with the Montana Pupil Online Personal Information Privacy Act as required by Policy 3650.

Video recordings will include audio. The Superintendent will notify staff and students through staff and student handbooks or by other means that video surveillance, with audio, may occur on School property. A notice will also be posted at the main entrance of all School buildings, and on all buses, in which video/audio surveillance may occur.

Policy 3305: Seclusion and Restraint **Status:** DRAFT

Original Adopted Date: Pending

Use of Restraint, Seclusion, and Aversive Techniques for Students

Conduct of Employees Directed Toward Students

The use by appropriately trained personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of an employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certified or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation. The most senior trained individual shall direct another available staff member to notify the student's parent or guardian of the situation consistent with Policy 3431.

Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

Regardless of employee training status, no personnel shall use any form of aversive technique or corporal punishment against any student. All seclusion will be in compliance with a student's IEP or Section 504 Plan.

If a situation occurs where a properly trained employee must use acts of restraint or seclusion against a school student, the following shall occur:

1. The employee shall immediately report to their building principal, in writing, the following information:
   A. The date the event occurred;
   B. The circumstances leading to the event;
   C. The student involved; and
   D. Other witnesses or participants to the event.

2. The building principal shall notify the Superintendent's office of the event, providing the Superintendent's office with a copy of the report of events.

3. The building principal shall ascertain if any of the school's video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide such to the Superintendent's Office for the Superintendent's official records of the event.

4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s). Parental consent is required prior to any psychiatric, medical, or physical examination or services.

5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject

student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.

6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.

7. The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certified administrator, certified teacher, and in-building classified employee, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;

2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;

3. Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;

4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned; and

5. Provision of the employee with a copy of this policy.

Employees authorized to engage in seclusion and restraint will also be trained in CPR and basic first aid.

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be possible due to realities of the operation of a school district. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee is present at the event, the properly trained employee shall take the lead in addressing the student crisis.

Designated Locations

Each school building for which students are present must have a building designated location for student seclusion. It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy. All seclusion will be in compliance with a student's IEP or Section 504 Plan. Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

Definitions

For the purposes of this policy, the following definitions shall apply:

Restraint: The immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

Seclusion: Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believes that the he or she can leave or be prevented from leaving through manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

Aversive Technique: Physical, emotional, or mental distress as a method of redirecting or controlling behavior including but not limited to corporal punishment.

Montana Code Annotated References	**Description**
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
40-6-701	Interference with fundamental parental rights restricted

Administrative Rules of Montana References	**Description**
10.16.3346	Aversive Treatment Procedures
37.111.825	Health Supervision and Maintenance

United States Code References	**Description**
20 USC 1232h	Protection of pupil rights

Procedure 3310-P(2): Student Discipline - Academic Honesty and Responsible Use of Resources **Status:** DRAFT

Original Adopted Date: Pending

Academic Honesty and Responsible Use of Resources

The School believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The School expects that students will not engage in acts of academic dishonesty.

Academic dishonesty is defined as a breach of standards of academic integrity may include but is not limited to plagiarism, collusion, falsifying academic records, and any other act designed to give unfair academic advantage to the student. Such a breach of standards may also include any attempt to deceive or mislead a teacher in arriving at an honest evaluation of learning. This includes aiding other students in acts of academic dishonesty and using programmable calculations, artificial intelligence or other technology in a manner not specified or authorized by the teacher. The act of knowingly and intentionally presenting materials, work, or concepts taken from sources of another person, publication, or program as one's own work product without appropriate documentation, teacher authorization, or citation is also considered to be academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. It is the intent of the School that academic dishonesty be dealt with consistently and effectively in a manner aimed at addressing the specific incident, as well as changing the student's future behavior.

Engaging in any type of academic dishonesty will result in consequences consistent with District Policy 3300, 3310, and the Student Handbook.

This policy does not prohibit use of technology, artificial intelligence, sources, or techniques authorized by the classroom teacher as part of training or educational coursework in responsible and appropriate manner consistent the curriculum or lesson plan. Violation of classroom teacher directive or exceeding the scope of the classroom teacher's permission to utilize technology, sources, or techniques may be considered a violation of the policy. Teachers are encouraged to incorporate responsible use of technology into coursework consistent with the School's acceptable use protocols at Policy 3540 and explain appropriate use for specific assignments in a consistent manner.

Montana Code Annotated References	Description
16-11-302	Definition of tobacco and vapor products
16-12-108	Limitations of Marijuana Regulation Act
20-3-324	Powers and duties
20-4-302	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
20-5-202	Suspension and expulsion
20-7-118	Offsite Provision of Educational Services
20-9-205	Self-defense in schools
40-6-701	Interference with fundamental parental rights restricted
45-5-624	Possession of intoxicating substance
45-5-637	Possession of tobacco products
45-8-213	Privacy in communications
45-8-361	Possession of weapon in a school building

Administrative Rules of Montana References	Description
10.16.3346	Aversive Treatment Procedures

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
29 USC 701, et seq	Section 504 of the Rehabilitation Act

Policy 3510: School-Sponsored Activities **Status:** DRAFT

Original Adopted Date: Pending

School Sponsored Activities

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

1. Student Organizations:
    a. All curricular student clubs or organizations must be approved by the administration. Secret or clandestine organizations or groups will not be permitted.
    b. Bylaws and rules of curricular student clubs or organizations must not be contrary to policy or to administrative rules and regulations.
    c. Procedures in curricular student clubs or organizations must follow generally accepted democratic practices in the acceptance of members and nomination and election of officers.
    d. Student led and initiated non-curricular student groups may meet at school in accordance with Policy without the sponsorship of the School District.
2. Social Events
    a. Social events must have prior approval of the administration.
    b. Social events must be held in school facilities unless approved by the Superintendent.
    c. Social events must be chaperoned at all times.
    d. Attendance at high school social events and dances shall be limited to high school students, and middle school social events shall be limited to middle school students, unless prior permission is received from the principal.
3. Extracurricular Activities
    a. Academic and behavior eligibility rules are established by MHSA rules and School policy.
    b. High school activities are for students consistent with MHSA rules
    c. The Board authorizes the administration to consider requests to approve participation in high school activities by 8th grade students in consultation with parents at the request of the advisor or coach, consistent with this policy and MHSA rules. Additional coaches or chaperons may be required at the discretion of the administration if middle school and high school students are participating together.
    d. Any student convicted of a criminal offense may, at the discretion of school officials, become ineligible for such a period of time as the school officials may decide.
    e. In establishing an interscholastic program, the Board directs the administration to:
        i. Open all sports to all students enrolled with an equal opportunity for participation.
        ii. Open all sports to residents of the school district and who is at least 5 years of age and not more than 19 on or before September 10 of the year in which participation in extracurricular activities is sought by such child in accordance with the provisions of this policy.
        iii. Recommend sports activities based on interest inventories completed by the students.

4. Designation of Athletic Teams
    a. males, men, or boys;

    b. females, women, or girls; or

    c. coed or mixed.a

Unless otherwise prohibited by Policy 3210 or federal law, School sponsored athletic teams or sports designated for females, women, or girls may not be open to students who are biologically of the male sex. School sponsored athletic teams or events may be designated as one of the following based on biological sex in accordance with applicable MHSA rules, this Policy, federal law, Policy 3210, or the provisions of Section 6 of Chapter 405 (2021). This section of this Policy is void 21 days after the date the United States Secretary of Education files a written report with the proper committees of the United States House of Representatives and the United States Senate as required by 34 CFR 100.8(c) due to the enforcement of Chapter 405 (2021).

Montana Code Annotated References	**Description**
20-5-112	Participation in extracurricular activities
20-9-311	Calculation of Average Number Belonging
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education

Code of Federal Regulations References	**Description**
34 CFR 100.8(c)	Procedure for Effecting Compliance

Policy 3530: Student Fund-Raising Activities

Status: DRAFT

Original Adopted Date: Pending

The Board acknowledges that the solicitations of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent, providing that the instructional program is not adversely affected.

Policy 3550: Student Clubs

Status: DRAFT

Original Adopted Date: Pending

Student Clubs and Groups

The School recognizes that student clubs are a helpful resource for schools and supports their formation. Student clubs must complete an application process. The Superintendent or designee is delegated the authority to approve or deny club applications.

This policy shall be made available to all interested individuals upon request and posted on the School's website. Parents and families shall be provided information about the nature and purpose of student clubs and groups meeting at the school and methods to consent to participation or opt out of participation consistent with parent/family rights.

Curricular Student Clubs

The School authorizes the administration to approve and recognize curricular student clubs or organizations in a manner consistent with this policy and administrative procedure. Curricular Student clubs are those approved student clubs that directly relate to the body of courses offered by the school. Curricular student clubs that are recognized by the District are permitted to use School facilities, use the School's name, or the School's team name or any logo attributable to the School, and raise and deposit funds with the School.

In order for the administration to approve and recognize a curricular student club the group must submit an application to the building administrator containing the following:

1. The organization's name and purpose.
2. The portion of the curriculum that forms the basis of the club. The portion of the curriculum that forms the basis of the club or the course offered at the school enhanced by the club's functions. This step is required for consideration as a curricular club. Applications that do not satisfy this step may be permitted to meet at the school as a non-curricular student group.
3. The staff employee designated to serve as the group's advisor.
4. The rules and procedures under which it operates.
5. A statement that the membership will adhere to applicable policies and administrative procedures.

Upon approval of a new curricular student club, the administration will notify the business office so the group may have any funds raised for its operations so designated in accordance with financial practices.

Approved curricular student clubs will appear in the student handbook and other appropriate School publications. Advisors of new student clubs may be eligible for a stipend in accordance with applicable collective bargaining agreement provisions and available district resources. Approved curricular student clubs may also have limited access as designated by the administration to distribute messages through official communications of the district (e.g. intercom announcements, district newsletters, group emails, etc.).

Career and Technical Student Curricular Clubs Performance Grants

The School authorizes approved chapters of the follow Career and Technical Student Curricular Clubs within the District to apply for performance grants distributed by the Office of Public Instruction in accordance with Section 20-7-320, MCA:

(a) Montana HOSA: future health professionals;
(b) Montana BPA (business professionals of America);
(c) Montana DECA (distributive education clubs of America);
(d) Montana FFA (future farmers of America);
(e) Montana TSA (technology student association);
(f) skillsUSA Montana; and

(g) Montana FCCLA (family, career and community leaders of America).

Any application submitted under this provision shall be reviewed and approved prior to submission by the club advisor, building principal, and superintendent or designee.

Non-Curricular Student Groups

Student-led and initiated groups of similar interests that do not meet the requirements to be an approved curricular student club as outlined in this policy shall be designated as noncurricular student groups. Noncurricular student groups include any student group that does not directly relate to the body of courses offered by the School but has a regular meeting schedule and established operational structure. Employees that are present at meetings in a supervisory capacity are not eligible for a stipend. Student meetings must be supervised by an adult. Employees or agents of the School that are present at student group meetings must only serve in a supervisory capacity.

The School approves a limited open forum, within the meaning of that term as defined U.S. Code § 4071, for non-curricular student groups to meet on school premises during non-instructional time. Noncurricular student groups wishing to conduct a meeting within this limited forum are subject to the following fair opportunity criteria, which shall be uniformly administered consistent with 20 U.S. Code § 4071:

1. All such meetings must be voluntary and student-initiated;

2. There shall be no sponsorship of the meeting by the District or its agents or employees;

3. Employees or agents of the District that are present at religious meetings must be only in a nonparticipatory capacity;

4. All meetings must not materially and substantially interfere with the orderly conduct of educational activities within the District; and

5. Nonschool persons may not direct, conduct, control, or regularly attend activities of the non-curricular student groups.

Meeting is defined as a gathering of a group of students for the purposes of discussing group beliefs or engaging in group operations. An event that does not meet this definition will be required to comply with the Community Use of District Facilities Policy and Procedure.

Fundraising

Noncurricular student groups may post notice of gatherings in accordance with Policy 3222. Noncurricular student groups may be authorized by the Superintendent to have the name of the school to appear as part of their group's name. A name or logo attributable to the school may not be used by a noncurricular group. The permission to post notice of gatherings or use the school name does not constitute sponsorship of the group by the School.

Informal Gatherings

Students are permitted to informally gather at the school in accordance with Policy 3233. Informal gatherings of students are not permitted to use name or logo attributable to the school may not raise and deposit funds with the School. Informal student gatherings may not post notices or other materials in accordance with Policy 3222 but may request to post items in accordance with Policy 4331.

Financial Operations

All funds raised by recognized curricular student clubs are subject to applicable policies regarding financial management. All funds raised by recognized curricular student clubs that are donated to the School become public funds when placed in a School account. All public funds must be monitored in accordance with state law. Deposits must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy.

Funds spent by the School will be done in accordance with School purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

The administration is authorized to develop procedures to implement this policy.

Montana Code Annotated References	Description
20-5-203	Secret Organization Prohibited
20-7-320	CTE Organization Grants
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education
Title 20, chapter 7, part 3	Vocational and Technical Education

United States Code References	Description
20 USC 4071	Equal Access Act

Notice Form 3550-NF(1): Student Clubs - School Club Application **Status:** DRAFT

Original Adopted Date: Pending

MDSDB STUDENT CLUB APPLICATION

___ This application is for a new club ___ This application is to renew an existing club

This application is to request approval of a student club at MSDB. The application must be fully completed for the application to be considered. Incomplete or incorrectly prepared applications will not be considered. All applications will be considered in accordance with Policy 3550 and guidelines. Copies of the policy and guidelines can be obtained at: _____. Approved clubs that violate Policy, Montana law or federal law are subject to suspension or termination.

Step 1. General Club Information and Bylaws, Charter, or Statement of Purpose

Proposed Club Name: _____

Proposed Club Supervisor Name: _____

Faculty supervisors do not sponsor or participate in non-curricular clubs; however, an adult supervisor must be present.

Step 2. Club's bylaws, charter, or statement of purpose.

Please attach any documents outlining the rules and procedures under which the club will operate. These documents may include but are not limited to bylaws, membership expectations, or a national charter. If the documents are not yet available, drafts may be attached, or a detailed statement of purpose can be provided until documents are available.

Step 3. Basis for Curriculum Related Status *(For consideration as a curricular club. Groups that do not satisfy this step may be permitted to operate as a non-curricular student group.)*

To be approved as a curricular club, the club must be based upon an aspect of the school's curriculum or the functions of the club must enhance a course offered at the school. Please attach a description of why the proposed club should be designated as a curricular club providing specific facts supporting such status.

Step 4. Time, frequency, location, and notice of anticipated club meetings and functions

Please attach a statement of the proposed use of school facilities, including at the specific areas or facilities of the school for which use is requested and the proposed nature of the use of those facilities. Attach or describe any examples of materials which the club plans to use to tell students about the club's existence or to invite students to join.

Step 5. Submission and Acknowledgment

By signing this application form the students and advisor acknowledge that the club's members and operations will adhere to applicable policies and administrative procedures governing curricular clubs.

_____ _____
Requesting Student Date Proposed Supervisor Date

FOR SCHOOL DISTRICT USE ONLY

Application Received By: _____ Date: _____

Approved as Curricular Club By:_____ Date: _____

Operating as Non-Curricular Student Group By:_____ Date: _____

NOTES: _____

The administration will retain all records related to this application. The administration will report to the requesting students and advisor when new curricular student clubs have been approved.

Montana Code Annotated References	Description
20-5-203	Secret Organization Prohibited
20-7-320	CTE Organization Grants
40-6-701	Interference with fundamental parental rights restricted
40-6-703	Increase parental involvement in education
Title 20, chapter 7, part 3	Vocational and Technical Education

United States Code References	Description
20 USC 4071	Equal Access Act

Form 3600-F(1): Student Records - Student Directory Information Notification **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Student Directory Information Notification

*Please sign and return this form to the school within ten (10) days of the receipt of this form **ONLY** if you do not want directory information about your child disclosed to third parties in accordance with the Family Educational Rights and Privacy Act (FERPA). If we receive no response by that date, we will disclose all student directory information at our discretion and/or in compliance with law.*

_____
Date

Dear Parent/Eligible Student:

This document informs you of your right to direct the District to withhold the release of student directory information for _____.
Student's Name

Following is a list of items this District considers student directory information.
Please review School District Policy 3600P for complete information.

-Student's name -Address -Telephone listing -Electronic mail address -Photographs, Audio, Video -Date and place of birth -Major field of study -Dates of attendance -Grade level	-Enrollment status (e.g., undergraduate or graduate; full-time or part-time) -Participation in officially recognized activities and sports -Weight and height of members of athletic teams -Degrees -Honors and awards received -Most recent educational agency or institution attended

If you do NOT want directory information provided to any of the following while allow release to other entities, please check the appropriate box. If a form is returned without any box selected, no information will be provided to any entity.

☐ Institutions of Higher Education, ☐ Potential Employers, ☐ Armed Forces Recruiters, ☐ Government Agencies ☐ Other

NOTE: If information such as a student's name, grade level, or photograph, and other listed information is to be withheld, the student will not be included in the school's yearbook, program events, and similar School District publications or other statewide programs related to student safety, research, and scholarship. Please review School District Policy 3600P for complete information.

_____ _____
Parent/Eligible Student's Signature ***Date***

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Montana Code Annotated References	Description
20-1-212	Destruction of Records by school officer
20-5-201	Duties and Sanctions
20-7-104	Transparency and public availability of public school preformance data
20-7-1317	Electronic directory photograph repository
40-4-225	Access to records by parent
40-6-701	Interference with fundamental parental rights restricted
41-3-201	Reports
41-5-215	Youth court and department records

Administrative Rules of Montana References	Description
10.55.909	Student Records
10.55.910	Student Discipline Records

United States Code References	Description
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act

Code of Federal Regulations References	Description
34 C.F.R. 99 et seq.	Family Education Rights and Privacy Act

Procedure 3612-P(1): School-Provided Access to Electronic Information, Services, Equipment, and Networks - District-Provided Access to Electronic Information, Services, Equipment, and Networks

Status: DRAFT

Original Adopted Date: Pending

All use of equipment and electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. **However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. Acceptable Use – Access to the District's equipment and electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.

2. Privileges – The use of the District's equipment and electronic networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator (and/or principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. That decision is final.

3. Unacceptable Use – The user is responsible for his or her actions and activities involving the equipment and network. Some examples of unacceptable uses are:

    a. Using the equipment and network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;

    b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;

    c. Downloading copyrighted material for other than personal use;

    d. Using the equipment or network for private financial or commercial gain;

    e. Wastefully using resources, such as file space;

    f. Hacking or gaining unauthorized access to files, resources, or entities;

    g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;

    h. Using another user's account or password;

    i. Posting material authored or created by another, without his/her consent;

    j. Posting anonymous messages;

    k. Using the equipment or network for commercial or private advertising;

    l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

    m. Using the equipment or network while access privileges are suspended or revoked.

4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

    a. Be polite. Do not become abusive in messages to others.

    b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.

c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

5. No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification - The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

7. Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. Vandalism - Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment, data of another user, the Internet, or any other network. This includes but is not limited to uploading or creation of computer viruses.

9. Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/ or equipment or line costs.

10. Copyright Web Publishing Rules - Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.

    a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

    b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

    c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.

    d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

    e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.

2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and determined by the Superintendent or designee.

4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.

5. The system administrator and principal shall monitor student Internet access.

Montana Code Annotated References	**Description**
20-5-201	Duties and Sanctions

United States Code References	**Description**
47 U.S.C. 254(h) and (l)	Universal service
P.L. 106-554	Children's Internet Protection Act,
P.L. 110-385	Broadband Data Services Improvement Act/Protecting Children in the 21st Century Act of 2008

6000/7000 Series

Policy 6140: Duties and Qualifications of Administrative Staff Other Than Superintendent

Status: DRAFT

Original Adopted Date: Pending

Duties and Qualifications of Administrative Staff Other Than Superintendent

Duty and Authority

As authorized by the Superintendent, administrative staff will have full responsibility for day-to-day administration of the area to which they are assigned. Administrative staff are governed by Board policies and are responsible for implementing administrative procedures relating to their assigned responsibilities.

Each administrator's duties and responsibilities will be set forth in a job description for that particular position.

Qualifications

All administrative personnel must be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, or be considered appropriately assigned if the administrator is enrolled in an internship as defined in ARM 10.55.602 and meets the requirements of ARM 10.55.607, and must meet other qualifications as specified in their position's job description.

Administrative Work Year

The administrators' work year will correspond with the School's fiscal year, unless otherwise stated in an employment agreement. In addition to legal holidays, the administrators will have vacation periods as approved by the Superintendent.

Compensation and Benefits

Administrators will receive compensation and benefits as stated in their employment agreements.

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

Administrative Rules of Montana References	**Description**
10.55.602	Definition of Internship
10.55.607	Internships
10.55.701	Board of Trustees
10.55.702	Licensure and Duties of District Administrator –

Policy 6410: Evaluation of Administrative Staff

Status: DRAFT

Original Adopted Date: Pending

Evaluation of Administrative Staff

Each administrator will be evaluated annually, in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation will be based on job descriptions, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the School. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both the evaluator and the administrator involved in the evaluation will sign the written evaluation report and retain a copy for their records. A person being evaluated has the right to submit and attach a written statement to the evaluation within a reasonable time following the evaluation conference.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees

Policy 6420: Professional Growth and Development

Status: DRAFT

Original Adopted Date: Pending

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the School's needs.

The Administrator is encouraged to be a member of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Montana Code Annotated References	Description
20-1-304	Pupil Instruction Related Day

Policy 7535: Electronic Signatures **Status:** DRAFT

Original Adopted Date: Pending

Electronic Signatures

"Electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Electronic signatures or digital signatures can take many forms and can be created using many different types of technology. For the purpose of this policy an electronic signature means any electronic identifier intended by the person using it to have the same force and effect as a manual signature.

School Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the School and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and
4. The electronic signature conforms to all other provisions of this policy.

The School shall maintain School electronically signed records in a manner consistent with the School's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the School can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or use access/use by an unauthorized person.

The School shall maintain a hardcopy of the actual signature of any School employee authorized to provide an electronic signature in connection with school board business.

Abuse of the electronic signature protocols by any School employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the School with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the School may receive and accept such electronic signature as an original document:

1. Such communication with signature, of its face, appears to be authentic and unique to the person using such signature;
2. The School is unaware of any specific individualized reason to believe that the signature has been forged;
3. The School is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The School's Superintendent or designee may, at his or her discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the School in a timely manner.

School personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted such electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official School document, the student may be subjected to discipline and the Administrators of the School are authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Montana Code Annotated References	**Description**
30-18-102(9)	Definitions
30-18-106(4)	Legal recognition of electronic records, electronic signatures, and electronic contracts

Administrative Rules of Montana References	**Description**
42.8.106	Electronic submission of documents and electronic signatures

	○ 2320 ○ 2332 ○ 2333 ○ 2335 ○ 2335F1 ○ 2335F2 ○ 2410 ○ 2410P ○ 2600 ○ 2600P ○ 2600F ■ 4000 Series ● Final Reading on Policy ○ 4211 ○ 4330-F(1) ○ 4350 ● Accreditation - State ● Staff Back to School Letter ● PIR Day ● 2324 Year In Review Draft ● Website Renewal ● Project Updates ● Foundation Update ○ Audit Complete ○ Summer Retreat ○ Bowling Alley	
Business Office	●	
Residential	● New staff ● Summer Programs Wrap Up ● Student numbers ●	

MSDB / BOPE Bi-Monthly Meeting Agenda
3:45 - 4:30 PM

Date: 8/12/2024	Attendees:

Meeting Objectives: • Provide BOPE Information about all MSDB Programs • Seek guidance from the BOPE	Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up

Administration	• Personnel Action Plan
	• Out of State Travel
	  ○ Deaf Hard of Hearing Literacy Conference
	  ○ Northern AER
	  ○ Hands and Voices
	• Policy Reviews
	  ○ MTSBA Suggested Policy Edits
	  ■ 2000 Series
	  • Final Reading on Policy
	  ○ 2132
	  ○ 2140
	  ○ 2150
	  ○ 2151
	  ○ 2158
	  ○ 2161
	  ○ 2161P
	  ○ 2162
	  ○ 2162P
	  ○ 2163
	  ○ 2167
	  ○ 2170
		• Action Items Needed
		  ○ Personnel Action
		  ○ Out of State Travel
		  ○ Final Reading Policies
		  ○ 1st Reading of Policies

Education: School	• Current Numbers - 38 Preschool-12th • LEAP - 2 • Referral Status • Scheduling • Coordinating services with GFPS • Back to school admissions paperwork	
Education: Outreach	• Outreach will have a vendor table at the Great Beginnings Great Families conference in Helena, August 13-15. • New outreach staff will be on campus for new orientation on August 19 and 20. • All outreach staff will be on campus August 21-23. August 23 will be an all outreach PIR day.. • Brandy Johnson resigned as DHH consultant. • Two applicants for Outreach DHH. The screening committee suggested interviewing one applicant and not the other. The interview will be 8/13 at 9:00 am.	

Board of Public Ed Meeting

BOPE Meeting - Summary – August 12, 2024

Those in attendance - Paul Furthmyre, Tim Tharp, Ron Slinger, Lisa Schmidt, McCall Flynn, Jim Kelly, Julie-Dee Alt, Miranda Briggs
Absent- Donna Schmidt
Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration - Paul

- Introductions were made - New Board members - Ron Slinger, Lisa Schmidt, MSDB Admin
- Paul reported we had two resignations, two new hires.
- We have three Out of State travel for approval- Deaf Hard of Hearing Conf. in South Carolina - 6 staff will be attending, Northern AER for VI, Hands and Voices Conf. in Spokane
- Final reading for Policies 2000, 4000 Series
- Accreditation - we received our scorecard, some areas that we will report clearer next time.
- Staff Back to School letter went out for the new school year.
- PIR schedule - we will have three days at the beginning of the year, the other two days will be scheduled through the end of the year.
- 2324 Year in Review - this report tells MSDB story
- Website - Finalsite will be our new Website platform, will include Audioeye - run accessibility standards before adding to the website and Admissions Core will help track Referrals to MSDB.
- Projects in progress
  - **Broadband**- finishing up in the Bitterroot building
  - **Security Cameras** - being installed today
  - **Server Room** - needs a cooler added to the room
  - **State Phone system** - will come up from Helena to change from a multi to single mode.
  - **Sprinkler System** - Fire Riser in the gym will be finished in October
  - **Bus Loop**- was awarded to a bidder, have not heard anything
  - **Lead & Water project** is completed, will be testing again
  - **Fence** - 38th street is finished, will finish 2nd Ave fence
- Foundation - their audit has been completed.

- **Business Office - Donna absent - Paul reported**

  - Overall we are looking good with our budget this year. $30,000-$40,000 carry forward money

Residential - Jim Kelly

- Jim reported that he has new staff- Two Counselors, Director of Health and a Secretary. Our summer camps went well. Student numbers for this next year will be 10- 12 with extra students who will stay overnight after evening activities. Our ASL Mentor had ASL classes for staff and new staff throughout the summer. The DHH staff and staff had a fun last class to communicate with each other.

Education: School - Julie-Dee

- Julie-Dee reported we will have 38 students, 2 in the LEAP program. We have a number of Referrals that we received last Spring, we are working with parents, GFPS for paperwork. Working on next year's class schedule and will be sending out Admissions paperwork through Docusign

Education: Outreach -Miranda Briggs

- Miranda introduced herself to the BPE as the new Outreach Director. She also reported that they will have a vendor table at the Great Beginnings Great Falls Conf. in Helena. Outreach will be attending New Staff Orientation as well the PIR the week of Aug 19-23 We had one resignation - Outreach DHH in the Bozeman area and will be interviewing a candidate today.

51130 School for the Deaf & Blind
ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 00 (Beg)/2024 through 12 (Jun)/2024

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

FINAL FY24 EXPENSE REPORT

Business Unit	(All)
Program Year	2024
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Org	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

Return to Menu

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance	
01 ADMINISTRATION PROGRAM				**742,406.93**	**740,627.11**	**0.00**	**1,779.82**	
	01100 General Fund			**726,987.00**	**725,207.18**	**0.00**	**1,779.82**	
		300H1 ADMINISTRATION		**568,440.00**	**567,585.58**	**0.00**	**854.42**	
			61000 Personal Services	503,319.00	502,494.63	0.00	824.37	
			62000 Operating Expenses	65,121.00	65,090.95	0.00	30.05	
		300H5 STATE ITSD (RST)		**158,547.00**	**157,621.60**	**0.00**	**925.40**	RESTRICTED
			62000 Operating Expenses	158,547.00	157,621.60	0.00	925.40	
	02050 School Trust Interest/Income			**3,394.00**	**3,394.00**	**0.00**	**0.00**	
		300H1 ADMINISTRATION		**3,394.00**	**3,394.00**	**0.00**	**0.00**	
			61000 Personal Services	3,394.00	3,394.00	0.00	0.00	
	02259 MSDB MISC MOUS			**12,025.93**	**12,025.93**	**0.00**	**0.00**	
		300A1 DIGITAL ACADEMY		**12,025.93**	**12,025.93**	**0.00**	**0.00**	
			61000 Personal Services	11,637.99	11,637.99	0.00	0.00	
			62000 Operating Expenses	387.94	387.94	0.00	0.00	
02 GENERAL SERVICES				**850,173.54**	**831,309.62**	**15,634.00**	**3,229.92**	
	01100 General Fund			**850,173.54**	**831,309.62**	**15,634.00**	**3,229.92**	
		305F2 FY2022 CARRYFORWARD		**76,590.54**	**76,590.54**	**0.00**	**(0.00)**	
			63000 Equipment & Intangible Assets	76,590.54	76,590.54	0.00	(0.00)	
		305F3 FY2023 CARRYFORWARD		**124,508.00**	**116,527.79**	**7,980.21**	**0.00**	
			62000 Operating Expenses	29,923.00	29,923.00	0.00	0.00	
			63000 Equipment & Intangible Assets	94,585.00	86,604.79	7,980.21	0.00	
		305H1 GENERAL SERVICES		**649,075.00**	**638,191.29**	**7,653.79**	**3,229.92**	
			61000 Personal Services	331,465.00	330,369.33	0.00	1,095.67	
			62000 Operating Expenses	288,159.00	279,371.55	7,653.79	1,133.66	
			68000 Transfers-out	1,000.00	0.00	0.00	1,000.00	RESTRICTED
			69000 Debt Service	28,451.00	28,450.41	0.00	0.59	RESTRICTED

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance	
02 GENERAL SERV	01100 General Fund							
03 STUDENT SERVICES				**2,140,330.00**	**2,085,609.93**	**0.00**	**54,720.07**	
	01100 General Fund			**2,105,601.00**	**2,050,880.93**	**0.00**	**54,720.07**	
		310H1 STUDENT SERVICES		**1,993,101.00**	**1,988,849.35**	**0.00**	**4,251.65**	
			61000 Personal Services	1,860,494.00	1,856,242.35	0.00	4,251.65	
			62000 Operating Expenses	132,607.00	132,607.00	0.00	0.00	
		310H4 FAMILY ENGAGEMENT OPP		**42,500.00**	**42,500.00**	**0.00**	**0.00**	
			61000 Personal Services	42,500.00	42,500.00	0.00	0.00	
		310H6 STUDENT TRAVEL		**45,000.00**	**17,699.60**	**0.00**	**27,300.40**	
			62000 Operating Expenses	45,000.00	17,699.60	0.00	27,300.40	RESTRICTED
		310H7 STUDENT EXTRACURIC TRAVEL		**25,000.00**	**1,831.98**	**0.00**	**23,168.02**	
			62000 Operating Expenses	25,000.00	1,831.98	0.00	23,168.02	RESTRICTED
	03167 National School Lunch			**34,729.00**	**34,729.00**	**0.00**	**0.00**	
		310H1 STUDENT SERVICES		**34,729.00**	**34,729.00**	**0.00**	**0.00**	
			62000 Operating Expenses	34,729.00	34,729.00	0.00	0.00	
04 EDUCATION				**6,530,171.54**	**6,242,019.89**	**0.00**	**288,151.65**	
	01100 General Fund			**5,625,464.00**	**5,578,796.36**	**0.00**	**46,667.64**	
		315H1 EDUCATION		**5,563,526.00**	**5,533,024.70**	**0.00**	**30,501.30**	
			61000 Personal Services	5,204,938.00	5,174,436.70	0.00	30,501.30	
			62000 Operating Expenses	358,588.00	358,588.00	0.00	0.00	
		315H3 PROFESSIONAL DEVELOPMENT		**35,000.00**	**18,833.66**	**0.00**	**16,166.34**	
			62000 Operating Expenses	35,000.00	18,833.66	0.00	16,166.34	RESTRICTED
		315H4 EXTRACURIC COMP		**26,938.00**	**26,938.00**	**0.00**	**0.00**	
			61000 Personal Services	26,938.00	26,938.00	0.00	0.00	
	02050 School Trust Interest/Income			**290,047.00**	**290,047.00**	**0.00**	**0.00**	
		315H1 EDUCATION		**290,047.00**	**290,047.00**	**0.00**	**0.00**	
			61000 Personal Services	290,047.00	290,047.00	0.00	0.00	
	02243 Medicaid			**11,534.00**	**0.00**	**0.00**	**11,534.00**	
		315H1 EDUCATION		**11,534.00**	**0.00**	**0.00**	**11,534.00**	
			62000 Operating Expenses	11,534.00	0.00	0.00	11,534.00	RESTRICTED
	03012 E.C.I.A. Chapter I			**50,842.00**	**49,917.00**	**0.00**	**925.00**	
		315H1 EDUCATION		**50,842.00**	**49,917.00**	**0.00**	**925.00**	
			61000 Personal Services	50,842.00	49,917.00	0.00	925.00	BUDGET MORE THAN RECEIVED
	03064 EHA, Part B			**114,875.00**	**110,000.00**	**0.00**	**4,875.00**	
		315H1 EDUCATION		**114,875.00**	**110,000.00**	**0.00**	**4,875.00**	
			61000 Personal Services	104,875.00	100,000.00	0.00	4,875.00	BUDGET MORE THAN RECEIVED
			62000 Operating Expenses	10,000.00	10,000.00	0.00	0.00	
	03235 DPHHS Grant			**26,375.00**	**23,499.24**	**0.00**	**2,875.76**	
		315AP PRE-ETS GRANT		**26,375.00**	**23,499.24**	**0.00**	**2,875.76**	
			61000 Personal Services	5,310.00	5,310.00	0.00	0.00	
			62000 Operating Expenses	21,065.00	18,189.24	0.00	2,875.76	RESTRICTED
	03396 DPHHS Grand - Newborn Hearing			**29,884.16**	**10,329.79**	**0.00**	**19,554.37**	
		315AQ NEWBORN HEARING		**29,884.16**	**10,329.79**	**0.00**	**19,554.37**	

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance	
04 EDUCATION	03396 DPHHS (	315AQ NEWBORN HEARING	61000 Personal Services	13,000.00	5,915.00	0.00	7,085.00	RESTRICTED
			62000 Operating Expenses	16,884.16	4,414.79	0.00	12,469.37	RESTRICTED
	03590 Federal Literacy Grant			328,544.95	129,603.00	0.00	198,941.95	
		315AM LITERACY GRANT 9/30/23		72,979.95	62,600.92	0.00	10,379.03	
			61000 Personal Services	17,414.00	17,414.00	0.00	0.00	
			62000 Operating Expenses	55,565.95	45,186.92	0.00	10,379.03	
		315AR LITERACY GRANT 9/30/24		255,565.00	67,002.08	0.00	188,562.92	
			61000 Personal Services	94,500.00	21,204.00	0.00	73,296.00	MOVED TO FY25
			62000 Operating Expenses	161,065.00	45,798.08	0.00	115,266.92	MOVED TO FY25
	03613 Deafblind Project			1,405.79	1,405.78	0.00	0.01	
		315AN DEAFBLIND PROJ 10/14/23		1,405.79	1,405.78	0.00	0.01	
			61000 Personal Services	1,278.50	1,277.98	0.00	0.52	
			62000 Operating Expenses	127.29	127.80	0.00	(0.51)	
	03990 Federal COVID-19 Funds			51,199.64	48,421.72	0.00	2,777.92	
		31542 ESSER III - COVID 9/30/23		51,199.64	48,421.72	0.00	2,777.92	
			61000 Personal Services	0.00	0.00	0.00	0.00	
			62000 Operating Expenses	51,199.64	48,421.72	0.00	2,777.92	RESTRICTED
Grand Total				10,263,082.01	9,899,566.55	15,634.00	347,881.46	

(73,296.00)
(115,266.92)
(925.40)
(1,000.00)
(0.59)
(27,300.40)
(23,168.02)
(16,166.34)
(11,534.00)
(2,875.76)
(7,085.00)
(12,469.37)
(2,777.92)
(925.00)
(4,875.00)
UNSPENT AT FYE: 48,215.74

51130 School for the Deaf & Blind
ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2025 through 02 (Aug)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

AS OF: 8/14/2025

Business Unit	(All)
Program Year	2025
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Org	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 ADMINISTRATION PROGRAM				**720,823.00**	**74,237.14**	**0.00**	**646,585.86**
	01100 General Fund			**717,429.00**	**74,237.14**	**0.00**	**643,191.86**
		300H1 ADMINISTRATION		**558,882.00**	**74,237.14**	**0.00**	**484,644.86**
			61000 Personal Services	499,706.00	67,078.88	0.00	432,627.12
			62000 Operating Expenses	59,176.00	7,158.26	0.00	52,017.74
		300H5 STATE ITSD (RST)		**158,547.00**	**0.00**	**0.00**	**158,547.00**
			62000 Operating Expenses	158,547.00	0.00	0.00	158,547.00
	02050 School Trust Interest/Income			**3,394.00**	**0.00**	**0.00**	**3,394.00**
		300H1 ADMINISTRATION		**3,394.00**	**0.00**	**0.00**	**3,394.00**
			61000 Personal Services	3,394.00	0.00	0.00	3,394.00
02 GENERAL SERVICES				**607,407.00**	**71,299.17**	**0.00**	**536,107.83**
	01100 General Fund			**607,407.00**	**71,299.17**	**0.00**	**536,107.83**
		305H1 GENERAL SERVICES		**607,407.00**	**71,299.17**	**0.00**	**536,107.83**
			61000 Personal Services	349,222.00	34,227.80	0.00	314,994.20
			62000 Operating Expenses	228,734.00	37,071.37	0.00	191,662.63
			68000 Transfers-out	1,000.00	0.00	0.00	1,000.00
			69000 Debt Service	28,451.00	0.00	0.00	28,451.00
03 STUDENT SERVICES				**2,126,572.00**	**136,309.02**	**0.00**	**1,990,262.98**
	01100 General Fund			**2,091,843.00**	**136,309.02**	**0.00**	**1,955,533.98**
		310H1 STUDENT SERVICES		**1,979,343.00**	**136,309.02**	**0.00**	**1,843,033.98**

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
03 STUDENT SEF	01100 General F	310H1 STUDENT SERVICES	61000 Personal Services	1,846,103.00	130,673.58	0.00	1,715,429.42
			62000 Operating Expenses	133,240.00	5,635.44	0.00	127,604.56
		310H4 FAMILY ENGAGEMENT OPP		**42,500.00**	**0.00**	**0.00**	**42,500.00**
			61000 Personal Services	42,500.00	0.00	0.00	42,500.00
		310H6 STUDENT TRAVEL		**45,000.00**	**0.00**	**0.00**	**45,000.00**
			62000 Operating Expenses	45,000.00	0.00	0.00	45,000.00
		310H7 STUDENT EXTRACURIC TRAVEL		**25,000.00**	**0.00**	**0.00**	**25,000.00**
			62000 Operating Expenses	25,000.00	0.00	0.00	25,000.00
	03167 National School Lunch			**34,729.00**	**0.00**	**0.00**	**34,729.00**
		310H1 STUDENT SERVICES		**34,729.00**	**0.00**	**0.00**	**34,729.00**
			62000 Operating Expenses	34,729.00	0.00	0.00	34,729.00
04 EDUCATION				**6,708,097.92**	**444,016.26**	**0.00**	**6,264,081.66**
	01100 General Fund			**6,033,580.00**	**436,423.05**	**0.00**	**5,597,156.95**
		315H1 EDUCATION		**5,971,642.00**	**436,423.05**	**0.00**	**5,535,218.95**
			61000 Personal Services	5,721,509.00	410,348.91	0.00	5,311,160.09
			62000 Operating Expenses	250,133.00	26,074.14	0.00	224,058.86
		315H3 PROFESSIONAL DEVELOPMENT		**35,000.00**	**0.00**	**0.00**	**35,000.00**
			62000 Operating Expenses	35,000.00	0.00	0.00	35,000.00
		315H4 EXTRACURIC COMP		**26,938.00**	**0.00**	**0.00**	**26,938.00**
			61000 Personal Services	26,938.00	0.00	0.00	26,938.00
	02050 School Trust Interest/Income			**302,341.00**	**0.00**	**0.00**	**302,341.00**
		315H1 EDUCATION		**302,341.00**	**0.00**	**0.00**	**302,341.00**
			61000 Personal Services	302,341.00	0.00	0.00	302,341.00
	02243 Medicaid			**11,534.00**	**0.00**	**0.00**	**11,534.00**
		315H1 EDUCATION		**11,534.00**	**0.00**	**0.00**	**11,534.00**
			62000 Operating Expenses	11,534.00	0.00	0.00	11,534.00
	03012 E.C.I.A. Chapter I			**52,861.00**	**0.00**	**0.00**	**52,861.00**
		315H1 EDUCATION		**52,861.00**	**0.00**	**0.00**	**52,861.00**
			61000 Personal Services	52,861.00	0.00	0.00	52,861.00
	03064 EHA, Part B			**119,219.00**	**0.00**	**0.00**	**119,219.00**
		315H1 EDUCATION		**119,219.00**	**0.00**	**0.00**	**119,219.00**
			61000 Personal Services	109,219.00	0.00	0.00	109,219.00
			62000 Operating Expenses	10,000.00	0.00	0.00	10,000.00
	03590 Federal Literacy Grant			**188,562.92**	**7,593.21**	**0.00**	**180,969.71**
		315AR LITERACY GRANT 9/30/24		**188,562.92**	**7,593.21**	**0.00**	**180,969.71**
			61000 Personal Services	73,296.00	0.00	0.00	73,296.00

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
04 EDUCATION	03590 Federal Li	315AR LITERACY GRANT 9/30/24	62000 Operating Expenses	115,266.92	7,593.21	0.00	107,673.71
Grand Total				**10,162,899.92**	**725,861.59**	**0.00**	**9,437,038.33**

MSDB 2023-24 OPI Accreditation

LeaCode	SchoolCode	SchoolName	OverallScore	AssuranceRatingName	PerformanceRatingName	AssuranceScore	PerformanceScore	A	B	C	D	E	F	G	H	I	J	Perf_K	Perf_A	Perf_B	Perf_C	vw_Schools → DistrictName
9258	9368	MT Sch For Deaf & Blnd El	Regular	Regular	Regular	40	8	4	1	4	8	4	4	4	4		3	4	4	4		Mont Sch for Deaf Blind
9258	9371	MT Sch For Deaf & Blnd HS	Regular	Regular	Regular MD	40	3	4	1	4	8	3	4	4	4	1	3	4			3	Mont Sch for Deaf Blind

MSDB 2023-24 OPI Accreditation - District Comments					
OrganizationID	LeaCode	LeaName	Rubric	Score	Comment
2057	9258	Mont Sch for Deaf Blind	A - ISAP Process: Stakeholder Engagement and CNA	4	Thank you for completing the CNA and ISAP process. The district submission includes a detailed list of priority areas identified by stakeholders and a gap analysis.
2057	9258	Mont Sch for Deaf Blind	B - ISAP: Goals	1	Although the goals submitted are relevant and provide action steps that are clearly outlined, clarity to the measurable aspect of the specific outcome in needed. For future submission, include the specific criteria needed to define attainment of each goal.
2057	9258	Mont Sch for Deaf Blind	B - ISAP: Goals	1	Goals are very relevant to MSDB vision and include time-bound elements. It is unclear what the quantifiable measurement is for the goals, what the quantifiable target is, and what instrument will be used for progress monitoring and as a success indicator. For future submissions, goals should be specific and measurable with a target for growth, usually expressed as a number or percentage.
2057	9258	Mont Sch for Deaf Blind	C - ISAP: Graduate Profile	4	There is great evidence of a vision for the graduate profile. What's included would benefit from a short description on how stakeholder engagement was acheved and what are the links of the profile to continuous improvement processes.
2057	9258	Mont Sch for Deaf Blind	H - Family and Community Engagement	4	District has strong evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals. Has evidence of at least 3 family/community engagement opportunities.
2057	9258	Mont Sch for Deaf Blind	H - Family and Community Engagement	4	The district has strong evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals. It has proof of at least three family/community engagement opportunities. The evidence shows great thought in parent and community engagement, specifically in engaging community members and parents to gain feedback for future events and building connections. The school also engages students in post-secondary activities and workforce planning skills.
2057	9258	Mont Sch for Deaf Blind	J - Indian Education for All	3	Good evidence that IEFA is happening in grade levels and subject areas with frequency. Future submissions should include evidence of student impact.
2057	9258	Mont Sch for Deaf Blind	J - Indian Education for All	3	Plan was submitted with Indian Education activities and examples were provided. Would suggest revisiting depth of information taught

MSDB 2023-2024 OPI Accredition - Student Performance							
SchoolCode	OrganizationID	LeaCode	LeaName	SchoolName	Rubric	Score	Comment
9371	2057	9258	Mont Sch for Deaf Blind	MT Sch For Deaf & Blnd HS	C - College and Career Readiness	3	Although there is one example of student results, it is recommended in future submissions to include additional data identifying the success of the district's efforts.
9371	2057	9258	Mont Sch for Deaf Blind	MT Sch For Deaf & Blnd HS	C - College and Career Readiness	3	Although there is one example of student results, it is recommended in future submissions to include additional data identifying the success of the district's efforts.
9368	2057	9258	Mont Sch for Deaf Blind	MT Sch For Deaf & Blnd El	A - Student Learning Outcomes - Math	4	Utilizing valid and reliable measurements for student learning is crucial to understanding and enhancing educational outcomes. Your unique learning community shows these tools demonstrate a proactive approach to addressing student needs and promoting student learning.
9368	2057	9258	Mont Sch for Deaf Blind	MT Sch For Deaf & Blnd El	A - Student Learning Outcomes - Math	4	student learning in math. As described in the narrative, the data shows that students are progressing from fall to winter, where some grades levels are showing more growth than others. The PLC documents and notes, illustrate how teachers are engaged in data talks to guide instruction. The overarching questions used in the PLC are strong.
9368	2057	9258	Mont Sch for Deaf Blind	MT Sch For Deaf & Blnd El	B - Student Learning Outcomes - ELA	4	Tools are being used to measure and track student achievement in ELA. School provided great detail about how student data is being used to inform teaching and learning and to provide additional support to students needing supplemental learning interventions. The student data provided shows growth in ELA learning is occurring.

MONTANA SCHOOL
for the Deaf *&* *the* Blind

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August 1, 2024

MSDB Family!!!

I hope that you are all enjoying a great summer with family and friends! It's hard to think that we will start having professional development, meetings, etc to prepare for the students within two weeks. Summertime should be the most relaxing time of the year and a chance for us to rejuvenate.

As with any school year, we said goodbye to some friends in the spring and welcome new staff in the fall. This year, we are welcoming several new employees and I can't be more excited to have them join the team. Attached you will find all the new employees hired since last November and those from within MSDB that have taken on new positions over the last year.

This will be the third year for us to have a yearly theme. This year's theme is "Journey of a Learner!" I am hopeful that this will mean more to us as the year goes on. I challenge us to not think of the theme as only for students but also us adults. We can never stop learning at MSDB. We need to model for our students that we truly believe in lifelong learning. Attached is a copy of our student Journey of a Learner.

I am attaching the school calendar adopted by the BPE. As you will notice, we are doing our PIR differently this year and it will look different for our various groups. For those that looked at last year's calendar options, this should not be a surprise.

- Education School Staff will all attend a PIR Training on August 15th to listen to Adam Welcome speak at the Golden Triangle Convention. The Education staff will also attend PIR days on August 21st and 22nd on campus. School staff will not be required to attend PIR on the 23rd as they are attending the presentation on the 15th. For specific information, look for an email from Julie-Dee Alt.
- Cottage Staff will start PIR week on August 20th and go the rest of the week to the 23rd. For specific information, look for an email from Jim Kelly.
- Education Outreach Staff will have PIR days starting on the 21st and ending on the 23rd. For specific information, look for an email from Miranda Briggs.
- All staff will have additional PIR days on January 20th and April 22nd during the school year. That information will come out at a later date

In addition to the days listed above, all new staff are expected to attend the New Staff Orientation on campus August 19th and 20th. If you have any questions, please reach out to your supervisor or myself. I will be sending email updates on building projects and other information over the next couple of weeks. I am excited to see you all again.

In Mustang Spirit,

Paul

Welcome the following to our MSDB family!!! These individuals have been outside hires since November 2024.

Jonathan Brady	Sub Para
Brynn Klinefelter	Scheduling Secretary
Shawn Erickson	Outreach Consultant
Reena Roberson	Para Educator
Kaelyn Forward	Sub Para
Leah Buska	Para Educator
Kacie Wilmot	Outreach Consultant VI – Billings
Cecilia Prefontaine	Interpreter
Lendon Warren	LPN
Taylor Sanity	LPN – Sub
Natalie Goodwin	LPN – SUB
Amanda Stoner	Residential Adv. 1
Jennifer Norlander	Outreach Consultant VI – Helena
Darreck Hale	Behavioral Counselor
Maria Lleras	Payroll Technician
Megan DeSilva	Behavioral Counselor
Heather Hill	Outreach Counselor VI- Kalispell
April Spanbauer	Director of Health
Erika Baisch	Interpreter
Sydney Hess	Admin Assistant –Cottage
Devany Book	Scheduling Secretary / Public Relations

These individuals have been inside hires that have taken on new positions since November 2024.

Judy Scharhag	Accounting Tech II
Kristina Rosenberg	Education Secretary
Lace Lesofski	Outreach Consultant DHH – Great Falls
Jamie Jones	Teacher – VI
Miranda Briggs	Outreach Director

JOURNEY of a LEARNER

EFFECTIVE COMMUNICATOR

RESPONSIBLE LEARNER

INDEPENDENT PERSON

FLEXIBLE THINKER

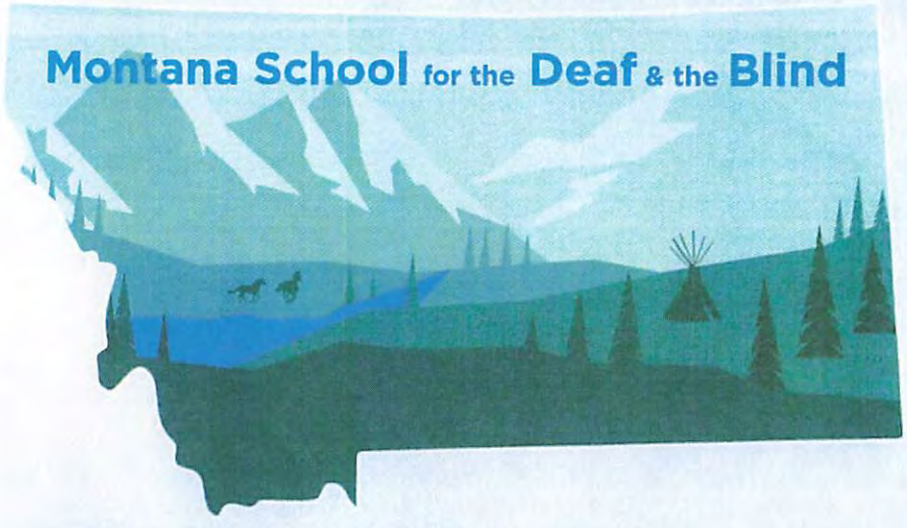
PROBLEM SOLVER

DIGITAL CITIZEN



Montana School for the Deaf & the Blind

JOURNEY of a LEARNER



EFFECTIVE COMMUNICATOR

- Expresses thoughts and ideas effectively across environments
- Seeks to empathetically understand and collaborate with communication partners
- Uses communication skills to successfully interact with others over a range of purposes and audiences

RESPONSIBLE LEARNER

- Honors commitments, obligations and promises
- Accepts accountability for decisions and actions
- Demonstrates an awareness of how personal actions affect others

INDEPENDENT PERSON

- Demonstrates the ability to self-advocate in a variety of situations
- Defines a purpose of own future and goals
- Takes initiative in completion of tasks
- Builds a trusted support network

FLEXIBLE THINKER

- Demonstrates open-mindedness in thoughts and actions
- Adapts and works effectively amidst constantly changing demands
- Acknowledges biases and alters opinions based on knowledge, education and experience

PROBLEM SOLVER

- Identifies, evaluates and determines solutions to complex situations
- Reflects and responds critically to feedback and/or setbacks
- Approaches problems objectively and considers various perspectives
- Collaborates to produce a shared outcome

DIGITAL CITIZEN

- Proficiently advocates for, explains and uses digital tools that maximize access to opportunities and learning
- Uses social networking tools safely, ethically, and efficiently
- Critically analyzes and evaluates digital information to make informed decisions

2024-2025 MSDB SCHOOL YEAR CALENDAR

B

www.msdbmustangs.org
3911 Central Avenue
Great Falls, MT 59405
Phone: 406-771-6000

Yellow—PIR Orientation
Green—Travel
Blue—MSDB event
Orange—End of Quarter
Striped—Travel/No School
Pink—Break
Plum—Holiday
Teal—Family Learning Weekends
Red—Camps

AUGUST 2024

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

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29	30					

OCTOBER 2024

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20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

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DECEMBER 2024

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29	30	31				

JANUARY 2025

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FEBRUARY 2025

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MARCH 2025

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23/30	24/31	25	26	27	28	29

APRIL 2025

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27	28	29	30			

MAY 2025

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

AUGUST
19-20 New Staff Orientation
21-23 PIR Orientation
26 First Day of School

SEPTEMBER
2 Labor Day - **No School** (Cottages Open)
13 Travel Home
16 Travel Return

OCTOBER
16 Travel Home
17-19 Teacher Convention

OCTOBER cont.
20 Travel Return
21 Classes Resume
*30 End of 1st Quarter

NOVEMBER
26 Travel Home
27-30 Thanksgiving Break
No School

DECEMBER
1 Travel Return
10 Gallaudet Day
19 Winter Program
20 Travel Home
Dec 23-Jan 4 Winter Break

JANUARY
5 Travel Return
6 Classes resume
20 MLK Jr Day **No School** (Cottages Open)/ PIR
21 Classes Resume/
*End of 2nd Quarter

FEBRUARY
14 Travel Home
17 Travel Return
School **not** in session
18 Classes Resume

MARCH
6 Travel Home
9 Travel Return
*27 End of 3rd Quarter

APRIL
17 Travel Home
18-21 Spring Break
22 Travel Return/PIR
23 Classes resume

MAY
9 Travel Home
12 Travel Return/ Classes in session

MAY cont.
26 Memorial Day
No School
30 Graduation 2:00PM

JUNE
4 Last Day of School/
*End of 4th Quarter
6-8 Deaf FLW
13-15 VI FLW
15-21 Deaf Camp
22-28 VI Camp

Approved by BOPE: March 18, 2024
Updated: 5/28/2024

Journey of a Learner

Wednesday August 21, 2024
All Staff Attend

NEW LOCATION for:
August 21st and 22nd

Sleep Inn/ Mainstay Suites
520 Country Club Blvd.

8:00 - 8:15 AM **Settle In**

8:15 - 9:00 AM **Ice Breaker**

9:00 - 10:30 AM **Program Updates**

- Business Office Update – Donna Schmidt
- Outreach Update - Miranda Briggs
- Education Update - Julie-Dee Alt
- Cottage Update - Jim Kelly
- Blood Borne Pathogens / AED - April Spanbauer

10:30 - 11:00 AM **Break**

11:00 -12:30 PM **Superintendent Update**

- Organization Chart Update
- Projects Update
- Legislative Update
- Mandatory Reporting
- Policies
- Accreditations

12:30 - 1:30 PM **Lunch - Provided by MSDB**

1:30 - 3:00 PM **Journey of Learner**

3:00 - 4:00 PM **MFPE Union Meeting**

Kids deserve us at our best.

They need us to believe in them, because too often, they don't believe in themselves.

They need us to challenge them. To encourage them to grow. To say "yes" more often.

But, as the saying goes, "you can't pour from an empty cup."

If you feel like your cup is empty, like you've given all you can, like you're at the end of your rope...

I want to help.

Adam Welcome
https://www.mradamwelcome.com/

Thursday August 22, 2024
All Staff Attend but Maintenance

8:00 - 8:15 AM **Settle In**

8:15 - 12:15 PM **Adam Welcome**

12:15 - 1:15 PM **Lunch on Your Own**
Frosty Ice Cream Truck 12:45 - 1:10

1:15 - 3:15 PM **Adam Welcome**

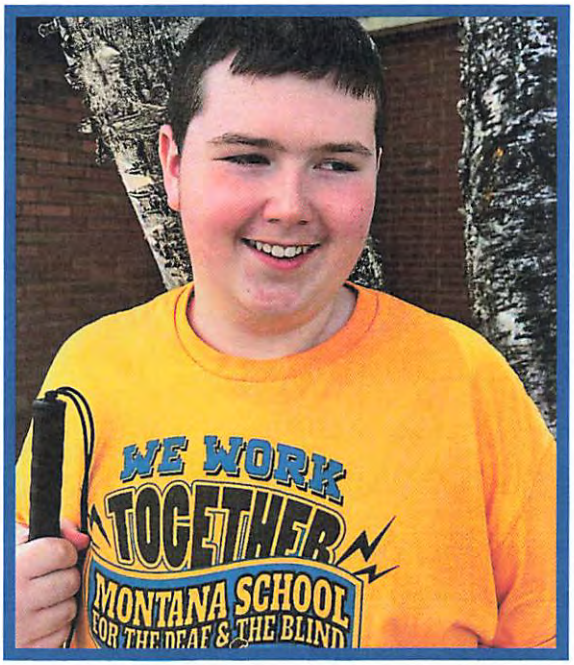
3:15 - 4:00 PM **UFCW Union Meeting**



MONTANA SCHOOL *for the* Deaf *&* *the* Blind







23-24
Annual Report

Letter from Superintendent

PAUL FURTHMYRE



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MSDB

North Star of Montana

Vision...

> To be Montana's leading resource for the stakeholders of MSDB by providing supports and services that empower individuals to attain their highest potential

Mission...

> To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become sucessful citizens

Belief...

> All children are capable and confident and will recieve an education throught the whole-child education philosophy, which includes sensory specific access to communication and curriculum in safe learning and living enviorments

Journey of a Learner

We are actively engaging our community in developing a *Journey of a Learner,* a collective vision that articulates our aspirations for every student served by Montana School for the Deaf and the Blind (MSDB) campus and Outreach Department. Our *Journey of a Learner* will serve as a North Star for our school, bringing our community together with a shared vision.

Journey of a Learner

EFFECTIVE COMMUNICATION | RESPONSIBLE LEARNER | INDEPENDENT PERSON | FLEXIBLE THINKER | PROBLEM SOLVER | DIGITAL CITIZEN



Designing a *Journey of a Learner* involves collaboration with **educators**, **students**, **elected officials**, **partners**, **community members**, and **families** to create a cohesive vision for students. Inclusive input from diverse stakeholders is essential for lasting educational change

65
Average attendance across the four meetings held Sping 2024

As the world evolves, so does our students' learning experience

The Process:

- Establish the *hopes, dreams, and aspirations* that our community holds for our youth.
- Determine the essential *skills and mindset* required for students to thrive in a fast-evolving and intricate world.
- Understand the impact of the design of *Journey of a Learner* has throughout the state.
- Integrate the strategic plan into the instructional framework by creating learning targets that are in line with MSDB's vision.

Critical Initatives

Communication

Providing consistent and responsible communication to all stakeholders creates positive partnerships in supporting students' learning and growth.

- Boosted stakeholder engagement through an emphasis on social media presence, triannual newsletters, and the implementation of a communication plan.
- Several team meetings have been established to meet regularly and share information.



Organizational Effectiveness

An organization that fosters new learning and builds capacity of leaders and staff at all levels can promote innovation and creative problem solving in school improvement efforts.

- Created and substained an organizational culture that fostered new learning by all staff by improving mentoring programs, creating leadership opportunities, and utlizing PLC's all in effort to reinforce a postive work culture.
- Created and substained a maintenance program that promoted proactive maintenance through improvement projects and realignment within the department.
- Developed an Outreach Program that meet the needs of all students serviced throughout Montana by developing a database system to inform decision making efforts in the field.



Student Growth and Support

Having established learning goals and meaningful assessments can inform student academic and functional support efforts.

- Developed a precise and well-defined scope and sequence that encompasses all student learning expectations, including academic, life, functional, and social skills.
- Implemented a procedure for students to explain and showcase their current academic and functional abilities.
- Created a system for End of Year reporting that will help aid MSDB for the following school year.



Instructional Effectiveness

Instructional staff who have clear expectations, understand processes, and are supported can improve instructional practices and outcomes for students.

- Provide professional development specific to SPED, VI, DHH, curriculum, and instruction.
- Utilized funding allocated by the legislature for professional development to obtain disability-specific training nationwide, as such training opportunities are limited in Montana.
- Employed a Transition Specialist to foster creative partnerships with businesses and organizations who can support MSDB students striving to become part of a productive workforce.

School Administration

Paul Furthmyre
Superintendent

Julie-Dee Alt
Principal

Jim Kelly
Director of Student Life

Carol-Clayton Bye
Outreach Director

Supersede by **Miranda Briggs**
Outreach Director

Donna Schmidt
Business Manager

Board of Public Education

Dr. Tim Tharp, Savage
Chair

Susie Hedalen, Townsend
Vice Chair

McCall Flynn, Helena
Executive Director

Dr. Ron Slinger, Miles City
Member

Lisa Schmidt, Conrad
Member

Jane Lee Hamman, Clancy
Member

Madalyn Quinlan, Helena
Member

Renee Rasmussen, Clancy
Member

Gavin Mow, Student Representative
Ex-Office Member

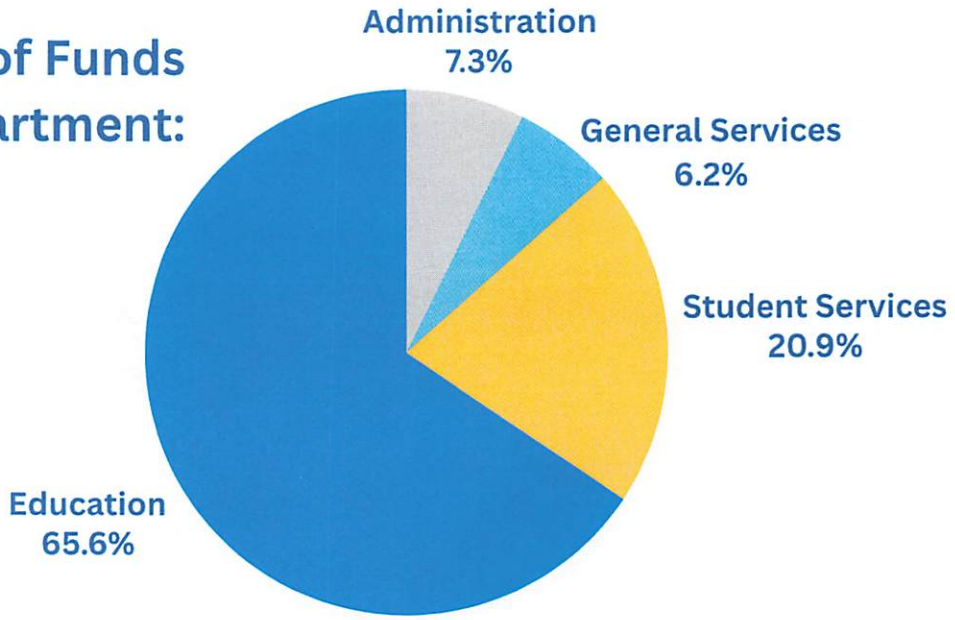
Greg Gianforte, Governor
Governor's Office
Ex-Office Member

Elsie Arntzen, Superintendent
Office of Public Instruction
Ex-Office Member

Clay Christian, Commissioner
Office of the Commissioners of Higher Education
Ex-Office Member

Appropriation of Funds

Dispersment of Funds by Department:



Fund Type:

- General Fund **94.7 %**
- State Special Revenue **3.2%**
- Federal Special Revenue **2.1%**

The **Administration** program staff provide purchasing, accounting, personnel functions, and management of the business affairs for the school.

- Funded almost entirely with **General Fund**.

The **Student Services** program provides residential care for children living at the school.

- Funded primarily with **General Fund** appropriations.
- Limited **Federal Funds** received from subsidies related to the National School Lunch Program.

The **General Services** program maintains all buildings and property on campus. This included all custodial work and maintenance of the buildings and the grounds.

- Funded entirely with **General Fund.**

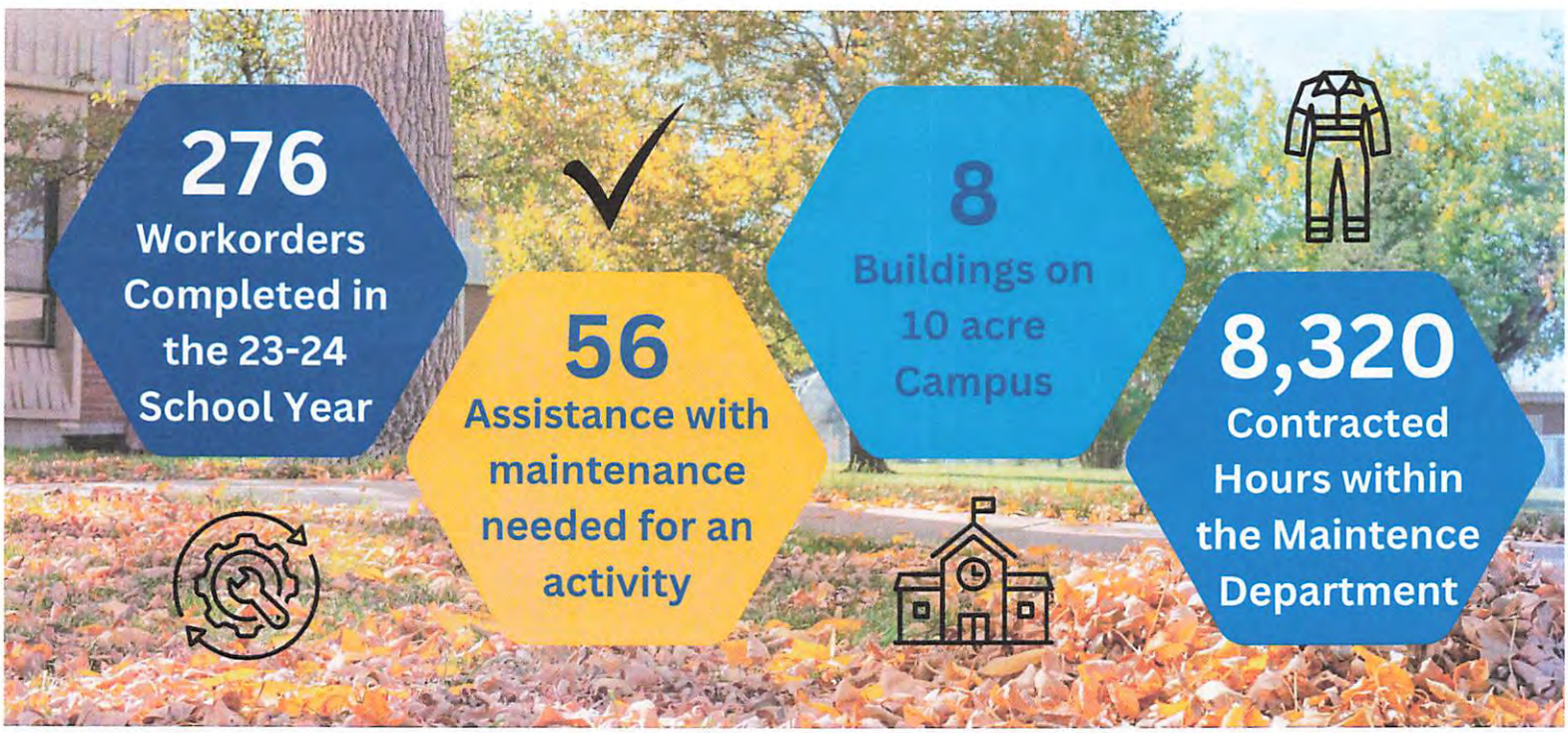
The **Education** program included the on-campus Education Department and the Outreach Department. Both departments focus on facilitating students' access to needed resources and services in order to hlep them be successful.

- Outreach Department Funded primarily with **General Fund.**
- On-Campus Education Department funded primarily with **General Fund**.
  - State Special Revenue Funding from school's trust lands and Medicaid reimbursement for services.
  - Federal Funds related to the assistance of state and local educational agencies.



Campus Facilities

Throughout the year, substantial advancements have been made in improving the safety and welfare of students and staff at MSDB. Collaborative efforts with crucial partners like the Montana Department of Health and Human Services (DPHHS) and the Montana Department of Environmental Quality (MT DEQ) have effectively launched multiple programs to enhance campus security, maintain regulatory standards, and elevate environmental safety.



1 - Bitterroot - Classrooms for the DHH and VI
2 - School Administration
3 - Vocational/Business Office
4 - Boiler House
5 - Aspen Hall - Classrooms for VI
6 - Glacier Cottage
7 - Food Service
8 - Yellowstone Cottage
9 - Mustang Center/Gymnasium



*Sign located on campus, donated by Sunrise Lions Club

Improvement Projects



Drinking Fountain Replacement

To comply with lead regulations and the Americans with Disabilities Act (ADA), non-compliant drinking fountains have been exchanged with ADA-compliant fixtures. The objective of this project is to ensure safe and accessible drinking water facilities for all MSDB students and staff.

Lead Testing & Water Plan Development

Worked together with DPHHS and MT DEQ to perform thorough lead testing throughout the campus. Based on the results, a water plan and replacement strategy have been created to meet lead regulations and protect the health of MSDB.

Bowling Alley

The Mustang Center is currently renovating its two lane bowling alley for the first time since their original installation. New pin setters, monitors, and flooring finishes are being added. Malmstrom Airforce Base (MAFB) assisted in clearing the space for the new equipment, which is scheduled to be installed by the end of the year.

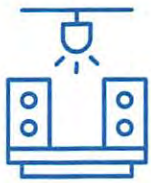


Miscellaneous Projects

Several projects have been initiated at MSDB to improve the overall environment, such as installing under-lavatory protection and bathing facilities. These initiatives aim to create a supportive learning and living environment for students with sensory impairments.

Lights & Sound for Stage

With the recent ADA stage update, both the lighting and sound systems have been upgraded. The new lights are remote-controllable, and the sound system has been redesigned to ensure that both the audience and performers on stage can fully experience the sound.



Bus Loop & Parking Lot

This project aims to enhance safety, traffic flow, visibility, and accessibility for students. This involves improving safety and security through broadband connectivity and repositioning parking lot lighting. Additionally, there is a focus on increasing capacity for future growth, including accommodating more buses and providing space for snow removal.

Fencing Project

A total of 630 linear feet of fencing, including a vehicle gate, has been installed around the MSDB campus perimeter. This initiative aims to bolster security measures and better protect MSDB students and campus facilities.



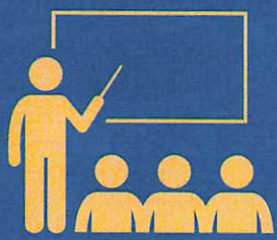
Broadband Project

The objective of this project is to offer high-quality distance learning opportunities. New video conference room setups have been installed, equipped with state-of-the-art technology including top-notch cameras, microphone arrays, large displays, and dedicated computer hardware to manage virtual meeting spaces. Funding has been secured by MSDB to enhance our internet connection to provide increased bandwidth for expanding distance learning opportunities to better serve our constituents statewide. The campus fiber optic network backbone has been upgraded to modern single-mode fiber operating at 10GB, a significant improvement from the previous 1G capacity. All current networking ports on campus are being replaced, with additional ports being installed to support the expansion of security camera systems and emergency strobes for our emergency alert system. As part of this initiative, a new campus-wide wireless network will be installed to enhance coverage and accommodate more devices. Access points will be placed in every classroom, while high-density access points will be installed in areas like conference rooms and the IMC to better support users during large campus events.

Education



760
Hours dedicated to working as an APH media clerk for the state of Montana
*American Publishing House



18
Teachers at MSDB



44
Students on Campus



1,125
Hours spent Transcribing for the VI Department



Montana Literacy Grant

MSDB's participation in the Literacy Grant has facilitated the creation of a more comprehensive literacy program which includes the availability of materials in accessible mediums. Using research-based curriculum for the English Language Arts core instruction in conjunction with several targeted intervention programs supported by a reading interventionist has resulted in substantial student growth in a variety of areas. This year training sessions with the literacy consultant provided guidance on various instructional strategies, engagement techniques, goal setting practices, and data collection. Additionally, the paraprofessionals were involved with regular training related to providing effective support for students and teachers in the classroom.

Overall, there has been a consistency of focus across educational settings that has led to much success. This has been accomplished in part through the implementation of an Action Plan that focused on goal areas related to:

- Increasing student achievement
- Developing an intervention model
- Increasing family and community engagement
- Providing professional development specifically related to the goal areas

MSDB provides free public education customized for eligible students aged 18 months to 21 years old. To qualify, individuals need to be deaf, hard of hearing, blind, visually impaired, or deafblind. On campus, students from across the state of Montana can acquire essential skills to navigate the complexities of the world.

Deaf or hard of hearing students are given instruction by educators, paraeducators, and support staff by using spoken/written English and American Sign Language. They utilize tools like amplification technology and communication strategies tailored to each student's specific needs.

Blind or visually impaired students are taught by teachers, paraeducators, and support staff through the use of large print materials, braille, Nemeth code, and tactile resources. Depending on individual needs, access to technology and services such as Orientation and Mobility are provided to support each student.



11 Students attend mainstream Elementary School

3 Students attend mainstream Middle School

7 Students attend mainstream High School

"This school has taught me many many things, for example ASL. I never thought I could learn ASL because in my hometown, there is no Deaf community."
- Joshua Briggs '24

87%
Average Daily Attendance

3.3
Grade Point Average For the High School

Over 1,500
Large Print and Braille Books in the MSDB Library

1,350 hours
Spent in Classroom

Education Continued

Visually Impaired

Education in the Visually Impaired (VI) Department:

- Smaller class sizes, allows teachers and paras to custom instruction to meet the needs of each individual student
- Giving students as many choices and options as possible for success
- Encouraging students to develop skills from all areas of the Expanded Core Curriculum
- Using assessments to determine accommodations and accessibility needs
- Encouraging students to self-advocate
- Majority of our teachers in the VI Department are certified Teachers of Students with Visual Impairments (TSVI)
- Supportive Specialists on campus include: transcriptionists, orientation and mobility specialist, occupational therapists, physical therapists, behavior specialists, transistion specialist, speech language pathologists, audiologists, and counselors
- Accessibility tools: white canes, BrailleNote, text magnifier, iPads, voice over on iPads, enlarged text, screen readers, speech-to-text, text-to-speech, digital magnifiers, and refreshable braille displays



VI Shop Class

This year, MSDB's VI Department introduced new concepts in the Life Skills and Shop classes. Throughout the year, students learned various techniques while adhering to safety protocols in the shop and in other class settings as they completed projects. They even developed a basic knowledge of electrical systems and how to safely replace wires as part of the course. These curriculum additions aim to better prepare students for real-life situations they may encounter.

Braille Challenge℠
Braille Institute

This challenge provides an opportunity for blind or visually impaired students to demonstrate their braille literacy skills. Student participants undergo assessments covering the areas of reading comprehension, spelling, speed and accuracy, proofreading, as well as interpreting charts and graphs.

6
Participants in the Regional Stage of the 2024 Braille Challenge

→

1
Qualifer to Attend Nationals in Los Angeles



MSDB embraces an approach to educating students who are blind, low vision, deaf, hard of hearing, or deafblind that leads to independence



Deaf & Hard of Hearing



Education in the Deaf or Hard of Hearing (DHH) Department:

- Meeting students at their level
- Giving students as many choices and options as possible for success
- Encouraging students to develop American Sign Language (ASL) skills - expressive and receptive
- Encouraging students to develop English skills in both reading and writing
- Encouraging students to use appropriate strategies and amplification technologies to support the development of life-long reading/writing skills as well as listening and/or spoken language skills as appropriate
- Majoritiy of our teachers in the DHH Department are certified Teachers of the Deaf (TODs), who are specially trained in working with students who are deaf or hard of hearing
- Supportive Specialists on campus include: transcriptionists, orientation and mobility specialist, occupational therapists, physical therapists, behavior specialists, transistion specialist, speech language pathologists, audiologists, and counselors

Gallaudet Day

December 10th honors Thomas Hopkins Gallaudet and Laurent Clerc for their contributions to deaf education in the 1800s. Gallaudet, a hearing person, was the first principal of the American School for the Deaf, while Clerc, a Deaf teacher from France, worked in deaf schools for 41 years. They are recognized as the Fathers of Deaf Education in America. As part of Gallaudet-Clerc Day celebration, DHH students participated by performing several short impromptu skits. A list of titles including How Do You Brush Your Teeth, Creating a Heart, Taking a Photo, How to Drive a Car, Deaf Tree, Cleaning the Window, Slip on the Ice, Characters of Cow, Cat, and Duck and What Can you Do with a Ball for Fun, were provided to the students and they were encouraged to create their own ideas for a skit with that given topic. Some Students performed solo, while others did so in pairs, or small groups. Everyone had fun and enjoyed this activity.

Fun Fact:

Several Students from the DHH department took part in the school's driver's education program.



Athletics & Extracurricular



Sports

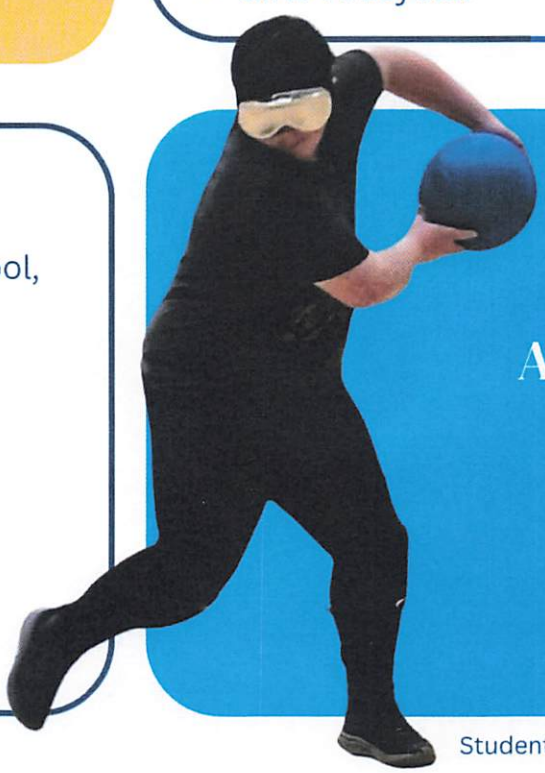
MSDB provides tailored sports programs to cater to our students' needs. Among these sports is Goalball. This sport is recognized by the International Blind Sport Federation, which involves three players from each team on a court wearing opaque eye shades. The objective is to score by throwing the ball into the opponent's net while defending on hands and knees. Played indoors on a court with goals spanning the width of each end. MSDB offers this coed activity year-round, where the team prepares all year with the hopes of traveling to compete and showcase their abilities.

High School students may participate in sporting events at our mainstream high school, Great Falls High School. Sporting events may include:

- Boys Football
- Boys Wrestling
- Girls/Boys Basketball
- Girls/Boys Swimming
- Girls/Boys Tennis
- Girls/Boys Track
- Girls softball
- Girls Volleyball

Middle School students have the opportunity to participate in sporting events at our mainstream middle school, East Middle School. Sporting events include:

- Girls/Boys Basketball
- Football
- Cross Country
- Volleyball
- Wrestling
- Girls Swimming
- Girls/Boys Track



Student playing Goalball

$25,000 in General Funding Allocated for Supporting Student Groups' Travel and Activities.

Engaging in sports and clubs at MSDB helps students learn teamwork, accountability, and confidence, while improving physical fitness, public speaking, and fostering a sense of community and culture.

Extra-Curricular



With the help of the Foundation, the majority of our students have the opportunity to travel around the state and even to neighboring states for extracurricular activites.

MSDB also hosts the Games for the Visually Impaired every Spring. Put on by the cottage and outreach staff, students from around the state compete in track and field, gymnastics, gym activities, swimming, and bowling. This is a competitive event for blind and visually impaired students ranging in age from 3-21.

75%

of Students Participated in Two or More Clubs



EOS performers smiling on stage wearing Mickey Mouse Ears

Clubs on Campus:

- Expressions of Silence (EOS)
- Fying Hooves
- Gallaudet University Academic Bowl
- Moving Mustangs
- Swim Club
- Gaming Club
- Visually Impaired Performers (VIP)
- Jr. National Association for the Deaf (NAD)
- Student Council
- 4-H

Residential Life

At MSDB, students come from all over the state of Montana to attend. Those living outside the Great Falls area can enroll at MSDB as residential students. Additionally, residential services are provided to students in the Great Falls area, based on availability.

Students Can Engage In Special Events & Activities Throughout The Academic Year

- Fundraising Dinners
- Formal Dinners: Thanksgiving, Winter, & Spring
- Labor Day/Memorial Day Activites
- Student Council End Of The Year Trip
- Annual Trip To Watch the Griz Football Team Play At Washignton Grizzly Stadium
- Attended plays/movies with open captions
- Monthly birthday parties
- Annual Superbowl Party
- Weekend Luchners (Lunch/Dinner)
- Bingo Nights



General Funds allocated to MSDB cover monthly and scheduled travel home costs for transporting students to and from their homes to attend MSDB. This is at no cost to the families



Students playing corn hole in the Cottages

Programs

Independent Living Skills Program

ILSP

All Juniors & Seniors at MSDB

This program aims to assist juniors and seniors in developing the skills necessary to achieve maximum independence and effectively navigate the complexities of a constantly evolving world.

Working closely with both the Behavior Counselor and Leads to develop and implement the "Game of Life", which allows skills to be practiced in multiple environment during thier time at MSDB.

Help students develop skills in the following areas:

- Social and Emotional
- School and Work
- Health and Nutrition
- Other areas of Daily Living Skills

Living, Employment, Academic, Planning

LEAP

Post High School Transition Program

This is a nine month long program focusing on building life skills in 18-21 year old's with qualifying hearing and/or vision loss who have graduated from high school. Participants set their own goals and work to achievethem with support from their LEAP coordinators.

Can engage with community partners through job shadowing, work experience, or employer-paid jobs. LEAP coordinators offer support in job coaching.

Students can enroll at Great Falls College MSU to take a free college readiness course at the Career and College Readiness Center.

The *mission* of our Residential Program is to **"Provide a safe, healthy, and happy home-away-from-home enviorment for all students at MSDB".**

MSDB wouldn't be able to achieve this mission without the support of our Residential Staff:



Leads

Manage staff, arranges meetings, handles food and material orders, and coordinates activities.

Cottage Attendants

Provide instruction on daily tasks, while ensuring a clean and safe environment, supervises recreation activites, and provides transportation.

Behavioral Counselors

Provide guidance in social and emotional development, manages the ILSP Program, serves on the IEP team, and assists in community events.

Food Service Workers

Provide healthy and delicious family-style meals for breakfast and dinner in the Cottages, with pre-prepared food for weekends.

Nurses

Nurse provide routine and/or immediate medication or treatment to ensure each student's healthcare needs are being met.

Morning Attendant

Assist with morning prepartions and getting students ready for school. Also assists with housingkeeping duties for all areas of residential program.

Nightwatch

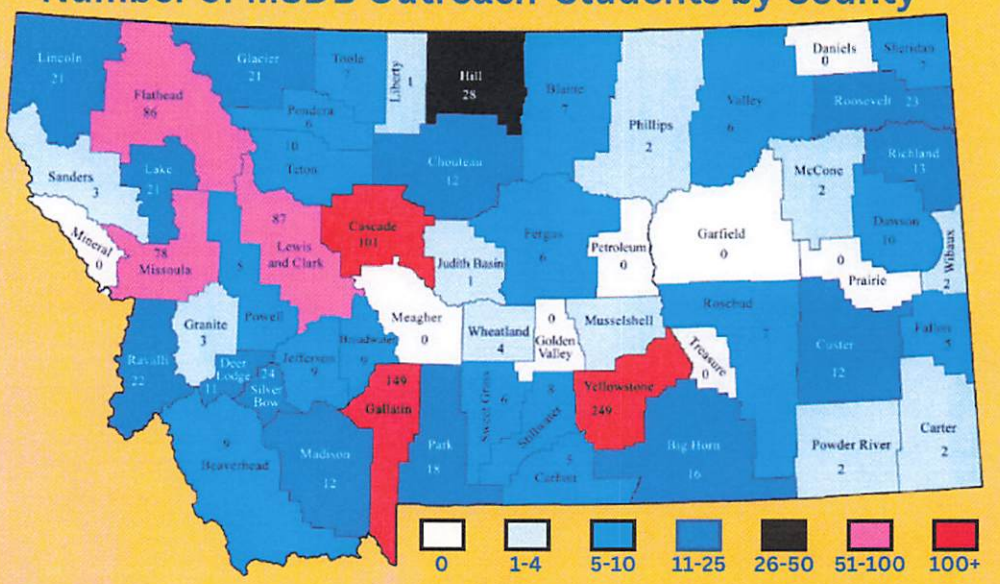
At night when students are on campus, there are at least two staff members assigned as Nightwatch, where they perform visual check-ins on students.

Outreach Services

The outreach department acts as a statewide resource center, offering information, consultation, and training to families, schools, and professionals serving students at no cost to the families. Since most of Montana's school districts do not have teachers specialized in deaf and/or blind education nor the resources to support sensory-impaired students, the outreach department plays a crucial role in enhancing public education statewide. The outreach department is comprised of an audiologist, consultants (both VI and DHH), family advisors and deaf mentors.

Number of MSDB Outreach Students by County

Caseloads are primarily divided by geographic location; however, the challenging road conditions and rural landscape of Montana (147,040 sq mi) play a significant role in influencing caseload distribution.



Other factors include:

- The number of students on a caseload
- Intensity of cases using a scale of 1-5, with 5 being the most intense
- Child's age

Consultants

Consultants act as a resource for students, families, medical staff, school districts, Part C, educators and other community partners. They organize educational training and workshops to support the needs of children and families. They support educational teams with evaluations and provide suggestions for programming, technology, and communication. Consultants also support children, families and school districts in referring students for a potential MSDB campus placement.

Each Consultant serves between 50-120 students

VI Consultants

DHH Consultants

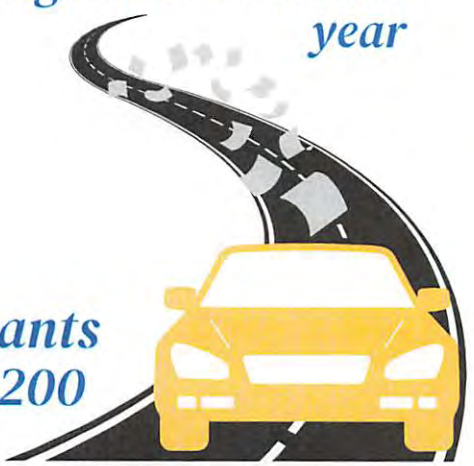
Deaf Mentor Program

Partnerships involve families with a deaf adult who has undergone specialized training as a Deaf Mentor. These mentors offer family-centered, home-based, and curriculum-guided early education within the home environment. They emphasize visual communication, American Sign Language (ASL), and facilitating communication between deaf and hearing individuals for families with children who are deaf or hard of hearing.

Family Advisor

Family Advisors are contracted by MSDB to provide in-home support to families and children who have a vision impairment or are deaf/hard of hearing. Outreach Consultants work directly with the Family Advisors to write goals and provide guidance in working with the children and families.

Consultants served 1,140 students statewide during the 23-24 school year



Some consultants drive 1,200 miles a week between cases

Enrichment Weekends

MSDB hosts Enrichment Weekends in Fall and Spring for Visually Impaired (VI) and Deaf and Hard of Hearing (DHH) students from elementary to high school across Montana.

- **VI Enrichment Weekend (VIEW) -** Students join classes on the the MSDB campus and participate in activities designed to increase skills in the Expanded Core Curriculum.
- **Deaf Enrichment Weekends (DEW) -** Students join classes on the MSDB campus and participate in activites designed to meet thier specific needs (social emotional learing and incrase communication skills).

Summer Programs

These programs are available annually, with each department (VI and DHH) having its own weekend.

- **Family Learning Weekends** provide families with the chance to receive support from each other, MSDB staff, and other professionals while gaining insights into their children's individual needs.
- **Summer Camp** is a week-long camp that brings together students from statewide schools and those at MSDB for a week of socializing, fostering independence, and acquiring new communication and technology abilities.

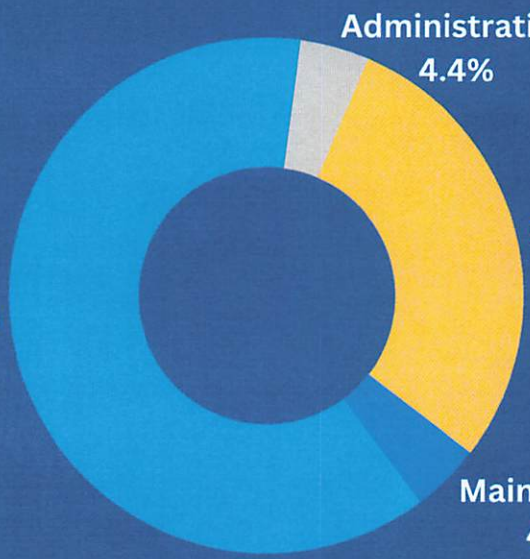
Untangling The Dots

Annual Professional Development Event for Braille Specialists is held two times per year, once in the fall and once in the spring. Specialists have the opportunity to participate in this event, which allows them to collaborate closely with an instructor from the National Federation of the Blind (NFB). This event showcases the latest technology in Braille readers. It also serves as a valuable networking platform for professionals to connect with peers from across the state.

Staff

MSDB employs 114 employees across the state. these employees are broken down into four different departments

Staff in Each Department:



Education

- Prinicipal
- Admin Assistants
- Teachers - MSDB
- Outreach Consultants
- Interpreters
- Support Specialists
- Paraprofessionals

Administrative

- Superindendent
- Business Manager
- Payroll Tech
- Admin Assistant
- Accounting Tech

Student Services

- Director of Student Life
- Admin Assistant
- IT Systems Admin
- Residential Advisors -1
- Residential Advisors -2
- LPNs
- Cooks

Maintenance

- Head of Maintenance
- Custodians

78%

of Teacher's at MSDB have a Masters Degree

91 %

Average Retention Rate at MSDB Over the Past 3 Years

$68,105

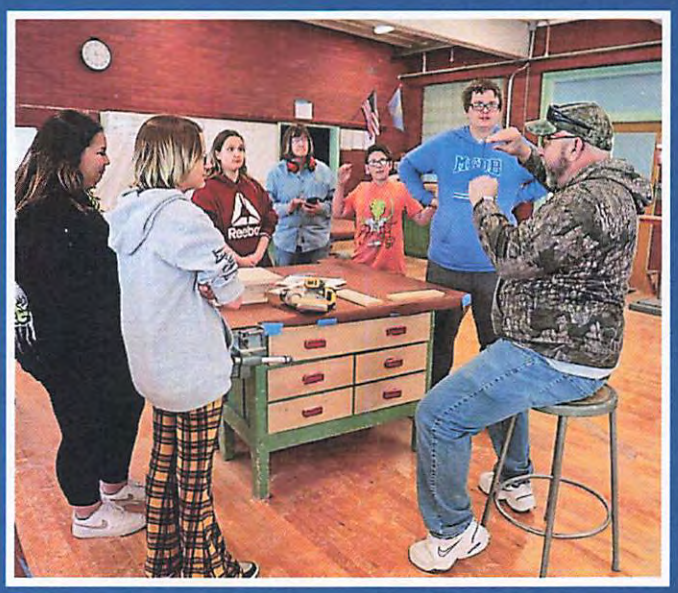
Average Yearly Teacher's Salary



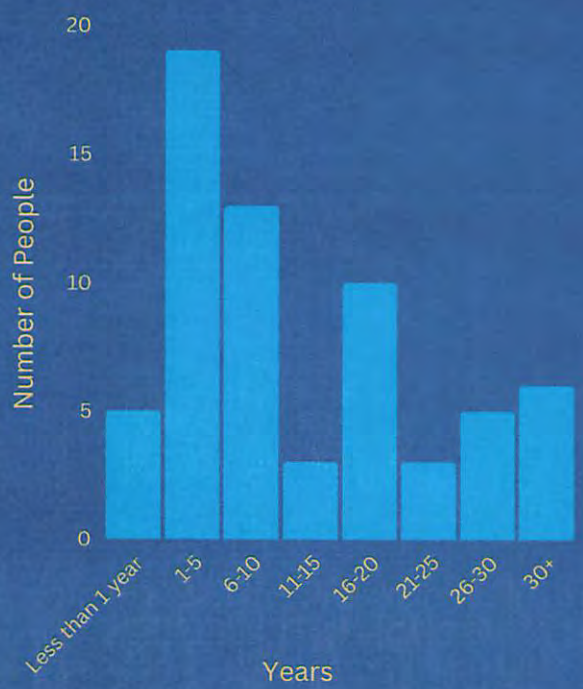
Partnered with Universities Around the Nation to Help Recruit Qualified Employees to MSDB

Visually Imapired:

- ***Portland State University***
- ***Texas Tech Univertisty***



Experience Teachers Have at MSDB



School Year Activities

A Snapshot of the exciting activities that MSDB students experienced throughout the school year. Thanks to the foundation's support, the students had the opportunity to engage in a wide variety of activities across different disciplines.













1 1st place winner at the Curious Minds Science Fair

2 Sculptor Jim Dolon looking at students' artwork during VIEW weekend in the spring.

3 Students participating in an ELVS activity

4 Three students dressed up for Halloween

5 Students on stage singing and dancing during the Spring/Arbor Day concert

6 ELVS middle school and high school group decorating for Christmas in the local mall

7 Students standing next to Read Across America Sign

8 EOS group posing on stage wearing cowboy hats, plaid shirts, and bandanas





















9 An airman helping a student put on a air-force vest and helmet

10 Student in sit ski with Eagle Mount volunteer assisting her

11 Academic Bowl group in New Mexico for tournament

12 Students playing on the playground during recess

13 Student looking at mouth mold with the assistence of MSU-GF Dental Hygiene student

14 Student holding up Transportation card

15 Students and teacher holding pies before smashing them in Superintendent's face for food drive

16 Student decorating pink hard hat during event put on by MAFB

Community Partners & Involvement

MSDB is Proud to have Many Community Partners:



MSDB assisted in over 20 hours of community service

EAGLE MOUNT
THERAPEUTIC RECREATION
GREAT FALLS, MONTANA

GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

BIGHORN
Outdoor Specialists

SCHEELS

Increased awarness of deaf culture through organized workshops and ASL classes for community partners

MALMSTROM AIR FORCE BASE

Experiential Learning and Volunteering with Students (ELVS)
Completed seven events during the 23-24 school year



GRIZ KIDZ

LIONS INTERNATIONAL
MONTANA LIONS DISTRICT 37

GREAT FALLS gfps GREAT SCHOOLS

Community partners have contributed donations to enhance the experience at MSDB

TOURO UNIVERSITY

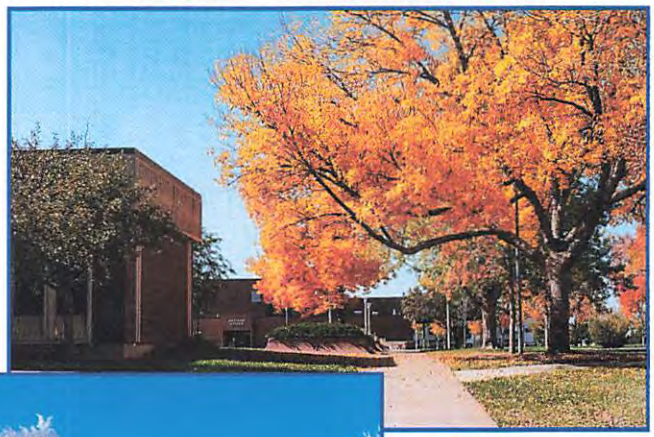


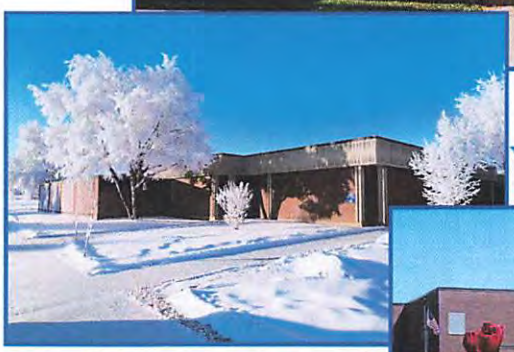
Community Project



Students proposed a community initivative to the Mayor that would help feed the local homeless population through partnerships with local businesses

ASL Classes





Offered Year Round



15 People Average Class Size

Students balance their academic studies with part-time jobs in the community.

- Restaurant
- Childcare
- Spa/Salon
- Building/ Construction

National Prison Braille Network

Since 2016, the American Printing House (APH) and the Montana Department of Corrections have collaborated to produce essential braille textbooks for K-12 students who are blind or have low vision. This partnership freed up MSDB Outreach Consultants who previously took on this role of creating braille material for education.

Currently, five inmates are in the program

Proclamation of National Deaf Youth Day

recieved from the Mayor of Great Falls during the City Comissioner's Meeting



March 6th is dedicated to acknowledging the exceptional talents and success of deaf and hard of hearing youth while promoting the belief that these remarkable youths are capable of limitless accomplishments.

2024 Graduate & Retirees



The Foundation sponsors a senior trip for the graduating class of MSDB prior to Graduation

This year, the senior trip was to Disneyland in California

For the 23-24 school year, we had one graduate, Joshua Briggs, who came to MSDB from his hometown of Butte, MT

After graduation, students have the option to enroll in our post high school transition program, located on campus. This program, LEAP, is designed to assist with the transition from high school to the real world. While living in a safe residential space, students will learn about independent living, employment, and academic planning.

3

Students in the 23-24 LEAP Program



Senior students in our Outreach program have taken multiple avenues

- College/University
- Trade School
- LEAP Program
- Work Force

Class of 2024

Congratulations

TO OUR 2024 RETIREES!

Your efforts at MSDB will leave a lasting impression on the students, families, and staff. We appreciate your commitment to making MSDB a truly remarkable place!

Brenda LeMieux
Teacher of the Deaf (TOD)
35 Years at MSDB

Carol Clayton-Bye
Director of Outreach Services
26 Years at MSDB

Shirley Wermling
Benefits Specialist
25 Years at MSDB

Diane Eddy
Director of Health Services
23 Years at MSDB

Sharon Woods
Outreach Consultent
19 Years at MSDB

Amy Tangen
Classroom Teacher & Outreach Consultent
17 Years at MSDB

Jane Garrison
Outreach Consultent
15.5 Years at MSDB

Arbor Day Programs commenced in the Spring of 1938 and have been held every year since. The main objective of Arbor Day was to cultivate a sense of tree appreciation among students and staff at MSDB and enhance the beauty of the school's campus. Each year, trees are planted to honor the graduating class and retiring staff members.

"I have cherished my time spent at MSDB as a Teacher of the Deaf (TOD) for the last 35 years. It has been an amazing, enriching experience, and a privilage to be a teacher for the Deaf and Hard of Hearing students as well as working with the entire MSDB staff
- Brenda LeMieux"

"It's been an amazing experience working here and I've made many lifelong friendships throughout the years. It wa a pleasure to see so many students start as small children and grow into wonderful adults with the education they recived here.
- Shirley Wermling"



From Left to Right: Jane Garrison, Carol Clayton-Bye, Brenda LeMieux, Diane Eddy, Shirley Wermling, Amy Tangen: (Not Pictured: Sharon Woods)

MSDB History

MSDB was founded on September 1st, 1893, in Boulder, MT, without electricity or running water. By the end of the first year, the school had ten students. In the following years, the school went through relocations, name changes, and heating system breakdowns, causing the school to endure freezing temperatures in the heart of a Montana winter.

In the early 20th century, the city of Great Falls granted 10 acres of land, where the new MSDB opened with 82 students in the DHH department and 22 students in the VI department. During the 1940s, legislators officially named it the Montana School for the Deaf and the Blind. Also in the 40s, the heartwarming tale of Shep the dog resonated with many, particularly those at MSDB, where proceeds from the book were given to the children at MSDB for recreational purposes and in the 1980s, the money from Shep and other donors created the MSDB Foundation Fund. MSDB underwent infrastructure changes on campus in the 80s. The previous dormitory building was demolished, and new cottages, dining facilities connecting the cottages, and a physical education facility were constructed and made available for use.

Throughout its history, MSDB has encountered numerous challenges that has shaped its resilient culture, which is ever evolving to meet the needs of our growing student population.

MSDB Foundation Board of Directors

Mark Willmarth Chair
Vision West, Inc.

Todd Carmichael Vice President
O'Connor Funeral Home

Laura Walker Secretary/ Treasurer
Attorney at Law

Cathy Copeland
ASL Interpreter
MSU Billings

Vena Dagnall
MT Hands & Voices

Bonnie DeNoma
Retired MSDB Foundation

Kevin Eckhardt
VP First Interstate Bank

Dee Dee Franzen-Wallen
Parent of Former VI Student

Paul Furthmyre
MSDB Superintendent

Jim Kelly
MSDB Dirctor of Student LIfe

Connie Keogh
Legislator
Retired Educator

Tammy Lacey
Retired Great Falls Public School Superintendent

Doug Little
Retired Teacher & Parent of MSDB Student

Gary McManus
Retired MSDB Teacher/Coach

Shyla Patera
North Central Independent Living
Former MSDB Student

Travis Stevenson
MSDB Parent

Rick Thompson
Retired Hi-Line Home Programs

Foundation

The Vision of the MSDB Foundation is to
"lift our students beyond what the world expects"

We do this by living by the following beliefs ...

- Each child deserves the right to receive a safe and fair education
- Our students are capable of becoming productive and contributing members of society
- Every child should have the best trainded education
- we help close the gap between state funding and our student's opportunity for success.
- We are stewards of the foundation's funds



Students swimming in the Mustang pool during a swim meet



Student smiling with Santa during annual winter party



Flying Hooves at National HS Theater Festival in Salt Lake, City



Student crafting during Deaf Enrichment Weekend (DEW)

For the past 43 years, the Foundation has been fostering a positive and enriching enviornment at MSDB

School/Infrastructure

- Accreditation
- Cottage Support
- Cottage Remodel
- Special Equipment Purchases/Grant Expenditures
- New Stage

Student/Staff Benefits

- Hearing Molds/Evaluations
- NW Association of the Blind Athlete
- Staff Professional Devlopment
- Special Equipment Repair
- Staff Awards
- Student Awards
- Student Support
- Visual Evaluations
- Yearbook

Student Programs

- Holiday Events
- Graduation
- Summer Camps
- Student Trips
- Family Learning Weekends
- Academic Competitions
- Fall & Spring Celebrations
- Expression of Silence Performances
- Visually Impiared
- Performers (VIP)
- Student Ambassador Program

Foundation Helps Fund:

With the Support of over 250 Donors

the assistances in academic and extracurricular activities would not be possible



The Foundation releases the **Express Newsletter** three times a year to highlight the support for MSDB's students, staff, and families, while keeping our stakeholders informed about MSDB's events and activities throughout the year.

Fundraising Events:

Giving Days:

MISSOULAGIVES & Bitterroot Gives

GREATER HELENA GIVES
HELENA AREA COMMUNITY FOUNDATION

YELLOWSTONE VALLEY GIVES
Billings Community Foundation

Give BIG GALLATIN VALLEY

GIVE Great Falls MONTANA

Campaigns

- New ADA Stage
- Remodeled Bowling Alley
- Light & Sound System

Meet & Greets

Fall & Spring

6,150
Newsletter Sent Out for 23-24 School Year

22
End of Year Rewards



MS FOUNDATION DB

2023 Donors

Alan Jarrett/Jarrett's Rents
Alissa Kline
AmazonSmile Foundation
Anna Artnz
Anna Rosa Moore
Anonymous
Anonymous Foundation
Barbara Peterson
Becky Vandermolen
Ben Wong
Best Sushi
Betty Van Tighem
Bill Tacke
Billie Jo Jones
Billings Community Foundation
Billings Junior Women's Club
Bonnie DeNoma
Bonnie Fergerson
Box Tops for Education
Brad Bechard
Brenda Lemieux
Browning Kimball Foundation
Carol Byerly
Carol Heath
Carol Lawen
Casey Knudsen for House General
Catherine Copeland
Charles "Bill" Davis
Cherie Edwards
Cherilyn Luongo
Christy Haagenson
Church, Harris, Johnson & Harris
Chyder Perkins
Cobb Foundation
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David & Mary Meissner
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David House
David Young
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Debra Knuth
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Zane Green
Zeller-Knowles Foundation

MONTANA SCHOOL for the DEAF & the BLIND FOUNDATION

InKind

Carlos & Kristie Centurion
Carmen Turnbow
Cheyanne Tucker
Gentle Thug Productions
Paul Furthmyre

In Honor

Anonymous in honor of Deaf Mentorship
Art & Cheryl Alt in honor of Julie Dee-Alt
Debbie Johnston in honor of Gracie Jones
Anonymous in honor of Waylon Mathern
Anonymous in honor of Patrick Gannon
Joel Stuber in honor of Irish Furthmyre
Mary Clayton in honor of Levi Wahl

In Memory

Anonymous in memory of Allen Gunderson
Anonymous in memory of Darlene Lamping
Anonymous in memory of Martha Janes
Atkins Family in memory of Max Schumacher
Carol Maier in memory of Martha Janes
Christopher Brillantes in memory of Ervan Jeffrey Bartlett
Francis Jennings in memory of Mike Jennings
Gail Charboneau in memory of Anne Trunkel
Ginger Whitman in memory of Darlene Lamping
Glen Thomas in memory of Martha Janes
James Trunkle in memory of Gladys Youngren
Karen Maehl in memory of Martha Janes
Katherine Royal in memory of Max Schumacher
Kris Cameron in memory of Max Schumacher
Lei Ann Shiramizu in memory of Max Schumacher
Lisa Legare in memory of Sharon Thompson
Lynn Fontana in memory of Kenny Menahan
Mehrens/Wolf Family in memory of Cecelia Eide
Mike & Sheila Lebrun in memory of Eleanore Kittleson-Aldred
Patti Perrin in memory of Martha Janes
Raymond & Bonnie Johnson in memory of Martha Janes
Renae Schumacher in memory of Max Schumacher
Richard Goff in memory of Elizabeth Goff
Robert Janes in memory of Martha Janes
Roland & Murielle Perrien in memory of Derald Guilbert
Scott & Melissa Meisel in memory of Cecelia Eide
Shawna & Gene Woodard in memory of Darlene Lamping
Shelley & Jay Fallhee in memory of Darlene Lamping
Shirley Battershell in memory of Martha Janes
Tamara Kittleson in memory of Eleanore Kittleson-Aldred
Touchmark in memory of Martha Janes
Tyrell Foard in memory of June Foard
William & Judy Cline in memory of Larry Vinther
William Rasor in memory of Martha Janes

A big thank you to all of our donors. msdb could not support students as effectively without your generous assistance.







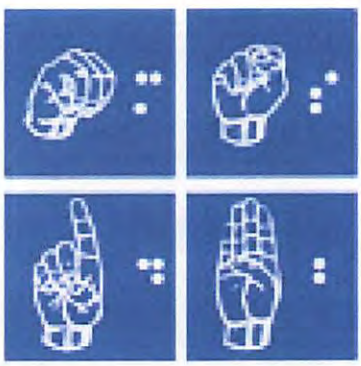
3911 Central Ave, Great Falls, MT 59405

(800) 882-6732

www.msdbmustnags.org

@ Montana School for the Deaf and the Blind

@ MTSchoolfortheDeafandtheBlind



FINALSITE

Customer: Montana School for the Deaf & Blind
Created By: Philip Goulet
New Contract
8/9/2024
Contract Valid for 30 days

FINALSITE ORDER

This **Finalsite Order (the 'Order')** is entered into by and between Active Internet Technologies, dba Finalsite ('Finalsite') and Montana School for the Deaf & Blind ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("**Pricing Summary**"). This Order, together with the Master Terms and Conditions for Services (the "**Master Terms**") located at https://www.finalsite.com/masterterms/general and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "**Effective Date**" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Pricing Summary

*** Indicates products added** **[x] Indicates products removed**

CMS Platform

Platform	
* CMS Core (Website)	

Setup and Creative and Professional Services	
* Theme Design View a detailed description of what is included in your software package here www.finalsite.com/sowtheme	* Content Migration

Training	
* Online Training | Qty. 2 The Statement of Work ('SOW') for Training Services can be reviewed here www.finalsite.com/SOWOLT	

Products Included in CMS Core	
Calendar	Roles & Permissions
Posts	Standard Search
Forms	People Manager
Payments	Resource Manager
Faculty Portals	MFA / Authentication
Staff Directories	24/7 Support
Crisis Mode	Social Media Feeds - Starter
Page Pops	
Cloud Storage 10 GB/Site	

Platform	
* Admissions Core	

Setup and Creative and Professional Services	
* EMS Subscription Software Setup View a detailed description of what is included in your software package here www.finalsite.com/sow-ae	

Add-Ons	
* Integration: Finalsite Enrollment	

Accessibility

Accessibility	
* AudioEye Managed	

Special Provisions:

Content Migration: Up to 65 Pages
Online Training: Composer

Services: Initial Term and Fees:
The initial term of this Order is for the (5) year period beginning from the Effective Date, unless otherwise outlined in the schedule below (the "Initial Term").

Fees for the Initial Term for the Services specified in the table above are set forth below:

Total Setup Cost (USD)
$11,000 - $2,500 discount = $8,500

Schedule	Amount
Period 1	$ 9,000
Period 2	$ 12,250
Period 3	$ 12,250
Period 4	$ 12,250

Period 5	$ 12,250

B. Payment Terms

1. **All fees for the initial year of this Order shall be due as follows: (i) Set Up fees shall be invoiced on the Effective Date of this Order and shall be due and payable upon receipt of invoice; (ii) fees for Year 1 (described in the fee table above) shall be invoiced on the Effective Date of this Order or the first day of Year 1, whichever is later, and shall be due and payable upon receipt of invoice; (iii) fees for each subsequent Year of the Initial Term, and for each Renewal Term, shall be invoiced on the commencement of such Year or Renewal Term (as applicable) and shall be due and payable upon receipt of invoice. Fees for any other Services, and for reimbursable expenses, shall be invoiced in accordance with the Master Terms or this Order and shall be due and payable upon receipt of invoice.**
2. **Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (5) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Customer provides Finalsite, or Finalsite provides Customer, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.**
3. **Unless otherwise specified, all dollars ($) are United States currency.**
4. **Sales/VAT Tax: If applicable, a copy of Customer's Sales/VAT Tax Direct Pay Certificate or its Sales/VAT Tax Exemption Certificate must be returned with this Order Form. Otherwise, Finalsite will invoice Customer for applicable sales, use and other transactional taxes due in connection with the Services or the fees due therefor.**
5. **Except as otherwise specified in this Order, fees are subject to increase in accordance with the applicable provisions of the Master Terms.**
6. **In addition to Customer's obligations to pay the fees described in the fee table above, Customer agrees to reimburse Finalsite for all travel and other out-of-pocket expenses reasonably incurred by Finalsite in rendering any services described in this Order.**

Any SOWs to which links are provided above in Section A, "Pricing Summary," are incorporated into this Order by reference, and any professional services described therein are included as part of your software package. By signing below, Finalsite and Customer each agree to the terms and conditions of this Order, the Master Terms, and any SOWs incorporated by reference. By signing below, Finalsite and Customer each agree to the terms and conditions of this Order and the Master Terms.

Customer: Montana School for the Deaf & Blind	**Active Internet Technologies ('Finalsite')**
Signature	**Signature**
Name (printed)	**Name (printed)**
Title (printed)	**Title (printed)**
Date	**Date**

C. Customer Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact	**Project Contact**
Title	**Title**
Address 3911 Central Avenue	**Phone**

City, State Zip Great Falls, -- 59405
Phone
Email

Email

***Executive Sponsor (Superintendent, Head of School, CFO, etc.)**
Title
Email

*The Executive Sponsor should be separate from the Project Contact and is typically the Superintendent, Head of School, Business Manager, CFO, etc.

Montana School for the Deaf and the Blind

3911 Central Ave; Great Falls, MT 59405

Referral Updates

2024-25 School Year

Updated: 8/12/2024

VI/DHH	Grade	Status
VI	Preschool	No documents (Spring 2024)
VI	PreK	Collecting documents (Spring 2024)
VI	2nd	Collecting documents - recently moved to GF
VI	5th	Ready for 10-day observation (Spring 2024)
VI	5th	No documents (Spring 2024)
VI	7th	Collecting documents (Spring 2024)
VI	10th	Collecting documents (Spring 2024)
DHH	PreK	Ready for 10-day observation (Spring 2024)
DHH	4th	Recently moved back to Montana - beginning the process (former student)
DHH	4th	Recently moved to GF - beginning the process
DHH	9th	Beginning the process
DHH	10th	Collecting documents (Spring 2024)

❖ **MACIE LIAISON - (Item 7)**

Susie Hedalen

ITEM 7

MACIE REPORT

- **Action on MACIE Renewal**

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
September 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 extension of MACIE as an advisory council to the Board of Public Education and Office of Public Instruction, in accordance with 2-15-122, MCA.
Related Issue(s)	August MACIE Meeting
Recommendations	Approve the extension of MACIE.

Approve MACIE Extension
2-15-122, MCA Creation of Advisory Councils:
(1)(c) The board of public education, the board of regents of higher education, the state board of education, the attorney general, the state auditor, the secretary of state, and the superintendent of public instruction may create advisory councils, which shall serve at their pleasure, without the approval of the governor. The creating authority shall file a record of each council created by it in the office of the governor and the office of the secretary of state in accordance with subsection (9).

(10) An advisory council may not be created to remain in existence longer than 2 years after the date of its creation or beyond the period required to receive federal or private funds, whichever occurs later, unless extended by the appointing authority in the manner set forth in subsection (1).

Mission Statement
The Montana Advisory Council on Indian Education (MACIE) was created by the Montana Board of Public Education in 1984 to advise the Board and the Superintendent of Public Instruction on matters related to Indian education. The purpose of the Council is to provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

Goals

1. Community, family, and parental engagement with local school system.
Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure save, secure, and stable educational environments where students and parents feel welcome and supported.

2. School programs targeting systemic racism, disparate discipline, student achievement, historical trauma.
Goal 2: MACIE will encourage the adoption of school-based programming which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.

3. Culture, language, and culturally relevant curriculum.
Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI students' self-identity and self-actualization.

4. Equitable access to virtual teaching-learning platforms and connectivity.
Goal 4: MACIE supports community programs that are focused on providing equitable access for NA/AI students to technological resources and internet connectivity within rural communities and school systems in response to the growing demand for the integration of virtual teaching and learning.

Current MACIE Members
The council is composed of representatives of the eleven tribal groups in Montana and other groups working in the interest of Indian people.

Voting Members

Blackfeet Tribe
Harold Dusty Bull
Browning, MT

Crow Tribe
Levi Black Eagle
Crow Agency, MT

Chippewa Cree Tribe
Jeremy MacDonald
Box Elder, MT

Fort Belknap Tribes
Michelle Crazy
Harlem, MT

Confederated Salish & Kootenai Tribes
Michael Dolson – Vice Chair
Pablo, MT

Fort Peck Tribes
Rena Lambert
Poplar, MT

Little Shell Tribe
Iris Kill Eagle
Great Falls, MT

Northern Cheyenne Tribe
Norma Bixby
Lame Deer, MT

Class 7 Educators
John Well-Off-Man
Havre, MT

Indian Impact Schools of Montana
Dawn Bishop-Moore – Secretary
Hays, MT

Montana Federation of Public Employees
Jordann Lankford Forster – Chair
Great Falls, MT

Montana Indian Education Association
Marcy Cobell
Heart Butte, MT

Urban – Billings
Calli Rusche-Nicholson
Billings, MT

Urban – Great Falls
Dugan Coburn
Great Falls, MT

Urban – Missoula
Melissa Hammett
Missoula, MT

Ex-Officio Members

Board of Public Education
Susie Hedalen
Townsend, MT

Bureau of Indian Education
Rodney Bird
Pablo, MT

Montana University System
Angela McLean
Helena, MT

Office of Public Instruction
Brooke Gondara
Helena, MT

Montana Tribal College Presidents
Cory Sangrey-Billy
Box Elder, MT

Tribal Head Start
Hillary Gourneau
Poplar, MT

Vacant Positions

- Montana School Boards Association – Indian School Board Caucus Representative
- School Administrators of Montana Representative
- Youth Representative

❖ **EXECUTIVE COMMITTEE – (Items 8-9)**

Dr. Tim Tharp

ITEM 8

ANNUAL SPECIAL EDUCATION REPORT

Patrick Cates

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Presentation for Annual Special Education Report
Presenter(s)	Patrick Cates Danni McCarthy
Position Title	Student Support Services Senior Manager Director of Special Education Office of Public Instruction
Overview	This presentation will provide an overview of Montana's Special Education Program
Requested Decision(s)	Information Item
Related Issue(s)	
Recommendation(s)	

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

Office of Public Instruction

Special Education Annual Report for the Board of Public Education

September 2024

Report prepared for the September 2024 Board of Public Education meeting by:

Patrick Cates - Senior Manager, Student Support Services
Danni McCarthy - Director of Special Education, Special Education
Kristie Sears - IDEA Part B Data Manager, Special Education

Elsie Arntzen, Superintendent
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OPI Special Education Report
Table of Contents

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- Student Population 3
- Montana Total Student Enrollment 3
- Montana Enrollment of Students with Disabilities 4
- Special Education Student Demographics 4
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- Montana's Special Education Achievement 8
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OSEP DMS Monitoring Report & Response **10**

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Montana's OPI Special Education Team **21**

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Montana Office of Public Instruction - Special Education
Board of Public Education Annual Report
September 2024

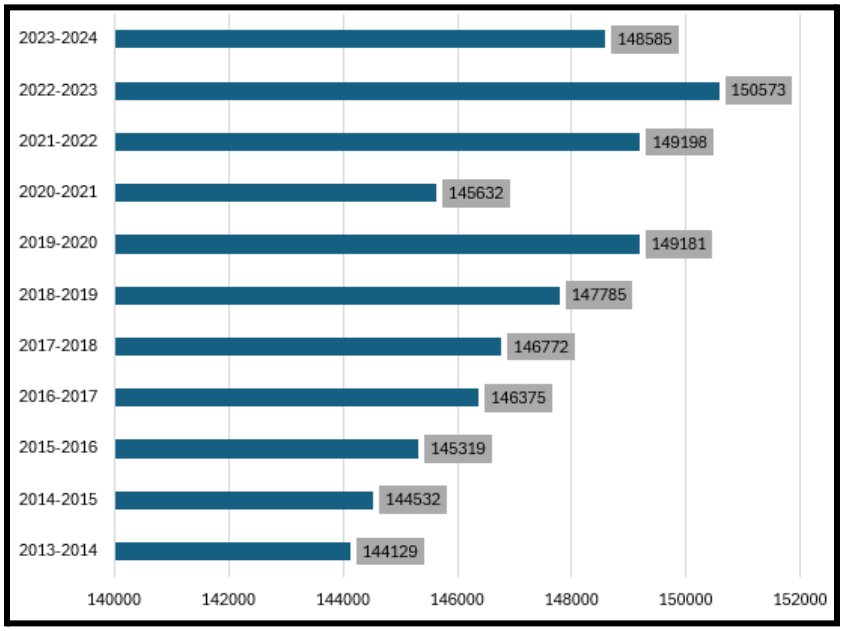
Who are Montana's Students with Disabilities?

Student Population

In 2022–23, the number of students ages 3–21 who received special education and related services under the Individuals with Disabilities Education Act (IDEA) was 7.5 million, or the equivalent of **15 percent** of all public school students. *(National Center for Education Statistics)*

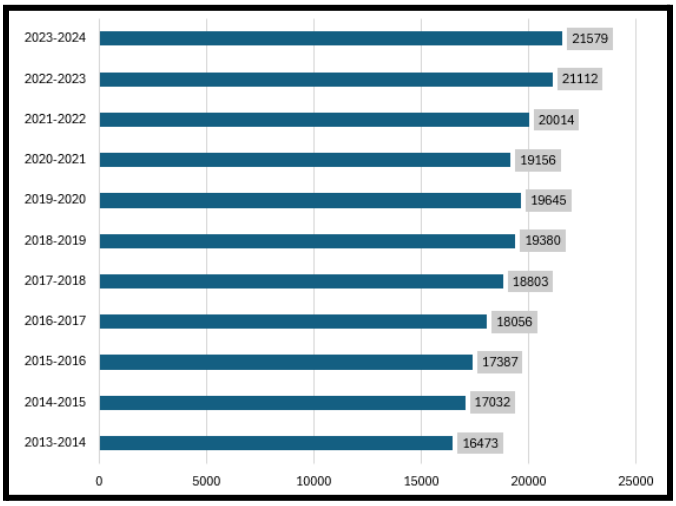
- **15 percent** of Montana's students are served under IDEA.
- Total student enrollment in 22/23 - 150,573
- Total student enrollment in 23/24 - 148,585 (1.33% decrease)
- Total enrollment of students with disabilities in 22/23 - 21,112
- Total enrollment of students with disabilities in 23/24 - 21,579 (***2.1% increase***)

Montana Total Student Enrollment



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Montana Enrollment of Students with Disabilities

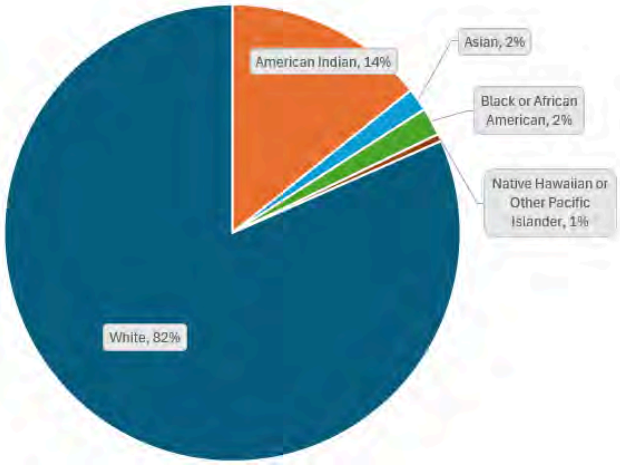


Special Education Student Demographics

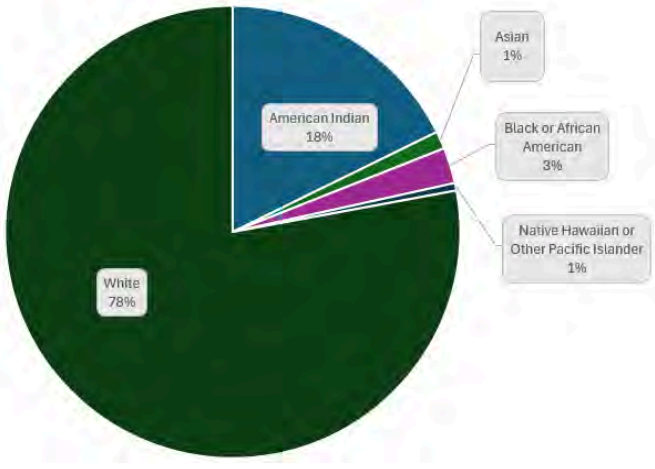
Montana's students with disabilities are proportionally represented across the state, except for one area. American Indian students account for a 4% higher rate of the special education student population than the state student population. Conversely, a lesser percentage of the special education population is white.

2023 - 2024 Race/ Ethnicity

Total Enrollment



Special Education Enrollment



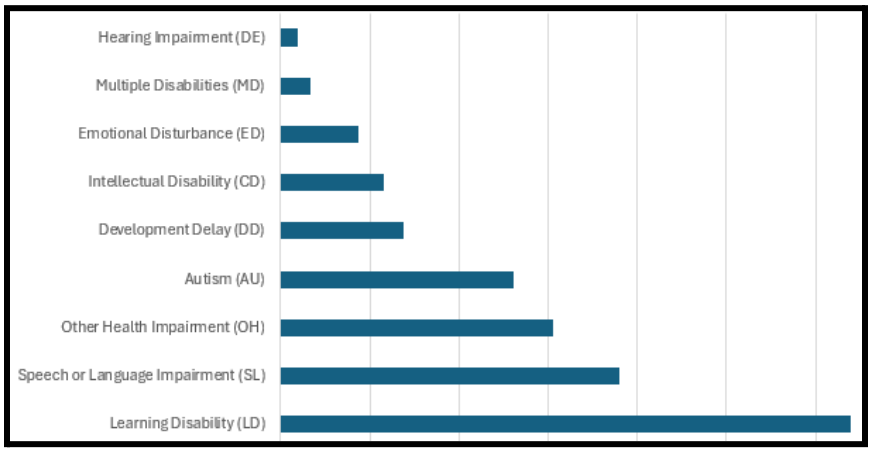
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Student Disability Categories

- Students with more than one identified disability (not those reported as deaf-blind or developmental delay) must be listed as having multiple disabilities (MD) when federally reported.
- Montana does not have an MD category for eligibility, nor is a primary disability identified. The purpose of this is to recognize all disabilities that are reported.
    - e.g. Autism (AU) and the difference between state and national rates.

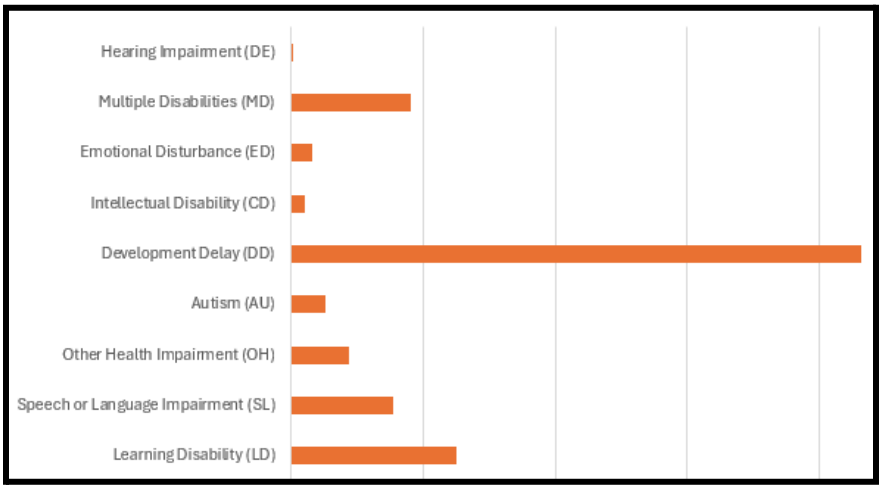
United States Special Education Child Count by Disability Category 2022-2023

Students With Disabilities. Annual Reports and Information Staff (Annual Reports). 2024. Accessed August 14, 2024.



https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities.

Montana Special Education Child Count by Disability Category 2022 - 2023



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Special Education Child Count by Disability Category

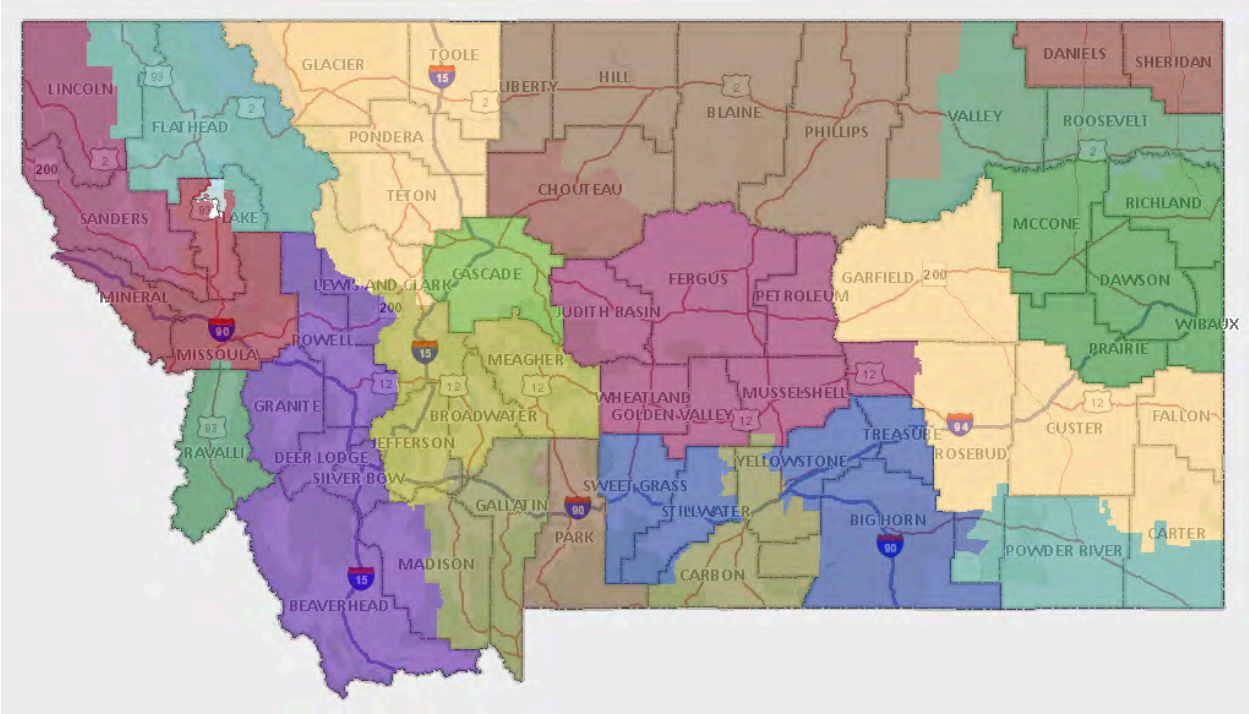
SFY2020 to SFY2024	19-20	20-21	21-22	22-23	23-24
Autism (AU)	5.58%	5.67%	5.70%	5.80%	6.03%
Cognitive Delay (CD)	2.95%	2.87%	2.69%	2.53%	2.44%
Deaf-Blindness (DB)	0.03%	0.04%	0.03%	0.05%	0.05%
Developmental Delay (DD)	4.27%	6.51%	8.14%	9.34%	9.30%
Deaf (DE)	0.08%	0.06%	0.06%	0.07%	0.06%
Emotional Disturbance (ED)	4.62%	4.47%	4.08%	3.74%	3.60%
Hearing Impairment (HI)	0.32%	0.34%	0.30%	0.28%	0.24%
Learning Disability (LD)	30.14%	29.61%	29.72%	29.26%	28.92%
Multiple Disabilities (MD)	21.21%	21.03%	21.13%	20.80%	20.90%
Other Health Impairment (OHI)	11.57%	11.23%	10.66%	10.31%	10.06%
Orthopedic Impairment (OI)	0.21%	0.20%	0.19%	0.18%	0.15%
Speech-Language Impairment (SLI)	18.45%	17.39%	16.81%	17.18%	17.82%
Traumatic Brain Injury (TBI)	0.27%	0.29%	0.23%	0.21%	.21%
Visual Impairment (VI)	0.30%	0.29%	0.24%	0.26%	.24%

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Special Education Cooperatives

Special Education Cooperatives play a vital role in providing services to Montana's students with disabilities. 398 districts are operating special education programs. **319 (80%)** of those districts utilize the cooperative structure. The districts contract with their local cooperative for assistance in providing related services personnel such as school psychologists, speech pathologists, and physical therapists, amongst others.

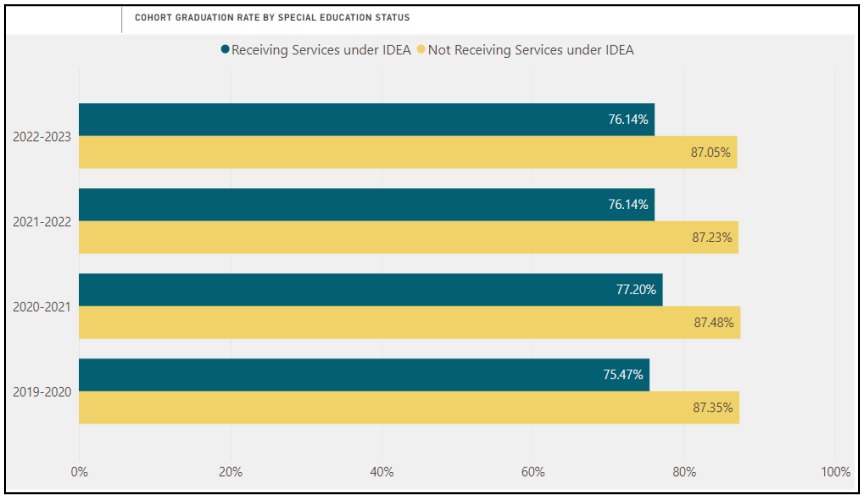
- Number of Cooperatives - 21
- Special Education Cooperative Map
- Cooperatives and Directors



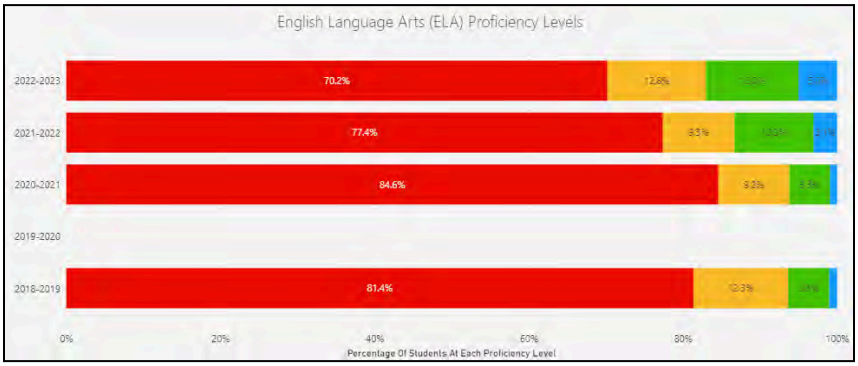
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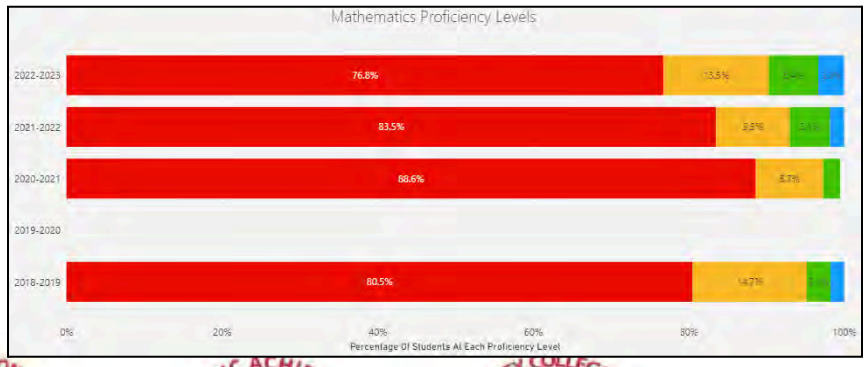
Special Education Achievement

- **Graduation Rates - Montana's special education students are graduating at a slightly higher rate (76.14%) than the national average (75%).**



- **Montana's Special Education Proficiency Rates**
  - ELA (SBAC Grade 3-8) 10.8% increase in proficiency rate over the last 3 years.
  - Math - 6.9% increase in proficiency rate over the last three years.

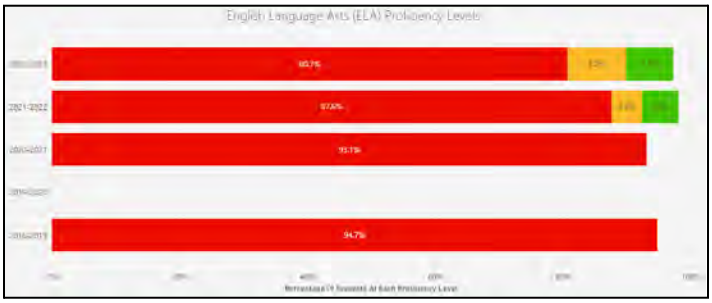


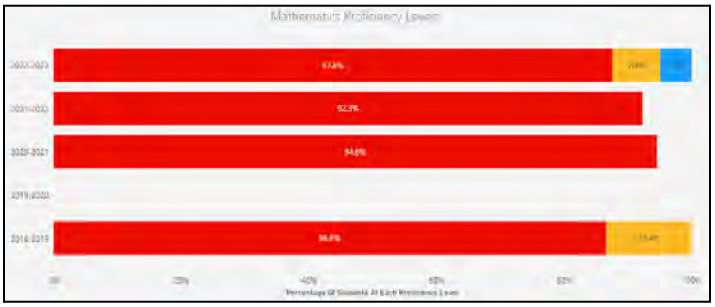


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Montana's Special Education Proficiency Rates for American Indian Students

- ELA - 12.4% reduction in students scoring in the novice range.
- Math - 7% reduction in students scoring in the novice range.





Federal Funding for Montana's Special Education Students

In FFY 2024, Montana has been awarded $46,079,040 in IDEA funds.

- 11.7% of those funds are utilized for state level activities such as:
  - Staffing and administration of IDEA at the OPI
  - Dispute Resolution
  - Monitoring of LEAs
  - Infinite Campus - Student Information System
  - Alternate Assessment for students with severe needs
  - Discretionary grants to higher education institutions to support recruitment and retention of special education and related services staff.
  - Para Pathways initial start up.
  - Leader Services for data collections, monitoring, and SPP/APR.
- $40,684,651 is allocated to Montana's 398 districts, Montana School for the Deaf & Blind, Yellowstone Academy, and Department of Corrections - Youth.

In FFY 2024, Montana has been awarded $1,315,398 in IDEA preschool funds.

- 100% of these funds are passed on to the LEAs and State-Supported Programs.

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Office of Special Education Programs (OSEP) (DMS) Monitoring Report & Response

The Office of Special Education Programs (OSEP) staff visited the OPI the last week of June, 2023. The OPI received the subsequent DMS report from OSEP in May, 2024. The OPI Special Education Department submitted the agency response to OSEP in August, 2024. Below you will find the OPI's response to the DMS report. Included in the report are links to the following updated documents:

- Student Record Review
- Special Education Integrated Monitoring System
- Special Education Guidance Document

August 16, 2024

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-7100

Dear Mr. Grigg and Mr. Schneer on behalf of OSEP:

On behalf of Montana State Superintendent of Schools Elsie Arntzen, I am responding to the results of the Differentiated Monitoring and Support (DMS) activities conducted by the United States Department of Education, Office of Special Education Programs (OSEP) while conducting a monitoring cycle in June 2023. On May 16, 2024, the Montana Office of Public Instruction (OPI) received a letter from you documenting areas of noncompliance concerning the State's policies and procedures and State-level implementation of these policies and procedures regarding the following monitoring priorities and components of general supervision:

- Monitoring and Improvement
- Data including the State Performance Plan/Annual Performance Report (SPP/APR)
- Fiscal Management: Subrecipient Monitoring
- Dispute Resolution

- Significant Disproportionality

This letter is to report on corrective actions taken to address the identified findings of noncompliance. To summarize, the OPI has addressed the areas of noncompliance and has enumerated each required corrective action and activities completed below:

<u>Monitoring component 1: Monitoring and Improvement</u>

Finding: Identification of Noncompliance
1.1 OSEP finds that the State does not have a reasonably designed general supervision system to ensure the identification of noncompliance and that each educational program for children with disabilities meets the IDEA Part B requirements under 34 C.F.R. §§ 300.149 and 300.600 through 300.602.

Corrective Action Required: *Policies and Procedures— within 90 days of the date of this monitoring report the State must submit to OSEP:*
1.1 Identification of Noncompliance

1. *Updated policies and procedures, documenting its process for identifying noncompliance. The policies and procedures must ensure that the State's monitoring process is reasonably designed.*

OPI Response:
1.1(1) - To address requirements under 34 C.F.R. §§ 300.149 and 300.600 through 300.602, the OPI has developed and revised written policies and procedures for identifying noncompliance to ensure the State's monitoring process is reasonably designed as evidenced by the following documentation:

- <u>The Montana Special Education Integrated Monitoring System Manual</u>

Finding: Correction of Noncompliance
1.2 OSEP finds that the State does not have a general supervision system that is reasonably designed to verify correction of noncompliance in a timely manner, as required under 34 C.F.R. §§ 300.149 and 300.600 through 300.602.

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must submit to OSEP:*

1. *Updated policies and procedures outlining the State's process to:*
    a. *Determine systemic compliance when an LEA does not have sufficient updated data to demonstrate compliance; and*

a. *Review updated data and obtain information from its LEAs consistent with the requirements in 34 C.F.R. §§ 300.149 and 300.600 through 300.602.*

OPI Response:
1.2(1)(a) - To address requirements under 34 C.F.R. §§ 300.149 and 300.600 through 300.602, the OPI has developed and revised written policies and procedures outlining the State's process to determine systemic compliance when an LEA does not have sufficient updated data to demonstrate compliance as evidenced by the following documentation:

- The Montana Special Education Integrated Monitoring System Manual p.10

1.2(1)(b) - To address requirements under 34 C.F.R. §§ 300.149 and 300.600 through 300.602, the OPI has developed and revised written policies and procedures outlining the State's process to review updates and obtain information from its LEAs as evidenced by:

- The Montana Special Education Integrated Monitoring System Manual p.8

Finding: Child find and Evaluation
1.3 OSEP finds that the State has policies, procedures, and practices that are inconsistent with 34 C.F.R. §§ 300.111, 300.122, and 300.301. Specifically, the State's use of Response to Intervention (RTI) strategies is being used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability under 34 C.F.R. § 300.8.

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must submit to OSEP:*

1. *Updated policies and procedures that are consistent with the requirements in 34 C.F.R. §§ 300.111, 300.122, and 300.301.*
2. *A copy of the SEA's updated monitoring activities to evaluate LEA's use of RTI and ensuring that the use of RTI strategies or any prereferral processes are not used to delay or deny the provision of a full and individual evaluation of a child suspected of having a disability as required under 34 C.F.R. §§ 300.111, 300.122, and 300.301.*
3. *A specific written assurance from the State that shows—*

(1) The State will revise its policies and procedures so that RTI is not used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability, as soon as possible but in no case later than one year from the date of

OSEP's 2024 DMS report to be consistent with the requirements in 34 C.F.R. §§ 300.111, 300.122, and 300.301;
(2) The State will issue a memorandum or other directive to all LEAs, parent advocacy groups, and other interested parties advising that the State will be revising its policies and procedures regarding the use of RTI and provide a copy to OSEP; and the State will comply with 34 C.F.R. § 300.600(3)
(3) throughout the remainder of the FFY 2023 grant period and the entire FFY 2024 grant period.

OPI Response:
1.3(1) - To address requirements under 34 C.F.R. §§ 300.111, 300.122, and 300.301, the OPI has developed and revised written policies and procedures outlining the State's process to review updates and obtain information from its LEAs as evidenced by the following documentation:

- The Montana Special Education Guidance p.14 (attached)
- The Montana Special Education Integrated Monitoring System Manual p.8

1.3(2) - To address requirements under 34 C.F.R. §§ 300.111, 300.122, and 300.301, the OPI has developed and revised written policies and procedures outlining the State's activities to evaluate LEAs use of RTI and ensuring that the use of RTI and ensuring that the RTI strategies or any prereferral processes are not used to delay or deny the provision of a full and individual evaluation of a child suspected of having a disability as evidenced by the following documentation:

- The Montana Special Education Integrated Monitoring System Manual p.8
- Record Review p.3

1.3(3)(1) - To address the requirement of 34 C.F.R. §§ 300.111, 300.122, and 300.301, this serves as a letter of assurance that the OPI has revised its policies and procedures so that RTI is not used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability, as soon as possible but in no case later than one year from the date of OSEP's 2024 DMS report. To confirm the letter of assurance OSEP can find evidence in the following documents:

- Montana Special Education Integrated Monitoring System Manual p.8
- Montana Special Education Guidance p.14
- Record Review p.3

1.3(3)(2) - To address the requirement of issuing a memorandum to all LEAs, parent advocacy groups, and other interested parties advising that the State will be revising its policies and procedures regarding the use of RTI and provide a copy to OSEP.

- A virtual meeting was held for LEA and Cooperative Special Education Directors, the Montana Empowerment Center (MEC), and Disability Rights Montana (DRM) on June 5, 2024, from 9:00 am until 10:00 am. (screenshot attached)
- Memorandum sent to all LEA and Cooperative Special Education Directors, the MEC (parent advocacy group), and DRM on 8/15/24. (attached)
- A virtual meeting is scheduled for August 21, 2024, from 8:30 am until 9:30 am for LEA and Cooperative Special Education Directors to review the recent updates. (screenshot attached)
- At the Montana Council of Administrators of Special Education scheduled for September 23-24, 2024, the OPI Special Education Leadership Team will present on the recent changes as a result of Montana's Differentiated Monitoring System (DMS) 2.0 report.

1.3(3)(3) - To address the requirements of 34 C.F.R. § 300.306(3), the OPI did (for the remainder of FFY23) and will continue to comply with this regulation as evidenced by:

- A virtual meeting was held for LEA and Cooperative Special Education Directors, the Montana Empowerment Center (MEC), and Disability Rights Montana (DRM) on June 5, 2024, from 9:00 am until 10:00 am. (attached)
- A presentation specifically to special education educators and leaders at Montana's Summer Institute in June 2024.
- Continued compliance for FFY24 will be evidenced with the implementation of the Montana Special Education Integrated Monitoring System. Montana will provide evidence of LEA's policies and procedures, and guidance which ensures that RTI is not a prerequisite for making a referral to special education and document the monitoring of LEA's files, specifically for students who were identified previously in RTI.

Monitoring component 2: Fiscal Management: Subrecipient Monitoring

Finding: Subrecipient Monitoring

2.2 OSEP finds that the State does not have a reasonably designed system, policies and procedures, and internal controls for its subrecipient monitoring process consistent with 2 C.F.R. §§ 200.332, 200.339, 200.303, and 34 C.F.R. §§ 300.149, 300.600, and 300.604.

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must submit to OSEP:*

1. *Updated policies and procedures for fiscal monitoring consistent with the requirements of IDEA and the OMB Uniform Guidance at 2 C.F.R. §§ 200.332, and 200.339, and 34 C.F.R. §§ 300.149 and 300.600. The following requirements are examples of topics that could be included in fiscal monitoring policies and procedures:*

a. *Allowable costs consistent with 2 C.F.R. § 200.403(a) and (g);*
a. *Time and Effort charges for personnel duties consistent with 2 C.F.R. § 200.430(b);*
a. *Records and Information management to ensure fiscal records are maintained in compliance with 2 C.F.R. §§ 200.303(e), 200.334, and 200.336;*
a. *Equipment and inventory of items purchased using Federal IDEA Part B funds consistent with 2 C.F.R. §§ 200.313 and 200.314; and*
a. *The activities carried out in implementing CCEIS under 34 C.F.R. § 300.226.*

OPI Response:
On July 1, 2024, OPI requested and received an extension; please see the attached email titled Montana Extension Request for further clarification. Documents will be submitted on or before October 1, 2024.

Finding: Parentally-placed Private School Children with Disabilities Proportionate Share Calculation
2.3 OSEP finds that the State does not ensure that its LEAs are correctly calculating the proportionate share for parentally-placed private school children with disabilities aged three through five for IDEA Section 619 and three through 21 for IDEA Section 611 in accordance with 34 C.F.R. §§ 300.133(a)(1) and (2).

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must provide documentation to OSEP that it has required its LEAs to:*

1. *Establish a count of parentally-placed private school children with disabilities that includes children with disabilities aged three through 21, as well as a count of parentally-placed private school children with disabilities aged three through five: Using the best data available and in consultation with private school representatives and of parentally-placed private school children with disabilities, each LEA in the State must determine the number of children with disabilities enrolled by their parents in private elementary and secondary schools that are*

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physically located in the LEA. Consistent with State law, children with disabilities who are homeschooled in the LEA for FFYs 2019, 2020, 2021, 2022, and 2023 must be included in this count. The State must also ensure that nonresident children with disabilities who attend private schools located in the LEA for FFYs 2019, 2020, 2021, 2022, and 2023 are included in this count.

2. *Recalculate the proportionate share: Using the revised child counts established above, each LEA in the State must properly calculate the proportionate share of IDEA Part B funds, including funds from both IDEA Sections 611 and 619 grants, required for the provision of equitable services under 34 C.F.R. § 300.133 for FFYs 2019, 2020, 2021, 2022, and 2023.*
3. *Determine the amount of State, local, and IDEA Part B funds, including from both IDEA Sections 611 and 619 grants actually expended: Each LEA in the State must determine the amount of State, local, and IDEA Part B funds, including funds from both IDEA Sections 611 and 619 grants that the LEA expended in FFYs 2019, 2020, 2021, 2022, and 2023 to provide special education and related services to parentally-placed private school children with disabilities (including homeschooled children to the extent that it is consistent with State law, as noted above). The amount of State and local funds and the amount of IDEA Part B funds, including funds from both IDEA Sections 611 and 619 grants must be determined and calculated separately for each fiscal year. The expenditures must be verifiable by the SEA or State and/or local auditors.*
4. *Determine the amount of the shortfall in funds, if any, spent to provide services to parentally-placed private school children with disabilities: By subtracting the result calculated in #2 from the result determined in #3 above, each LEA must identify the amount of the shortfall, if any, in funds spent to provide services to parentally-placed private school children with disabilities. The LEA must perform this calculation separately and include IDEA Part B funds, from both IDEA Sections 611 and 619 grants for FFYs 2019, 2020, 2021, 2022, and 2023.*
5. *Remedy any shortfall by using available State and local funds, and IDEA Part B funds from both IDEA Sections 611 and 619 grants, where available, to make up the difference: When remedying any shortfall, an LEA may use State and local funds and/or IDEA Part B funds from both IDEA Sections 611 and 619 grants to the extent the LEA has not already used an amount of such funds equal to its required proportionate share for the FFY. In addition, the State has the discretion to use a portion of its IDEA Part B funds from both IDEA Sections 611 and 619 grants reserved for State level activities to support LEAs in remedying any shortfall.*

OPI Response:
On July 1, 2024, OPI requested and received an extension; please see the attached email titled Montana Extension Request for further clarification. Documents will be submitted on or before October 1, 2024.

Monitoring component 3: Dispute Resolution

Finding: Adoption of State Complaint Procedures
3.1 OSEP finds that the State's model form for filing a State complaint is inconsistent with 34 C.F.R. § 300.153.

Corrective Action Required: *OSEP required evidence of implementation as soon as possible but no later than one year from the date of this monitoring report:*

1. *A copy of the memo sent to all LEAs explaining the revised model form and procedural safeguards.*

OPI Response:
3.1(1) - To address requirements under 34 C.F.R. §§ 300.151 and 300.153, OSEP acknowledged the State's revision of its procedural safeguards but requested a copy of the memo.

- Memorandum sent to all LEA and Cooperative Special Education Directors on August 14, 2024 (attached).

Finding: Impartial Hearing Officer Knowledge
3.2 OSEP finds that the State does not have a mechanism to ensure that hearing officers contracted by the State meet the minimum qualifications as required under 34 C.F.R. § 300.511(c)(1)(ii)-(iv).

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must submit to OSEP:*

1. *Policies and procedures consistent with 34 C.F.R. § 300.511(c)(1)(ii)-(iv). that demonstrate how the State ensures that the hearing officers used by the State possess knowledge of, and the ability to understand, the provisions of the IDEA Part B, Federal and State regulations pertaining to IDEA Part B, and legal interpretations of the IDEA Part B by Federal and State courts.*
2. *Policies and procedures that demonstrate that the hearing officers used by the State possess the knowledge and ability to conduct hearings in accordance with legal practice as required under 34 C.F.R. § 300.511(c)(1)(ii)-(iv).*

3. *Policies and procedures that demonstrate how the State ensures that the hearing officers used by the State possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice as required under 34 C.F.R. § 300.511(c)(1)(ii)-(iv).*
4. *Evidence of Implementation—as soon as possible, but no later than one year from the date of this monitoring report the State must submit to OSEP:*

    1. *Documentation and participation logs of annual, or more frequent, trainings the State held with the hearing officers on:*
        a. *the provisions of IDEA Part B as required under 34 C.F.R. § 300.511(c)(1)(ii)-(iv), Federal and State regulations pertaining to IDEA Part B, and legal interpretations of the IDEA Part B by Federal and State courts;*
        b. *the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and*
        c. *the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.*

OPI Response:
3.2(1-3) - To address requirements under 34 C.F.R. § 300.511(c)(1)(ii)-(iv), the OPI has developed and revised written policies and procedures as evidenced by following documentation:

- 2024.06.12 MT OPI IDEA Hearing Officer Requirements (attached)
- 2024.06.12 Memo to Hearing Officers (attached)
- 2024.05.16 OSEP DMS Report Dispute Resolution (attached)

3.2(4) – Evidence of implementation
- 2024.06.12 Emails to HOs (Hearing Officers) Re Memo About Qualifications (attached)
- Oct. 2024 MT Sped Law Conference HO Attendees (attached)
- October 2024 Montana Special Education Law Conference Information (attached)
- 2024 Resumes of MT OPI Hearing Officers (attached)

<u>Monitoring component 4: Significant Disproportionality</u>

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Finding: Overidentification and disproportionality
4.1 OSEP finds that the State does not have complete, written policies and procedures in place, consistent with the purposes of IDEA Part B and with IDEA Section 618(d), designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment, as required in 34 C.F.R. § 300.173.

Corrective Action Required: *Policies and Procedures—within 90 days of the date of this monitoring report the State must submit to OSEP revised policies and procedures which include:*

1. *The State's process for ensuring that each LEA identified with significant disproportionality identifies and addresses the factors contributing to the significant disproportionality, as required in 34 C.F.R. § 300.173; and*
2. *The State's oversight of the expenditure and use of CCEIS funds by districts identified with significant disproportionality, consistent with 34 C.F.R. § 300.646(d)(1)(ii).*

OPI Response:
On July 1, 2024, OPI requested and received an extension; please see the attached email titled Montana Extension Request for further clarification. Documents will be submitted on or before October 1, 2024.

Please do not hesitate to contact me if you have any questions or if I can provide you with additional information.

Sincerely,

Danielle McCarthy
State Director of Special Education

C: Elsie Arntzen, Montana State Superintendent of Public Instruction
Julie Murgel, Montana OPI Chief Program Officer
Patrick Cates, Montana OPI Student Support Services Senior Manager

Elsie Arntzen, Superintendent
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Para Pathways Project

The OPI Special Education Department is excited to announce the launch of our Para Pathways Project. The Para Pathways Project is an innovative approach to improve recruitment and retention of special education teachers.

The OPI Special Education Department recognizes the capacity and potential of the 1800+ paraprofessionals across our great state working with Montana's students with disabilities. These paras are connected to the heart of their communities. Every principal or special education teacher knows a para they would like to see running their own classroom.

The Para Pathways program is a way for paraprofessionals to work towards special education licensure. There will be a blend of online modules and courses offered through our partner, Dawson Community College (DCC) to earn a Special Education Technician license. This license will be roughly the equivalent of an associates degree in special education and will allow them to take on a larger role in the special education classroom. We look forward to launching the first stages of the project in the fall of 2024. Stay tuned for more information on the Para Pathways Project!

Stage 1: Online professional development modules grounded in IDEA law and regulation.

- ***Zero cost to schools/staff***! These modules will be available to all school staff throughout the state at no cost. The OPI is building it into our special education budget.
- An identified set of modules within the library will be outlined for the Special Education Technician pathway.
    - Incentive for SPED paras to take this set of courses - ***$20/module***.
    - Set of modules will be required for entrance into DCC's SPED Tech program.

Stage 2: Entrance into DCC's Special Education Technician program.

- DCC will host 4-6 courses over the course of a year.
- Incentivized - OPI, in partnership with DCC, will cover the cost of the tuition.
- Candidates will have a service agreement upon completion of the program.

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Stage 3: Full Special Education Licensure - DCC, in coordination with the universities offering special education degrees, will provide an Associate's Degree option (a few extra courses) for those interested in pursuing their special education teaching license.

Montana's OPI Special Education Team

Kelley Brown, General Information, Meetings, and Events, 406-444-5661

Ty House, Contracts and Payments, 406-444-2504

Administration

Danni McCarthy	State Special Education Director	406-594-3610
Danni McCarthy	Fiscal Management	406-594-3610
Kimberlea Emmons	Fiscal & Reporting Manager	406-444-3124

Continuing Education & Technical Assistance

Tammy Lysons	Unit Manager	406-431-2309
Katie Mattingley	Montana Autism Education Program	406-437-3874
Jenny Jarvis	GT/MTSS Program Support Specialist	406-410-1140
Anne Carpenter	Program Support Specialist	406-465-0922
Annette Viciedo Young	Continuing Ed & Stipend Programs	406-444-0299
Lucy Beltz	Early Learning Specialist, Special Education Preschool	406-431-4654

School Improvement Supports

John Gorton	Unit Manager	406-459-4281
Mercee Cislo	School Improvement Specialist	406-437-2369
Alicia Herman	School Improvement Specialist	406-438-1363
Desiree Johnson	School Improvement Specialist	406-431-1081
Crystal Wright	School Improvement Specialist	406-202-7920

Data Systems and Reporting

Kristie Sears	IDEA Part B Data Accountability Specialist	406-444-4430
Shara Blair	AIM Special Education Data System & Behavior Data	406-444-0685

Dispute Resolution

Mandi Gibbs	Early Assistance Program & Dispute Resolution	406-444-5664
Angie Griner	Paralegal	406-444-2046

ITEM 9

MONTANA DIGITAL ACADEMY UPDATE

Jason Neiffer
Mike Agostinelli

❖ CHARTER COMMITTEE – (Item 10)

Jane Hamman

ITEM 10

UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION

Trish Schreiber

BOARD LUNCH AND ACTIVITIES

Lunch will be provided for Board members*

11:30 AM PARK COUNTY FARM TO SCHOOL LUNCH
Park High School

12:45 PM EARLY LITERACY TARGETED INTERVENTION CLASSROOM-BASED PROGRAM
Winans Elementary School

1:30 PM WORK-BASED LEARNING
Park High School

❖ REPORTS – (Item 11)

Dr. Tim Tharp

ITEM 11

STATE SUPERINTENDENT REPORT

- **Assessment Update**
- **Federal Update**
- **Data Modernization Update**
- **Content Standards Revision Update**
- **Four Day School Week Research**

State Superintendent Elsie Arntzen

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Superintendent Arntzen's Report to the Board of Public Education as of August 29, 2024

Superintendent Arntzen's Message:



On Thursday, August 22, OPI friends and family gathered at the Capitol to celebrate the beginning of a new school year with food and Indian games.

Welcome to the 2024-2025 school year! Innovation and expanded teaching and learning opportunities are awaiting our over 140,000 students and over 10,000 teachers as they fill the halls and classrooms of our 821 Montana schools. **Please watch Superintendent Arntzen's Back to School message.**

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Montana Teachers Choose:

I have allocated $1.5 million in federal Elementary and Secondary School Emergency Relief (ESSER) funds to Montana teachers for math and reading projects. This is through a partnership with DonorsChoose, a 501(c)(3) charitable non-profit, to offer $500 direct grants to all K-12 public school teachers in Montana.

To qualify for a math or reading project grant, teachers must:

- Visit the DonorsChoose Montana Teachers page
- Teach K-12 in a Montana public school
- Create a new project on or after August 20, 2024.
- Ensure that your project's total goal is under $500.
- Request resources to accelerate teaching and learning in math and/or reading.

Montana district superintendents and principals can monitor the projects and materials that are shipped to schools through the DonorsChoose District Partnership Program. This program ensures that all materials ordered align with district policy as materials become district/school property.

As of August 29, 2024, there have been 906 approved math and reading projects in 312 public schools accounting for $412,765. These updates and the individual projects can be viewed here.

Teachers in all content areas can take advantage of these grants by creating projects that help their students excel in math and reading.

For more information, contact Brian OLeary, Communications Director.

2025 Montana Teacher of the Year Finalists:



Congratulations to our 2025 Montana Teacher of the Year finalists! These outstanding teachers were chosen from 19 candidates after a robust review process. All 72 nominees represent the dedication and passion that every Montana teacher has for our students, families, and schools. Best of luck to our finalists! The finalists are:

- **Dawn Sievers** teaches 7th grade English and 7-12th grade Spanish and Art at Power Schools in Power.
- **Jennifer Fleek Airne** teaches 12th grade English, AP Literature and Composition, and a student council leadership course at Billings Senior High School in Billings.
- **Jordan Capp** teaches 5th grade at Hellgate Elementary in Missoula.
- **Megan Brenna** teaches 5th grade at East Side Intermediate School in Livingston.

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

The 2024 virtual Montana Aligned to Standards Through-Year (MAST) Fall Summit will take place on September 5, 2024, from 9:00 AM – 4:00 PM. This virtual event will offer technical and instructional support and guidance to Montana educators and school administrators for the statewide implementation of MAST during the 2024-2025 school year. The MAST program is made up of multiple through-year testlets that benefit students, parents, teachers, and administrators by providing actionable data and a meaningful model of student growth over the school year.

The MAST Summit will include:

- Nationally recognized presenters providing a keynote on instructional usefulness and framework to review and adjust local assessment systems for coherence.
- Sessions dedicated to using the MAST testing platform, with an emphasis on effective preparation and administration.
- Guidance on accessing, analyzing, and interpreting MAST score reports to drive informed instructional decisions.
- Best practices for providing appropriate accommodations during the MAST assessment, with a strong focus on accessibility.
- A panel discussion featuring Montana educators, offering valuable insights and experiences on implementing the MAST assessment across diverse educational settings.

The summit will conclude with optional personalized assistance through office hours from 3:00-4:00 PM.

To register for the virtual MAST Summit, click here.

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

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

The **ESSER Close-Out Process** began in 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 did not receive an email by July 15, 2024, check your spam and contact one of our experts on the ESSER Meet the Team page.

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.

ESSER Community Discussion:
On September 5, 2024, at 5:00 PM I will host a community discussion for parents, teachers, school leaders, legislators, and community members on ESSER funds. The community discussion will include:

- A review of the timeframe, allowable uses, and Montana's State Plan for ESSER I, II, and III
- Research by Dr. Carly Urban and Dr. Christiana Stoddard from Montana State University on the ways Montana districts have utilized ESSER funds
- A review of the ways Montana has utilized the ESSER state set-aside funds

Join the discussion here.

Remember ESSER III deadline is on September 30, 2024.

The state-wide ESSER allocation through August 29, 2024, is:

Elementary and Secondary School Emergency Relief Funds (ESSER)
August 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	$ 281,652,209	$ 100,367,027	**74%**
Totals	**$ 593,413,931**	**$ 493,046,904**	**$ 100,367,027**	**83%**

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

Early Literacy Targeted Interventions School Jumpstart Program:

During the 68th Legislative session in 2023, the legislature passed HB 352 (20-7-18, MCA), providing for early literacy-targeted interventions for eligible students. The Board of Public Education (BPE) and the Office of Public Instruction (OPI) are working closely with districts that are implementing jumpstart, home-based, and classroom-based early literacy-targeted interventions for the upcoming school year. Here are key updates to implementation:

Jumpstart Programs (preliminary data)**:**

- Preliminarily, at least 12 districts held jumpstart programs this summer.
- Over 500 students participated in summer jumpstart programs.
- Final participation numbers will be available later this fall.

Home-based Programs (preliminary data)**:**

- Districts have requested 960 licenses (Waterford early literacy program) for the home-based program in the school year (SY) 2024-2025.
- 37 districts will be participating in the home-based program during the SY2024-2025
- OPI has licenses available. Schools may request these licenses for eligible students through October.

Classroom-based Programs:

- Programs are beginning this fall, and more data will be available in late fall.

OPI'S EARLY LITERACY COLLABORATIVE

The focus of the OPI's Early Literacy Collaborative is to provide guidance on the implementation of 20-7-18, MCA **Early Literacy Targeted Interventions,** including the summer jumpstart program, classroom-based program, and home-based program for eligible students. In addition, the Collaborative provided data and feedback to the Board of Public Education's Early Literacy Advisory Council. The members of this collaborative have applied and been appointed by the Superintendent of Public Instruction to this nongoverning committee. The Collaborative held meetings every month through June 2024.

PROGRAMMATIC SUPPORT

OPI's two early literacy specialists, Jackie Ronning, and Kimberly Evans, have been working to support schools during screening, preparing data, and supporting implementation. The team will be hosting an **Early Literacy Professional Learning Series** featuring specific early literacy intervention topics. These hour-long sessions are virtual, and open to all Montana educators and are offered every two weeks through December. Read more information on the Early Literacy webpage.

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

Federal Update:

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

Carrie Kouba, Innovation and Improvement Senior Manager, is standing by for questions.

Data Modernization Update:

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.

Four-Day School Week Research:

Please see the Four-Day School Week Research attached at the end of this report.

Dr. Robin Clausen, Research Analyst, is standing by for questions.

Constitution Day:



A Constitution Day celebration will occur on September 17 from 12:00 PM - 1:00 PM in the rotunda of the Capitol. This celebration will be hosted by the Oro Fino Chapter of the Daughters of the American Revolution.

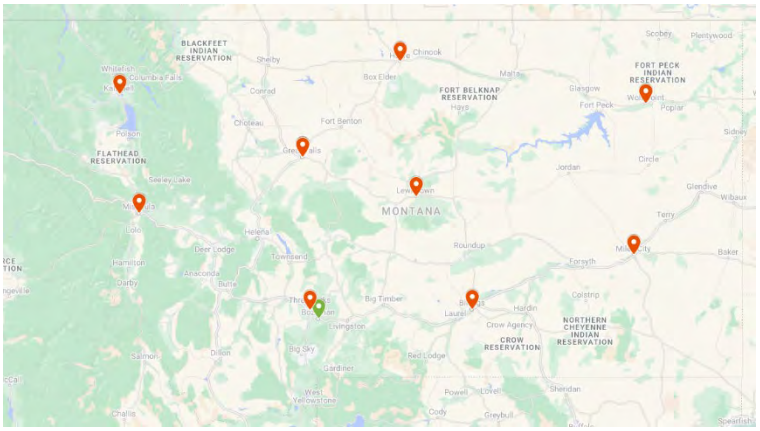
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Board of Public Education
September 2024
Assessment Update

2023-2024 statewide assessment results provided on September 10, 2024
Excited for the statewide assessment of MT Alignment (MAST) for the 2024/2025 School Year!

Gearing-Up for MAST Window 1

- The second MAST Roadshow traveled across the state from August 9-17, stopping at 9 towns including Havre, Wolf Point, Miles City, Lewistown, Billings, Great Falls, Belgrade, Missoula, and Kalispell. The Roadshow presentation focused on technical support for testlet scheduling, MAST administration, score reports, and resources for reviewing local assessment systems.



    - 229 total educators registered
    - 82 superintendents or principals, 100 curriculum/testing coordinators
    - 185 schools, districts, counties, cooperatives, and organizations represented

- The OPI Assessment Unit provides multiple avenues of support and feedback for MAST and all other statewide assessment preparations throughout the summer and into the fall.
    - Each training will be specific to timely tasks required to be ready for the MAST Window 1, opening October 14.
    - Additional professional learning will be provided throughout the school year to support the use of score reports to support instructional practices and student learning.



MAST Sample Score Reports

Student Testlet Report

Fatima Ali (1111111111)

5th, Math, Numerical Expression

Test Date
09/15/2023

Performance

Level 1 | **Level 2** | Level 3

The student is beginning to develop the skills needed to evaluate numeric expressions but has not yet shown consistent understanding in reading, writing, and interpreting these expressions.

While they are on the path to grasping the fundamental mathematical operations involved, additional support and targeted practice are necessary to reach full competency.

Focused instruction aimed at these areas will be crucial in helping the student meet the established mathematical standards.

Misconceptions

ME06 Student added or subtracted numerators and denominators, instead of finding equivalent fratctions.

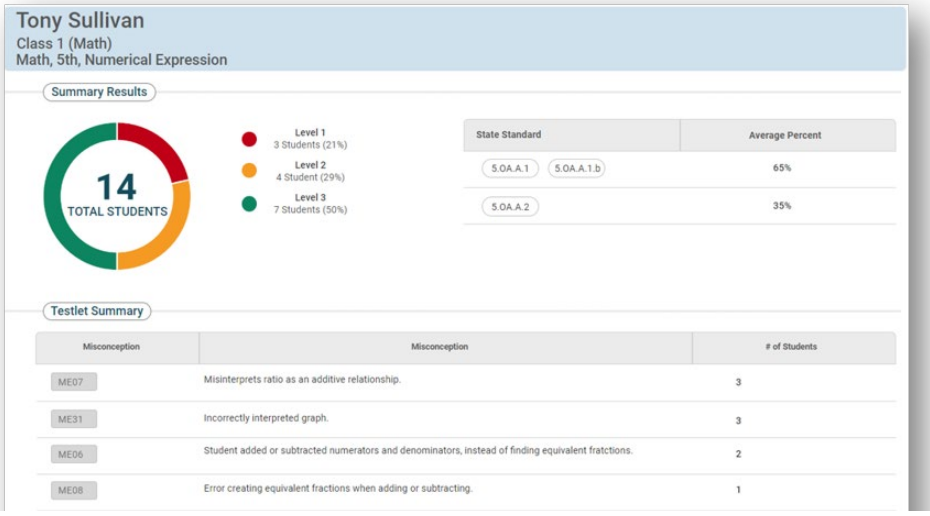
Testlet Summary

Standards	Number Correct/Total Number of Items
5.OA.A.1	0 / 3
5.OA.A.2	3 / 5

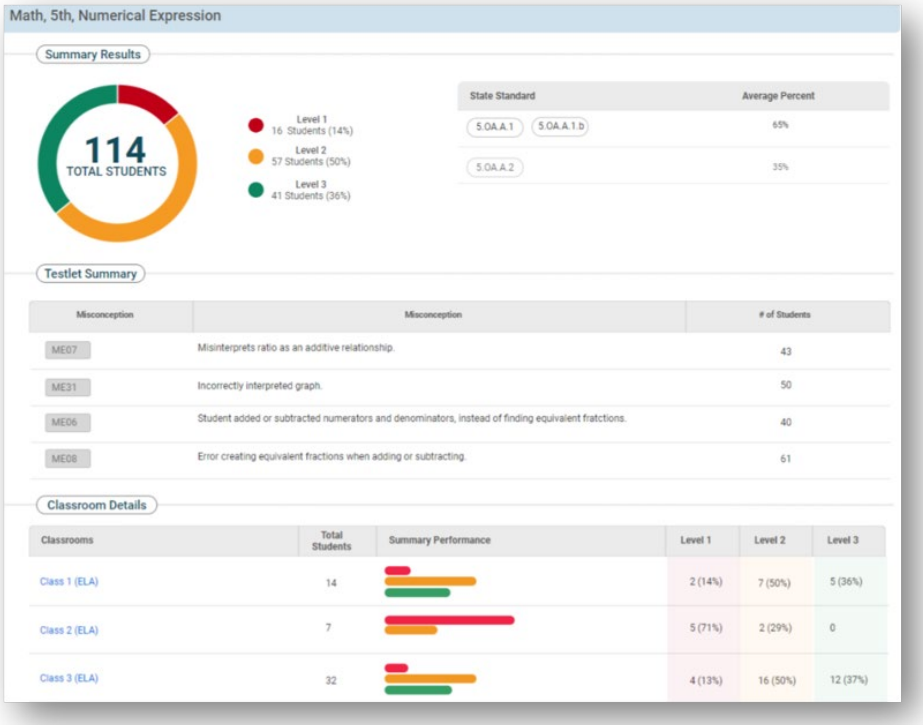
Legend ✓ Correct ✗ Incorrect ○ Did Not Attempt

Question	Credit Earned	Standards
1. Evaluate expression w/ parentheses; whole numbers	✗	5.OA.A.1
2. Evaluate expression w/ parentheses, order of operation; whole numbers and fractions	✗	5.OA.A.1
3. Copare value of expressions w/ and w/ou parantheses, order of operation; whole numbers	✗	5.OA.A.1
4. Write a verbal as numerical expression w/ parentheses; whole numbers	✓	5.OA.A.2
5. Write verbal as numerical expression w/ parentheses; whole numbers	○	5.OA.A.2
6. Write verbal as numerical expression w/ parantheses, interpret results; whole and decimal	✓	5.OA.A.2

Classroom Testlet Report



School Testlet Report



Cedar Rose, Assessment Director
cedar.rose@mt.gov

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Board of Public Education
September 2024
Update on Federal Programs

Follow up on E-Grants Tour:
OPI Federal Programs Team visited 9 regional sites and conducted trainings for school administrators and clerks between July 26th and August 9th. Congratulations to Zach Hawkins, Program Supervisor and his team. These trainings were attended by 110 school personnel. Approximately 1/3 were either new administrators or new to their district.

New Requirements with Title I Funding in 2024-2025:
All districts are required to set aside a minimum of $35 to serve homeless students with their Title I funds in the 2024-25 school year. This is a new requirement due to rising homeless numbers across the U.S. and because homeless students tend to be underreported. Each district's homeless liaison is also required to attend 3 hours of homeless student training annually

Title Program funding for 2024-2025:
The Federal Law that authorizes funding is the ESA Act of 1965 https://www2.ed.gov/documents/essa-act-of-1965.pdf, specifically Subpart 2- Allocations from Sections 121 to 127. In Montana there were 396 Montana school districts awarded a total of $71,375,493. This amount was like last year's dollar amount in Title program funding for the 2024-2025 school year. Individual program breakdowns are as follows:

- $53,239,392 in Title IA
- $443,909 in Title ID
- $10,298,165 in Title IIA
- $330,000 in Title III
- $6,326,558 in Title IV
- 737,469 in Title VB

Grant Management and Risk Assessment
Under CFR §200.332(b) the Uniform Grant Guidance describes the requirements of a pass-through entity (OPI) to complete a Risk Assessment on their sub-recipients to ensure
The link to this information is on the OPI Website: https://opi.mt.gov/Leadership/Academic-Success/Federal-Programs/Grants-Management-Risk-Assessment

Montana Office of Public Instruction (OPI) created a catalog of required criteria (Risk Factors) for the Risk Assessment by using appropriate public metric .

The following six categories were determined to be significant indicators of risk that may adversely affect the ability of an LEA to achieve its objectives:

- **Program Risk Determinations**
- **Program Assurances**
- **Fiscal Program Performance**
- **Reporting Timeliness**
- **Academic Performance**
- **Finance Fiscal Audit**

Schools identified as High Risk, received a letter outlining the six risk factors and next required steps for the 24-25 school year.

The schools identified as High Risk are as follows:

Big Fork Elementary
Browning High School
Corvallis K-12
Huntly Project
Lame Deer Elementary
Lockwood K-12
Lodge Grass Elementary
Lodge Grass High School
Missoula Elementary
Missoula High School
Polson Elementary
Ronan Elementary
Wyola K-8

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

OPI May 30, 2024 U.S. Department of Education Waiver and Amendment Request

On July 30, 2024, the U.S. Department of Education (Department) responded to the OPI regarding the school identification waiver that the OPI submitted on May 30, 2024. The OPI requested to waive the requirement to identify schools for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI) in fall 2025 using data from the 2024-2025 school year. In response to the request, **the Department declined to waive the school identification requirements for the 2024-2025 school year.** Please see the attached letter for details.

Background: As part of Montana's Federal Flexibility Testing Waiver for the Montana Aligned to Standards Through Year (MAST) assessment pilot this school year (2023-2024), the U.S. Department of Education required OPI to indicate how it will measure the other academic indicator (student growth) in the 2024-2025 school year. Because about half of grades 3 to 8 students participated in the SBAC statewide assessment and half participated in the MAST in the 2023-2024 school year, the OPI was required to propose how it would address the growth indicator for the 2024-2025 school year. While addressing the growth indicator, the OPI simultaneously proposed to maintain school designations for the 2024-2025 school year. **This waiver was based on stakeholder requests to consider maintaining the accountability status while implementing MAST statewide.**

On May 30th, the OPI submitted both an amendment for the growth indicator and a waiver for designations. In late June, the department requested additional information regarding the amendment for the growth indicator. The OPI submitted additional information to the Department on August 5th, 2024 and is awaiting a response from the Department.

General Information:

Q: Does the 'federal flexibility testing waiver' waive school accountability determinations for comprehensive support and improvement (CSI), universal, additional targeted support and improvement (ATSI), and targeted support and improvement (TSI) for 2023-2024?

A: According to the federal flexibility testing waiver accountability determinations are only waived for schools that participated in the 2023-2024 MAST pilot. In 2023-2024, the annual meaningful differentiation, ATSI, TSI, and Small School CSI, will continue for schools that administered Smarter Balanced. MAST Pilot schools will hold their identification status from the 2022-2023 school year data.

- **2024-2025**
  - MAST Schools: Maintain status from the previous year, no 2023-2024 data

    - Smarter Balanced Schools: Determination based on 2023-2024 data
- **2025-2026**
    - OPI proposed to maintain status for all schools, but this request was declined,
    - MAST data from 2024-2025 will be used to determine: ATSI, TSI, and small school CSI.

- **2026-2027**
    - MAST data from 2025-2026 will be used to determine:
        - CSI, ATSI, and TSI
        - This is consistent with our current timeline

Q: Why did the OPI propose to maintain all school determinations in 2025?
A: Given the changing nature of the data between two assessment tools, the OPI listened to the stakeholders that shared that this was the fairest approach for all schools in Montana.

Q: When will Comprehensive School Improvement designations next be determined?
- *In the Montana ESSA Plan, every three years, the OPI will identify schools for comprehensive support and improvement and therefore the next year CSI determinations will be identified is in 2026. Current CSI schools identified in 2023, will either exit in 2026 or progress to rigorous action.*

Q: What data will be recorded on the report card annually?
A: As outlined in the federal flexibility testing waiver, the OPI will continue to report the same information that is on the current report cards with available data. School participating in the Smarter Balanced assessment in 2024 will have all data reported, whereas schools participating in the MAST pilot will not have data on the annual report card for the academic indicator or the other academic indicator (growth indicator). Starting again in the 2024-2025 report card will contain all data that is on the current report cards.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 30, 2024

The Honorable Elsie Arntzen
Superintendent of Public Instruction
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620

Dear Superintendent Arntzen:

I am writing in response to the Montana Office of Public Instruction's (OPI's) May 30, 2024, request to the U.S. Department of Education (Department) for a waiver of sections 1111(c)(4)(C)(iii) and 1111(d)(2)(C) of the Elementary and Secondary Education Act of 1965 (ESEA). On August 10, 2023, the Department granted OPI a one-year waiver (2023-2024 school year) to permit the State to expand the field test of its new statewide assessment for grades 3-8 in reading/language arts and mathematics; the 2024-2025 school year will be the first operational administration of this new assessments.

In this second request, OPI seeks to waive the requirement to identify schools for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI) in fall 2025 using data from the 2024-2025 school year. OPI's letter also proposes an amendment to Montana's ESEA consolidated State plan, revising how OPI will calculate student growth for the Other Academic Indicator for elementary and secondary schools. We separately provided feedback on that request to your staff; once we have the additional, requested information, we will respond to the proposed amendment.

I have carefully reviewed OPI's request and, pursuant to my authority under ESEA section 8401(b), I am declining to waive the school identification requirements, as it is unclear how these waivers would advance student achievement as required under ESEA section 8401(b)(1)(C). When approving OPI's original request for a waiver of certain ESEA requirements related to assessment, accountability, and related reporting requirements, the Department noted that the flexibility was limited to the 2023-2024 school year and that Montana must have an accountability system using data from the 2024-2025 school year that includes all required ESEA components and that is the same for all public schools in the State. (See: https://oese.ed.gov/files/2023/08/MT_fieldTestResponse2023_for-posting.pdf.)

An operational school accountability system, and annually using the data from that system to designate schools to receive additional support and funding, is a fundamental aspect of Title I. Now that OPI has implemented its new assessment system, it is critical that Montana resume school improvement designations to ensure that schools with student groups in need of support receive it, and to promote parent and family awareness of school and student group performance in the context of critical academic recovery and acceleration efforts.

OPI may revise its waiver request, consistent with ESEA section 8401(b)(4)(B)(ii), to meet the requirements under sections 8401(b)(1)(C) and (F) and resubmit the revised waiver request. If OPI decides to resubmit, it must do so no later than 60 days from the date of this letter.

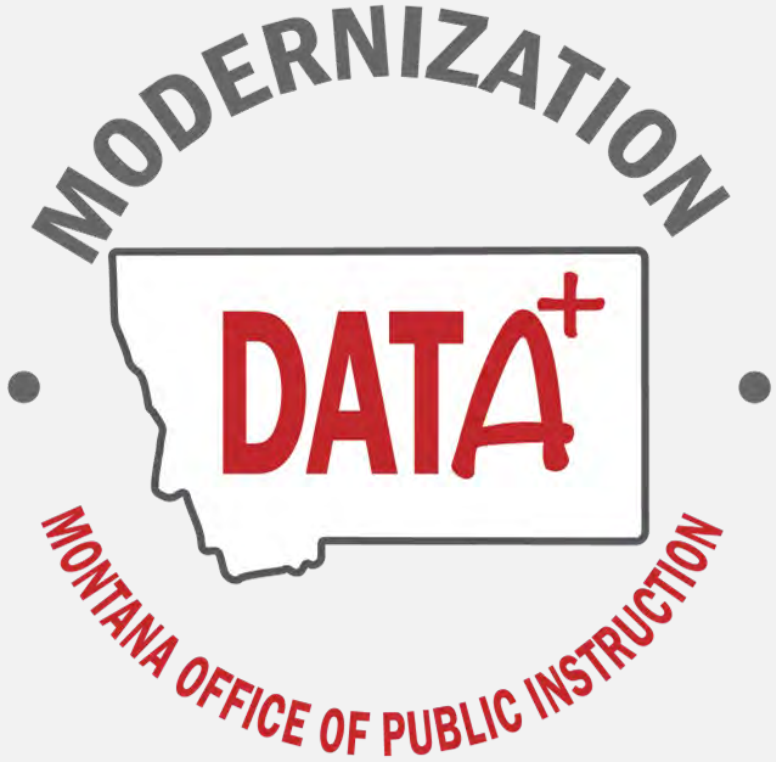
I appreciate the work you and your staff are doing to provide a high-quality education for all of Montana's students, including OPI's implementation of its earlier ESEA waiver and the updates your team has provided to mine throughout this process. If you have any additional questions, please contact us at oese.titlei-a@ed.gov.

Sincerely,



Adam Schott
Principal Deputy Assistant Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Julie Murgel, OPI



DATA MODERNIZATION PROJECT UPDATE

Julia Caro, OPI
Julia.Caro2@mt.gov
Anna Hoerner, OPI
Anna.Hoerner@mt.gov

Putting Montana Students First

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

September 2024

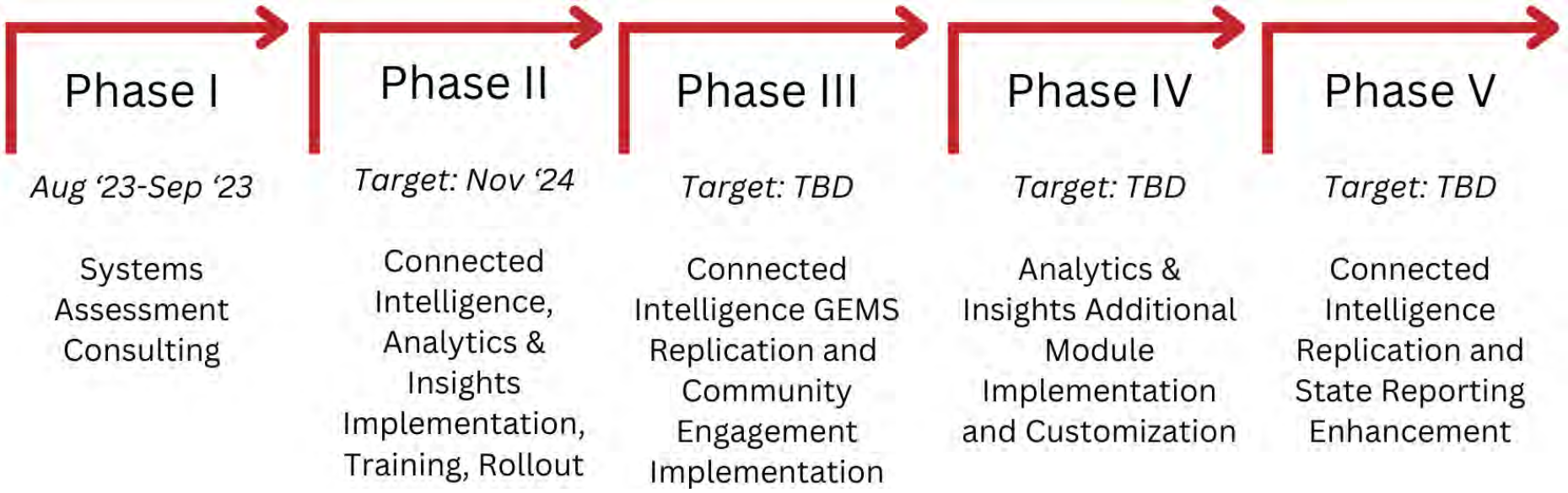
OPI DATA MODERNIZATION PROJECT OVERVIEW

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.
- Delivered our Educational Data Integration legislative report, detailing project progress and key insights of our Data Modernization project.
- OPI and PowerSchool collaborated to successfully establish the Kalispel VPN connection and are beginning this work in other districts. We plan to accelerate these connections by applying insights gained from the Kalispel lessons learned.
- 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 Analytics & Insights (Student Readiness, Risk Analysis, and Community Engagement).
- OPI staff began production on a series of Data Modernization videos, with three completed and scheduled for publication in September 2024.
- Scheduled PowerSchool training targeting technical users, ‘Analytics & Insights: Using Tools to Customize the End User Experience’ for September 6th.
- Identifying and testing possible security solutions for school user access to the Analytics & 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	**In Progress**
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	**In Progress**
	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

Board of Public Education
September 2024
Content Standards Update

English Language Arts – Content Standards Revision Task Force

Adjustments from previous reports have been made for various reasons
Development Team consists of a team of people for initial revisions of current standards

Development Team – *Initial revisions of current standards*		
Grades K-2		
Name	**Location**	**Current Position or Title**
Amber Byrd, MA	Helena	K-5 Instructional Title Coach and Interventionist, Helena School District
Genevieve Thomas, MA	Whitefish	Director of Professional Learning, School Services of Montana
Grades 3-5		
Abby Kuhl, MA	Helena	K-5 Literacy Coach, Principal, Helena School District
Dana Fitzgale, EdD	Florence	Elementary Literacy Education Professor, University of Montana
Will Dickerson, EdD	Bozeman	Principal of Morning Star Elementary, Bozeman School District
Grades 6-8		
Antonia Malchik	Whitefish	Curriculum Writer and Copyeditor, Freelance
Kristina Matthews	Highwood	High School English and Journalism Teacher, Highwood Public Schools
Karen Pollari	Sidney	HS Teacher, Sidney Public Schools
Dana Haring, EdD	Kalispell	7th Grade ELA Teacher, Kalispell School District, Adjunct Professor, University of Montana
Grades 9-12		
Caitlin Chiller	Livingston	High School English Teacher, Park High School
Erin Hunt	Helena	Instructional Coach, Principal, Helena School District
Jeff Ross	Lolo/Belt	Adjunct Assistant Professor of English, Director of the English Teaching Program, University of Montana
Kathy Pfaffinger, NBCT	Billings	High School English Teacher, Billings Public Schools

Review Team – *provides feedback to the Development Team*		
Name	Location	Current Position or Title
Jeanne Wdowin, MA	Kalispell	Retired Educator, Assessment Specialist, Administrator
Andrea Meiers, MEd	Billings	Curriculum Director for Lockwood Public Schools
Beverly Chin, Ph.D	Missoula	Professor Emeritus of English, University of Montana, Missoula
Kari Dahle-Huff, PhD	Billings	Associate Professor of Literacy, Montana State University- Billings

Reconciliation Team – *final revisions of content standards before Superintendent review*		
Will Dickerson, EdD	Bozeman	Principal of Morning Star Elementary, Bozeman School District
Andrea Meiers, MEd	Billings	Curriculum Director for Lockwood Public Schools
Kathy Pfaffinger, NBCT	Billings	High School English Teacher, Billings Public Schools
Amber Byrd, MA	Helena	K-5 Instructional Title Coach and Interventionist, Helena School District
Casey Olsen	Columbus	High School ELA and IEFA Coordinator, Columbus School District
Kristina Matthews	Highwood	High School English and Journalism Teacher, Highwood Public Schools

Task Force Timeline

- April 19, 2024: Task Force Orientation
- 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-September 2024: Reconciliation Meetings***
- September -November* 2024: Negotiated Rulemaking

Negotiated Rulemaking

- *At the time of the report, the final committee had not been determined and the agency is still seeking applicants for*
    - ***School District Trustee***
    - ***School Business Officials***
    - ***Montana Indian Tribe Representative***
- Meetings will begin in September/October with Orientation, until complete

Website Presence & Resources



Overview of Proposed Revisions in Current State

- Restructuring to Grade Level Standards within ARM to match the rest of the content areas
    - Currently listed by domain areas (Reading, Language, Writing, etc.)
- Moving to Four Domains: Reading, Writing, Inquiry and Investigation, and Speaking and Listening
    - Moving interdisciplinary to guidance documents
- Potential to establish Literacy Practices, much like Mathematical Practices
- Condensing standards to a main standard and moving sub-standards to guidance documents, removing redundant standards and examples
- More explicit standards for Early Literacy and reading development
- More work to be done on authentic integration of IEFA, robust guidance documents
- Expanded guidance documents

Marie Judisch, Senior Manager of Teaching and Learning, marie.judisch@mt.gov

FOUR – DAY SCHOOL ANALYSIS

ROBIN CLAUSEN, PHD

ROBIN.CLAUSEN@MT.GOV

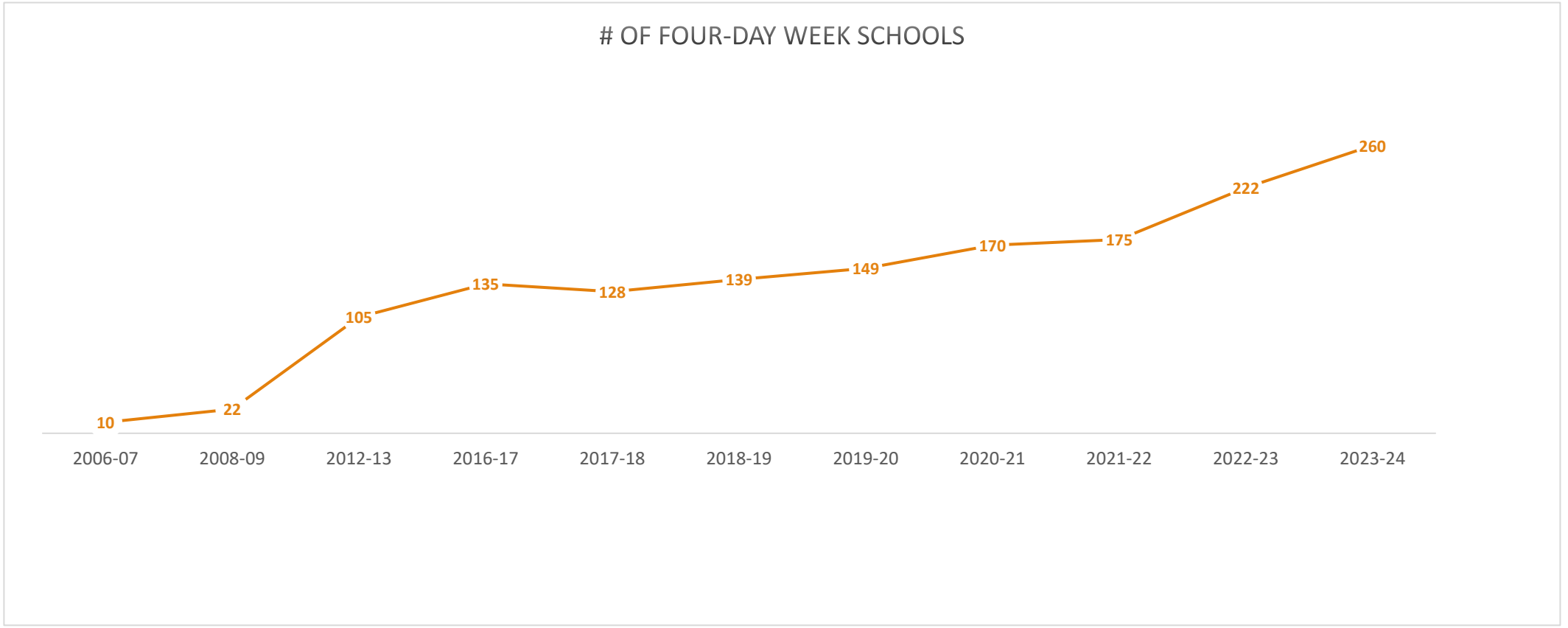
MONTANA STATEWIDE
LONGITUDINAL
DATA SYSTEMS UNIT

ERICA ALLEN, ED.D
ASSISTANT PROFESSOR & PI
UNIVERSITY OF MONTANA

Board of Public Education

September 12th Meeting
Livingston, Montana

Four Day Schooling has increased in popularity after the pandemic



Summary

Dr. Erica Allen is leading a study by the University of Montana to analyze 4 Day schools.

They are looking at data from 2006 – 2023.

Areas in which they are focusing include the Trustees Financial Report, graduation and dropout, achievement, child nutrition, and attendance.

UM is looking at attendance using a slightly different metric from that presented here. They are focusing on average daily attendance. In this analysis we focus on satisfactory attendance and chronic absenteeism.

Final report of the UM study will be available after October 1, 2024.



Outcomes of the Four-Day School Week Schedule in Montana

Educational Leadership at the University of Montana



Research Team

Educational Leadership at the University of Montana

- Dr. Erica Allen
- Dr. John Matt
- Dr. Bill McCaw
- Dr. Liqin Tang

Dean Dan Lee

College of Education

Research Questions



- Expenditures
- Student Achievement
- Student Attendance
- Graduation Rates
- Student Behavior
- Recruitment
- Schedule
- Professional Development.

Findings



- Expenditures
- Student Achievement
- Student Attendance
- Graduation Rates
- Student Behavior
- Recruitment
- Schedules
- Professional Development



Thank You

Educational Leadership at the University of Montana

❖LICENSURE COMMITTEE – (Items 12-14)

Susie Hedalen

ITEM 12

NOTICE OF THE SURRENDER OF BPE CASE #2024-08

Brenton Craggs

ITEM 13

ACTION ON MOTION TO DISMISS OF BPE CASE #2023-01, CASE

Brenton Craggs

**********Time Certain at 3:30 PM**********

ITEM 14

ACTION ON CONTESTED CASE HEARING OF BPE CASE #2024-03, NO RUNNER

Aislinn Brown

September 13, 2024

CALL TO ORDER

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

❖ASSESSMENT COMMITTEE – (Items 15-16)

Ron Slinger

ITEM 15

WATERFORD INTRODUCTION AND EARLY LITERACY TARGETED INTERVENTION HOME-BASED PROGRAM PRESENTATION

Kernard Jones, Senior Vice President of Government Relations
Courtenay Burns, Senior Director of Program Management

Waterford.org

Waterford.org

An Introduction



Presenters



Kernard Jones

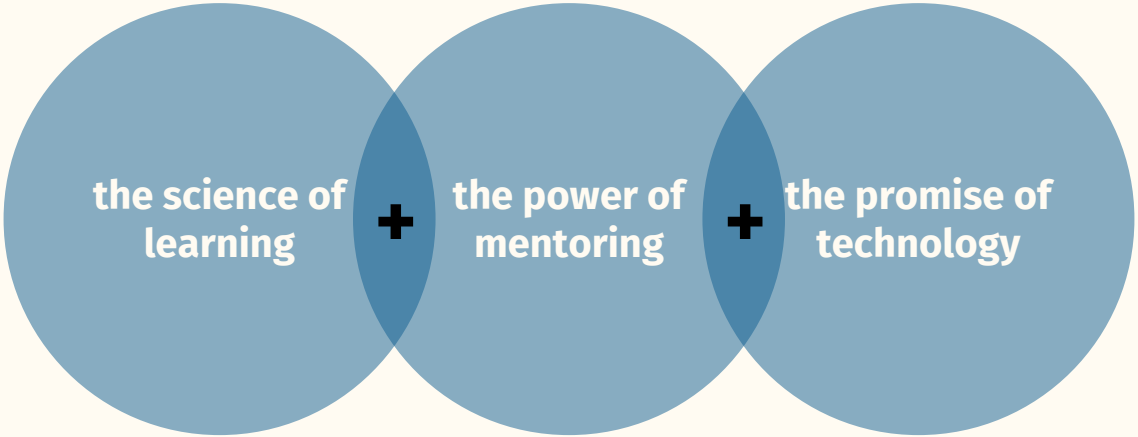
Sr. VP of Government Relations



Dr. Courtenay Burns

Sr. Director of Program Operations

Waterford.org combines



to build **family and community partnerships** that deliver **access, excellence, and equity in early education** for **all children.**

Early Learning Needs

1

Children need **access to quality early learning** experiences to prepare for academic success.

2

Families seek **meaningful guidance** on ways to support at-home learning.

3

Educators need **resources and data to implement research-based practices** to differentiate instruction for each child.

4

Communities seek **scalable models to offer early learning opportunities** to children and families.

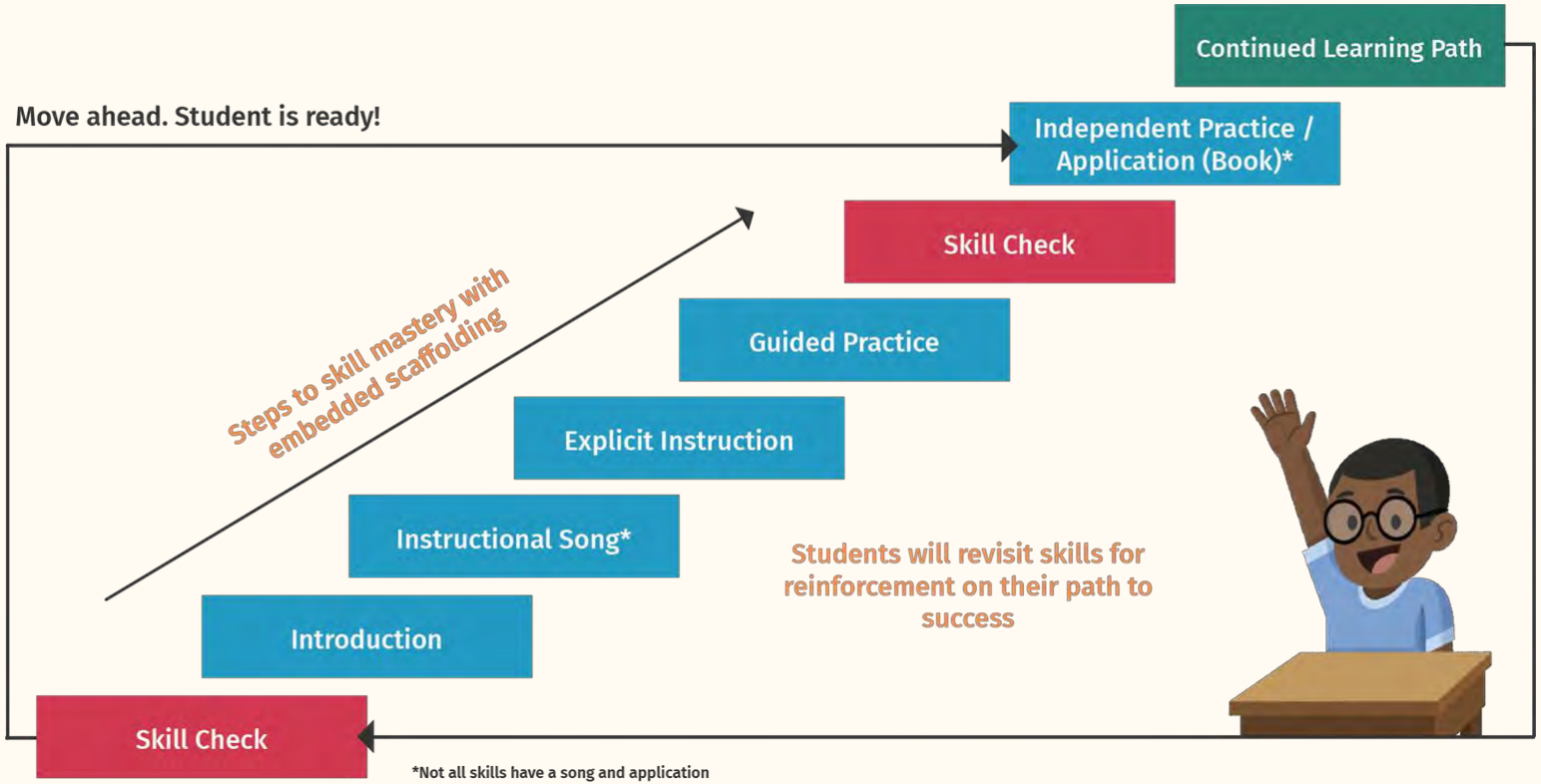
Waterford.org

How it Works

- Children use the adaptive reading curriculum for **15-30 minutes a day, 5 days a week**
  - Math & Science is also available but optional
- **Each family receives coaching** to ensure strong family engagement
  - Support is provided in English and Spanish, with interpretation services officered for additional languages as needed
- **Computers and Internet are provided** if a home doesn't have them



Proficiency-Based Adaptive Learning Path



Waterford.org

Explicit Instruction + Engagement

Reading Curriculum

- 2,000+ explicit lessons
- 7,000+ activities
- 180+ instructional songs
- 250+ books
- 225+ hours of instruction



Waterford.org

Explicit Instruction + Engagement

Math & Science Curriculum

- 700+ explicit lessons
- 5,000+ activities
- 170+ instructional songs
- 110+ books
- 300+ hours of instruction



Explicit Instruction + Engagement

Mindset Skills

- Books, digital activities, and companion resources are all infused with mindset skills.



Waterford.org

Family Engagement: Resources

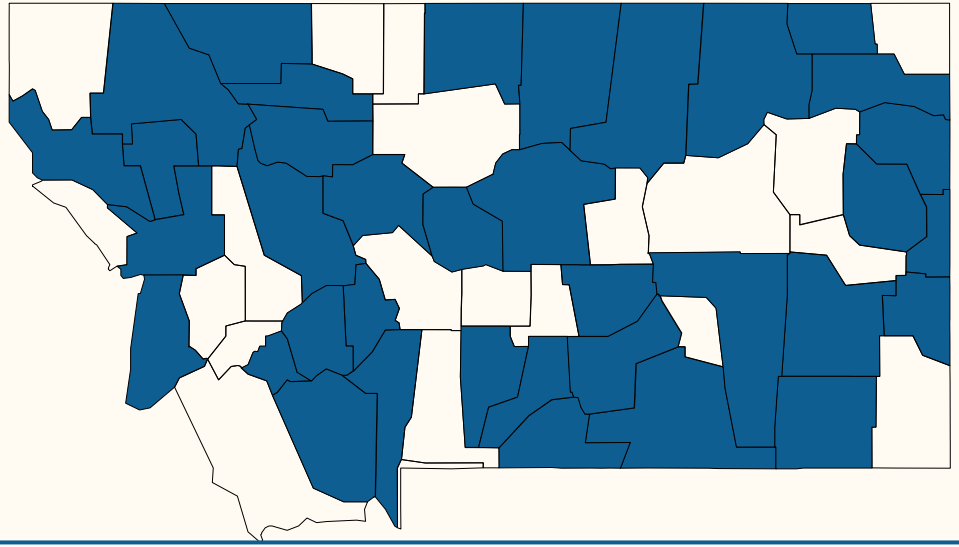


upstart.waterford.org

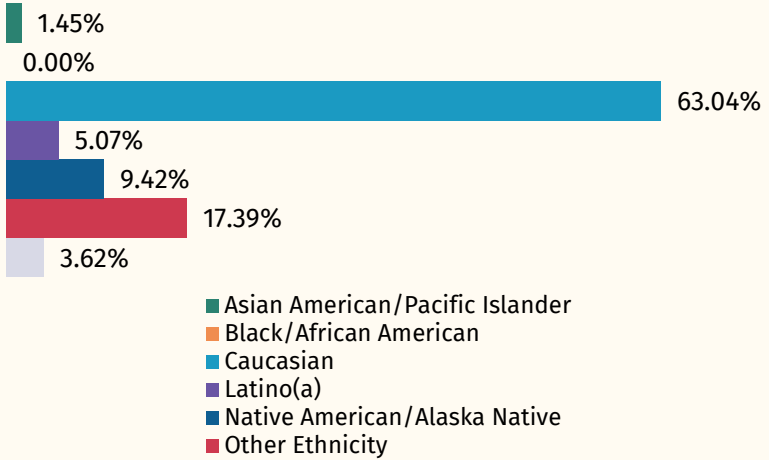
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Waterford Upstart in Montana

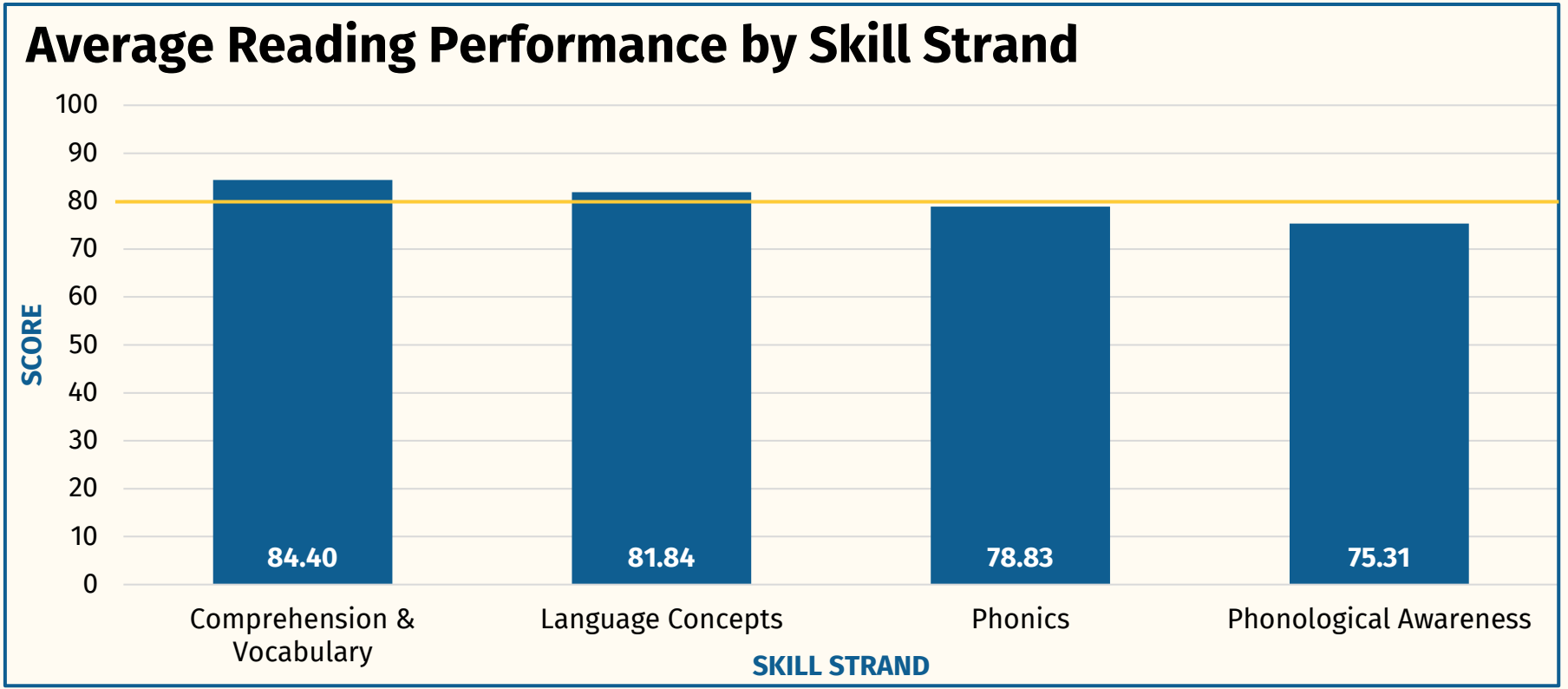
Participants by Geography



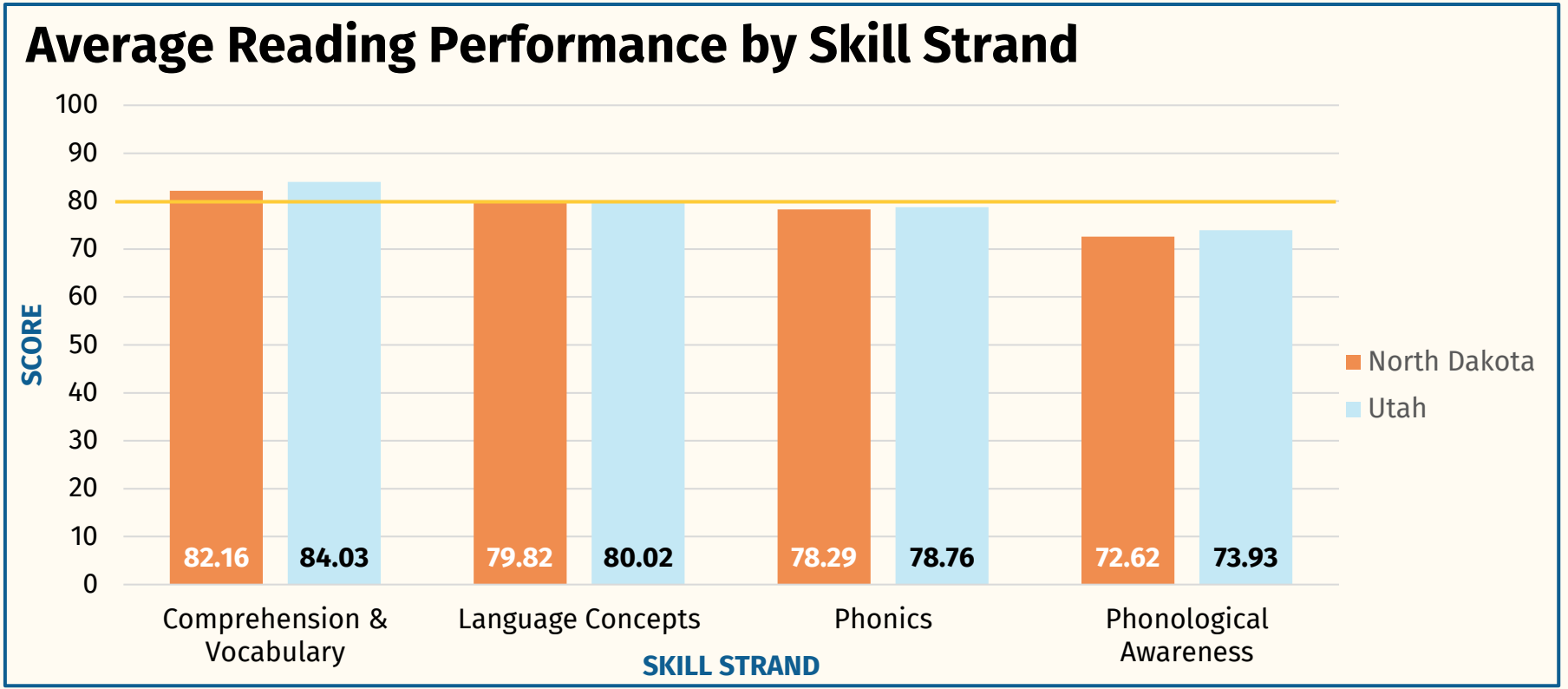
Participants by Ethnicity



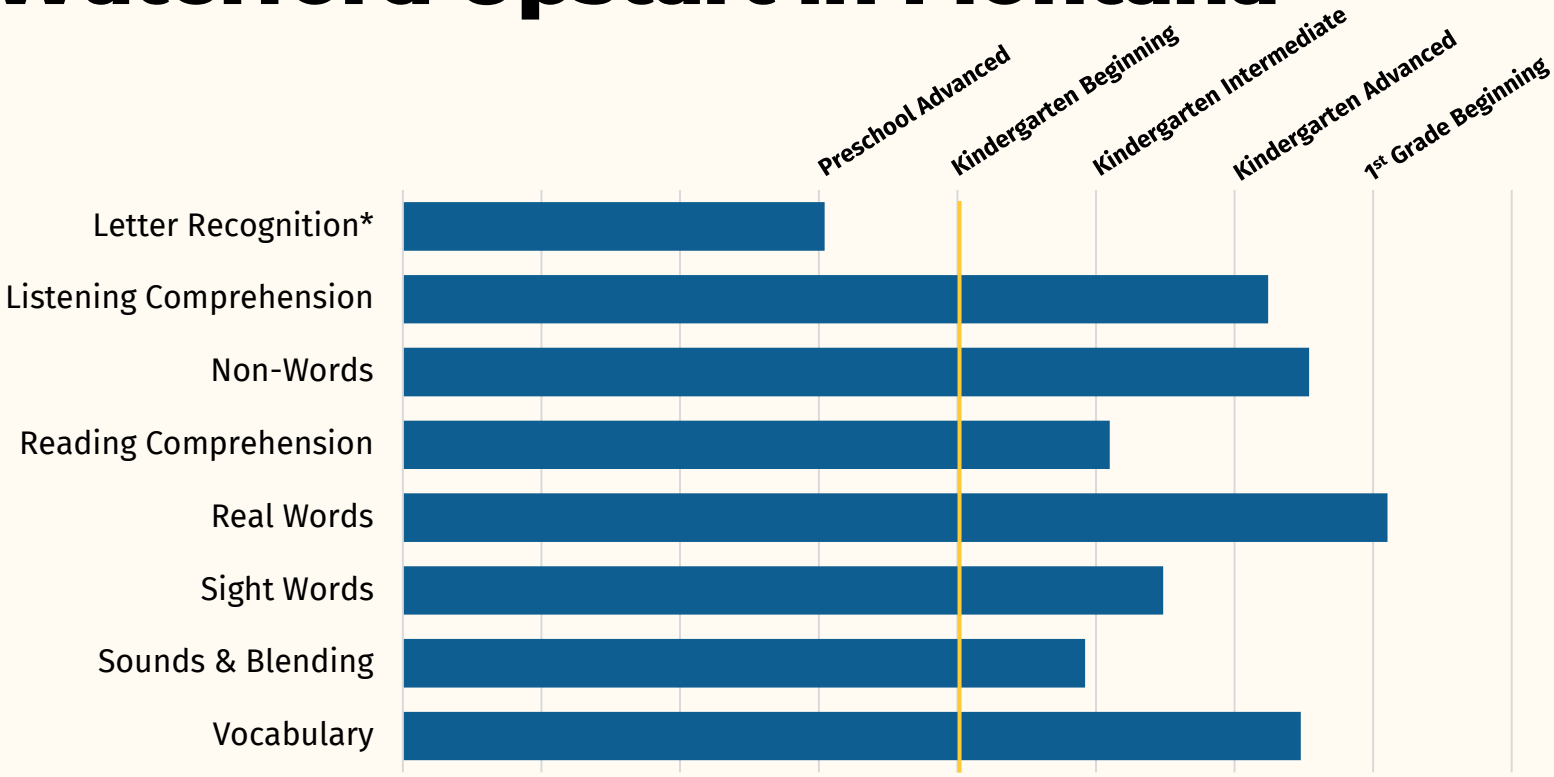
Waterford Upstart in Montana



Waterford Upstart in Other States

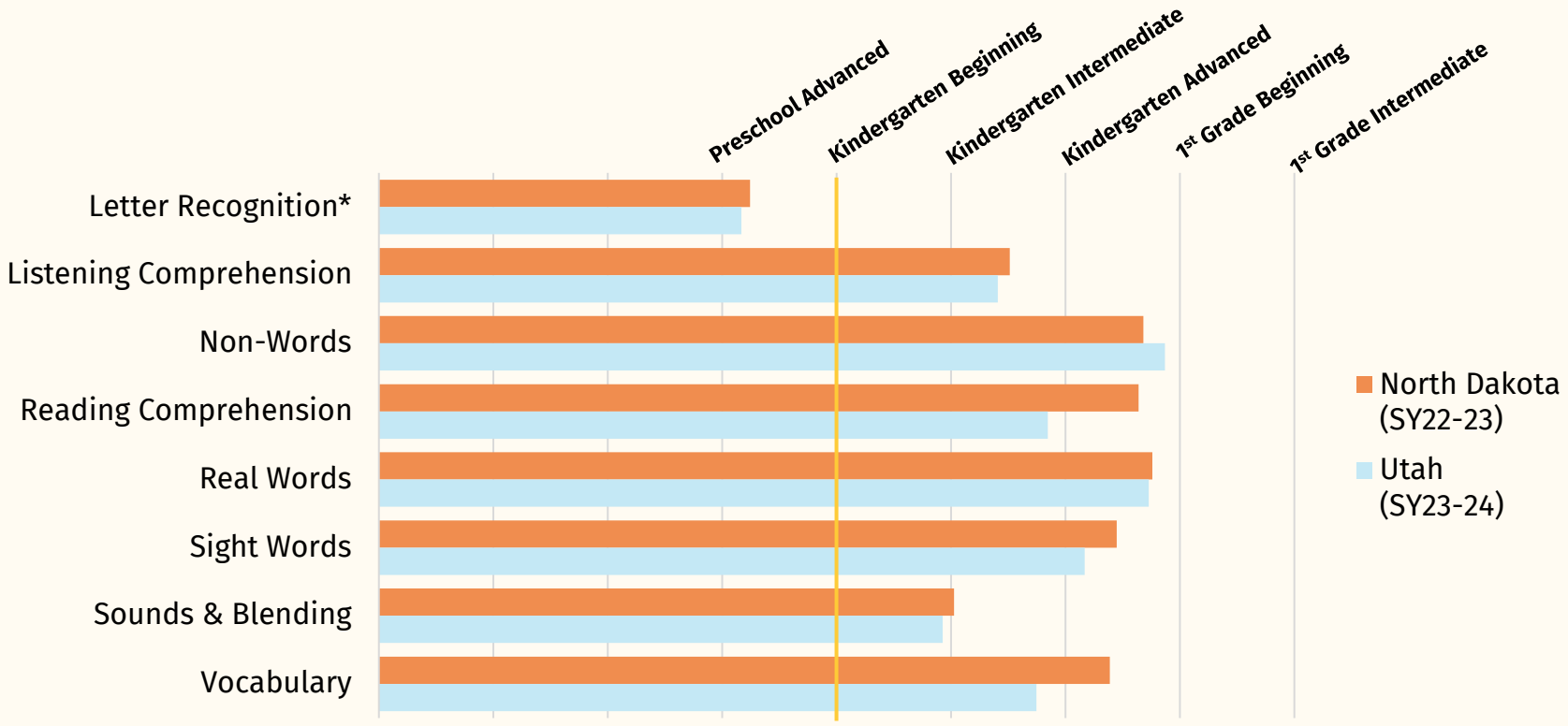


Waterford Upstart in Montana



Waterford.org

Waterford Upstart in Other States



ITEM 16

INFORMATION ON EARLY LITERACY SCREENING PROTOCOL TEAM'S RECOMMENDATION ON THE APPLICATION AND CRITERIA FOR THE LIST OF APPROVED EARLY LITERACY SCREENING TOOLS

McCall Flynn

Board of Public Education
List of Approved Screening Tools
Application

Purpose: According to ARM 10.54.901, the Board of Public Education must review the list of approved evaluation methodology screening tools in odd years to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. This document is for application to the List of Approved Evaluation Methodology Screening Tools.

Submission Procedures: Applications must be received by the Board of Public Education at bpe@mt.gov between December 1, 2024 and January 1, 2025 at 5PM. The Board will take action on the applications and recommendations at their March 2025 Board meeting.

Name of Assessment: **Date of Application**:

Name of Applicant:

1. The evaluation methodology denotes the instrument or assessment used to determine if the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade and may address one or all of the following domains. **Please check the boxes denoting which of the following criteria are addressed in the assessment and provide links to supporting documents for reviewers** (check all that apply).
   - ☐ Oral language
   - ☐ Phonological Awareness
   - ☐ Alphabet Knowledge
   - ☐ Phonemic Awareness
   - ☐ Listening Comprehension
   - ☐ Developmental Spelling
   - ☐ Vocabulary
   - ☐ Word Reading
   - ☐ Connected Text Fluency
   - ☐ Connected Text Accuracy
   - ☐ Reading Comprehension
   - ☐ Reading Composite Score

2. Is this evaluation methodology (an) (check all that apply):
   - ☐ Early Literacy Screener
   - ☐ Early Oral Language Screener
   - ☐ Early Literacy and Oral Language Screener
   - ☐ Criterion-Referenced
   - ☐ Norm-Referenced

Please provide evidence to support responses to the following questions.

3. Is the assessment developmentally appropriate?

4. Is the assessment research-based?

5. Does the assessment have reliable predictions for later reading success?

6. Does the assessment have valid predictions for later reading success?

7. Does the assessment have sensitivity for finding true positives for early literacy difficulties?

8. Does the assessment have specificity for finding true negatives for early literacy difficulties?

9. Does the assessment have sensitivity for finding true positives for oral language difficulties?

10. Does the assessment have specificity for finding true positives for oral language difficulties?

11. Is the assessment available for use across 3.5 years of age through age 9 (third grade)?

12. Has a new edition of the assessment been published within the last 20 years?

13. Has a normative update of the assessment been published within the last 10 years?

14. Is the assessment clearly described as a “screener”?

15. Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?

16. Is the assessment cost-effective?

17. Is the assessment aligned with formative assessments?

18. Can the assessment be given in English and Spanish?



Board of Public Education
List of Approved Screening Tools
Criteria

Purpose: According to ARM 10.54.901, the Board of Public Education must review the list of approved evaluation methodology screening tools in odd years to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. This document is for application to the List of Approved Evaluation Methodology Screening Tools. Applications will be reviewed and approved based on the following criteria and timeline.

Name of Assessment: **Date of Application**:

Name of Applicant: **Name of Reviewer**:

1. The evaluation methodology denotes the instrument or assessment used to determine if the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade and may address one or all of the following domains. **Please check the boxes denoting which of the following criteria are addressed in the assessment and provide links to supporting documents for reviewers** (check all that apply).
   - ☐ Oral language
   - ☐ Phonological Awareness
   - ☐ Alphabet Knowledge
   - ☐ Phonemic Awareness
   - ☐ Listening Comprehension
   - ☐ Developmental Spelling
   - ☐ Vocabulary
   - ☐ Word Reading
   - ☐ Connected Text Fluency
   - ☐ Connected Text Accuracy
   - ☐ Reading Comprehension
   - ☐ Reading Composite Score

2. Is this evaluation methodology (an) (check all that apply):
   - ☐ Early Literacy Screener
   - ☐ Early Oral Language Screener
   - ☐ Early Literacy and Oral Language Screener
   - ☐ Criterion-Referenced
   - ☐ Norm-Referenced

Attributes	Does not meet criteria (0)	Meets with adequate evidence (1)	Meets and exceeds criteria (2)
Is the assessment developmentally appropriate?			
Is the assessment research-based?			
Does the assessment have reliable predictions for later reading success? (.8 or higher)			
Does the assessment have valid predictions for later reading success? (.8 or higher)			
Does the assessment have sensitivity for finding true positives for early literacy difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true negatives for early literacy difficulties? (.8 or higher).			
Does the assessment have sensitivity for finding true positives for oral language difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true positives for oral language difficulties? (.8 or higher)			
Is the assessment available for use across 3.5 years of age through age 9 (third grade)?			
Has a new edition of the assessment been published within the last 20 years?			
Has a normative update of the assessment been published within the last 10 years?			
Is the assessment clearly described as a “screener”?			
Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?			
Is the assessment cost-effective?			
Is the assessment aligned with formative assessments?			
Can the assessment be given in English and Spanish?			

Total Score:

Recommendation:

❖ **ACCREDITATION COMMITTEE – (Items 17-21)**

ITEM 17

Madalyn Quinlan

ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 53, MATHEMATICS 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-VII; amendment of 10.53.501, 10.53.502, 10.53.503, 10.53.504, 10.53.505, 10.53.506, 10.53.507, 10.53.508, 10.53.509, 10.53.510 and 10.53.511, and repeal of rules 10.53.512, 10.53.513, 10.53.514, 10.53.515, 10.53.516 and 10.53.517	))))))))))	NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, AMENDMENT, AND REPEAL

TO: All Concerned Persons

1. On October 29, 2024, at 9:00 a.m., the Board of Public Education (board) will hold a virtual public hearing to consider the proposed adoption, amendment, 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/87891928135.

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 October 18, 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 proposed to be adopted provide as follows:

NEW RULE I CORE NUMERIC REASONING STANDARDS (1) Mathematics numeric reasoning: understand and apply the real number system content standards for high school are:

(a) use reasoning to establish properties of integer exponents, including scientific notation;

(b) represent and perform operations within very large and very small numbers using scientific notation; and

(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.

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 CORE ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS (1) Mathematics algebraic and functional reasoning: understand and express functions content standards for high school are:

(a) interpret parts of an expression, such as terms, factors, and coefficients;

(b) understand the definition of a function and distinguish between functions and relations;

(c) represent functions using tables, graphs with appropriate scales and labels, equations, and verbal situations; using technology strategically by:

(i) understanding that different representations highlight different aspects of functions, and choosing the representation that is appropriate for the context; and

(ii) comparing properties of two functions, including when each is represented in a different way;

(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;

(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;

(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.

(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;

(b) understand slope as a rate of change and y-intercept as initial value;

(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:

(i) identifying the rate of change and initial value in each representation;

(ii) converting between representations; and

(iii) writing equations for a line perpendicular or parallel to a given line that passes through a given point.

(d) understand that linear equations can be represented in multiple forms and the specific features of each form by:

(i) choosing the form strategically when writing an equation based on given information and intended use;

(ii) converting between slope-intercept, point-slope, and standard form symbolically;

(iii) understanding the relationship between slope-intercept form, the rate of change, and the initial value;

(iv) understanding the relationship between point-slope form, the rate of change, and a given point; and

(v) understanding the relationship between standard form and the x- and y-intercepts.

(e) understand that a solution to a system of equations is a coordinate pair that makes both equations true; and

(f) solve systems of linear equations by graphing, substitution, and elimination, including systems with zero, one, or infinite solutions; using technology and representations strategically.

(3) Mathematics algebraic and functional reasoning: quadratic functions and expressions content standards for high school are:

(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;

(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;

(c) understand that quadratic expressions can be represented in multiple forms and the specific features of each form by:

(i) choosing the form strategically when writing an expression based on given information and intended use;

(ii) converting between factored, standard, and vertex form symbolically and using representations;

(iii) understanding the relationship between factored form and the zeros of the function; and

(iv) understanding the relationship between vertex form and the vertex of the function.

(4) Mathematics algebraic and functional reasoning: exponential functions and expressions content standards for high school are:

(a) understand that exponential functions have a constant common ratio over equal intervals, and identify the common ratio in tables and 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;

(c) understand the relationship between growth/decay factor and growth/decay rate;

(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

(e) solve exponential equations graphically; using technology strategically.

(5) Mathematics algebraic and functional reasoning: modeling with functions content standards for high school are:

(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:

(i) determining if a set of data is best modeled by a linear function, quadratic function, exponential function, or none, and explaining why; and

(ii) understanding that there are contexts where solutions may not lie on the curve.

(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;

(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

(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.

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 CORE DATA REASONING AND PROBABILITY STANDARDS

(1) Mathematics data reasoning and probability: quantitative literacy content standards for high school are:

(a) distinguish between quantitative and categorical data and use representations and analysis techniques that are appropriate for each type;

(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

(c) distinguish between association and causation.

(2) Mathematics data reasoning and probability: visualizing, summarizing, and interpreting data content standards for high school are:

(a) use technology to organize data, including very large data sets, into a useful and manageable structure;

(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;

(c) understand that standard deviation measures the variability of a data distribution, and calculate standard deviation using technology;

(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;

(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;

(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:

(i) using technology strategically, represent two quantitative data distributions on scatter plots;

(ii) describing verbally how the variables are related;

(iii) using technology to find the least-squares regression line (line of best) fit for two quantitative variables;

(iv) understanding that the line of best fit minimizes the square of the residuals; and

(v) understanding correlation as a measure of linear association and using technology, compute the correlation coefficient of a linear relationship.

(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:

(i) summarizing categorical data for two categories in two-way frequency tables and visual representations;

(ii) interpreting relative frequencies for categorical data in context; and

(iii) identifying possible associations and trends in categorical data.

(3) Mathematics data reasoning and probability: probability content standards for high school are:

(a) understand the concept of a sample space and describe events as subsets of a sample space; and

(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:

(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

(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.

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 CORE GEOMETRIC REASONING STANDARDS

(1) Mathematics geometric reasoning: transformations content standards for high school are:

(a) represent transformations in the plane using a variety of methods;

(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:

(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

(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).

(c) define the similarity of two figures in terms of similarity transformations by:

(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

(ii) using the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

(2) Mathematics geometric reasoning: geometric arguments, reasoning, and proof content standards for high school are:

(a) investigate, conjecture, prove theorems, and communicate the proofs in a variety of ways by:

(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;

(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;

(iii) proving theorems about parallelograms and other quadrilaterals; theorems include: necessary and sufficient conditions for rectangles, parallelograms, rhombi, and kites; and

(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.

(3) Mathematics geometric reasoning: measurement, problem solving, and geometric modeling content standards for high school are:

(a) use the Pythagorean Theorem to calculate distance in the coordinate plane;

(b) derive the equation of a circle of a given center and radius using the Pythagorean Theorem;

(c) use similarity to explore and define the sine ratio, cosine ratio, and tangent ratio in terms of right triangles by:

(i) deriving and applying the trigonometric ratios in special right triangles; and

(ii) using trigonometric ratios and the Pythagorean Theorem to solve right triangles.

(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:

(i) modeling and solving problems with 2D shapes by using the perimeter and area of polygons, circles, and composite shapes with portions removed;

(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

(iii) deriving and applying the relationships between the lengths, perimeters, areas, and volumes of similar figures in relation to their scale factor.

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 CORE PLUS NUMBER AND QUANTITY STANDARDS

(1) Mathematics number and quantity: numeric reasoning content standards for high school are:

(a) extend the properties of exponents to rational exponents, including converting between exponential and radical form; and

(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:

(i) adding, subtracting, multiplying, and dividing complex numbers; and

(ii) finding the conjugate of a complex number.

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 CORE PLUS ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS (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.

(2) Mathematics algebraic and functional reasoning: polynomial functions content standards for high school are:

(a) understand polynomials are created by multiplying linear factors;

(b) understand that polynomial expressions can be represented in both factored and standard form, and the specific features of each form by:

(i) choosing the form strategically based on given information and intended use when writing an expression;

(ii) converting between factored and standard form symbolically and using representations (e.g., area model); and

(iii) interpreting the relationship between the factored form of the expression and the zeros of the function.

(c) graph polynomial functions with and without the use of technology, by identifying zeros, relative maxima and minima, and end behavior; and

(d) solve quadratic equations that have complex solutions, and understand why the solutions form a conjugate pair.

(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:

(i) expressing exponential functions in the form f(x)=ab^x and f(x)=Pe^(rt); and

(ii) expressing logarithmic functions in base 10 and base e.

(d) graph logarithmic and exponential functions with and without the use of technology by identifying intercepts, asymptotes, and end behavior; and

(e) solve exponential and logarithmic equations using inverse operations with and without the use of technology.

(4) Mathematics algebraic and functional reasoning: trigonometric functions content standards for high school are:

(a) understand how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers by:

(i) defining the sine and cosine functions in terms of the unit circle; and

(ii) defining the tangent, cotangent, secant, and cosecant functions in terms of sin and cosine.

(b) understand and use the radian measure of an angle, and convert between degree and radian measures;

(c) graph trigonometric functions with and without the use of technology by:

(i) graphing sine and cosine functions, identifying period, midline, and amplitude; and

(ii) graphing tangent functions, identifying period and asymptotes.

(d) solve trigonometric equations with and without the use of technology; and

(e) apply the Law of Sines and the Law of Cosines to find unknown measurements in non-right triangles.

(5) Mathematics algebraic and functional reasoning: modeling content standards for high school are:

(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:

(i) determining if a set of data is best modeled by a polynomial, exponential, logarithmic, or trigonometric function or none, and explaining why; and

(ii) understanding that there are contexts where solutions may not lie on the curve.

(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;

(c) use and interpret units correctly in modeling situations; and

(d) choose a level of accuracy appropriate to limitations on measurement when reporting quantities in modeling situations.

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IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

<u>NEW RULE VII CORE PLUS DATA AND REASONING STANDARDS</u>

(1) Mathematics data reasoning and probability: normal distribution content standards for high school are:

(a) Mathematics data reasoning and probability: normal distribution content standards for high school are:

(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

(c) estimate areas under a normal curve to solve problems in context, using calculators, spreadsheets, and tables as appropriate.

(2) Mathematics data reasoning and probability: experimental design content standards for high school are:

(a) describe the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each;

(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:

(i) explaining the consequences, due to uncontrolled variables, of non-randomized assignment of subjects to groups in experiments; and

(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:

(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

(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.

(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:

(i) understanding why the sample statistic is the best estimate for the associated population parameter;

(ii) understanding that sampling variability introduces uncertainty in the estimate, and account for the uncertainty with a confidence interval by:

(A) using resampling with replacement from an observed sample to produce a sampling distribution;

(B) verifying that a sampling distribution is centered at the population mean and approximately normal if the sample size is large enough;

(C) verify that 95% of sample means are within two standard deviations of the sampling distribution from the population mean; and

(D) creating and interpreting a 95% confidence interval based on an observed mean from a sampling distribution.

(c) use data from a randomized experiment to test the hypothesis that two groups are equal by:

(i) interpreting the difference or ratio between the group means as the observed effect between the groups; and

(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.

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 rules proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.53.501 STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES K-12 (1) Mathematical practice standard 1 is to ~~make sense of problems~~ problem solve and persevere ~~in solving them~~. Mathematically proficient students:

(a) ~~explain the meaning of a problem and restate it in their words~~ make conjectures, plan, and follow solution strategies;

(b) ~~analyze given information to develop possible strategies for solving the problem~~ evaluate their progress and accuracy;

(c) ~~identify and execute appropriate strategies to solve the problem~~ engage in sense-making and self-monitoring; and;

(d) ~~evaluate progress toward the solution and make revisions if necessary; and~~ persevere in seeking solutions, and value alternative approaches.

~~(e) check their answers using a different method and continually ask "Does this make sense?".~~

(2) Mathematical practice standard 2 is to ~~reason~~ abstract~~ly~~ and ~~quantitatively~~ generalize. Mathematically proficient students~~:~~ are able to decontextualize and symbolically represent both mathematical and non-mathematical situations to search for and analyze regularities, patterns, and structures.

~~(a) make sense of quantities and their relationships in problem situations;~~

~~(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.~~

(3) Mathematical practice standard 3 is to ~~construct viable arguments and critique the reasoning of others~~ justify and prove. Mathematically proficient students~~:~~ create, evaluate, justify, and refute mathematical claims in developmentally and mathematically appropriate ways.

~~(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 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~~ make sense of a scenario;

(b) ~~make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later~~ identify a problem to be solved, and mathematize it; and;

(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~~ apply a mathematical model to reach a solution and verify its viability.

~~(d) analyze mathematical relationships to draw conclusions.~~

(5) Mathematical practice standard 5 is to ~~use appropriate tools strategically~~ represent. 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)~~ recognize, use, create, interpret, and translate representations using appropriate methods and tools; 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~~ understand multiple ways of representing mathematical ideas and how they are related.

(6) Mathematical practice standard 6 is to ~~attend to precision~~ 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.

~~(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.~~

(7) Mathematical practice standard 7 is to ~~look for and make use of structure~~ culturally connect. Mathematically proficient students:

(a) ~~look for, develop, generalize, and describe a pattern orally, symbolically, graphically, and in written form~~ recognize cultural connections and contributions to mathematics; and

(b) ~~apply and discuss properties~~ appreciate the role of mathematics in various cultural contexts, including those of tribally-specific Montana Indigenous Peoples.

~~(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.~~

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

10.53.502 MONTANA KINDERGARTEN MATHEMATICS CONTENT STANDARDS (1) Mathematics counting and cardinality standards for kindergarten are:

(a) flexibly 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 by recognizing that each successive number name refers to a quantity that is one larger within a normal counting sequence;

~~(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;~~

~~(ii) understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted;~~

~~(iii) understand that each successive number name refers to a quantity that is one larger;~~

(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 including those of Montana American~~ Indians in a variety of arrangements and, given a number, produce a set within 20;

(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

(g) compare two numbers between 1 and 10 presented as written numerals.

(2) Mathematics operations and algebraic thinking content standards for kindergarten are:

(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;

(b) solve addition and subtraction ~~word problems from a variety of cultural contexts, 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.

(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 one, two, three, four, five, six, seven, eight, or nine ones~~.

(4) Mathematics measurement and data content standards for kindergarten are:

(a) describe several measurable attributes of ~~objects, such as length or weight and describe several measurable attributes of~~ a single object;

(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;

(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;

(d) describe attributes and identify the names of coins; and

(e) explain time in days, months, years, and seasons.

(5) Mathematics geometry content standards for kindergarten are:

(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;

(b) correctly name shapes regardless of their orientations or overall size;

(c) identify shapes as two-dimensional ~~(lying in a plane, "flat")~~ or three-dimensional ~~("solid")~~;

(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)~~;

(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

(f) compose simple shapes to form larger shapes~~; for example, "Can you join these two triangles with full sides touching to make a rectangle?"~~.

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10.53.503 MONTANA GRADE 1 MATHEMATICS CONTENT STANDARDS

(1) Mathematics operations and algebraic thinking content standards for Grade 1 are:

(a) use addition and subtraction within 20 to solve ~~word~~ problems ~~within a cultural 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;

(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;

(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 + 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);~~

(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 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:

(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;

(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;

~~(i) 10 can be thought of as a bundle of ten ones called a "ten";~~

~~(ii) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones;~~

~~(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);~~

(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 <;

(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 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:

(i) adding two-digit to one-digit numbers; and

(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.

(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; this standard should incorporate 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~~;

(c) tell and write time in hours and half-hours using analog and digital clocks; ~~and~~

(d) identify the value of coins; and

~~(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:

(i) asking and answering questions about the total number of data points;

(ii) identifying how many are in each category; and

(iii) analyzing differences between categories.

(4) Mathematics geometry content standards for Grade 1 are:

(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~~;

(b) build and draw shapes to possess defining attributes;

~~(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)~~ (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~~.

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10.53.504 MONTANA GRADE 2 MATHEMATICS CONTENT STANDARDS

(1) Mathematics operations and algebraic thinking content standards for Grade 2 are:

(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;

(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~~;

(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 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~~.

(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:~~;

~~(i) 100 can be thought of a s a bundle of ten tens – called a "hundred;" and~~

~~(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~~;

(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~~;

(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~~;

(f) add up to four two-digit numbers using multiple strategies ~~based on place value and properties of operations~~;

(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~~;

(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

(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.

(3) Mathematics measurement and data content standards for Grade 2 are:

(a) measure the length of an object by selecting and using appropriate tools ~~such as rulers, yardsticks, meter sticks, and measuring tapes~~;

(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;

(c) estimate lengths using units of ~~inches, feet, centimeters, and meters~~ common measurement;

(d) measure to determine how much longer one object is than another, expressing the 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 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.

(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~~;

(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.

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10.53.505 MONTANA GRADE 3 MATHEMATICS CONTENT STANDARDS

(1) Mathematics operations and algebraic thinking content standards for Grade 3 are:

(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;

(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;~~

(i) as the number of objects in each group with the total quantity divided equally into a number of shares; and

(ii) as the number of shares when a total number of objects is partitioned into equal-sized groups;

(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~~;

(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 = ?;~~

(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;

(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;~~

(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 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~~.

(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

(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.

(3) Mathematics number and operations fractions content standards for Grade 3 are:

(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;

(b) understand a fraction as a number on the number line ~~and represent fractions on a number line diagram;~~ by:

(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

(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

(iii) representing fractions on a number line.

(c) ~~explain~~ understand the equivalence of fractions in special cases and compare fractions by reasoning about their size~~;~~ by:

(i) ~~understand~~ understanding two fractions as equivalent ~~(equal)~~ if they are the same size or the same point on a number line;

(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;

(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~~

(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

(v) recording the results of fraction comparisons with the symbols >, =, or < and justifying the conclusions.

(4) Mathematics measurement and data content standards for Grade 3 are:

(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~~;

(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~~;

(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;

(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~~, i.e. whole numbers, halves, or quarters~~;

(e) recognize area as an attribute of plane figures and understand concepts of area measurement~~;~~ by:

(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

(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;

(f) measure areas by counting unit squares ~~(square cm, square m, square in, square ft, and improvised units)~~;

(g) relate area to the operations of multiplication and addition~~;~~ by:

(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;

(ii) 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~~;

(iii) ~~use~~ using tiling ~~to show in a concrete case that the~~ and area models to represent the 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~~;

(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.

(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

(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~~.

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10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS

(1) Mathematics operations and algebraic thinking content standards for Grade 4 are:

(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;

(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;

(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;

(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.

(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 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 multidigit 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.

(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 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~~;

(c) understand a fraction a/b with a > 1 as a sum of fractions 1/b~~;~~ by:

(i) understanding addition and subtraction of fractions as joining and separating parts referring to the same whole;

(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~~;

(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

(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;

(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number~~;~~ by:

(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);

(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~~)~~; and

(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 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;~~

(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

(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~~.

(4) Mathematics measurement and data content standards for Grade 4 are:

(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.; 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), ...;~~

(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;

(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;

(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 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;~~

(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement by:

(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 arc 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

(ii) understanding that an angle that turns through n one-degree angles is said to have an angle measure of n degrees;

(f) measure angles in whole-number degrees using a protractor and sketch angles of specified measure; and

(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 context~~; e.g., by using an equation with a symbol for the unknown angle measure~~.

(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.

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

10.53.507 MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS

(1) Mathematics operations and algebraic thinking content standards for Grade 5 are:

(a) use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols using the order of operations;

(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

(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~~.

(2) Mathematics number and operations in base ten content standards for Grade 5 are:

(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;

(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;

(c) read, write, and compare decimals to thousandths~~;~~ by:

(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

(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~~;

(d) use place value understandings to round decimals to any place;

(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.

(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)~~;

(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;~~

(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?~~;

(d) apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction~~;~~ by:

(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 Montana American Indians; and do the same with (2/3) × (4/5) = 8/15 (in general, (a/b) × (c/d) = ac/bd);~~ and

(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;

(e) interpret multiplication as scaling (resizing), by:

(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

(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;

(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 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

(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;~~

(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

(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 relating to Montana Indigenous Peoples and local communities.

(4) Mathematics measurement and data content standards for Grade 5 are:

(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;

(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;~~

(c) recognize volume as an attribute of solid figures and understand concepts of volume measurement~~;~~ by

(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

(ii) understanding that a solid figure which can be packed without gaps or overlaps using 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:

(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 ~~represent~~ representing ~~threefold whole-number products as volumes, e.g., to represent~~ the product of three whole numbers using the associative property of multiplication;

(ii) 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

(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 context; this standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities.

(5) Mathematics geometry content standards for Grade 5 are:

(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)~~;

(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;

(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 and squares are rectangles, so all squares have four right angles;~~ and

(d) classify two-dimensional figures in a hierarchy based on properties.

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

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 Б≠ 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 Peoples and local communities.

~~(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;~~

~~(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?;~~

~~(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;~~

~~(iv) use ratio reasoning to convert measurement units and manipulate and transform units appropriately when multiplying or dividing quantities.~~

(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 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;

(c) ~~fluently~~ accurately and efficiently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation;

(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);~~

(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~~, 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:

(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;

(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

(iii) find~~ing~~ and position~~ing~~ integers and other rational numbers on a horizontal or vertical number line diagram and find~~ing~~ and position~~ing~~ pairs of integers and other rational numbers on a coordinate plane;

(g) understand ordering and absolute value of rational numbers~~;~~ by:

(i) interpret~~ing~~ statements of inequality as statements about the relative position of two numbers on a number line diagram; ~~for example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right;~~

(ii) ~~write~~ writing, ~~interpret~~ interpreting, and ~~explain~~ explaining statements of order for rational numbers in ~~real-world contexts; for example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C~~ problems in context;

(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

(iv) distinguish~~ing~~ 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;~~

(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.

(3) Mathematics expressions and equations content standards for Grade 6 are:

(a) write and evaluate numerical expressions involving whole-number bases and exponents;

(b) write, read, and evaluate expressions ~~in which letters stand for numbers;~~ with variables by:

(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;

(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

(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 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;

~~(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;~~

~~(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;

~~(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 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;

~~(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

~~(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 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 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.

(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;

(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;

(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

(e) ~~summarize~~ characterize numerical data sets from a sample in relation to their context, such as by:

(i) reporting the number of observations;

(ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement; and

(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~~

~~(iv) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.~~

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

10.53.509 MONTANA GRADE 7 MATHEMATICS CONTENT STANDARDS

(1) Mathematics ratios and proportional relationship content standards for Grade 7 are:

(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;~~

(b) recognize and represent proportional relationships between quantities, ~~including those represented in Montana American Indian cultural contexts;~~ using tables, graphs, and equations by:

(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 relationship if the graph is a straight line through the origin; and

(ii) identify~~ing~~ the constant of proportionality (unit rate) in tables, graphs, and equations, ~~diagrams, and verbal descriptions~~ of proportional relationships;

~~(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~~

~~(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;~~

(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.

(2) Mathematics number system content standards for Grade 7 are:

(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);

~~(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;~~

~~(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;~~

~~(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~~

~~(iv) apply properties of operations as strategies to add and subtract rational numbers;~~

(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 incorporate a cultural context relating to Montana Indigenous Peoples and local communities; and

~~(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;~~

~~(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;~~

~~(iii) apply properties of operations as strategies to multiply and divide rational numbers; and~~

~~(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) 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.~~

(3) Mathematics expressions and equations content standards for Grade 7 are:

(a) ~~apply~~ use properties of operations ~~as strategies~~ to add, subtract, factor, and expand linear expressions with rational coefficients and generate 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;"~~

(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

(d) use variables to represent quantities ~~in a real-world or mathematical problems, including 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:

(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

(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.~~

(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 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 composed of triangles, quadrilaterals, polygons, cubes, and right prisms; 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 ~~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;

(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;

(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;~~

(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;~~

(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 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;

(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

~~(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~~

~~(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?;~~

(h) represent sample spaces for compound events, identify the desired outcomes in the sample spaces, and find probabilities of ~~compound~~ events using organized lists, tables, tree diagrams, and simulation~~;~~s.

~~(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;~~

~~(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~~

~~(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?.~~

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

10.53.510 MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS

(1) Mathematics number system content standards for Grade 8 are:

(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

(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~~.

(2) Mathematics expressions and equations content standards for Grade 8 are:

(a) know and apply the properties of integer exponents to generate equivalent numerical expressions; ~~for example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$;~~

(b) use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ 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 $\sqrt{2}$ is irrational;~~

(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;

(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~~;

(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;

(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:

(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

(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:

(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;

(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

(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.

(3) Mathematics functions content standards for Grade 8 are:

(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;

(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;

(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 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~~.

(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 taken to parallel lines; this standard should incorporate a cultural context relating to Montana Indigenous Peoples and local communities;

~~(i) lines are taken to lines and line segments to line segments of the same length;~~

~~(ii) angles are taken to angles of the same measure; and~~

~~(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;

(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;~~

(f) explain a proof of the Pythagorean Theorem and its converse;

(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;

(h) apply the Pythagorean Theorem to find the distance between two points in a coordinate system; and

(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.

(5) Mathematics statistics and probability content standards for Grade 8 are:

(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;

(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;

(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;~~

(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 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.

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

10.53.511 SYMBOLS

(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:

~~(2)~~ (a) ~~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

(b) Core Plus: Additional standards that all Montana students can pursue to prepare for postsecondary education and careers.

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

5. The rules proposed to be repealed provide as follows:

10.53.512 MONTANA HIGH SCHOOL MATHEMATICS NUMBER AND QUANTITY STANDARDS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.53.513 MONTANA HIGH SCHOOL MATHEMATICS ALGEBRA CONTENT STANDARDS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.53.514 MONTANA HIGH SCHOOL MATHEMATICS FUNCTIONS STANDARDS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.53.515 MONTANA HIGH SCHOOL MATHEMATICS MODELING CONTENT STANDARDS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.53.516 MONTANA HIGH SCHOOL MATHEMATICS GEOMETRY CONTENT STANDARDS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.53.517 MONTANA HIGH SCHOOL MATHEMATICS STATISTICS AND PROBABILITY STANDARDS

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 for math standards (rules) was in 2011.

As a result, in 2023, under the direction of the State Superintendent of Instruction, the Office of Public Instruction (OPI) led an appointed task force over five months and a Negotiated Rulemaking Committee (NRC) for an additional four months to meticulously review and refine the Montana Mathematics Content Standards. Both groups made intentional decisions to significantly reduce the number of instances where specific examples appear in the rules; this is not to say that they believe them unnecessary but would appear in guidance documents to free up instruction for educators rather than dictate a list of specific examples that must be utilized. 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. It was determined that consistency in wording in application and expectation should occur within the rules, where standards indicate the specific necessity of application (though not limited to these standards alone), the phrase "problems in context" has replaced inconsistent language, such as "word problems", "real-world problems", or other variations. 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 present progressive verbs (“ing”) in compliance.

These revisions incorporate the latest research on math teaching and learning, emphasizing critical concepts and mathematical practices, the genuine integration of the cultural heritage of Montana's American Indians, the improvement of early numeracy and number sense at the K-5 level, the inclusion of critical data science and financial literacy content throughout the K-12 standards, as well as the creation of diverse pathways for high school learners. The rules were also updated to reflect the developmental trajectory across different concept domains through grade levels, with a deliberate focus on refining standards for better clarity and comprehension, ensuring accessibility for all individuals. 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.

The mathematical practices were amended to demonstrate recent research, including a notable innovative approach to incorporate cultural connections within the Mathematical Practice Standards; this approach stands out as the first of its kind nationwide. Supported by research advocating for students to relate math concepts to their own world and community, these proposed rules align with the Montana constitutional commitment and statutes to authentically integrate Indian Education for All (IEFA) within the standards. 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.

These updated rules were written to consider ways secondary math pathways could better fit the college and career goals for Montan high school students. Due to this effort, the proposed high school standards for mathematics have undergone major structural adaptations. These standards have been proposed in two categories; “Core”, which is defined as “foundational standards that all Montana students should know and be able to do upon graduation” and “Core Plus”, which is defined as “additional standards that all Montana students can pursue for post-secondary education and careers”. 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. The major improvement across 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. 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. In line with modern recommendations around data science, the proposed standards focus on reasoning with data in context, rather than abstract probability theory. In geometry, 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.

Regardless of a student's trajectory in math learning, the revised high school standards were designed to enable personalized learning, allowing students to progress at their own pace and demonstrate proficiency according to their individualized learning journeys. The standards are organized into domains and clusters to match common instructional units, providing flexibility for teachers to organize the standards into instructional units that fit their contexts. The new rules maintain mathematical rigor without using unnecessarily technical terms or overly wordy language, making them understandable to teachers, students, and families.

6. 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., November 1, 2024.

7. McCall Flynn, Executive Director, has been designated to preside over and conduct this hearing.

8. 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 6 above or may be made by completing a request form at any rules hearing held by the board.

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at rules.mt.gov.

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

11. 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
Rule Reviewer
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State September 24, 2024.

DRAFT

State of Montana

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Board of Public Education

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 53 RULES
MATHEMATICS CONTENT STANDARDS

▪ Proposal notice to BPE for consideration	May 9-10, 2024
▪ BPE approves rulemaking timeline	September 13, 2024
▪ BPE authorization to publish proposal notice, including public hearing date	September 13, 2024
▪ Proposal notice to SOS for publication in MAR	September 24, 2024
▪ MAR publication of proposal notice ▪ Public comment begins	October 4, 2024
▪ Public hearing date	October 29, 2024
▪ Final public comment deadline	November 1, 2024
▪ Adoption notice to BPE for consideration/respond to comments	November 20-22, 2024
▪ Economic Impact Statement to Education Interim Budget Committee	December 16, 2024
▪ BPE authorization to publish adoption notice	January 16-17, 2025
▪ Adoption notice to SOS for publication in MAR	January 30, 2025
▪ MAR publication of adoption notice	February 7, 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.

ITEM 18

ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS

Madalyn Quinlan

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULES I through VIII and the repeal of ARM 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	)))

(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

(b) 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 oneself 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. A learner is 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:

(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; and

(j) may use culturally appropriate gestures and formulaic expressions in highly practiced applications. A learner 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, lists, notes, and formulaic language using highly practiced language;

(b) may show emerging evidence of the ability to express one's 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. A learner is 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. A learner handles short social interactions in everyday situations by asking and answering a variety of questions. A learner can communicate about oneself, 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. A learner is 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:

(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. A learner 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 oneself 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. A learner has 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, recognizes radicals; and

(l) generally relies 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 one's own thoughts about familiar topics using sentences and series of sentences. A learner:

(a) expresses one's 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) understands that 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:

(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. A learner 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

NEW RULE VIII WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (1) At the advanced level for the interpersonal mode of communication, a language learner expresses oneself fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. A learner can communicate in paragraph-length conversations about events with detail and organization. A learner confidently handles situations with an unexpected complication. A learner 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) understands that content areas include topics of personal and general interest (community, national, and international events) and work-related topics and areas of special competence;

(e) may show emerging evidence of the ability to communicate in more abstract content areas;

(f) is able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. A learner is able to ask questions to probe beyond basic details;

(g) understands that language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners;

(h) understands that 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:

(i) request clarification;

(ii) repeat;

(iii) restate;

(iv) rephrase; and

(v) circumlocute; and

(k) understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. A learner 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) demonstrates 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 and uses some or all of the following strategies:

(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 one's own culture and target culture(s) and increases 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 oneself 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) demonstrates that content areas include topics of personal and general interest (community, national, and international events), 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) demonstrates that 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, sows 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:

(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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, 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, 20-3-106, 20-7-101, MCA

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

REASON: By authority of 20-7-101, MCA, the 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 than 24 years. The proposed standards reflect the most current research and development on how students learn languages. In addition, the Superintendent of Public Instruction seeks to improve the standards to provide simplicity, practicality, and clarity. The proposal also includes moving the World Language Content Standards from ARM Title 10, chapter 54 to chapter 53 to align with the classification and rule 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; P.O. 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. Written requests 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 rules.mt.gov.

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 adoption and repeal 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.

ITEM 19

ACTION ON ADDENDUMS TO ACCREDITATION STATUS FOR 2023-2024 SCHOOL YEAR

Ellery Bresler
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Recommend Approval of Addendum to the 2023-24 Annual Accreditation Status Report of All Schools.
Presenter	Ellery Bresler Crystal Andrews
Position Title	Accreditation Specialist Director of Accreditation Office of Public Instruction
Overview	This presentation provides to the Board of Public Education (BPE) for consideration the addendum to the 2023-24 accreditation determinations for all schools. The state superintendent recommends approval of the addendum as presented. The report is attached.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Approval of the addendum to the 2023-2024 Annual Montana Accreditation Report.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT IMPACT OVERALL STATUS						
County	**System**	**School**	**Reported Accred. Status**	**Recommended Accred. Status Revision**	**Rubric Area**	**Reason**
Fallon	Baker Public Schools	Baker High School	Advice	Regular	Student Performance Rubric C - College and Career Readiness	Evidence was not submitted with the 23-24 original submission.
Powder River	Broadus Public Schools	Broadus Elementary	Advice	Regular	J- Indian Education for All Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Issues with Review- Information submitted in a separate section. Evidence was not submitted with the 23-24 original submission.
Powder River	Broadus Public Schools	Broadus 7-8	Advice	Regular	J- Indian Education for All Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Issues with Review- Information submitted in a separate section. Evidence was not submitted with the 23-24 original submission.
Powder River	Broadus Public Schools	Powder River Co Dist High School	Advice	Regular	J- Indian Education for All Student Performance Rubric C - College and Career Readiness	Issues with Review- Information submitted in a separate section. Evidence was not submitted with the 23-24 original submission.
Missoula	Lolo School District	Lolo Elementary	Advice	Regular	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Evidence was not submitted with the 23-24 original submission.
Missoula	Lolo School District	Lolo Middle School	Advice	Regular	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Evidence was not submitted with the 23-24 original submission.
Custer	Miles City Unified Sch Dist	Garfield Elementary	Advice	Regular	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Evidence was not submitted with the 23-24 original submission.
Stillwater	Rapelje Public Schools	Rapelje School	Advice	Regular	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Issues with Review for Student Performance Rubric A & B - Information submitted on time in a separate section.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT IMPACT OVERALL STATUS						
County	**System**	**School**	**Reported Accred. Status**	**Recommended Accred. Status Revision**	**Rubric Area**	**Reason**
Petroleum	Winnett K-12 Schools	Winnett High School	Advice	Regular	Student Performance Rubric C - College and Career Readiness	Issues with Review for Student Performance Rubric C - Information submitted on time and had shown at least two areas for college and career readiness moving the student performance section to Regular MD.
Fergus	Lewistown	Lewis and Clark Elementary	Deficient	Regular	A&B - Student Performance J - Indian Education for All	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.
Fergus	Lewistown	Garfield Elementary	Advice	Regular	B- Student Performance	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.
Fergus	Lewistown	Highland Park Elementary	Advice	Regular	A&B- Student Performance	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.
Fergus	Lewistown	Lewistown Junior High	Advice	Regular	A&B- Student Performance	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.
Richland	Brorson	Brorson Elementary	Deficient	Regular	A&B- Student Performance	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.
Lake	Ronan School District	K. William Harvey Elem	Advice	Regular	A&B- Student Performance	Evidence was not submitted with the 23-24 original submission. District will be able to add additional information as part of the 24-25 Part 2 submission.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT DID NOT IMPACT OVERALL STATUS					
County	**System**	**School**	**Reported Accred. Status**	**Rubric Area**	**Reason**
Flathead	Bigfork School District	Bigfork High School	Regular	C- Student Performance	Evidence was not submitted with the 23-24 original submission.
McCone	Circle Public Schools	Bo Peep	Regular	E- Assignment and Licensure of Staff	Issues with Data Entry - Emergency Authorization for librarian was approved but not updated in district assignment.
McCone	Circle Public Schools	Circle High School	Regular	I- Basic Education Program Offerings; E- Assignment and Licensure of Staff	Issues with Data Entry - Courses were offered through MTDA; courses with no students were deleted. Issues with Data Entry - Emergency Authorization for librarian was approved but not updated in district assignment.
McCone	Circle Public Schools	Redwater 7-8	Regular	E- Assignment and Licensure of Staff	Issues with Data Entry - Emergency Authorization for librarian was approved but not updated in district assignment.
McCone	Circle Public Schools	Redwater School	Regular	E- Assignment and Licensure of Staff	Issues with Data Entry - Emergency Authorization for librarian was approved but not updated in district assignment.
Glacier	Cut Bank	Cut Bank	Regular	B- ISAP Goals	Evidence was not submitted with the 23-24 original submission.
Beaverhead	Dillon Elementary	Dillon Middle School	Regular	J- Indian Education for All	Issue with Review- Information submitted in separate section.
Beaverhead	Dillon Elementary	Parkview Elementary	Regular	J- Indian Education for All	Issue with Review- Information submitted in separate section.
Yellowstone	Elder Grove Elementary	Elder Grove School	Regular	F-Teacher Load and Class Size	Issues with Data Entry - Could not report para for 3rd Grade.
Flathead	Evergreen Elementary	East Evergreen School	Regular	B- ISAP- Goals	Issue with Review- Information was throughout the ISAP.
Flathead	Evergreen Elementary	Evergreen Junior High	Regular	B- ISAP- Goals	Issue with Review- Information was throughout the ISAP.
Stillwater	Fishtail Elementary	Fishtail School	Advice	A- ISAP- CNA	Evidence was not submitted with the 23-24 original submission.
Stillwater	Nye Elementary	NyeSchool	Regular	A- ISAP- CNA	Evidence was not submitted with the 23-24 original submission.
Hill	Havre Public Schools	Highland Park Elementary	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Kindergarten and 1st grade were appropriately covered by teachers.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT DID NOT IMPACT OVERALL STATUS					
County	**System**	**School**	**Reported Accred. Status**	**Rubric Area**	**Reason**
Lewis & Clark	Helena	Broadwater School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Bryant	Regular	E- Assignment and Licensure of Staff F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Central School	Regular	E- Assignment and Licensure of Staff F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Four Georgians School	Regular	E- Assignment and Licensure of Staff F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Hawthorne School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Jefferson School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Jim Darcy School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Kessler Elementary School	Regular	E- Assignment and Licensure of Staff F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Rossiter School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Smith School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Lewis & Clark	Helena	Warren School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Data Translation Issues
Carbon	Joliet	Joliet Middle School	Regular	A- ISAP- CNA	Issue with Review- Information was submitted in a separate section.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT DID NOT IMPACT OVERALL STATUS					
County	**System**	**School**	**Reported Accred. Status**	**Rubric Area**	**Reason**
				B- ISAP- Goals Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Evidence was not submitted with the 23-24 original submission.
Carbon	Joliet	Joliet High School	Regular	A- ISAP- CNA B- ISAP- Goals	Issue with Review- Information was submitted in a separate section.
Carbon	Joliet	Joliet School	Regular	A- ISAP- CNA B- ISAP- Goals Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Issue with Review- Information was submitted in a separate section. Evidence was not submitted with the 23-24 original submission.
Flathead	Marion Elementary	Marion School	Regular	F- Teacher Load and Class Size	Issues with Data Entry - Had para for 3rd Grade did not report it.
Teton	Power Public Schools	Power Elementary	Regular	J- Indian Education for All	Issue with Review- Information found in link within submission.
Teton	Power Public Schools	Power Middle School	Regular	J- Indian Education for All	Issue with Review- Information found in link within submission.
Teton	Power Public Schools	Power High School	Regular	J- Indian Education for All	Issue with Review- Information found in link within submission.
Phillips	Saco Public Schools	Saco 7-8	Regular	A- ISAP- CNA	Issue with Report- Error within the report.
Phillips	Saco Public Schools	Saco High School	Regular	A- ISAP- CNA	Issue with Report- Error within the report.
Phillips	Saco Public Schools	Saco School	Regular	A- ISAP- CNA	Issue with Report- Error within the report causing incorrect scoring.
McCone	Vida Elementary	Vida School	Regular	B- ISAP- Goals	Issue with Review- Information was submitted.
Glacier	Browning	Babb School	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Napi Elementary	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Big Sky School	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.

Addendum to the 2023-2024 Annual Montana Accreditation Report

APPROVED ADDENDUMS THAT DID NOT IMPACT OVERALL STATUS					
County	**System**	**School**	**Reported Accred. Status**	**Rubric Area**	**Reason**
Glacier	Browning	Browning Elementary	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Browning Middle School	Advice	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Browning High School	Advice	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Browning Elementary	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Glacier	Browning	Glendale School	Regular	J- Indian Education for All	Evidence was not submitted with the 23-24 original submission.
Missoula	Clinton	Clinton Elementary	Advice	B- ISAP Goals	Evidence was not submitted with the 23-24 original submission.
Missoula	Clinton	Clinton 7-8	Advice	B- ISAP Goals	Evidence was not submitted with the 23-24 original submission.
Teton	Power Public Schools	Power High School	Regular	B- ISAP Goals	Issue with Review- Information was submitted.

Addendum to the 2023-2024 Annual Montana Accreditation Report

ADDENDUMS THAT WERE NOT APPROVED					
County	**System**	**School**	**Reported Accreditation Status**	**Rubric Area**	**Reason**
Glacier	Browning	Browning Middle School	Advice	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Data was not submitted.
Gallatin	Cottonwood	Cottonwood Elementary	Regular	B- ISAP Goals	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Gallatin	LaMotte Elem School Dist	LaMotte Elementary	Regular	B- ISAP Goals	Evidence was already attached to the original submission. Rubric still not met.
Gallatin	Malmborg	Malmborg Elementary	Regular	B- ISAP Goals	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Lincoln	McCormick	McCormick Elementary	Regular	B- ISAP Goals C- Graduate Profile J- Indian Education for All	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Gallatin	Pass Creek	Pass Creek Elementary	Regular	B- ISAP Goals	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Flathead	Smith Valley School District	Smith Valley School	Advice	B- ISAP Goals Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Gallatin	Springhill	Springhill Elementary	Advice	B- ISAP Goals	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.
Prairie	Terry Public Schools	Terry Middle School	Advice	Student Performance Rubric A & B - Student Learning Outcomes Math and ELA	Data was not submitted.
Lincoln	Yaak	Yaak	Regular	B- ISAP Goals C- Graduate Profile J- Indian Education for All	Evidence was already attached to the original submission. No additional information was provided. Rubric still not met.

Addendum to the 2023-2024 Annual Montana Accreditation Report

ADDENDUMS THAT WERE NOT APPROVED					
County	**System**	**School**	**Reported Accreditation Status**	**Rubric Area**	**Reason**
Stillwater	Fishtail Elementary	Fishtail School	Advice	B- ISAP Goals	Evidence received does not meet the rubric.
Stillwater	Nye Elementary	Nye School	Regular	B- ISAP Goals	Evidence received does not meet the rubric.

ITEM 20

INFORMATION ON CORRECTIVE PLANS FOR DEFICIENT AND ADVICE STATUS ACCREDITATED SCHOOLS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	2023-2024 Corrective Plans
Presenter	Crystal Andrews
Position Title	Director of Accreditation, EPPs, and Licensure
Overview	This presentation provides the Board of Public Education a view of what schools will have a Corrective Plan for 2023-2024.
Requested Decision(s)	Informational Only
Related Issue(s)	None
Recommendation(s)	None

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Lewis & Clark	Auchard Creek Elementary	Auchard Creek School	Advice	Regular MD	Advice
Jefferson	Basin Elementary	Basin School	Advice	Regular	Advice
Cascade	Belt Public Schools	Pleasant Valley School	Advice	Regular	Advice
Cascade	Belt Public Schools	Belt 7-8	Advice	Regular	Advice
Cascade	Belt Public Schools	Belt High School	Advice	Regular	Advice
Chouteau	Big Sandy Public Schools	Big Sandy High School	Advice	Regular MD	Advice
Yellowstone	Billings Central H S	Billings Central Catholic HS	Advice	Regular MD	Advice
Hill	Box Elder Public Schools	Box Elder School	Advice	Regular MD	Advice
Hill	Box Elder Public Schools	Box Elder 7-8	Advice	Regular MD	Advice
Hill	Box Elder Public Schools	Box Elder High School	Advice	Regular MD	Advice
Roosevelt	Brockton Public Schools	Barbara Gilligan School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Roosevelt	Brockton Public Schools	Barbara Gilligan 7-8	Advice	Regular	Advice
Roosevelt	Brockton Public Schools	Brockton High School	Advice	Regular	Advice
Glacier	Browning Public Schools	Browning Middle School	Advice	Regular	Advice
Glacier	Browning Public Schools	Browning High School	Advice	Regular	Advice
Carter	Ekalaka Public Schools	Carter County High School	Advice	Regular	Advice
Cascade	Centerville Public Schls	Centerville School	Advice	Regular	Advice
Cascade	Centerville Public Schls	Big Stone School	Advice	Regular	Advice
Cascade	Centerville Public Schls	Centerville 6-8	Advice	Regular	Advice
Cascade	Centerville Public Schls	Hill Top Colony School	Advice	Regular	Advice
Cascade	Centerville Public Schls	Grass Land Colony School	Advice	Regular	Advice
Cascade	Centerville Public Schls	Centerville High Schofishol	Advice	Regular MD	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Lake	Charlo Public Schools	Charlo Elementary	Advice	Regular MD	Advice
Lake	Charlo Public Schools	Charlo 6-8	Advice	Regular	Advice
Blaine	Chinook Public Schools	Meadowlark School	Advice	Regular MD	Advice
Blaine	Chinook Public Schools	Chinook High School	Advice	Regular MD	Advice
Teton	Choteau Public Schools	Choteau High School	Advice	Regular	Advice
Missoula	Clinton Elementary	Clinton School	Advice	Regular	Advice
Missoula	Clinton Elementary	Clinton 7-8	Advice	Regular	Advice
Rosebud	Colstrip Public Schools	Pine Butte Elementary Sch	Advice	Regular	Advice
Rosebud	Colstrip Public Schools	Frank Brattin Middle Schl	Advice	Regular	Advice
Flathead	Columbia Falls Public Schools	Columbia Falls High Schl	Advice	Regular	Advice
Granite	Drummond Public Schools	Drummond School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Stillwater	Fishtail Elementary	Fishtail School	Advice	Regular	Advice
Ravalli	Florence-Carlton K-12 Schools	Florence-Carlton HS	Advice	Regular	Advice
Valley	Frazier Public Schools	Frazer High School	Advice	Regular	Advice
Roosevelt	Froid Public Schools	Froid High School	Advice	Regular MD	Advice
Park	Gardiner Public Schools	Gardiner School	Advice	Regular MD	Advice
Park	Gardiner Public Schools	Gardiner 7-8	Advice	Regular MD	Advice
Park	Gardiner Public Schools	Gardiner High School	Advice	Regular MD	Advice
Garfield	Jordan Public Schools	Garfield Co Dist HS	Advice	Regular	Advice
Powell	Garrison Elementary	Garrison School	Advice	Regular	Advice
Judith Basin	Geyser K-12 Schools	Geyser School	Advice	Regular MD	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Valley	Glasgow K-12 Schools	Glasgow High School	Advice	Regular	Advice
Fergus	Grass Range Public Schools	Grass Range High School	Advice	Regular	Advice
Cascade	Great Falls Public Schools	Valley View School	Advice	Regular	Advice
Cascade	Great Falls Public Schools	Whittier School	Advice	Regular	Advice
Sweet Grass	Greycliff Elementary	Greycliff School	Advice	Regular	Advice
Ravalli	Hamilton K-12 Schools	Hamilton High School	Advice	Regular	Advice
Ravalli	Hamilton K-12 Schools	Hamilton Middle School	Advice	Regular	Advice
Blaine	Harlem Public Schools	Harlem Elementary School	Advice	Regular	Advice
Blaine	Harlem Public Schools	Harlem 7-8	Advice	Regular MD	Advice
Wheatland	Harlowton Public Schools	Hillcrest School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Wheatland	Harlowton Public Schools	Hillcrest 7-8	Advice	Regular	Advice
Madison	Harrison K-12 Schools	Harrison High School	Advice	Regular MD	Advice
Blaine	Hays-Lodge Pole K-12 Schools	Hays-Lodge Pole High Sch	Advice	Regular	Advice
Blaine	Hays-Lodge Pole K-12 Schools	Hays-Lodge Pole 7-8	Advice	Regular	Advice
Pondera	Heart Butte K-12 Schools	Heart Butte Elementary	Deficiency	Advice	Deficiency
Pondera	Heart Butte K-12 Schools	Heart Butte High School	Deficiency	Advice	Deficiency
Pondera	Heart Butte K-12 Schools	Heart Butte 6-8	Deficiency	Advice	Deficiency
Judith Basin	Hobson K-12	Hobson High School	Advice	Regular	Advice
Sanders	Hot Springs K-12	Hot Springs High School	Advice	Regular	Advice
Treasure	Hysham K-12 Schools	Hysham School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Treasure	Hysham K-12 Schools	Hysham High School	Advice	Regular	Advice
Treasure	Hysham K-12 Schools	Hysham 7-8	Advice	Regular	Advice
Jefferson	Jefferson High School	Jefferson High School	Advice	Regular	Advice
Flathead	Kalispell Public Schools	Russell School	Deficiency	Regular	Deficiency
Rosebud	Lame Deer Public Schools	Lame Deer School	Deficiency	Regular	Deficiency
Rosebud	Lame Deer Public Schools	Lame Deer 7-8	Deficiency	Regular	Deficiency
Rosebud	Lame Deer Public Schools	Lame Deer High School	Advice	Regular	Advice
Lincoln	Libby K-12 Schools	Libby Middle School	Deficiency	Regular	Deficiency
Lincoln	Libby K-12 Schools	Libby High School	Deficiency	Regular	Deficiency
Lincoln	Libby K-12 Schools	Libby Elementary School	Deficiency	Regular	Deficiency

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Big Horn	Lodge Grass Public Schools	Lodge Grass School	Deficiency	Regular MD	Deficiency
Big Horn	Lodge Grass Public Schools	Lodge Grass 7-8	Advice	Regular MD	Advice
Valley	Lustre Christian High	Lustre Christian H S	Deficiency	Advice	Deficiency
Musselshell	Melstone Public Schools	Melstone School	Deficiency	Regular MD	Deficiency
Pondera	Miami Elementary	Miami School	Deficiency	Advice	Deficiency
Valley	Nashua K-12 Schools	Nashua School	Advice	Regular	Advice
Valley	Nashua K-12 Schools	Nashua High School	Advice	Regular MD	Advice
Valley	Nashua K-12 Schools	Nashua 6-8	Advice	Regular	Advice
Big Horn	North Cheyenne Tribe Schools	Northern Cheyenne Tribe HS	Advice	Regular MD	Advice
Sanders	Noxon Public Schools	Noxon 7-8	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Park	Livingston Public Schools	Park High School	Advice	Regular	Advice
Big Horn	Pryor Public Schools	Plenty Coups High School	Advice	Regular	Advice
Powell	Deer Lodge School District	Powell County High School	Advice	Regular	Advice
Big Horn	Pryor Public Schools	Arrow Creek Elem School	Advice	Regular	Advice
Big Horn	Pryor Public Schools	Pryor 7-8	Advice	Regular	Advice
Hill	Rocky Boy Public Schools	Rocky Boy School	Advice	Regular	Advice
Hill	Rocky Boy Public Schools	Rocky Boy 7-8	Advice	Regular	Advice
Hill	Rocky Boy Public Schools	Rocky Boy High School	Advice	Regular	Advice
Lake	Ronan Public Schools	Ronan High School	Advice	Regular	Advice
Rosebud	Rosebud Public Schools	Rosebud High School	Advice	Regular	Advice
Musselshell	Roundup Public Schools	Roundup H S	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Golden Valley	Ryegate K-12 Schools	Ryegate High School	Advice	Regular MD	Advice
Daniels	Scobey K-12 Schools	Scobey High School	Advice	Regular MD	Advice
Richland	Sidney Public Schools	Sidney Middle School	Advice	Regular	Advice
Richland	Sidney Public Schools	Sidney High School	Advice	Regular	Advice
Cascade	Sun River Valley Public Schools	Simms High School	Advice	Regular	Advice
Flathead	Smith Valley Elementary	Smith Valley Primary Schl	Advice	Regular MD	Advice
Flathead	Smith Valley Elementary	Smith Valley 7-8	Advice	Regular MD	Advice
Big Horn	Spring Creek Elementary	Spring Creek School	Deficiency	Advice	Deficiency
Gallatin	Springhill Elementary	Springhill School	Advice	Regular	Advice
Mineral	St Regis K-12 Schools	St Regis High School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Judith Basin	Stanford K-12 Schools	Stanford School	Advice	Regular	Advice
Judith Basin	Stanford K-12 Schools	Stanford 7-8	Advice	Regular	Advice
Cascade	Sun River Valley Public Schools	Cascade Colony School	Advice	Regular	Advice
Toole	Sunburst K-12 Schools	Sunburst High School	Advice	Regular	Advice
Mineral	Superior K-12 Schools	Superior High School	Advice	Regular	Advice
Missoula	Swan Valley Elementary	Swan Valley School	Advice	Regular	Advice
Prairie	Terry K-12 Schools	Terry Middle School	Advice	Regular	Advice
Blaine	Turner Public Schools	Turner School	Advice	Regular	Advice
Blaine	Turner Public Schools	Turner High School	Advice	Regular	Advice
Madison	Twin Bridges K-12 Schools	Twin Bridges High School	Advice	Regular	Advice

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Lake	Two Eagle River Schools	Two Eagle River High Schl	Advice	Regular MD	Advice
Pondera	Valier Public Schools	Valier High School	Advice	Regular	Advice
Ravalli	Victor K-12 Schools	Victor Middle School	Advice	Regular	Advice
McCone	Vida Elementary	Vida School	Advice	Regular	Advice
Sheridan	Westby K-12 Schools	Westby School	Deficiency	Regular MD	Deficiency
Sheridan	Westby K-12 Schools	Westby 7-8	Deficiency	Regular	Deficiency
Phillips	Whitewater K-12 Schools	Whitewater High School	Advice	Regular	Advice
Gallatin	Willow Creek Public Schools	Willow Creek School	Advice	Regular	Advice
Gallatin	Willow Creek Public Schools	Willow Creek 7-8	Advice	Regular	Advice
Fergus	Winifred K-12 Schools	Winifred School	Deficiency	Regular MD	Deficiency
Fergus	Winifred K-12 Schools	Winifred High School	Deficiency	Regular MD	Deficiency

CORRECTIVE PLANS				Area(s) of Need for Plan	
County	**System**	**School Name**	**Overall Score**	**Assurance Rating**	**Student Performance Rating**
Fergus	Winifred K-12 Schools	Winifred 6-8	Deficiency	Regular MD	Deficiency
Roosevelt	Wolf Point Public Schools	Northside School	Advice	Regular	Advice
Roosevelt	Wolf Point Public Schools	Wolf Point High School	Advice	Regular	Advice
Big Horn	Wyola Elementary	Wyola 7-8	Advice	Regular	Advice
TOTAL			**128**		

ITEM 21

ACTION ON ACCREDITATION PROCESS AND SCHEDULE FOR 2024-2025 SCHOOL YEAR

Dr. Julie Murgel
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Proposed Accreditation Process and Schedule for the 2024-25 School Year.
Presenter	Dr. Julie Murgel Crystal Andrews
Position Title	Chief Program Officer Director of Accreditation Office of Public Instruction
Overview	The purpose is to provide a detailed overview of what the school accreditation process will look like for the 2024-25 school year as part of the passage and adoption of the new Chapter 55 rules.
Requested Decision(s)	Action Item
Related Issue(s)	Chapter 55; Accreditation Standards; Rule Making; Rule Adoption; Implementation
Recommendation(s)	Approve the proposed accreditation process and schedule for the FY25 school year as recommended by the State Superintendent.

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Overview

2024-2025 School Year Accreditation Process Aligned to ARM 10.55.601(2):

(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.
(2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

Which schools will be accredited in the school year 2024-2025?

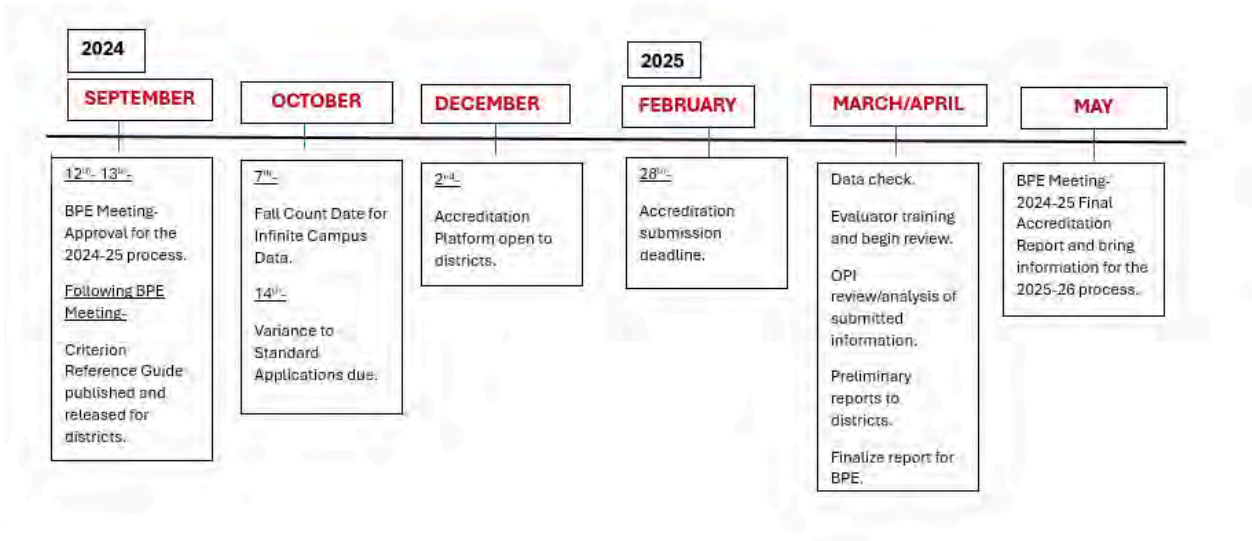
- **All** schools will receive an accreditation status in the 2024-25 school year based on the updated rules.
- The Cycle of Accreditation will be established on a three year cycle based on each district's unique factors starting in the 2025-2026 school year. This allows each district's specific circumstances to determine the cycle of accreditation.

What process will be used to accredit schools for the school year 2024-2025?

1. The **categories of accreditation** of a school shall be determined by using two sets of standards: **assurance** and **student performance** standards.
    - **Assurance Standards**: The assurance standards are the inputs, which include: School Leadership, Education Opportunity, Academic Requirements, and Program Areas. To determine the assurance standards levels a 4 point rubric will be utilized. The scores for the rubrics, Parts 1 and 2, will be totaled for an overall score for assurance standards. Included in the total for assurance standards will be two scores for the Integrated Strategic Action Plan.
        a. Part 1 Assurance Standards Data - Submitted in the 2023-2024 School Year
            i. Rubrics A-K
            ii. Districts will have the opportunity to correct information submitted for the 2023-2024 school year. This will not adjust the FY2024 Accreditation Status, only to be updated and corrected for the FY2025 Accreditation Status.
        b. Part 2 Assurance Standards Data - New rubrics added for the 2024-2025 Accreditation Submission
            i. Rubric L - ISAP - Completed Graduate Profile
            ii. Rubric M - Proficiency-Based Learning Model - Curriculum
            iii. Rubric N - Proficiency-Based Learning Model - Assessment
            iv. Rubric O - Educator Effectiveness - Professional Development Plan
            v. Rubric P - Educator Effectiveness - Mentorship & Induction
            vi. Rubric Q - Educator Effectiveness - Evaluation
            vii. Rubric R - Educational Opportunity - School Climate

- **Student Performance Standards**:
    a. Part 1 Student Performance Data - Submitted in the 2023-2024 School Year *(Elementary and K-8 schools will submit evidence for student learning outcomes in Math and ELA.*)
        i. Student Performance Rubrics A & B
        ii. Schools will have the opportunity to correct information submitted for the 2023-2024 school year. This will not adjust the FY2024 Accreditation Status, only to be updated and corrected for the FY2025 Accreditation Status.
    b. Part 1 Student Performance Data - Submitted in the 2023-2024 School Year *(High Schools will submit evidence for postsecondary (college and career readiness) outcomes.)*
        i. Student Performance Rubric C
        ii. Schools will have the opportunity to correct information submitted for the 2023-2024 school year. This will not adjust the FY2024 Accreditation Status, only to be updated and corrected for the FY2025 Accreditation Status.

Proposed FY2025 Timeline



Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Proposed FY2025 - Accreditation Status Criteria Reference Guide



Final Accreditation Status Determination (ARM 10.55.605)		
if **Assurance Standards**	*and* **Student Performance Standards**	*then* **Final Accreditation Status**
Regular	Regular	**Regular**
Regular	Regular MD	**Regular**
Regular MD	Regular	**Regular**
Regular MD	Regular MD	**Regular with Minor Deviation**
Regular with Minor Deviation for three consecutive years		**Advice**
Advice in either Assurance or Student Performance Standards		**Advice**
Advice Status for two consecutive years		**Deficiency**
Deficiency in either Assurance or Student Performance Standards		**Deficiency**
Deficiency Status for two consecutive years		**Intensive Assistance**

Overview of 2023-2024 Process

Do not re-submit areas for Part 1 unless seeking an improvement in the previously scored sections. Assurance Rubrics A-K. Student Performance Rubrics A-C

2023-2024 Assurances - Part 1		
Standard	**ARM**	**Value**
A. Integrated Strategic Action Plan - Process (CNA)	10.55.601(3)	4
B. Integrated Strategic Action Plan - Content (Goals)	10.55.601	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	10.55.601	4
D. District Assurances	10.55.603, 10.55.701, 10.55.706, 10.55.714, 10.55.716, 10.55.717, 10.55.718, 10.55.719, 10.55.720, 10.55.721, 10.55.723, 10.55.724, 10.55.801, 10.55.802, 10.55.803, 10.55.804, 10.55.805, 10.55.806, 10.55.905, 10.55.906, 10.55.908, 10.55.910, 10.55.911,10.55.1001, 10.55.1003	8
E. Assignment and Licensure of Staff	10.55.702, 10.55.703, 10.55.704, 10.55.705, 10.55.707, 10.55.708, 10.55.709, 10.55.710, 10.55.716	4
F. Teacher Load and Class Size	10.55.712, 10.55.713	4
G. Professional Development Schedule	10.55.714	4
H. Family and Community Engagement	10.55.722	4
I. Basic Education Program Offerings (HS and MS only)	10.55.902, 10.55.904	4
J. Indian Education For All	10.55.901, 10.55.902, 10.55.904	4
K. Indian Education For All	10.55.901, 10.55.902, 10.55.904	4
2023-2024 Student Performance - Part 1		
A. Student Learning Outcomes - Math ***(Elementary and Middle School ONLY)***	10.55.603	4
B. Student Learning Outcomes - ELA ***(Elementary and Middle School ONLY)***	10.55.603	4
C. College and Career Readiness - Math ***(High School ONLY)***	10.55.606(6)	4

Overview of 2024-2025 Process

Submissions for 2024-2025

2024-2025 Assurances - Part 2		
Standard	**ARM**	**Value**
L. Integrated Strategic Action Plan - Graduate Profile	10.55.601(4a))	4
M. Proficiency-Based Learning Model - Curriculum	10.55.603(1, 4c, d)	4
N. Proficiency-Based Learning Model - Assessment	10.55.603(5)	4
O. Educator Effectiveness - Professional Development Plan	10.55.714(1&3	4
P. Educator Effectiveness - Mentorship & Induction	10.55.723	4
Q. Educator Effectiveness - Evaluation	10.55.724(1&2)	4
R. Educational Opportunity - School Climate	10.55.801	4

The Assurance Standards scores will be tabulated using the 2023-2024 Assurance scores (Part 1) plus the 2024-2025 Assurance scores (Part 2). Improvements to the 2023-2024 scores can be made by re-submitting the individual areas the district chooses for improvement. Please do not resubmit the entire 2023-2024 process documents.

Assurance Scoring Guide

Do not re-submit areas for Part 1 unless seeking an improvement in the previously scored sections.
Assurance Rubrics A-K

Assurance Rubric Scoring - Part 1			
	Elementary School	**Middle School**	**High School**
Regular	34-44	37-48	37-48
Regular MD	23-33	25-36	25-36
Advice	12-22	13-24	13-24
Deficiency	1-11	1-12	1-12

Assurance Rubric Scoring - Part 2			
	Elementary School	**Middle School**	**High School**
Regular	22-28	22-28	22-28
Regular MD	15-21	15-21	15-21
Advice	8-14	8-14	8-14
Deficiency	1-7	1-7	1-7

Assurance Combined Total of Part 1 and 2			
	Elementary School	**Middle School**	**High School**
Regular	55-72	58-76	58-76
Regular MD	37-54	39-57	39-57
Advice	19-36	20-38	20-38
Deficiency	1-18	1-19	1-19

Student Performance Scoring Guide

The 2024-2025 Accreditation Status will be determined using the submission from FY2024
Do not re-submit areas unless seeking an improvement,
Student Performance A, B, and C.

2023-2024 Student Performance Rubric Scoring - Part 1		
	Elementary/Middle School Score	**High School**
Regular	7-8	4
Regular MD	5-6	3
Advice	3-4	2
Deficiency	1-2	1

❖ LICENSURE COMMITTEE – (Items 22-27)

Susie Hedalen

ITEM 22

REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Praxis Test Score Report
Presenter	Crystal Andrews
Position Title	Director of Accreditation and Licensure Office of Public Instruction
Overview	Data for the Praxis tests that have been taken and reported for the current year.
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	None

Elsie Arntzen, Superintendent
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STATE OF MONTANA

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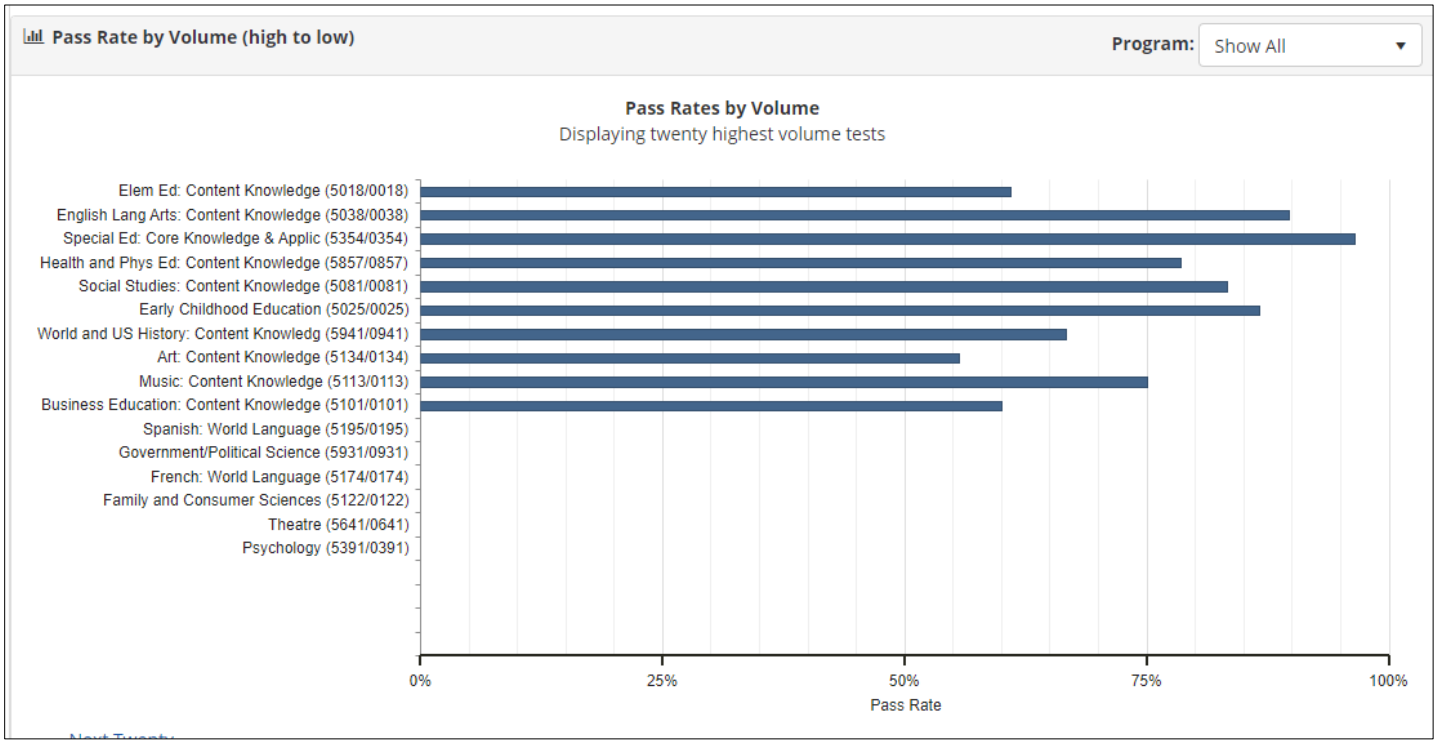
Praxis Test Score Report
Board of Public Education-Information Item

The charts below represent volume and performance for Montana's entire suite of tests for those test takers that identified themselves as being prepared by Montana institution(s) for the current testing year. Each September, the data in the charts represent the testing year that just concluded. Data is refreshed twice weekly in the ETS Data Manager. The new data is available every Tuesday and Friday evening.

Pass Rate by Volume

Praxis Exam/ Test Number	Pass Rate	MT Qualifying Score	Last Review Date
Elem. Ed./5018	60.9%	163	2015
English Lang. Arts/ 5038	89.7%	167	2015
Special Education/ 5354	96.4%	159	2024
Health and PE/ 5857	78.6%	155	2016
Social Studies/ 5081	83.3%	155	2016
Early Childhood/ 5025	86.7%	156	2015
World and US Hist./ 5941	66.7%	146	2009
Art/ 5134	55.6%	158	2015
Music/ 5113	75%	152	2016
Business Education/ 5101	60%	154	2016

In the chart, bars only appear for tests with a volume of 5 or more test takers.
If the volume for a test is fewer than 5, or pass rate is 0 for the test/assessment, then no bar will appear in the chart.



ITEM 23

INFORMATION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION

Crystal Andrews
Michelle Price

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Review of the Site Visit and State Exit Report of the Division of Education at the Salish Kootenai College, May 15-16, 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 the Division of Education at the Salish Kootenai College. Review the summary of results and overall impressions of the virtual visit on May 15-16, 2024. Doug Ruhman, 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: September 2024: State Exit & Narrative Reports November 2024: Recommend Action
Recommendation(s)	None

Salish Kootenai College

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June 26, 2024

TO: **Crystal Andrews**
Director, Accreditation and Licensure
Montana Office of Public Instruction

FROM: **Douglas Ruhman**
Dean, Division of Education
Salish Kootenai College

SUBJECT: **SKC Response to Draft State Exit Program Report 2024**
Received via email on June 7, 2024

This past fall, winter, and spring, our Division at Salish Kootenai College was engaged in the preparation and submission of institutional reports in accordance with our 7-year State Accreditation Review, as well as preparation for and engagement with the subsequent on-site visit that occurred May 15 - 16, 2024 on the SKC campus.

The purpose of this correspondence is to provide clarifications and comments to the Draft Report we received from the OPI earlier this month. Eight of the sixteen standards we were required to address in our reporting were reviewed as being "Met". In the following sections, we will address several specific points that were raised in standards that were assessed as "Met with Notation", and for one standard that contained a designation as "Met with Area for Improvement".

ARM 10.58.312 Initial Clinical Partnerships and Practice (Met with Notation)

The Notation concerning this standard indicated that *"the sharing of data gathered by the EPP would provide a more collaborative effort toward continuous improvement."*

In our ARM 10.58.312 self-study report, we indicated that our primary mechanism serving as a conduit between our Division and our P-12 partners is our Education Advisory Board (EAB). As described in the supporting documents that are referenced in our report, we meet and collaborate with this Board three times every academic year. The EAB is composed of representatives from all our partnering school districts, and also includes alumni from our programs who are now teaching in local schools. In these meetings, particularly in the fall, we have provided detailed overviews of compiled data that are reported in conjunction with SKC's "Annual Plan", which is a comprehensive self-evaluative process required by all academic departments at SKC. In previous years, our older portfolio system provided us with abundant quantitative data from each candidate in relation to InTASC standards, which- along with results from TEP 1, 2, and 3 interviews- we shared with our EAB. When they became available, we have also shared summaries of our feedback from CIC Employer and Completer Surveys, although this process was disrupted somewhat during the last four years due to the COVID-19 pandemic. As expressed in our reporting, we received exit feedback from graduating candidates that these old processes were cumbersome to navigate, so we entered a process of revision to better meet student needs while still

gathering the data we knew we would need for program evaluation and improvement. Looking to the present and future, annual summaries based on the Division's database of student/candidate measures that are directly linked to the PEPPS will also be shared in both our Annual Plans and with the EAB once the database is completed in Summer 2024 and fully implemented in the 2024-2025 AY. This database was created directly in response to the need to monitor and evaluate our programs' continuous improvement efforts with an improved internal process. It is designed to highlight indicators of candidate proficiency in relation to all PEPPS standards, and can be sorted and compiled in ways that will inform the Division and its partners / stakeholders (both internal at SKC and externally) about our program's efficacy in preparing candidates with the knowledge, skills, and dispositions they need to positively impact P-12 learners in schools. We very much agree with the suggestion by the reviewer that sharing this data regularly and collaborating with our partners will strengthen our program improvement efforts, but we feel our report did provide evidence that was consistent with meeting the standard in this regard.

ARM 10.58.314 Initial Program Impact (Met with Notation)

The Notation concerning this standard indicated that *"It is recommended the surveys are consistently and routinely provided to gain information on areas of concern within the field."*

We are in agreement with the reviewer that is will be important for SKC to maintain its regular and timely engagement with the Employer and Completer Surveys and the accompanying processes that are associated with the CIC (as we stated in our report). This has already been identified in this fall's upcoming 2024-2025 Annual Plan, and a Division task force will be established to ensure these efforts are supported.

ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement (Met with Area for improvement)

The Notation w/ AFI designation concerning this standard indicated that *"In order to have a complete quality assurance system that leads to collaborative data analysis and ongoing program improvements, the EPP needs to establish a common platform shared among the faculty, set and use a data cycle with a defined review schedule and process, and document and follow-up on action steps."*

While we agree with the reviewer's point about the need for the establishment of a comprehensive quality assurance system for regular review of data, shared by faculty, that leads to systematic and ongoing program improvement, we also feel that we have designed and described such a system at SKC. One of the most important facets to any academic program in higher education should be its ability to create mechanisms for feedback from students and stakeholders, and then be willing to make program changes based on that feedback. At SKC we did exactly that, and have invested in a revision process that incorporates a more student-centered model of documenting candidates' knowledge, skills, and dispositions that align with tribal values, while retaining measures of candidate performance that are directly tied to state educator preparation standards. At a tribal college that prepares its students for professional career pathways involving external accreditation, it can sometimes be a challenge to maintain a program's Indigenous foundations and fidelity to its mission and vision as a TCU at the same time that it cultivates a robust alignment with established standards. In our ISSR for ARM 10.58.315 we describe this process and provide evidence of both the previous data gathering processes and systems we utilized in the first half of this reviewed period (the same system that was approved in our last accreditation cycle) and the revised system that we have begun to implement in the last three academic years. The last component of this recent revision, our Critical Assignments database, has been built and is in the process of being populated with the appropriate course reference points and specific artifacts that show an alignment with state educator preparation standards. This requires faculty teams in four

different degree tracks to identify the most appropriate key assignments and reconfigure assessment rubrics around a common scoring schema; a substantial undertaking. Due to federal, state, and SKC reporting demands, this finalized work could not be completed prior to the 2024 state accreditation review; however, the Division is confident that data collection can begin by the start of the 2024-2025 AY. In our report we describe how the data gathered in this revised system will be regularly reviewed by staff and faculty in our DOE Annual Planning process, our Academic Program Review for the College, and shared out among stakeholders in our Education Advisory Board, as well as upcoming meetings with school officials (like the convening that occurred in December 2023, shared in our Supporting Documents folder).

In the draft exit report for ARM 10.58.315, the reviewer states *"The Critical Assessment tool composed of multiple measures aligned to the goals and relevant standards has been designed and deployed."* In fact, the CA tool is still being finalized and has not been deployed, so data tied to the tool has not yet been captured and analyzed. Further, the reviewer states, "*... the EPP needs to establish a common platform shared among the faculty, set and use a data cycle with a defined review schedule and process, and document and follow-up on action steps."* With our ISSR and the above comments in mind, we believe we have, in fact, identified what our common platform is (scored TEP Portfolio assessments in three stages, plus Critical Assignment data tied to PEPPS), how and when it will be reviewed (by faculty and staff in all departments as a part of our Annual Planning review process at the start of each AY), and how and with whom the data will be shared and used for continuous program improvement (see above). We feel it is most appropriate that there should be a notation pointing out the need for follow-through that includes full implementation of our revised system with an emphasis on the regular and consistent use of the data for quality assurance. However, we clearly have a plan in place for this- and we do not feel this standard is "met with weakness" as the AFI designation suggests.

ARM 10.58.501 Teaching Standards – Early Childhood (Met with Notation)
ARM 10.58.501 Teaching Standards – Elementary (Met with Notation)
ARM 10.58.501 Teaching Standards – Secondary (Met with Notation)
In its draft exit report, the OPI broke down its reviewer comments on our ISSR for the (2015 version) ARM 10.58.501 into subcategories for Early Childhood, Elementary, and Secondary Education programs. Although we weren't necessarily expecting to see this breakdown, we did include frequent references to specific aspects of Early Childhood, Elementary, and Secondary Education program elements in our ISSR for this standard. The reviewer notations largely concerned suggestions for a more robust addressing of ELL (b), leadership and collaboration (k), and higher-level critical thinking and problem-solving (e).

(b): We agree that the Division can and should expand its programs' capacity to address a wider range of specific content and praxis with regard to English Language Learners. Our considerable efforts to support Native language revitalization falls into this category, but this is a valid notation that we will endeavor to address between now and our next review cycle.

(k): Between the examples provided in our Assignment Matrix document, (linked to our report for this standard) that shows specific connections to courses and assignments addressing InTASC Standard 10 (and by extension, PEPPS 501(k), and the examples provided in subsection (k) that showcase professionalism, collaboration, and leadership opportunities and accomplishments, we feel the evidence provided in this ISSR is consistent with this standard.

(e): Although we feel that the examples provided in our ISSR for this standard (Assignment Matrix references to InTASC 5 across multiple programs, as well as math courses with problem-solving and critical thinking activities) were consistent with this standard, we could have provided numerous other

examples of ways real-life, problem-based learning is emphasized... particularly in our approach to social studies, science, and literacy instruction. For these reasons, we agree with this notation.

ARM 10.58.518 Mathematics (Met with Notation)
This was a very detailed and focused review, which noted the rigor that is found in the Secondary Math Education program coursework and sequence. The Notation's points indicated that some aspects of the review were based on evidence gleaned largely from syllabi, which though they may be thorough, can often be broad in scope. We may have made a stronger case for alignment with standard 518 if our narrative went into greater depth in explaining how concepts were addressed. This was a helpful notation with which we concur. We will strive to provide stronger explanations of alignment in the next review cycle.

ARM 10.58.606 Advanced Clinical Partnerships and Practice (Met with Notation)
This notation was in regard to involving partnering schools (that employ our graduate candidates) in graduate program candidate selection and program improvement efforts. We feel that one of the most impactful ways that SKC can partner with districts that employ our advanced candidates is through robust professional development experiences that involve candidates (graduate teachers) as well as school leaders. In the feedback loop that naturally develops in these sessions, insights regarding program quality and continuous improvement will be cultivated. As pointed out in our report, the Action Research work that forms the cornerstone of the LEE emphasis often has school-wide P-12 impact; not just on the students in the candidate's classroom (see SKC's ISSR RM 10.58.606 (b) and (c)).

ARM 10.58.608 Advanced Program Satisfaction with Preparation (Met with Notation)
This notation documents that as a very new program, SKC's advanced C&I program has not yet interfaced with the state's CIC continuous improvement system and thus data has not yet been captured in relation to Employer and Completer Surveys. This is a program component that will need to be onboarded and evaluated as part of SKC's next accreditation cycle. We would point out that candidates' reflective essays and exit interviews that occur at the end of the program (referenced in the notation) are valuable and informative tools in gauging program satisfaction with preparation... as well as guiding program improvement.

ARM 10.58.609 Advanced Program Quality Assurance and Continuous Improvement (Met with Notation)
This notation underscores the importance of using graduate program completers' quantitative and qualitative feedback and assessment components to evaluate program quality assurance and inform and guide the C&I programs' continuous improvement. At the end of each advanced program cycle, graduate faculty spend considerable time evaluating aspects of individual and cohort success. They document these keystone insights and apply them to the design of the next cycle. Although the program is only in its first days of the second cohort, one example of this continuous improvement based on feedback is the development and implementation of a 1-credit "pre-program" course in which all admitted candidates get onboarded into SKC's data systems prior to the actual start of the program. This was a direct result of written satisfaction feedback provided by graduates of the first cohort, who experienced difficulty navigating institutional logistics while they were starting their program of study. Although this notation articulates a very important point as SKC's graduate program continues to evolve, we are well aware of the need for quality assurance and continuous program improvement. Indeed, we are already applying it.

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Salish Kootenai College
Educator Preparation Provider
State Exit Program Report
Sept 12-13, 2024

Crystal Andrews, Director of Accreditation and Educator Preparation Programs

From May 15-16, 2024, the Accreditation review of the Educator Preparation Provider (EPP) in the Division of Education occurred onsite at Salish Kootenai College in Pablo. 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 Salish Kootenai College 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
- 10.58.518 MATHEMATICS
- 10.58.521 READING SPECIALIST
- 10.58.522 SCIENCE
- 10.58.531 EARLY CHILDHOOD EDUCATION
- 10.58.532 ELEMENTARY
- 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

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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 Program Standards

ARM	TITLE	STATUS
10.58.311	**Initial Content and Pedagogical Knowledge**	Met
10.58.312	**Initial Clinical Partnerships and Practice**	Met with Notation
10.58.313	**Initial Candidate Quality, Recruitment, Progression, and Support**	Met
10.58.314	**Initial Program Impact**	Met with Notation
10.58.315	**Initial Provider Quality Assurance and Continuous Improvement**	Met with Area for Improvement

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Advanced Program Standards

ARM	TITLE	STATUS
10.58.605	**Advanced Content and Pedagogical Knowledge**	Met
10.58.606	**Advanced Clinical Partnerships and Practice**	Met with Notation
10.58.607	**Advanced Candidate Quality, Recruitment, Progression, and Support**	Met
10.58.608	**Advanced Program Satisfaction with Preparation**	Met with Notation
10.58.609	**Advanced Program Quality Assurance and Continuous Improvement**	Met with Notation

Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	**Teaching Standards** Early Childhood Elementary Secondary	 Met with Notation Met with Notation Met with Notation
10.58.518	**Mathematics**	Met with Notation
10.58.521	**Reading Specialist K-12** Undergraduate Graduate	Met
10.58.522	**Science** Broadfield	Met
10.58.531	**Early Childhood**	Met
10.58.532	**Elementary**	Met

COMMENDATIONS:

10.58.312 Initial Clinical Partnerships and Practice: The EPP provides the Transition to Professional Teaching seminar prior to student teaching which is conducted in collaboration with some of the clinical partners. This seminar provides candidates with the expectations of the professional aspects of their clinical practice as well as communicates the collaborative efforts of the EPP and its partners. The dispositions are clearly evaluated through self reflections and the evaluations from the cooperating mentor teachers.

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10.58.313 Initial Candidate Quality Recruitment, Progression, and Support: The EPP provides support for the candidates above and beyond the typical academic supports by addressing the needs of the whole person rather than just how it pertains to the academic programs. Candidates are provided resources for transportation, child care, and other supports in addition to a Cultural Specialist providing connection to the local tribal languages.

10.58.315 Initial Provider Quality Assurance and Continuous Improvement: The EPP has built a strong network for stakeholder input on voicing improvement areas and identifying areas of excellence through formal and informal channels. Cooperation with the Confederated Salish and Kootenai Tribal Education Department, tribal leaders, school partners, and the community are well documented.

10.58.605 Advanced Content and Pedagogical Knowledge: The action research project and literacy assessments provide thorough and practical application of collecting and analyzing data. Data is used to drive many components of coursework and reflective practices throughout the program.

10.58.501 Teaching Standards: SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. The early childhood program should also be commended for its focus on families, communities, and leadership via specific coursework, clinical work, and community activities in these areas.

10.58.518 Mathematics: As a relatively small institution, SKC has developed an impressively in-depth secondary mathematics program, highlighting important content knowledge and best practices while remaining flexible. Offering courses in alternate years, sharing courses with other secondary STEM majors, and using SKC mathematics courses (M108/M109) as a venue for internships are strategies that enable a sustained program. The texts featured in the EDUC mathematics courses represent effective and research-informed approaches to mathematics teaching and learning. Overall, this program contributes to building a diverse and well-prepared teaching force with experience to support Montana's Native American learners.

10.58.521 Reading Specialist: There is a robust section on evaluating and applying research. The assignments are clearly aligned across courses and build upon one another.

10.58.522: Science: Field work and research represent local and current science, as well as ways of knowing.

10.58.531 Early Childhood Education: The pervasive integration of foundational elements of child development throughout all coursework is noteworthy.

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10.58.532 Elementary: The reviewer commends SKC for its comprehensive documentation of standards with supporting evidence throughout the submitted course syllabi as well as the Assignment Matrix. Further, SKC appears to be well-grounded in its Conceptual Framework. Courses show an intentional adherence to the Key Foundations of the Teacher Education Program and Central Beliefs.

Standard Met with Notation

10.58.312 Initial Clinical Partnerships and Practice 1(b): Evidence concerning the continuous improvement in preparation and evaluation of the clinical experiences in collaboration with clinical partners in the form of sharing data collected by the EPP is primarily limited to the Education Advisory Board.

10.58.314 Initial Program Impact 1(b): It is recommended the surveys are consistently and routinely provided to gain information on areas of concern within the field.

10.58.606 Advanced Clinical Partnerships and Practice 1(c): It is recommended that formal input and feedback from clinical partners are planned and communicated prior to conducting the proposed surveys.

10.58.608 Advanced Program Satisfaction with Preparation 1(d): Considering the advanced program has had one group of completers at the time of this review, a plan for implementing formal means of completer and employer feedback prior to the completion of the surveys is recommended.

10.58.609 Advanced Provider Quality Assurance and Continuous Improvement: As the cohorts complete the program and the data from the Cohort P-12 Impact Report and other key assessments are analyzed, it is important to document the ongoing improvement and program decisions.

10.58.501 Teaching Standards 1(b), (e), (k): The program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done. Clarification and evidence are not provided for how candidates engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

10.58.518 Mathematic: ARM Standard 1(e) emphasizes the latter stages of the modeling cycle such as interpreting and analyzing results and validating the model's effectiveness. The M350 syllabus seems to focus only on the early stages: recognizing different types of mathematical models and using strategies, techniques, and technology to construct models.

ARM Standard 1(i)(iii) addresses designing effective mathematical learning environments. EDUC313 touches on some of these issues in a general sense, and fragments of this standard align with the EDUC mathematics course syllabi. It would be helpful to collect these fragments into a body of evidence showing how the program addresses topics such as productive struggle, mathematical disposition, engaging all students in worthwhile mathematics, and developing mathematical mindset. This standard can also be addressed by the eight Mathematical Practices arising from the Common Core Standards and embraced in modern curricula (e.g., perseverance, explaining reasoning).

ARM Standard 1(j)(iii) addresses both geometry and trigonometry, but trigonometry is not mentioned in the content course syllabi. Trig functions are typically studied as part of the calculus series; perhaps this gap can be remedied simply by confirming that calculus of trigonometric functions is studied in M111/112.

ARM Standard 1(j)(vi) includes topics in statistics that are not mentioned in the M241 syllabus. More information would complete the alignment.

AREAS FOR IMPROVEMENT (AFI)

10.58.315 Initial Provider Quality Assurance and Continuous Improvement 1(c, d): Based on ARM, a quality assurance system is a system composed of key assessments to measure candidates outcomes and progress against the standards. The data generated from the multiple measures or key assessments must be relevant, verifiable, representative, and cumulative. The QA system is also designed to ensure that data from the multiple measures are reviewed on a regularly ongoing basis through an established data cycle process. The data cycle process involves analyzing the data, interpreting the data, and using the data to inform program decisions and continuous improvement. The actions generated from the data are then documented, shared with stakeholders, reviewed, and monitored. Different platforms or tools are used by education departments to systemize the process. At the time of this review, the quality assurance system was still under development and not fully implemented. The Critical Assessment tool composed of multiple measures aligned to the goals and relevant standards is being finalized. In order to have a complete quality assurance system that leads to collaborative data analysis and ongoing program improvements, the EPP needs to complete the common platform shared among the faculty, conduct the data cycle with the defined review schedule and process, and document and follow-up on action steps.

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Initial Standards Narrative Report

Number and Name of Standard: 10.58.311 Initial Content and Pedagogical Knowledge

Summary of findings: Based on the evidence provided through the Institutional Report, course syllabi, Student Handbook, Conceptual Framework, assessment tools, and various support services and information, Salish Kootenai College has firmly aligned the education programs to ARM 10.58.311 Initial Content and Pedagogical Knowledge.

The EPP offers four undergraduate degrees that lead to licensure and endorsement in the areas of Early Childhood, Elementary Education, Science Broadfield 5-12, and Mathematics 5-12.

Evidence consistent with meeting the standard: The understanding of the critical concepts, principles of the candidate's discipline, and ability to use discipline-specific practices are monitored effectively through various means throughout the program, such as portfolios, evaluations, lesson planning, artifacts, the Montana Assessment of Content Knowledge (MACK), and personal growth presentations.

The EPP provides in depth applications of action research across the coursework which scaffolds the candidates understanding of how to engage in, use, and reflect on research based implementations and the data and evidence gained from implementation to monitor the P-12 students' learning in classroom settings.

The course syllabi are aligned to state and national content standards, as well as InTASC and Montana PEPPS. The Assignment Matrix identifies how each assignment is crosswalked with the InTASC and the categories within the 11 Montana teaching standards.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Educator Preparation Provider Accreditation Review
May 15-16, 2024

Initial Standards Narrative Report

Number and Name of Standard: 10.58.312 Initial Clinical Partnerships and Practice

Summary of findings:
Salish Kootenai College presented evidence within the Institutional Report consisting of a narrative, handbooks, syllabi, meeting agendas and minutes, various assessment tools, and its Division of Education documents which show an alignment with notation to ARM 10.58.312 Initial Clinical Partnerships and Practice.

Evidence consistent with meeting the standard:
The effective partnerships and clinical practice are essential components of Salish Kootenai College's programs as several opportunities for candidates to observe and practice in schools and communities are provided beginning in the second year of the programs.

Formal and informal settings have been developed to provide the clinical partners the ability to collaborate with the EPP concerning the needs of the schools and tribal communities. The Education Advisory Board is composed of essential stakeholders which includes current and former public school staff, the Tribal Education Department of the Confederated Salish and Kootenai Tribes, as well as the EPP's leadership and faculty.

Evidence inconsistent with meeting the standard:
Evidence concerning the continuous improvement in preparation and evaluation of the clinical experiences in collaboration with clinical partners in the form of sharing data collected by the EPP is primarily limited to the Education Advisory Board.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:
- **Met with Notation**

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Initial Standards Narrative Report

Number and Name of Standard: 10.58.313 Initial Candidate Quality Recruitment, Progression, and Support

Summary of findings: Salish Kootenai College is a tribal college which provides four undergraduate degrees in education, Early Childhood, Elementary, Mathematics-Secondary, and Science-Broadfield. The evidence provided through the Institutional Report confirms alignment with ARM 10.58.313 Initial Candidate Quality, Recruitment, Progression, and Support.

Evidence consistent with meeting the standard: The EPP demonstrates attention to maintain the quality of the candidates from recruitment to licensure and beyond. Advisors are included in the acceptance process to ensure candidates are placed in the appropriate track for courses. After enrollment, Student Support Specialists are available to offer extended study times, guidance toward financial and health assistance. Retention-Success Coaches provide support for candidates who are referred usually by instructors, staff, or even peers. Conferences and evaluations are spaced throughout the program to ensure candidates are developing and on track for graduation and licensure. Criteria for advancement to the different stages of the programs and program completion are clearly documented and monitored by faculty and staff. Once candidates graduate, they are able to continue receiving support opportunities through Flathead Reservation Educator Support Hub (FRESH) which is made up of teachers, candidates, and SKC faculty and staff.

Salish Kootenai College is a tribal college which must maintain an enrollment of at least fifty percent American Indian students. It currently has sixty percent American Indian candidates and works closely with the community, tribes of Montana, and regions to ensure the candidates are able to address the needs of the schools. An Educational Advisory Board meets to address those needs and is made up of diverse stakeholders that represent the local schools and tribal communities.

The development of the candidates is tracked using the Assessment Matrix that aligns each assignment with InTASC standards and provides an understanding of candidate progress. A baseline for dispositions is established at the beginning of the programs and are assessed throughout using self-evaluations and the evaluations of the Cooperating Mentor Teachers. Corrective measures are implemented using the support staff mentioned above to ensure candidates receive the help needed.

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Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Educator Preparation Provider Accreditation Review
May 15-16, 2024

Initial Standards Narrative Report

Number and Name of Standard: 10.58.314 Initial Program Impact

Summary of findings: The Division of Education at Salish Kootenai College has provided evidence in the form of a narrative in the Institutional Report, interview and exit surveys, syllabi, rubrics, various evaluations, and the Assignment Matrix which meets ARM 10.58.314 Initial Program Impact with notations.

SKC is a tribal college that has infused indigenous language, culture, and methodologies into its programs. The Division of Education focuses on building relationships that go beyond the classroom and encompass the person as a whole. These characteristics and methods are steadily being transferred into the school systems that hire the completers and have instituted a cultural impact as well as an academic one.

Evidence consistent with meeting the standard: Salish Kootenai College has demonstrated the impact of its completers on P-12 student learning and development and the satisfaction of the completers with the relevance and effectiveness of their preparation through the Graduate/New Teacher Interviews, Senior Exit Surveys, and the Montana Continuous Improvement Collaborative (CIC) Talking Circle conducted in Spring of 2021. The information from these tools have been recorded and are used to enhance and strengthen the program and show an overall satisfaction in preparation they have received from SKC.

The Student Teaching Evaluation form, the Methods Course Field Experience Evaluation form, the Teacher Education Program Portfolio stages and rubrics, and the Critical Assignments database are used to demonstrate the effective application of the professional knowledge, skills, and dispositions for each candidate and completer. The combination of these instruments provide consistent and ongoing monitoring of the program and its impact on the P-12 students and their communities.

Evidence inconsistent with meeting the standard: Although the use of data to gauge program impact is in place, the use of completer and employer surveys has not been consistently utilized.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

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Recommendation:

- **Met with Notation**

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Educator Preparation Provider Accreditation Review
May 15-16, 2024

Initial Standards Narrative Report

Number and Name of Standard: 10.58.315 Initial Provider Quality Assurance and Continuous Improvement

Summary of findings: Based on the evidence provided within the Institutional Report and subsequent on-site interviews, the Division of Education at Salish Kootenai College meets ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement with an area for improvement. The evidence consisted of the Division of Education's programmatic documents, rubrics and criteria for evaluations and culminating projects, the Critical Assignment Data Tool which houses all essential data, as well as meeting agendas with notations.

SKC's quality assurance system is a combination of candidate portfolios and the Critical Assignments which track the development of InTASC and PEPPS throughout the program. The candidate portfolio portion is broken into three stages: the Initial Conference, Candidate Showcase, and the Final Conference. The Critical Assignment data tool is updated and monitored continuously and the data can be generated into reports for candidate progress and institutional review and planning. The EPP has made a change in the Candidate Portfolio used until 2022 to the Candidate Showcase. The major area of change centers on a shift from student interviews and artifact-based rubrics to the Candidate Showcase involving three stages, Stage 1- an Initial Conference, Stage 2- the Candidate Showcase including a display of experiences and artifacts that best demonstrate the candidates' growth, and Stage 3- the Final Conference. The Critical Assignment data tool is under development.

Evidence consistent with meeting the standard: The EPP has developed a quality assurance system that comprises multiple measures that monitor candidate progress, completer achievements, and provider operational effectiveness. Not only are there multiple measures, the measures reflect multiple forms, such as artifacts, communication, and presentation.

Stakeholders are an important part of the EPP's quality assurance system. Candidates, completers, employers, tribal, school, and community partners are provided ample opportunity to engage in the evaluation and improvement process of the education programs. The Education Advisory Board and FRESH meetings are routinely scheduled and provide opportunities for engagement as well as periodic meetings with tribal, community, and school based stakeholders.

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Evidence inconsistent with meeting the standard: A regular and systematic assessment of performance against standards that is tracked over time is not fully evidenced. Although standards are assessed individually or in subsets through assignments, the regular and systematic assessment of standards needs to occur that is relevant, verifiable, representative, and cumulative in order to track progress over time. The Critical Assessment data tool is currently under development.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each: Based on ARM, a quality assurance system is a system composed of key assessments to measure candidates outcomes and progress against the standards. The data generated from the multiple measures or key assessments must be relevant, verifiable, representative, and cumulative. The QA system is also designed to ensure that data from the multiple measures are reviewed on a regularly ongoing basis through an established data cycle process. The data cycle process involves analyzing the data, interpreting the data, and using the data to inform program decisions and continuous improvement. The actions generated from the data are then documented, shared with stakeholders, reviewed, and monitored. Different platforms or tools are used by education departments to systemize the process. At the time of this review, the quality assurance system was still under development and not fully implemented. The Critical Assessment tool composed of multiple measures aligned to the goals and relevant standards is being finalized. In order to have a complete quality assurance system that leads to collaborative data analysis and ongoing program improvements, the EPP needs to complete the common platform shared among the faculty, conduct the data cycle with the defined review schedule and process, and document and follow-up on action steps.

Recommendation:

- **Met with an Area for Improvement**

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Advanced Standards Narrative Report

Number and Name of Standard: 10.58.605 Advanced Content and Pedagogical Knowledge

Summary of findings: The Institutional Reports, syllabi, Masters Assignment Matrix, and on-site interviews provide evidence that aligns with ARM 10.58.605 Advanced Content and Pedagogical Knowledge.

The Salish Kootenai College offers two advanced programs in education with only one leading to an endorsement. The Master of Education in Curriculum and Instruction for Literacy, Equity, and Excellence (LEE) with a Reading Specialist endorsement is offered in a cohort system along with the Master of Education in Curriculum and Instruction for Integrative Indigenous Education which is not an endorsable area. The coursework is provided from Summer I, through Fall and Spring, and ends in Summer II and includes twenty courses. The LEE program provides intensive literacy concepts and knowledge while integrating indigenous perspectives, research methods, and specializing in the unique needs of Indigenous students and communities.

Evidence consistent with meeting the standard: The advanced program provides coursework in research based literacy education, writing, the use assessments, and training in dyslexia. Knowledge in the critical concepts of literacy are developed through deep dives into theory, the science of reading, evaluation systems, and the analysis of data in order to apply this knowledge in the classroom setting.

Action research applied in the classrooms of the advanced candidates provides the demonstration and application of skills specific to literacy. Coursework and check ins allow supportive environments for feedback to ensure development of skills.

The action research is built upon throughout all courses. Advanced candidates have a culminating action research project as a final evaluation and demonstration of their skills and knowledge. The candidates' classroom environments allow the P-12 students' learning and the implementation of the project to be assessed and analyzed.

Technology standards are integrated through the advanced candidates' design of their own data management system as well as their use of technology on a daily basis within the classrooms and literacy assessments. Candidates are monitored on their use of technology through course assignments, the culminating action research project, and in the successful completion of the

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weekly online course requirements which include Zoom discussions, presentations, and remote access tools.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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May 15-16, 2024

Advanced Standards Narrative Report

Number and Name of Standard: 10.58.606 Advanced Clinical Partnerships and Practice

Summary of findings: The EPP has provided evidence of aligning to ARM 10.58.606 with notation. The evidence used in the review included narratives through the Institutional Report, syllabi, Masters Assignment Matrix, advanced program documents, and on-site interviews.

Evidence consistent with meeting the standard: Effective partnerships and high-quality clinical practice are evidenced in the requirements for an advanced candidate. The candidates must be under contract and have the permission and recommendation of the clinical partners. Rapport is already established between the candidate and the clinical partner which aids in the development of knowledge and skills acquired through the advanced program.

The clinical experiences are designed around the needs of the P-12 students and are unique to the learning environment. They provide multiple performance-based assessments designed to scaffold the action research development for the identified needs of the clinical environment. The components of the action research involve the clinical partners through various roles and through the development and implementation of the projects.

Evidence inconsistent with meeting the standard: As this is a new program, evidence of partner involvement in maintaining and refining criteria for selection, performance evaluation, and continuous improvement is not clearly demonstrated. Although the partners are essential in the recommendation of the advanced candidates and the collaboration surrounding the action research projects, their role in future improvement of the program has not been implemented as the program has recently produced its first completers.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Met with Notation**

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Advanced Standards Narrative Report

Number and Name of Standard: 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support

Summary of findings: Based on the evidence provided through the Institutional Report and on-site interviews, the advanced programs at Salish Kootenai College align to ARM 10.58.607 Advanced Candidate Quality, Recruitment, Progression, and Support.

The EPP provides two advanced programs with only one leading to endorsement. The Literacy, Equity, and Excellence (LEE) program offers a Reading Specialist endorsement and focuses on integrating literacy and linguistics while integrating indigenous perspectives, research methods, and specializing in the unique needs of Indigenous students and communities.

The advanced program is offered in a cohort system allowing only one cohort at a time to provide individualized support. The cohort begins in Summer I, runs through the Fall and Spring semesters, and ends in Summer II totaling fifteen months.

Evidence consistent with meeting the standard: From admission to completion, the EPP demonstrates that the quality of the advanced candidates and their development through the program are part of its responsibility. Prior to being admitted into the program, advanced candidates must show success by being under a current contract with at least two years of experience. The course progression builds on foundational elements to culminate with the completion of Masters level assignments. There are high standards for completion of courses with at least a “B” and maintaining a GPA of 3.0 or higher.

Being a tribal college, at least fifty percent of the enrolled candidates must be American Indian. The plans and goals for recruitment incorporate this requirement while still recruiting people of diverse backgrounds. The primary focus of recruitment is on the teachers who are currently working in schools located on or around the reservations of Montana, and those schools with a significant population of American Indian students.

The Masters Assignment Matrix provides multiple measures to demonstrate advanced candidate success throughout the program. The data from these measures is compiled and used to provide improvement opportunities. Between cohorts, faculty will use the data to revise areas within the program that need improvement.

The EPP establishes and monitors attributes and dispositions beyond academic ability through the Masters Assignment Matrix and the Professional Responsibilities section of assignments. These include self-studies, commitment to reciprocity, professionalism while conducting action research, collaborative projects, and professional learning opportunities.

The EPP documents the advanced program candidates have reached high standards for recommendation for completion and have developed the understanding of expectations of the profession through the content knowledge based on PRAXIS 5206, performance-based assessments within courses, the culmination of the action research project outcomes, and data collected from classroom based interventions. In order to conduct the action research project, documentation of Collaborative Institutional Training Initiative (CITI) training on human test subjects must be completed upon admission, and the research must comply with Institutional Review Board (IRB) research review protocols.

Evidence inconsistent with meeting the standard: None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- **Meets Standard**

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.608 Advanced Program Satisfaction with Preparation

Summary of findings: Using syllabi, the Masters Assignment Matrix, action research document, the Institutional Report narrative, and subsequent interviews the advanced program appears to align to ARM 10.58.608 Advanced Program Satisfaction with Preparation with notation.

Evidence consistent with meeting the standard: The action research projects provide evidence of impact on P-12 student learning and development with data collection, tracking, and analysis being the focus of the determination of successful implementations. The data from a collaborative writing program developed and then implemented in the individual classrooms is analyzed prior to completion using multiple metrics.

The advanced program completers' impact on P-12 student learning is measured through SBAC data, school data, and formative and summative assessments. Progress monitoring and screening data is also used to document impact on the completers' classrooms.

Evidence inconsistent with meeting the standard: Employer and completer surveys are under development at the time of this review. Once the surveys have been completed, they will be conducted at 6 month, 1 year, and 2 year intervals. Besides candidate reflections and Exit Interviews, no other structured and validated instruments specifically addressing the advance program have been employed.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:
None

Recommendation:

- Met with notation

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Advanced Standards Narrative Report

Number and Name of Standard: 10.58.609 Advanced Provider Quality Assurance and Continuous Improvement

Summary of findings: The Salish Kootenai College's advanced programs in the Division of Education are in the first two years of implementation and have one group of completers at the time of this review. Only one of the advanced programs offered leads to endorsement. The advanced program under review is the Masters of Education in Curriculum and Instruction for Literacy, Equity, and Excellence with the Reading Specialist endorsement option.

Evidence consistent with meeting the standard: Multiple measures are in place and will be conducted in the future to maintain the quality assurance system. The Cohort P-12 Impact Report from the action research conducted by each cohort, candidate reflections and the components under development will assist in evaluating the effectiveness of its completers and support continuous improvement.

Measures of advanced candidate progress are evident in the Masters Assignment Matrix which build upon each other and allow for progress to be documented and support to be given as needed. Course grades and candidate self-studies are also used to measure progress. Completer achievements are collected and measured through professional papers, showcase presentations, and the multiple Action Research Projects with the culminating project for the showcase.

A plan for the collection of relevant, verifiable, and representative data is evident using interview protocol for the Focus-group Feedback Forum under development, program specific Completer and Employer Surveys, and the impact measurements and reports previously mentioned.

A plan for stakeholder involvement in program evaluation, improvement, and identification of models of excellence has been developed. The plan involves the Education Advisory Board, the Confederated Salish and Kootenai Tribes' Education Department, alumni, and school and district representatives. Sustained quarterly meetings, annual gatherings of completers/graduates, and participation in Flathead Reservation Educator Support Hub (FRESH) are some of the events planned to generate and document the involvement.

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Evidence inconsistent with meeting the standard: As the cohorts complete the program and the data from the Cohort P-12 Impact Report and other key assessments are analyzed, it is important to document the ongoing improvement and program decisions.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each:

Recommendation:

- Met with Notation

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Educator Preparation Provider Accreditation Review
May 15-16, 2024

Narrative Report

Number and Name of Standard: ARM 10.58.501 Teaching Standards, Early Childhood Education P-3

Validating Statement:
Evidence has been presented that early childhood education candidates at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through campus-based coursework along with clinical experiences (practicum hours and student teaching) in schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these is linked to evidence examples including course syllabi, course assignments, program plans, outreach activities, and examples of program assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 11 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b).

Evaluation:
SKC provided clear, well-articulated, and extensive documentation and evidence of how the early childhood education program meets nearly all of the components of this standard. Additional information is needed to show how SKC prepares candidates to teach ELL students.

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the

amount of work they've put into making sure that both faculty and candidates understand how this guides their work. The early childhood program should also be commended for its focus on families, communities, and leadership via specific coursework, clinical work, and community activities in these areas.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done.

Accreditation Recommendation:

- **Met with Notation**

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Narrative Report

Number and Name of Standard: ARM 10.58.501 Teaching Standards, Elementary Education K-8

Validating Statement:
Evidence has been presented that elementary education candidates at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through extensive campus-based coursework along with clinical experiences (practicum hours and student teaching) in P-12 schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these contains linked evidence including, course syllabi, course-based assignments, program plans, outreach activities, and examples of program-wide assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 10 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b) and leadership and collaboration (k). Additionally, while critical thinking, creativity, and problem-solving (e) are a direct part of SKC's central beliefs in the 4 C's, it is not fully clear how that translates to candidate instruction of P-12 students.

Evaluation:
SKC provided clear, well-articulated, and extensive documentation and evidence of how the elementary education program meets most of the components of this standard. The remaining questions regarding how SKC prepares candidates to teach ELL students, participate in professional development and learning activities, and prepare candidates to teach P-12

students critical thinking, creativity, and problem-solving require additional follow-up at the site visit.

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. Additionally, the program should be commended on their connection to their community and sense of place which is seen throughout the course requirements but also in activities they do in and with the community.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done.

Accreditation Recommendation:

- **Met with Notation**

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Salish Kootenai College
Educator Preparation Provider Accreditation Review
May 15-16, 2024

Narrative Report

Number and Name of Standard: ARM 10.58.501 Teaching Standards, Secondary Education

Validating Statement:
Evidence has been presented that secondary education candidates in math and science at SKC are exposed to and provided with opportunities to demonstrate their knowledge and skills in the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning/reflective practice, work and collaborate with P-12 students, families, and communities, and demonstrate leadership. This is done through extensive campus-based coursework along with clinical experiences (practicum hours and student teaching) in P-12 schools and the community.

Sources of Evidence:
SKC provided an assessment matrix with courses and assignments related to the InTASC and PEPP standards in addition to the 501 narrative document. Each of these contains linked evidence including, course syllabi, course-based assignments, program plans, and examples of program-wide assessments such as the lesson and unit plan, classroom management plan, and applied research project.

Assessment Aligned to Standard:
There are 12 components in ARM 10.58.501. Detailed notes are included in the Institutional Report which describes how the components are met. The review found sufficient evidence to address 9 of those 12 components. There are a few remaining questions regarding the components related to ELL students (b) and leadership and collaboration (k). Additionally, while critical thinking, creativity, and problem-solving (e) are a direct part of SKC's central beliefs in the 4 C's, it is not fully clear how that translates to candidate instruction of P-12 students.

Evaluation:
SKC provided clear and well-articulated documentation and evidence of how the secondary education program meets most of the components of this standard. The remaining questions regarding how SKC prepares candidates to teach ELL students, participate in professional development and learning activities (documented more in math than science), and prepare candidates to teach P-12 students critical thinking, creativity, and problem-solving require additional follow-up at the site visit. Specifically, the secondary program linked coursework to

(k) but the syllabi lacked details on the tasks/assignments thereby making it difficult to determine how the standard was met (i.e. lesson plans in methods, authentic literacy lesson).

Commendations:
SKC's syllabi and course materials consistently show links between the course and standards as well as the Division of Education's Central Beliefs and 4 C's. The materials demonstrate the amount of work they've put into making sure that both faculty and candidates understand how this guides their work. Additionally, the program should be commended on including coursework specific to parent partnerships and community collaboration as this is not often included in such a direct way in secondary education programs.

Improvements:
As stated above, the program's syllabi show links to standards, but how the assessments are tied to standards is shown in some, but not all, syllabi. This may be a good extension of the work the program has already done. Clarification and evidence are not provided for how candidates engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Accreditation Recommendation:

- **Met with Notation**

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May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.518 Mathematics

Validating Statement:
Evidence has been provided verifying that candidates have the opportunity to develop and apply the content knowledge for the Bachelors in Mathematics - Secondary Education.

Sources of Evidence:
The review was conducted using syllabi, course descriptions, and the SKC Degree Plan for secondary mathematics teaching. Course syllabi were reviewed for 12 mathematics content courses, 4 general secondary education (EDUC) courses, and 4 mathematics-specific EDUC courses with field experience components. The 12 content courses are fairly standard among similar programs. The EDUC mathematics sequence is unique with an introductory course, two methods courses, and an internship.

Assessment Aligned to Standard:
The review included point-by-point assessment of each standard and substandard in ARM 10.58.518. The four general EDUC courses are closely aligned to PEPP and INTASC standards; they contribute to ARM 1(i) parts (ii) and (iii) but are not "specific to mathematics teaching and learning" as stated in 1(i). All four mathematics-specific EDUC courses use textbooks that imply alignment with NCTM standards for teaching. EDUC398/399 and EDUC212 align with explicitly stated PEPP, INTASC, and NCTM standards for teaching.

Evaluation:
The Secondary Mathematics program at Salish Kootenai College is innovative and still relatively new. There is evidence that the program was deliberately designed to meet standards for K-12 mathematics, for the teaching profession, and for Montana ARM. When fully implemented, the program provides a foundation of mathematics content knowledge enriched by knowledge specific to teaching mathematics.

Commendations:
As a relatively small institution, SKC has developed an impressively in-depth secondary mathematics program, highlighting important content knowledge and best practices while remaining flexible. Offering courses in alternate years, sharing courses with other secondary STEM majors, and using SKC mathematics courses (M108/M109) as a venue for internships are strategies that enable a sustained program. The texts featured in the EDUC mathematics

courses represent effective and research-informed approaches to mathematics teaching and learning. Overall, this program contributes to building a diverse and well-prepared teaching force with experience to support Montana's Native American learners.

Improvements:
Suggested improvements are based on observed gaps between ARM standards and the information available from syllabi, which sometimes speak in broad terms that do not tell the entire story of a program.

Notes highlight the following missing evidence:

- ARM Standard 1(e) emphasizes the latter stages of the modeling cycle such as interpreting and analyzing results and validating the model's effectiveness. The M350 syllabus seems to focus only on the early stages: recognizing different types of mathematical models and using strategies, techniques, and technology to construct models.
- ARM Standard 1(i)(iii) addresses designing effective mathematical learning environments. EDUC313 touches on some of these issues in a general sense, and fragments of this standard align with the EDUC mathematics course syllabi. It would be helpful to collect these fragments into a body of evidence showing how the program addresses topics such as productive struggle, mathematical disposition, engaging all students in worthwhile mathematics, and developing mathematical mindset. This standard can also be addressed by the eight Mathematical Practices arising from the Common Core Standards and embraced in modern curricula (e.g., perseverance, explaining reasoning).
- ARM Standard 1(j)(iii) addresses both geometry and trigonometry, but trigonometry is not mentioned in the content course syllabi. Trig functions are typically studied as part of the calculus series; perhaps this gap can be remedied simply by confirming that calculus of trigonometric functions is studied in M111/112.
- ARM Standard 1(j)(vi) includes topics in statistics that are not mentioned in the M241 syllabus. More information would complete the alignment.

Accreditation Recommendation:

- **Met with Notation**

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May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.521 Reading Specialist

Validating Statement:
Ample evidence was provided outlining how all standards were met. Course objectives are aligned to InTasc Principles, PEPP Standards and the Danielson Framework.

Sources of Evidence:
Course syllabi were reviewed along with an additional alignment document that includes an overview of the alignment of courses as well as a matrix of how assignments are aligned to standards.

Assessment Aligned to Standard:
A matrix was included that outlined how each standard was assessed through the course assignments.

Evaluation:
The Institutional Report and Alignment documents presented clear evidence that all 10.58.521 standards are met. It is easy to see the interconnectedness of the courses and how they build upon each other and address each standard. The reviewer is satisfied that all standards are met.

Commendations:
There is a robust section on evaluating and applying research. The assignments are clearly aligned across courses and build upon one another.

Improvements:
None

Accreditation Recommendation

- **Met Standard**

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May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.522 Science

Validating Statement:
Evidence has been provided verifying that candidates taking the the Bachelor of Science in Secondary Education - Broadfield Science (BSSE) program at the Salish Kootenai College (SKC) have ample opportunity to develop and implement a Broadfield course that meets P-12 students' needs thus giving them an opportunity to a healthy science education. Course syllabi include opportunities in the field, in the lab, within the reservation, with an emphasis on disciplinary core ideas, science practices, STEM, and crosscutting concepts.

Sources of Evidence:
Course syllabi, task assignments for internships, and course descriptions.

Assessment Aligned to Standard:
The courses, fieldwork, and practicums correlate to the PEPP Standards.

Evaluation:
Evidence has been presented to verify the focus for each aspect of the program on the PEPP Standards.

Commendations:
Field work and research represent local and current science, as well as ways of knowing.

Improvements:
It is hard to decipher from the syllabi if P-12 students are exposed to phenomena in order to develop their own questions, design and develop their own investigations and models. These components are the majority of the conceptual change from how science has been taught in the past. It may be happening but it would be beneficial to have that outlined in the syllabi.

Accreditation Recommendation:

- **Meets Standard**

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May 15-16, 2024

Narrative Report

Number and Name of Standard: 10.58.531 Early Childhood Education

Validating Statement: Comprehensive evidence was provided outlining how standards were met. An assignment matrix was provided that demonstrated how course assessments are aligned to InTasc.

Sources of Evidence: An assignment matrix was reviewed, as well as individual course syllabi with assessment descriptions and rubrics.

Assessment Aligned to Standard: An assessment matrix was provided with clear evidence of course alignment to standards. This was also evident within individual course syllabi.

Evaluation: The documents provided present clear evidence that all 10.58.531 standards are met. The intentional sequence of coursework, applied clinical experiences, and assessment opportunities for candidates is clear. The reviewer is satisfied that all standards are met.

Commendations: The pervasive integration of foundational elements of child development throughout all coursework is noteworthy.

Improvements: none

Accreditation Recommendation:

- **Met Standard**

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Narrative Report

Number and Name of Standard: 10.58.532 Elementary

Validating Statement:
The Institutional Report submitted clearly details how SKC addresses all standards outlined in 10.58.532. The program provides both depth and breadth of content and pedagogical knowledge, as well as a diverse range of field experiences for teacher candidates. Notably, SKC strives to provide a culturally responsive program, ensuring teacher candidates develop a well-rounded understanding of the diverse communities they will serve.

Sources of Evidence:
Assignment matrix, course syllabi, course descriptions, Division of Education Conceptual Framework.

Assessment Aligned to Standard:
Assessment and standard alignment are clearly documented.

Evaluation:
The institutional report presents clear and thorough evidence from course syllabi demonstrating how the program ensures teacher candidates develop the knowledge and skills outlined in 10.58.532. The report shows a breadth and depth of the curriculum, as well as the diverse range of field experiences across a variety of subjects. Course syllabi present clear connections between standards and assessment evidence. Overall, the reviewer is satisfied that the program fully meets the standards for Elementary Education.

Commendations:
The reviewer commends SKC for its comprehensive documentation of standards with supporting evidence throughout the submitted course syllabi as well as the Assignment Matrix. Further, SKC appears to be well-grounded in its Conceptual Framework. Courses show an intentional adherence to the Key Foundations of the Teacher Education Program and Central Beliefs.

Improvements:
Nothing to note of major significance. Consider adding more evidence for “economics” knowledge (standard f) and theater (standard g).

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Accreditation Recommendation:

- **Met Standard**

ITEM 24

ACTION ON THE RECOMMENDATION FOR INITIAL APPROVAL OF THE UNIVERSITY OF MONTANA REQUEST TO IMPLEMENT A HEALTH AND PHYSICAL EDUCATION ENDORSEMENT AND A SECONDARY EDUCATION ENDORSEMENT

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Recommend Initial Approval of the University of Montana's Request to Implement: Health and Physical Education Endorsement and Secondary Education Endorsement.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Director Office of Public Instruction
Overview	The State Superintendent recommends initial approval of the University of Montana's request to implement a Health and Physical Education Endorsement and a Secondary Education Endorsement. Program guidelines and timeline are included in the BPE Agenda Packet.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the University of Montana's request to implement a Health and Physical Education Endorsement and Secondary Education Endorsement.

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 25

ACTION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF MONTANA STATE UNIVERSITY EDUCATOR PREPARATION PROVIDER IN THE DEPARTMENT OF EDUCATION

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Recommend Approval of the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Program (EPP) at Montana State University.
Presenter	Crystal Andrews
Position Title	Accreditation Director Office of Public Instruction
Overview	The State Superintendent recommends approval of the 2024 State Exit Report State Exit Report of the EPP at Montana State University. State Superintendent Arntzen also recommends approval of regular accreditation effective through the Fall of 2029. Montana State University State Exit and Narrative Reports are included in the BPE Agenda Packet.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at Montana State University, as recommended by State Superintendent Arntzen.

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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

Council for the Accreditation of Educator Preparation

ACCREDITATION ACTION REPORT

College of Education, Health & Human Development
Montana State University - Bozeman
Bozeman, Montana

Accreditation Council April 2024
Accreditation Application Date: *
This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Spring 2024 and Spring 2030. The next site review will take place in Fall 2029.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Met
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Met
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Met
STANDARD R4/RA4: Satisfaction with Preparation	Met	Met
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Met
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Met
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD R3: Candidate Recruitment, Progression, and Support

Areas for Improvement	Rationale

1	The EPP provided an insufficient plan used to recruit high quality candidates. (component R3.1)	The recruiting efforts document provided for review did not contain goals or progress evidence (SSR Evidence 3.105) (OS R3.1.01).
2	The EPP provided limited evidence of support services that are in place to assist struggling students. (component R3.2)	The narrative outlined several support services that were in place; however, no data/documentation were provided for review (SSR Evidence 3.2.01).
3	The EPP provided limited evidence candidates demonstrated academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in their certification field. (component R3.3)	The narrative and on-site interviews described steps taken; however, no data/documentation were provided for review or that data were disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

STANDARD R4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to demonstrate completer impact on P-12 student learning growth. (component R4.1)	The EPP provided a plan and one cycle of survey data from program completers and employers to demonstrate completers apply the professional knowledge, skills, and dispositions corresponding with teaching effectiveness, but the data were not analyzed or interpreted; no evidence of completer impact on P-12 student learning growth was provided.
2	The EPP provided limited data to demonstrate employer satisfaction. (component R4.2)	The EPP provided one cycle of data as evidence of employer satisfaction.
3	The EPP provided limited data to demonstrate completer satisfaction. (component R4.3)	The EPP provided one cycle of data as evidence of completer satisfaction.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that EPP-created assessments meet CAEP sufficiency for EPP-created assessments. (component R5.2)	Alignment to the standards was shown in the evidence items to the overall class/assessment and some inter-rater reliability analyses have been piloted, but the remaining elements of CAEP sufficiency was not addressed.
2	The EPP provided limited evidence of documentation that systematic data-driven changes were grounded in data analyses and interpretations. (component R5.4)	The program recently initiated a committee with responsibility for analyzing and sharing data, but there was not yet documentation or a plan for regular data review, and evidence of the reports and events mentioned in the SSR were not provided, and most EPP faculty did not participate in interviews to verify the events occurred.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD RA2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale

1	The EPP provided limited evidence that partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation or share responsibility for continuous improvement of candidate preparation. (component RA2.1)	The EPP provided limited evidence of co-construction or mutually beneficial arrangements with partners. Sufficient evidence was not provided to support the practice of regular collaborative meetings to collect input from a variety of stakeholder partners including K-12 teachers and administrators.

STANDARD RA3: Candidate Quality and Selectivity

	Areas for Improvement	Rationale
1	The EPP presented insufficient evidence of an advanced program recruitment plan. (component RA3.1)	The EPP created a plan for recruitment with limited data documented spring 2023 activities. The plan did not include a way to record, monitor, and use recruitment results to plan and modify recruitment strategies and goals.
2	The EPP presented limited evidence of monitoring and supporting advanced candidate progression. (component RA3.3)	The EPP recently created a plan to monitor and track advanced candidate progression. No data were provided for this system. The EPP lacked a tracking system for candidate complaints/appeals.
3	The EPP provided insufficient evidence of a system to collect and analyze advanced candidate competency. (component RA 3.4)	The EPP recently created an EDLD Operational Effectiveness plan. Limited data and insufficient data analysis were provided.

STANDARD RA4: Satisfaction with Preparation

	Areas for Improvement	Rationale
1	The EPP provided insufficient evidence to demonstrate advanced program employer satisfaction. (component RA4.1)	The EPP had a recently created employer survey and provided one cycle of data but without disaggregation, interpretation, and explanation of representativeness.
2	The EPP provided insufficient evidence to demonstrate the satisfaction of advanced program completers. (component RA4.2)	The EPP provided one cycle of data as evidence of completer satisfaction but without disaggregation, interpretation, and explanation of representativeness.

STANDARD RA5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that the Quality Assurance System documents operational effectiveness, was used in decision making, and was used for program improvement. (component RA5.1)	The EPP had begun the work of creating the system, but the processes were not fully complete, and documentation was not provided. The EPP was working to fully define and implement the system, including ways to tag assessments to standards, capture evidence at the rubric level, and define the documentation processes. The evidence did not indicate the EPP was yet able to look across the program at the knowledge and skills identified in the standards to identify patterns and trends at the candidate and programmatic levels. Data disaggregation was not demonstrated.
2	The EPP provided limited evidence that EPP-created assessments met CAEP sufficiency for EPP-created assessments. (component RA5.2)	Signature assessments had been identified, the standards broadly aligned, and an inter-rater reliability process identified, but additional steps were needed to

		align rubrics with the standards, determine validity, and complete the reliability analyses.
3	The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. (component RA5.3)	The EPP provided an example of a program change and states involvement by stakeholders, but limited documentation was provided about who was part of the stakeholder groups, when the work was completed, and how decisions were made.
4	The EPP provided limited evidence the EPP documented performance and modification results over time, that systematic data-driven changes were grounded in data analyses and interpretations, and program decisions were supported by data. (component RA5.4)	The SSR and onsite evidence provided some examples of program changes, but evidence of the data sources and how the decisions were made were limited; in addition, the changes documented were from the days before the review, showing this was a new process and was still being integrated into the program. Regular data review had not yet been planned, and a process for doing so had not been implemented.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

None.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

Program Name	Licensure Level	Degree
Agricultural Education: Broadfield Teaching	Initial-Licensure Level	Baccalaureate
Art: Art Education K-12 Broadfield	Initial-Licensure Level	Baccalaureate
Biological Sciences: Teaching	Initial-Licensure Level	Baccalaureate
Chemistry: Teaching	Initial-Licensure Level	Baccalaureate
Early Childhood Education P-3	Initial-Licensure Level	Baccalaureate
Elementary Education: K-8	Initial-Licensure Level	Baccalaureate
English: Teaching	Initial-Licensure Level	Baccalaureate
Family and Consumer Sciences: Teaching	Initial-Licensure Level	Baccalaureate
Health and Human Development: Health Enhancement K-12	Initial-Licensure Level	Baccalaureate
History: Teaching	Initial-Licensure Level	Baccalaureate
Library Media Certificate	Advanced Level	Endorsement only

Master of Arts in Teaching	Initial-Licensure Level	Master's
Mathematics: Teaching	Initial-Licensure Level	Baccalaureate
Modern Languages & Literatures: French Teaching	Initial-Licensure Level	Baccalaureate
Modern Languages & Literatures: German Teaching	Initial-Licensure Level	Baccalaureate
Modern Languages & Literatures: Spanish Teaching	Initial-Licensure Level	Baccalaureate
Music Education: School Music K-12 Broadfield	Initial-Licensure Level	Baccalaureate
Physics: Teaching	Initial-Licensure Level	Baccalaureate
Principal Preparation	Advanced Level	Master's
Secondary Education: General Science Broadfield	Initial-Licensure Level	Baccalaureate
Secondary Education: Social Studies Broadfield	Initial-Licensure Level	Baccalaureate
Superintendent Certificate	Advanced Level	Post Master's
Technology Education: Broadfield Teaching	Initial-Licensure Level	Baccalaureate

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report

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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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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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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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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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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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Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

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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Educator Preparation Provider Accreditation Review
September 24-26, 2023

Narrative Report

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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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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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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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 26

ACTION 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
Dr. Julie Murgel

Montana Board of Public Education
Executive Summary

Date: September 12-13, 2024

Presentation	Recommend Approval of the State Exit Report and Accreditation with Stipulation Status of the Montana Educator Preparation Program (EPP) at Montana State University- Northern.
Presenter	Crystal Andrews Dr. Julie Murgel
Position Title	Accreditation Director Chief Program Officer Office of Public Instruction
Overview	The State Superintendent recommends approval of the 2024 State Exit Report of the EPP at Montana State University- Northern. State Superintendent Arntzen also recommends approval of accreditation with stipulation effective through the Spring 2026 at which time the state review team will reassess areas of stipulation. The stipulations must be addressed within two years to retain accreditation. If the accreditation is retained, the accreditation will be effective through the Spring of 2031. Montana State University- Northern State Exit and Narrative Reports are included in the BPE Agenda Packet.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Approve the State Exit Report and Accreditation with Stipulation Status of the Montana Educator Preparation Provider (EPP) at Montana State University- Northern, as recommended by State Superintendent Arntzen.

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

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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.

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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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Putting Montana Students First

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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Putting Montana Students First

Montana State University Northern
Educator Preparation Provider Accreditation Review
April 25-26, 2024

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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Narrative Report

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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Narrative Report

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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Narrative Report

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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Narrative Report

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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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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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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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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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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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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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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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**

ITEM 27

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

Aislinn Brown

❖ **EXECUTIVE COMMITTEE – (Item 28)**

Dr. Tim Tharp

ELECTION OF OFFICERS

McCall Flynn

FUTURE AGENDA ITEMS November 20-22, 2024

Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Variance to Standards Requests & Renewals
Accreditation Report
Annual Professional Development Unit Providers List
Content Standards Revision Update