

***BOARD OF PUBLIC EDUCATION
MEETING***

***MONTANA SCHOOL FOR THE DEAF
AND THE BLIND
3911 Central AVE
Great Falls, MT***

MAY 11-12, 2023

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

May 11-12, 2023
Montana School for the Deaf and the Blind
3911 Central Ave
Great Falls, MT 59401

Thursday May 11, 2023
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance led by MSDB Students
- 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 to the 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 by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and 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.

PRESENTATION BY MSDB VI PERFORMERS GROUP

CONSENT AGENDA – page

(Items may be pulled from Consent Agenda upon request)

- A. March 9-10, 2023 and April 12, 2023 Meeting Minutes
- B. Financials

ADOPT AGENDA

❖ REPORTS – Madalyn Quinlan (Items 1-2)

Item 1 **CHAIRPERSON REPORT – 15 Minutes, page #25**
Madalyn Quinlan

Item 2 **EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #26**
McCall Flynn

- Legislative Wrap up
- Recommendation from CSPAC on Advisory Councils

❖ **MACIE LIAISON – Susie Hedalen (Item 3)**

Item 3 **MACIE REPORT – 15 Minutes, page #28**
Jordann Lankford Forster

❖ **REPORTS – Madalyn Quinlan (Items 4-7)**

Item 4 **STATE SUPERINTENDENT REPORT – 45 Minutes, page #30**
Superintendent Elsie Arntzen
• **Assessment/MAST Update**
• **Federal Update**
• **Data Modernization Update**

Item 5 **COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #48**
Dr. Angela McLean

Item 6 **GOVERNOR’S OFFICE REPORT – 15 Minutes, page #49**
Dylan Klapmeier

Item 7 **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #50**
Charles Fox

❖ **MSDB LIAISON – Renee Rasmussen (Items 8-9)**

Item 8 **MSDB REPORT – 30 Minutes, page #51**
Paul Furthmyre

ACTION ITEMS:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Action on Professional Practice Experience Agreement for Nursing Programs-GF College MOU**
- **Action on Golden Triangle Cooperative MOU**
- **Action on Association of Education and Rehabilitation of the Blind and Visually Impaired**

Item 9 **ACTION ON MSDB SUPERINTENDENT 2023-2024 CONTRACT – 15 Minutes,**
page #136
Madalyn Quinlan

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 10)**

Item 10 **ACTION ON 2023-2024 BASE AID PAYMENT SCHEDULE – 15 Minutes, page**
#140
Barbara Quinn

*****LUNCH WITH MSDB STUDENTS*****

*****TIME CERTAIN AT 1:00*****

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 11-12)

Item 11 INITIAL REVIEW OF BPE CASE #2023-01, CASE – 15 Minutes, page #143
Rob Stutz

Item 12 ACTION ON CAEP MOU – 15 Minutes, page #144
Dr. Julie Murgel

❖ ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 13-14)

Item 13 ACTION ON THE ACCREDITATION PROCESS AND SCHEDULE FOR THE
2023-2024 SCHOOL YEAR – 30 Minutes, page #158
Crystal Andrews

Item 14 ACTION ON FULL ACCREDITATION FROM PROBATION FOR EAST
HELENA HIGH SCHOOL AND LOCKWOOD HIGH SCHOOL – 15 Minutes,
page #182
Crystal Andrews

*****CLOSED SESSION*****

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 15)

Item 15 EXECUTIVE DIRECTOR PERFORMANCE EVALUATION – 30 Minutes, page #204
Madalyn Quinlan

*****OPEN SESSION*****

3:15 PM – RECEPTION WITH MSDB EDUCATION STAFF

Friday May 12, 2023
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance by MSDB Students
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PRESENTATION BY MSDB FLYING HOOVES

❖ ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 16-19)

Item 16 PRESENTATION OF ACCREDITATION DEVIATION ANALYSIS REPORT –
15 Minutes, page #206
Ellery Bresler

Item 17 ACTION ON ADDENDUMS TO THE ACCREDITATION STATUS REPORT FOR
THREE SCHOOLS – 15 Minutes, page #223
Ellery Bresler

Item 18 **ACTION ON THE 2023-2024 VARIANCE TO STANDARDS APPLICATIONS –**
15 Minutes, page #226
Ellery Bresler

ACTION ITEMS:

- **Initial Application**
- **Renewal Applications**

Item 19 **PRESENTATION ON THE ACCREDITATION CORRECTIVE ACTION PLANS –**
15 Minutes, page #441
Ellery Bresler

FUTURE AGENDA ITEMS July 13-14, 2023, Helena, MT

Strategic Planning Meeting
CSPAC Annual Report
MACIE Update
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update

PUBLIC COMMENT

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ADJOURN

10:00 AM – RECEPTION WITH MSDB COTTAGE STAFF

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- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. March 9-10, 2023 and April 12,
2023 Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

Legislative session, as well as Ms. Stockton and Ms. Balsam for their support. Ms. Anne Keith noted that Ms. Flynn is the recipient of two awards for her work on the Seal of Biliteracy and Ms. Flynn explained she was nominated and received the Montana Friends of Language Award, and the Pacific Northwest Friends of Language Award. Superintendent Arntzen added that Ms. Jane Hamman will be receiving an honorary award for community service from Carroll University.

**Item 2 EXECUTIVE DIRECTOR REPORT
McCall Flynn**

Ms. Flynn thanked the Montana School Boards Association for the use of their meeting space, as well as the staff at Shodair Children's Hospital for the tour the previous day, congratulating them on their new facility. Ms. Flynn updated the Board with an overview of the Legislative session and gave an update on the status of bills that the Board is tracking. Ms. Flynn thanked the Board's Legislative Committee for their work and noted that Friday at 3:00 the Senate Education Committee will hold the confirmation hearing for Mr. Ron Slinger, Dr. Tim Tharp, and Ms. Renee Rasmussen. Monday the Board's budget will be heard in House Appropriations, and Ms. Flynn will attend the hearing. Ms. Rasmussen thanked Ms. Flynn for her organizational work and the lists she compiles for the Legislative Committee.

**Item 5 STUDENT REPRESENTATIVE REPORT
Charles Fox**

Mr. Fox gave his report for the Board noting that the Montana Student Council Executive Board will meet to choose the next student representative to the Board of Public Education. Other student groups have upcoming meetings for state conferences in the coming weeks. Mr. Fox announced that he will be attending the Air Force Academy after graduation. Dr. Angela McLean congratulated Mr. Fox on his appointment to the Air Force Academy and asked if he had received any feedback from students on what they may need for college applications and support surrounding that process. Mr. Fox noted the feedback he received regarding College Application week was positive, and the students appreciated the event, but noted students have some frustrations with the FAFSA process and applying for financial aid.

**Item 3 STATE SUPERINTENDENT REPORT
State Superintendent Elsie Arntzen**

Superintendent Arntzen presented her report to the Board highlighting an event she attended at Miles Community College, a legislative event in Glendive, and visits to schools. The Superintendent discussed the charter school bills moving through the legislature, and other visits she has made across the state to discuss what schools need, and where public education is moving. The Superintendent discussed the possibility of opening a conversation regarding creating Mental Health Standards. Representatives from the Office of Public Instruction presented a series of reports from the office which included:

Annual School Food Services Report – Chris Emerson

Ms. Emerson highlighted the Annual School Food Services report for the Board and answered Board member questions.

Assessment Update – Cedar Rose, Dr. Julie Murgel

Ms. Cedar Rose, the new Assessment Director, introduced herself to the Board and presented the Assessment Update to the Board, including an update on the English Language Learner (ELL) Assessment, and the testing window for Spring Assessments. Board members welcomed Ms. Rose to her new position. Ms. Krystal Smith, OPI, gave an update on the Montana Alternative Student Testing Pilot (MAST) Program. Ms. Smith answered Board member questions regarding the MAST program, and Board member Hamman expressed her appreciation for the hard work on this pilot noting that the project is ahead of schedule. Dr. McLean thanked the team for their work on the project and the collaboration with the University System.

Data Modernization Update – Chris Sinrud

Mr. Chris Sinrud presented an update on the Data Modernization project reviewing the different phases of the project, and what will be rolled out with each phase. Ms. Hedalen expressed concerns that the project is directed more towards government interfaces and does not interface with schools. Superintendent Arntzen noted that the Legislature is concerned with improving the interfacing between agencies and that is how the money has been directed. The Superintendent recognized Ms. Hedalen's concern and is working on addressing the issue as much as possible, but noted the single sign-on will ease some of the burden. Ms. Hedalen again expressed disappointment that school interfacing is not the focus of the project. Ms. Rasmussen expressed concerns about the longevity of the project and ongoing maintenance. Mr. Sinrud addressed Board member concerns.

Federal Update – Dr. Julie Murgel

Dr. Julie Murgel gave the Board an update on the Federal Programs report. Dr. Murgel noted that the Federal Programs Accountability System report under Every Student Succeeds Act has not been run since 2019 due to the Covid-19 pandemic but stated the system has recently been run. Dr. Murgel updated the Board on the results of the latest report, and discussed waivers that OPI has applied for to the Department of Education to assist schools who have recently been identified as Comprehensive Schools. The report to identify Targeted schools has also been run. Dr. Murgel discussed the Federal Report card explaining that embargoed data was sent to the schools March 8, and the public report will be released March 15.

CAEP MOU Update – Dr. Julie Murgel

Dr. Murgel reviewed the draft CAEP MOU agreement for the upcoming year which the Board will act on at the May 2023 meeting. Dr. Murgel answered Board member questions.

Item 4

COMMISSIONER OF HIGHER EDUCATION REPORT

Dr. Angela McLean

Dr. McLean updated the Board on projects within the Commissioner of Higher Education's Office and the Montana University System. Dr. McLean discussed projects related to the American Indian Minority Achievement Act (AIMA) and announced that Ms. Jeannie Origbo is the new GEAR UP Director. Dr. McLean provided an update on how the Educator Recruitment and Retention project is using the Teacher Residency Model at the OPI. Additional updates included a report on the Grow Your Own Educator program, and efforts to develop an Apprenticeship Trades Schedule that can be done on MUS campuses. Dr. McLean noted the "Complete Your Application" event to encourage students to complete their FAFSA or College Application.

❖ MSDB LIAISON – Renee Rasmussen (Items 6-7)

Item 6

MSDB REPORT

Paul Furthmyre

Mr. Furthmyre explained the process that the MSDB has undertaken to gain accreditation for the Blind and Visually impaired program at the MSDB. Mr. Furthmyre reviewed the documents with the Board and answered Board member questions regarding the accreditation process and the documents he has prepared for the accreditation review. Mr. Furthmyre then reviewed the Outreach Report for the Board and answered Board member questions.

Mr. Furthmyre briefly explained the requested action items before asking for approval.

Ms. Renee Rasmussen moved to approve the Human Resource actions for three new staff at the MSDB as listed in the agenda packet. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the Out of State Travel Requests for the MSDB as listed in the agenda packet. Motion seconded by Ms. Susie Hedalen.

Comments from Dr. Tharp regarding the Samsung competition travel request.

No further discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the MSDB 2023-2024 School Calendar. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

**Item 7 ACTION ON MSDB SUPERINTENDENT 2023-2024 CONTRACT
Madalyn Quinlan**

Chair Quinlan reviewed the MSDB Superintendent contract effective July, 1 2023 – June 30, 2024 and pointed out the updates from last year's contract.

Ms. Renee Rasmussen moved to approve MSDB Superintendent contract for 2023-2024. Motion seconded by Ms. Jane Hamman.

Ms. Rasmussen questioned why the contract is only for one year and suggested a three-year contract. Chair Quinlan noted that was a decision of the Executive Committee and that she is open to using a three-year rolling contract in the future.

Mr. Furthmyre thanked Ms. Rasmussen for bringing attention to the topic, but stated he knows he has the support of the Board and feels that a yearly contract would be renewed each year.

Ms. Hedalen agreed with Ms. Rasmussen and expressed her appreciation for Mr. Furthmyre.

Dr. Tim Tharp agreed with Ms. Rasmussen and Ms. Hedalen, stating that a three-year contract adds a level of stability.

Chair Quinlan noted that the contract decision could be delayed until the May BPE meeting to look at the possibility of revising the contract to a three-year rolling contract.

Ms. Rasmussen withdrew her motion.

The Board will act on this item at the May Board meeting.

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 8-10)

**Item 8 ACTION ON ETS PRAXIS TEST REVIEW SCORES
Crystal Andrews**

Ms. Crystal Andrews, OPI, reviewed the recommended PRAXIS Test Review Scores as presented to the Board informationally at the January meeting. CSPAC received a presentation at their meeting in January and recommended the Board's approval. Ms. Andrews answered Board member questions regarding the test scores and how those scores were determined.

Ms. Susie Hedalen moved to approve the ETS Praxis Test Scores as presented and recommended by CSPAC. Motion seconded by Mr. Ron Slinger. No discussion. Motion passed unanimously.

*****TIME CERTAIN AT 1:15 PM*****

**Item 9 INITIAL REVIEW OF BPE CASE #2022-18, GRAYBILL
Katherine Orr, Agency Legal Services**

Ms. Katherine Orr introduced herself to the Board and introduced Mr. Chad Vanisko to the Board. Ms. Orr reviewed the process for the Initial Review and called Mr. Rob Stutz, Chief Legal Counsel for OPI, to review the reasons for the revocation request. Mr. Stutz summarized the investigation that took place at the school the educator was employed by explaining that school administration acted immediately upon being notified of inappropriate behavior by the educator with a student. Board members asked questions of Mr. Stutz pertaining to the investigation. Ms. Orr inquired of Mr. Stutz the specific ARM rule that OPI is basing the revocation request on. Mr. Stutz informed the Board that ARM 10.57.601A(1)(f) involving significant misuse of technology is the rule being used.

Ms. Susie Hedalen recommended forwarding BPE Case #2022-18, Graybill to a contested case hearing. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

**Item 10 HEARING ON APPEAL OF LICENSURE DENIAL, BPE CASE #2022-17,
DUTTON
Katherine Orr, Agency Legal Services**

Ms. Orr opened the hearing announcing that OPI has brought new information forward regarding this matter and asked OPI Chief Legal Counsel Mr. Rob Stutz to discuss OPI's new position. Mr. Stutz advised the Board that it is now OPI's position that Ms. Dutton never applied for the endorsements in question, so there has never been a denial of the endorsements, and therefore never should have been an appeal. Because of this, there may be a motion to dismiss from OPI. Dr. Tim Tharp noted that there is a letter from the Superintendent stating that there has been a denial. Mr. Stutz noted that the denial letter sent to Ms. Dutton pertained to a transcript analysis that was put in the same context as a letter of denial of an application, but that there has never been an application for licensure endorsements. Ms. Orr stated that this should be an argument on the basis of dismissal. Mr. Stutz answered Board member questions.

Mr. Rob Stutz moved the Board to dismiss the appeal for lack of subject matter jurisdiction under 20-4-110(7), MCA and ARM 10.57.607 because no application was submitted, therefore the application was not denied.

Ms. Orr recommended hearing from the parties.

Ms. Dutton came before the Board to respond to Mr. Stutz's claims regarding jurisdiction. Ms. Hedalen asked if it is appropriate to move forward without Ms. Dutton being able to prepare ahead of time as this information is being presented at the last minute. Ms. Dutton stated she would like to move forward and presented her case to the Board. Ms. Dutton admitted that she did not apply for additional endorsements because the TEACH MT system did not allow for the application of multiple endorsements. Ms. Dutton answered Board member questions.

Mr. Ron Slinger seconded the motion to dismiss as requested by OPI.

Ms. Rasmussen stated that there isn't any other option and that OPI does a good job regarding licensure but stated that the process may need clarification. Ms. Rasmussen apologized to Ms. Dutton for the confusion and that she did not have

clear guidance. Ms. Rasmussen encouraged her to look at the new pathways to licensure to see if something will work for her.

Ms. Hedalen thanked Ms. Dutton for taking the time to come before the Board and thanked her for her contributions to public education.

No additional discussion. Motion passed unanimously.

❖ **MACIE LIAISON – Susie Hedalen (Item 11)**

Item 11

MACIE REPORT

Jordann Lankford Forster

Ms. Susie Hedalen opened the MACIE report and announced that the next MACIE meeting will be in person April 4 and that MACIE will join the Tribal Youth Conference at the same time in Billings. Ms. Hedalen then turned the item over to Ms. Jordann Lankford Forster for her report. Ms. Forster also discussed the upcoming April MACIE meeting, and that MACIE will be at the Indian Education for All (IEFA) Best Practices Seminar the week of March 13th. Ms. Lankford reviewed the action item before the Board and asked for the approval of the Tribal Representative to MACIE.

Ms. Susie Hedalen moved to approve the nomination to MACIE for Ms. Corey Sangrey-Billy as the Tribal Representative. Motion seconded by Ms. Jane Hamman.

Ms. Hedalen explained the application process the Tribal Colleges went through to select their representative to MACIE. Three individuals applied, and Ms. Sangrey-Billy was selected as the nominee.

Dr. McLean noted that Ms. Sangrey-Billy is a member of the AIMA Council and will be a strong voice for students.

No further discussion. Motion passed unanimously.

Ms. Forster briefly discussed the IEFA Best Practices Conference and what the conference entails for Board members.

EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 12)

Item 12

PRESENTATION ON MUS SPRINT DEGREES

Ange DeWolf King, Academic, Research, and Student Affairs, OCHE

Ms. Ange DeWolf King presented the new Sprint Degrees programs which will be available for students beginning in June 2023. Students enrolled in the Spring program will complete their degree in an accelerated time frame. It is anticipated that 2-year degrees will take 12-18 months, and 4-year degrees will take two and a half years to complete. Ms. DeWolf King explained the program in further detail for the Board and answered Board member questions.

Friday, March 10, 2023

8:30 AM

Chair Quinlan called the meeting order at 8:30 AM. The Chair lead the Board in the Pledge of Allegiance and read the Statement of Public Participation. Ms. Stockton took Roll Call and the Chair welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Jane Hamman; Ms. Anne Keith; Dr. Tim Tharp; Mr. Ron Slinger; Ms. Renee Rasmussen; Mr. Charles Fox, Student Representative. Ex Officio Members: Dr. Angela McLean, Office of the Commissioner of Higher Education; Superintendent Elsie Arntzen, OPI. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Dr. Julie

Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Ellery Bresler, OPI; Ms. Chris Noel, OPI; Mr. Rob Stutz, Chief Legal Counsel, OPI; Mr. Chad Vanisko, Agency Legal Services; Ms. Katherine Orr, Agency Legal Services; Deputy Superintendent Sharyl Allen, OPI; Ms. Sarah Piper, MFPE.

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 13-18)**

Item 13 ACTION ON THE 2022-2023 ACCREDITATION STATUS OF ALL SCHOOLS

Crystal Andrews, Ellery Bresler

Ms. Crystal Andrews, OPI, opened the report introducing Ms. Ellery Bresler, Accreditation Specialist, and announced new hirings in the Accreditation Division at the OPI. Ms. Bresler reviewed the Accreditation Status of All Schools report for the Board, highlighting the accreditation process, how data is gathered, and the categories of accreditation in which schools may be placed. Ms. Bresler answered Board member questions.

Dr. Tim Tharp moved to approve the 2022-2023 Accreditation for All Schools Report as presented. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Item 14 ACCREDITATION PROCESS GUIDANCE

Dr. Julie Murgel

Dr. Julie Murgel, OPI, reviewed for the Board the process and schedule for Accreditation in the upcoming year. ARM 10.55.601(2) dictates that the Board and the Superintendent establish the process for accreditation. Dr. Murgel reviewed work being done at the OPI to review the process and determine areas where duplication may be occurring and how the process can be streamlined moving forward. Dr. Murgel answered Board member questions and addressed concerns they have with the process.

Item 15 CONTENT STANDARDS REVISION UPDATE AND DISCUSSION

Chris Noel

Ms. Chris Noel, OPI, presented the Content Standards Revision Timeline and information for the Board. Ms. Noel announced that the applications for the Math Standards Task Force have been reviewed and will be announced in the next week. Ms. Chris Noel discussed how the applicants will be selected for the Task Force and noted that the review for World Languages is also on the same time schedule and reviewed the process for how that review process will begin. World Language content standards have not been reviewed since 1999, and the review process will be based upon a National set of standards that have recently been reviewed. Ms. Noel answered Board member questions.

Item 16 OPI CHIEF LEGAL COUNSEL UPDATE

Rob Stutz

Mr. Rob Stutz, OPI Chief Legal Counsel, discussed with the Board a concern Superintendent Arntzen has regarding the process the Board used to review the proposed revisions to ARM Title 10, Chapter 55, Standards of Accreditation. The Superintendent wants to ensure that the Montana Administrative Procedures Act (MAPA) was followed and that time for public comment was allowed. Mr. Stutz stated that the changes, which were made by the Board Accreditation Committee and not by public comment, have the potential to be substantive changes to the revisions proposed by the Superintendent. Dr. Julie Murgel reviewed the concern related to the Superintendent's proposal to move from grade level to grade band, and the Board Committee's comments to leave as grade band. No public comment was made regarding changing from grade level to grade band, only the comment from the Board committee, and this change impacts ten different rules within Chapter 55. Dr. Murgel explained the reasons the Negotiated Rulemaking Committee proposed moving from grade level to grade band. Mr. Stutz explained that the only public comment on this proposed change was from the Board Accreditation Committee, and no members of the public. Dr. Murgel and Mr. Stutz answered Board member questions and addressed concerns from Board members. Chair Quinlan noted her concern that assessment is still addressed at

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

April 12, 2023
ZOOM

Wednesday, April 12, 2023
1:00 PM

CALL TO ORDER

Chair Quinlan called the meeting to order at 1:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Mr. Ron Slinger; Ms. Anne Keith; Dr. Tim Tharp; Ms. Jane Hamman; Mr. Charles Fox, Student Representative. Ms. Renee Rasmussen was excused. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Dr. Julie Murgel, Office of Public Instruction (OPI); Deputy Superintendent Sharyl Allen, OPI; Ms. Jule Walker, Montana School Boards Association (MTSBA); Dr. Rob Watson, School Administrators of Montana (SAM).

PUBLIC COMMENT

No public comment was made.

ADOPT AGENDA

Mr. Ron Slinger moved to approve the agenda as presented. Motion seconded by Ms. Susie Hedalen

No discussion. Motion passed unanimously.

❖ **ACCREDITATION COMMITTEE – Tim Tharp (Item 1)**

Item 1 **ACTION ON THE SUPPLEMENTAL NOTICE OF ADOPTION PERTAINING TO THE DELAYED EFFECTIVE DATE OF ARM, TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION FOR 10.55.905 (2)(c) and (2)(h), AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER**

Dr. Tim Tharp

Dr. Tim Tharp opened the item by explaining that schools have notified the Office of Public Instruction that student schedules for the upcoming school year have already been set and adding a new graduation requirement effective for the 2023-2024 school year is not possible and are asking if the implementation of ARM 10.55.905(2)(c) and (2)(h) can be delayed.

Dr. Tharp moved to approve the delayed effective date of Title 10, Chapter 55, Standards of Accreditation, for 10.55.905(2)(c) and (2)(h) to July 1, 2025 and authorize filing with the Secretary of State. All other rules adopted, amended, repealed, and transferred remain effective July 1, 2023. Motion seconded by Ms. Jane Hamman.

Question from Ms. Anne Keith if next fall's sophomore class would be the first group affected by the rule change. Dr. Tharp replied that is correct.

Question from Ms. Anne Keith if the date should be extended further.

Chair Quinlan noted that public comment at this time should be taken before discussing this any further.

Dr. Rob Watson, SAM, gave public comment regarding extending the effective date to July 1, 2027 and stated his reasons for the request. Most notably, the Montana School Board Association's model policy is that any changes to graduation requirements are always effective for the incoming freshman class. Dr. Watson thanked the Board for holding a special meeting to discuss the issue.

Deputy Superintendent Sharyl Allen spoke regarding competency transcripts.

Dr. Tharp asked OPI if a Social Studies Broadfield or History teacher could teach economics. Deputy Allen responded that would be allowed.

Dr. Tharp asked if any schools in the state are not offering civics courses. Deputy Allen and Dr. Julie Murgel, OPI, both responded that five schools reported in their accreditation report that they do not have a course code that aligned with government or civics. Dr. Murgel also responded to Dr. Tharp's question regarding who could teach economics or financial literacy.

Chair Quinlan asked for clarification from Dr. Murgel regarding which graduating class would be affected by the rule change.

Chair Quinlan clarified that depending on the date set at this meeting students who graduate before the effective date set would not have to meet the minimum graduation requirement. Dr. Murgel answered that is correct. Only students graduating after the effective date would have to meet the new requirements.

Chair Quinlan noted that if a Board member wants to offer a different effective date a substitute motion would need to be made.

Ms. Keith stated her preference would be to align with the Montana School Boards Association model policy to make it effective for the incoming freshman class.

Dr. Tharp noted he needs more information to be talked into delaying implementation further.

Ms. Susie Hedalen stated that she does not see an issue moving forward with the proposed date.

Mr. Ron Slinger asked for clarification if there are other alternatives for students to meet the requirement.

Dr. Murgel answered and shared that there are options that school districts have to meet the requirements including: independent study or economics via social studies coursework.

Ms. Keith asked Ms. Hedalen and Dr. Tharp if the proposed timeline gives districts enough time to meet the requirements. Both Ms. Hedalen and Dr. Tharp said the proposed time frame is sufficient. Dr. Tharp noted that schools always have the option of applying for a Variance to Standards if they are experiencing issues meeting the accreditation standards. Dr. Tharp asked Dr. Watson if his members

have expressed any concern that this is going to be problematic, and Dr. Watson answered that he has not.

No further discussion. Motion passed unanimously.

Ms. McCall Flynn discussed the next steps, which is to submit the notice to the Secretary of State's office for publication in the Montana Administrative Register.

PUBLIC COMMENT

No public comment was made.

ADJOURN

The meeting adjourned at 1:37 PM.

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CONSENT AGENDA

FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 (Jul)/2023 through 11 (May)/2023

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					409,500.60	269,773.15	(610.17)	140,337.62
235F2 FY2022 CARRYFORWARD					9,072.00	7,299.22	0.00	1,772.78
01100 General Fund					9,072.00	7,299.22	0.00	1,772.78
1 BOARD OF PUBLIC EDUCATION					9,072.00	7,299.22	0.00	1,772.78
62000 Operating Expenses					9,072.00	7,299.22	0.00	1,772.78
ALL All Organization Rollup					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
235H1 ADMINISTRATION					339,482.00	237,145.34	(610.17)	102,946.83
01100 General Fund					153,628.00	151,431.45	0.00	2,196.55
1 BOARD OF PUBLIC EDUCATION					153,628.00	151,431.45	0.00	2,196.55
61000 Personal Services					138,411.00	138,411.00	0.00	0.00
62000 Operating Expenses					15,217.00	13,020.45	0.00	2,196.55
ALL All Organization Rollup					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
02122 Advisory Council					122,850.00	43,241.71	0.00	79,608.29
30 Advisory Council Program 01					122,850.00	43,241.71	0.00	79,608.29
61000 Personal Services					122,850.00	43,241.71	0.00	79,608.29
ALL All Organization Rollup					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
02219 Research Fund					63,004.00	42,472.18	(610.17)	21,141.99
50 Research Program 01					63,004.00	42,472.18	(610.17)	21,141.99
62000 Operating Expenses					63,004.00	42,472.18	(610.17)	21,141.99
ALL All Organization Rollup					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
235H2 AUDIT (RST/BIEN)					15,530.60	387.02	0.00	15,143.58
01100 General Fund					15,530.60	387.02	0.00	15,143.58
1 BOARD OF PUBLIC EDUCATION					15,530.60	387.02	0.00	15,143.58
62000 Operating Expenses					15,530.60	387.02	0.00	15,143.58
ALL All Organization Rollup					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
235H3 LEGAL FEES (RST/OTO/BIEN)					25,000.00	11,758.51	0.00	13,241.49
01100 General Fund					25,000.00	11,758.51	0.00	13,241.49

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC.	235H3 LEGAL	01100 General Fund	1 BOARD OF PUBLIC EDUCATION		25,000.00	11,758.51	0.00	13,241.49
				62000 Operating Expenses	25,000.00	11,758.51	0.00	13,241.49
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
235H4 STATE ITSD/RST					16,392.00	13,183.06	0.00	3,208.94
	01100 General Fund				16,392.00	13,183.06	0.00	3,208.94
			1 BOARD OF PUBLIC EDUCATION		16,392.00	13,183.06	0.00	3,208.94
				62000 Operating Expenses	16,392.00	13,183.06	0.00	3,208.94
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
235J1 HB13 OTO					3,762.00	0.00	0.00	3,762.00
	01100 General Fund				1,770.00	0.00	0.00	1,770.00
			1 BOARD OF PUBLIC EDUCATION		1,770.00	0.00	0.00	1,770.00
				61000 Personal Services	1,770.00	0.00	0.00	1,770.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	02122 Advisory Council				1,992.00	0.00	0.00	1,992.00
			30 Advisory Council Program 01		1,992.00	0.00	0.00	1,992.00
				61000 Personal Services	1,992.00	0.00	0.00	1,992.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
235Z1 WORKERS COMP. REDUCTION					262.00	0.00	0.00	262.00
	01100 General Fund				205.00	0.00	0.00	205.00
			1 BOARD OF PUBLIC EDUCATION		205.00	0.00	0.00	205.00
				61000 Personal Services	205.00	0.00	0.00	205.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	02122 Advisory Council				57.00	0.00	0.00	57.00
			30 Advisory Council Program 01		57.00	0.00	0.00	57.00
				61000 Personal Services	57.00	0.00	0.00	57.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
Grand Total					409,500.60	269,773.15	(610.17)	140,337.62

ITEM 1

CHAIRPERSON REPORT

Madalyn Quinlan

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **Legislative Wrap Up**
- **Recommendation from CSPAC on
Advisory Councils**

McCall Flynn

Certification Standards and Practices Advisory Council Recommendation to the Board of Public Education Advisory Councils

The Certification Standards and Practices Advisory Council (CSPAC) met on April 19, 2023. Given that HB 231 eliminated CSPAC, as part of their meeting agenda, CSPAC discussed recommendations to the Board of Public Education on important elements of the advisory council that should be carried out and replicated in any new advisory councils.

CSPAC recommends the following:

- Ensure ongoing participation from at least one “general” group, along with specialized groups to provide recommendations.
- Use the authority in 2-15-122, MCA, to create an advisory council that retains the same unique membership and accomplishes the same duties and responsibilities as CSPAC, currently listed in statute.
- Include additional members who represent parents, early childhood education, Montana Digital Academy, private, homeschool, and CTE educators.
- Maintain the current CSPAC membership process, with flexibility to review and evaluate terms of members more regularly.
- Include members that are close to kids and innovative thinkers that look to the future of public education.
- Continue the Professional Educators of Montana Code of Ethics.
- Ensure education professionals makes recommendations on Class 8 Licenses.
- Continue the opportunity for combined meetings between the Board, advisory council, and the Montana Council of Deans of Education.

❖ **MACIE LIAISON – Susie Hedalen (Item 3)**

ITEM 3

MACIE REPORT

Jordann Lankford Forster

Montana Board of Public Education
MACIE Summary
May 2023

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	<p>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:</p>
Requested Decision	None
Related Issue(s)	April MACIE Meeting May MACIE Meeting MACIE Budget
Recommendations	None

ITEM 4

STATE SUPERINTENDENT REPORT

- **Assessment/MAST Update**
 - **Federal Update**
- **Data Modernization Update**

Superintendent Elsie Arntzen

Montana Board of Public Education Executive Summary

Date: May 11-12, 2023

Presentation	Superintendent's Report
Presenter(s)	Elsie Arntzen
Position Title	State Superintendent Office of Public Instruction
Overview	<p>The Superintendent provides a report to the Board of Public Education. This report includes:</p> <ul style="list-style-type: none">• Superintendent's Update• Assessment Update• MAST Update• Data Modernization Update• Federal Programs Update• ESSER Update• MIC3• Stronger Connections Grant• 2024 Teacher of the Year• Legislative Update
Requested Decision(s)	Information Only
Related Issue(s)	None
Recommendation(s)	None



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



Superintendent Arntzen's Report to the Board of Public Education as of April 27, 2023

Superintendent Arntzen's Message:



"The purpose of these listening sessions was for government to recognize challenges and seek solutions while honoring local control in education...our local schools are the heart of our communities. Our Montana students must remain the focus of these authentic and respectful conversations."

Superintendent Elsie Arntzen

Please **read** Superintendent Arntzen's latest OpEd, *Community Discussions on Education Delve into Spicy Topics*, or **watch it [here](#)**.



Assessment Update:



Attached at the end of this report is the May Assessment Update. This update includes current completion rates and testing outreach for the summative assessments in Montana.

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

Montana Alternative Assessment Testing Program (MAST):



The final MAST testing window opened on April 17 and closes on April 28, 2023.

The MAST Pilot Program tests 5th and 7th-grade students in Math and Reading with a through-year model that aligns student testing closest to the learning of the skill. Currently, districts have administered three of four testing windows. **More than 30 districts and nearly 5,000 students have participated in the MAST Pilot Program to date.**

Superintendent Elsie Arntzen is expanding the Montana Alternative Student Testing (MAST) Pilot Program to grades 3-8 in Math and Reading for the 2023-2024 school year. Due to this expansion, the Office of Public Instruction (OPI) is seeking a Field Test Flexibility waiver to eliminate an undue burden on students, teachers, and district leaders by preventing double testing. Currently, the districts participating in the through-year MAST program for grades 5 and 7 are also required to complete the federally mandated end-of-the-year summative assessment. The Field Test Flexibility waiver is for one year and is granted to states that are changing their assessment system by the US Department of Education (DOE).

The Field Test Flexibility waiver will only affect districts and schools that are participating in the MAST Pilot Program. All other districts and schools will still be required to take the federally mandated end-of-the-year summative assessment. OPI sought public comment from parents, teachers, test coordinators, school leaders, and community members on the Field Test Flexibility waiver from March 30 – April 28, 2023. Public comment was provided by:

- Submitting written comment to essainput@mt.gov
- Participating in one of three public comment webinars
 - Webinar 1 on April 12 from 4:00 PM – 5:00 PM
 - Webinar 2 on April 19 from 4:00 PM – 5:00 PM
 - Webinar 3 on April 25 from 4:00 PM – 5:00 PM
- Completing the Field Testing Flexibility for Montana Assessment System Waiver Survey

The Field Test Flexibility waiver and a summary of public comment will be submitted to the DOE on May 2, 2023.

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

Data Modernization:



Data Modernization Request For Proposal(RFP) Timeline

Important notes:

- This project will start with an analysis teamed up with building the foundation for a new solution.

Key Goals:

- Simplify data entry and transport from the field!
- Eliminate as much data entry duplication as possible!
- Improve data validation and certification processes!
- Tying disparate systems together and consolidating collection efforts!

The timeline below presents the tasks and milestones for this momentous project:

- April 14, 2023: Deadline for Receipt of Written Questions
- April 20, 2023: Deadline for Posting Written Responses to the State's Website
- April 27, 2023: RFP Response Due Date
- **May 15 - 18, 2023: Offeror Interviews/Product Demonstrations**
- May 22, 2023: *RFP Award
- May 24, 2023: Contract negotiations complete
- May 26, 2023: *Contract Finalization
- May 29, 2023: Vendor and OPI PMs create a baseline schedule including weekly status meetings
- June 2, 2023: Meetings with key stakeholders scheduled and confirmed
- August 16, 2023: Milestone 1 -First draft delivery of current inventory and data scoping
- August 23, 2023: Milestone 2 – Draft of all deliverables reviewed by the OPI project team
- August 25, 2023: Milestone 3 – Final delivery of all documentation for review and approval by the OPI project team
- August 25, 2023: Milestone 4 – Commercial of the Shelf(COTS) Solutions, Data Modernization Architecture & Deployment Strategy
- December 12, 2024: Milestone 5 – Full Production Deployment
- January 4, 2025: Milestone 6 - Post Deployment Analysis and Assessment
- February 28, 2025: Milestone 7 – Approval & Sign-off of Data Modernization Fully Deployed Environment by OPI Leadership & Program Team

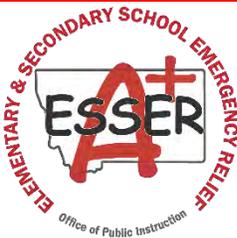
Chris Sinrud, Chief Information Officer, is standing by for questions.

Federal Update:

Please see the attached Update on Federal Programs.

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

Elementary and Secondary Schools Emergency Relief Funds – ESSER:



A Review Committee composed of clerks and superintendents from across the state along with OPI staff designed a data collection process to ensure that the US Department of Education (DOE) received the correct information for the data collection. Thank you to the review committee as they were instrumental in helping to make sure that notices and data collection forms adhered to DOE requirements. The team also worked to provide a system of guidance to ensure an easier process for collecting and inputting the data.

As of April 21, 2023, all districts had submitted their data. Shout out to district clerks and superintendents who worked to collect data for OPI.

Testing is underway for quality assurance to guarantee that all data will be submitted to the DOE on time.

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

Each month school board trustees are sent a monthly allocation report for ESSER funds. These reports can be found [here](#).

The [state-wide ESSER allocation](#) through March 31, 2023, is:

<u>State Level ESSER Activity</u>						
<u>Program</u>	<u>Allocated</u>		<u>Expended</u>		<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$	41,295,230	\$	-	100%
ESSER II	\$ 170,099,465	\$	113,443,878	\$	56,655,587	67%
ESSER III	\$ 382,019,236	\$	111,597,482	\$	270,421,754	29%
Totals	\$ 593,413,931	\$	266,336,590	\$	327,077,341	45%

For more information on ESSER please click [here](#) or contact Wendi Fawns at wendi.fawns@mt.gov.

Montana Military Interstate Children’s Compact Commission (MIC3):



The designation of April as the Month of the Military Child acknowledges the significant role military-connected students play in our communities. In 2011, the University of New Hampshire Cooperative Extension Military Youth and Family Program started the “Purple Up! for Military Kids” as a visible way to thank military youth for their strength and sacrifice.

Because purple represents joint service operations and is a combination of Army green, Marine Corps red, and Coast Guard, Air Force, and Navy blue, it is the appropriate color for military children from all branches.

Montana is home to over 6,200 military-connected children with a parent currently serving in the United States Military. There are nearly 3,800 active duty military members in Montana and over 5,700 National Guard and Reserve members. Montana Purple Up! Day will be celebrated on April 27, 2023, in Great Falls to honor Montana's 2023 Purple Star Schools and Purple Star Champions.

Montana's 2022 - 2023 Purple Star School Awardees are:

- Montana School for the Deaf and Blind
- Great Falls High School - Great Falls Public Schools
- Chief Joseph Elementary School - Great Falls Public Schools
- Meadow Lark Elementary School - Great Falls Public Schools
- Early Learning Family Center - Great Falls Public Schools

The 2022- 2023 Purple Star Champion Awardees are:

- Brian Holbein, Lt. Col (R) JROTC Teacher at Great Falls High School
- Michael Wonch, MSgt (R) JROTC Teacher at Great Falls High School
- Col Christopher Karns, Mission Support Group Commander, Malmstrom AFB



April 19 was National Purple Up! Day. OPI and MIC3 Commissioner Ray Shaw honored our military-connected children and families at the Capitol.



Purple Up Day celebration in Great Falls on April 27.

For more information on MIC3, please contact Jenna McKinney, Family Engagement Director, at jenna.mckinney@mt.gov.

Stronger Connections Grant:



The Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant Program application window opened on March 27, 2023, and will close on May 1, 2023. The federal congressional BSCA awarded the Office of Public Instruction (OPI) \$4.8 million in additional funding for Title IV, Part A of the Every Student Succeeds Act (ESSA). This one-time funding is in addition to the federal Title IV, Part A funding already allocated to the Montana OPI. Title IV Part A is also known as Student Support and

Academic Enrichment (SSAE). The SSAE program is intended to improve students’ academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with:

- Access to a well-rounded education
- Improve school conditions for student learning, safe and healthy students
- Effective use of technology to improve the academic achievement and digital literacy of all students

The Stronger Connections Grant aims to provide funding for high-needs Montana schools to develop, implement, and evaluate a comprehensive approach that prioritizes physical and emotional safety for their school community. The competitive subgrant is open until May 1, 2023, at 4:00 PM. Schools will have the opportunity to apply for a minimum of \$10,000 and a

total of \$175,000 per year for two years. Notification of awards will be sent to schools on July 1. The grant process can be viewed [here](#).

For more information contact Paige Sedahl at paige.sedahl@mt.gov or OPIStronger@mt.gov.

2024 Montana Teacher of the Year Applications:



Superintendent Arntzen is asking all Montanans to nominate 2024 Montana Teacher of the Year candidates. The Montana Teacher of the Year award recognizes teachers who:

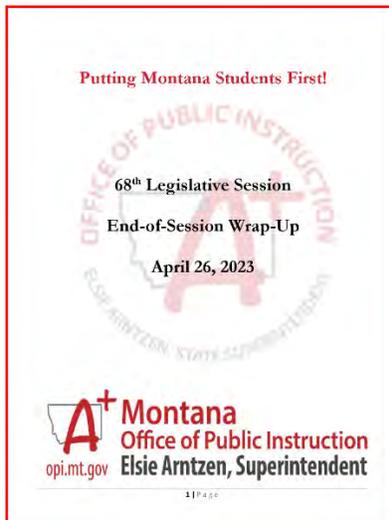
- elevate student success by celebrating teachers who honor individual student strengths and each child’s unique abilities
- empower classroom innovation by recognizing teachers who are responsive to the complex realities that define Montana’s diverse and unique classrooms across the state
- enhance pathways to teacher leadership by creating teacher ambassadors at the local, state, and national levels to connect classrooms to the community

All Montanans are encouraged to fill out the simple [nomination form](#) before May 12, 2023. Teachers may self-nominate through the form as well. All nominated teachers will be contacted and asked to fill out an application. Applications can be sent to MTTOY@mt.gov.

The 2024 Montana Teacher of the Year timeline is:

- May 12, 2023 Nominations due
- June 23, 2023 Applications due to MTTOY@mt.gov
- July-August 2023 Applications reviewed by committees
- Mid-September 2023 Finalists selected
- Mid-September 2023 Finalists interviewed by state committee, MT TOY selected
- October 2023 National Teacher of the Year Application Due to CCSSO
- February 2024 MT TOY begins duties and NTOY activities

Legislative Update:



To read the End-of-Session Wrap-Up, please click [here](#).

BOARD OF PUBLIC EDUCATION MAY ASSESSMENT UPDATE

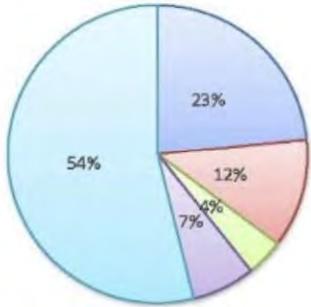
Cedar Rose
Assessment Director



Putting Montana Students First **A+**

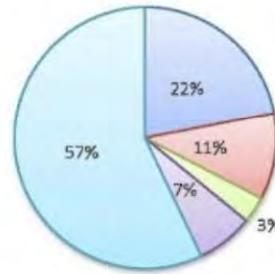
SUMMATIVE COMPLETION RATES AS OF 4/24/2023

ELA District Completion Rates



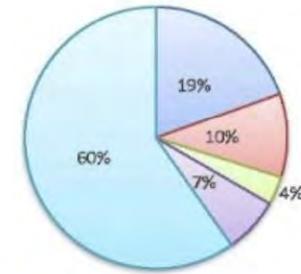
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Math Computer Adapted Test District Completion Rates



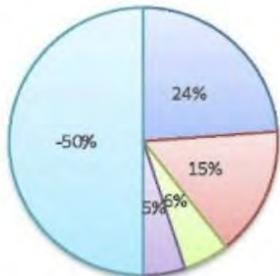
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Math Performance Task Test District Completion Rates



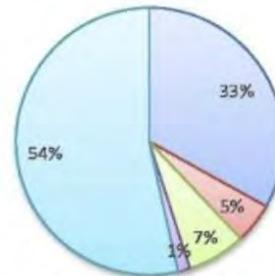
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Montana Science Test District Completion Rates



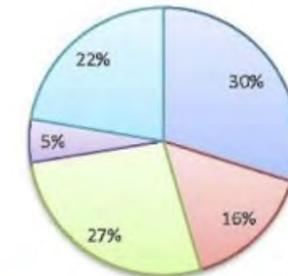
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Alternate MT Science Test District Completion Rates



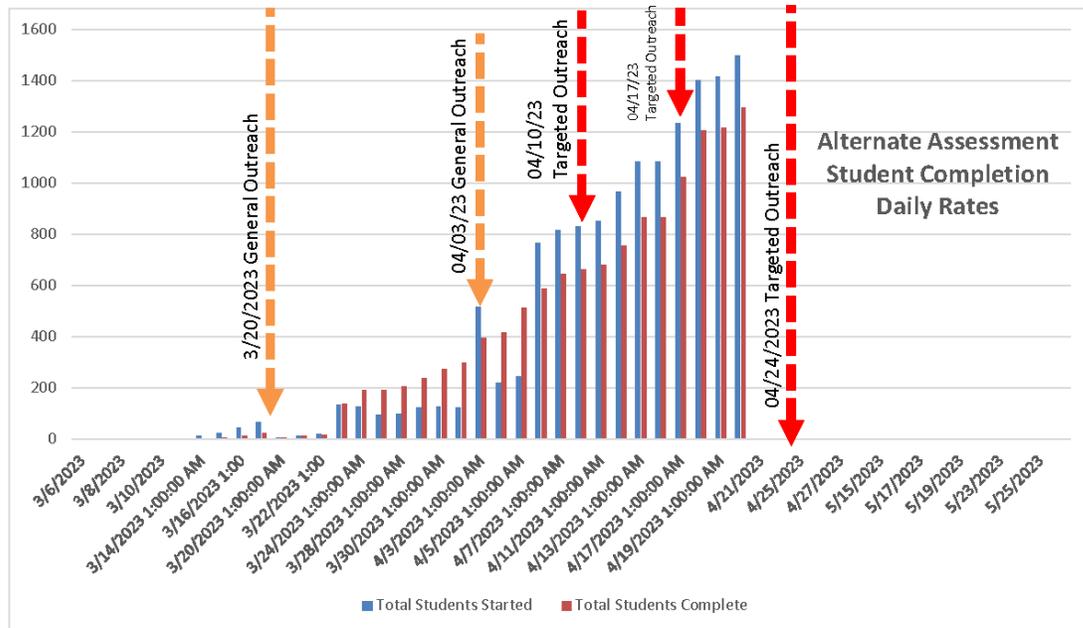
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

MSAA District Completion Rates



95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

SUMMATIVE TESTING OUTREACH



Bi-weekly general completion updates sent to all STCs



Weekly targeted emails sent to STCs, superintendents, and building level administrators of any school in danger of not completing assessments



Monitoring completion rates of students with IEPs taking general assessments to provide support

ACCESS FOR ELLS 2022-23 COMPLETION RATES

TBD-Released on 4/28



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 **A⁺**



May 11-12, 2023 Update on Federal Programs

1. Proposed Federal Waiver for Field Testing Flexibility

The Montana Office of Public Instruction (OPI) is submitting a federal waiver for field test flexibility. According to the US Department of Education (USED), a Field Test Flexibility waiver is a one-year waiver granted to state education agencies (SEAs) that are changing their assessment systems and want double-testing flexibility and identification flexibility.

View Montana's request for a [field-testing flexibility waiver \(PDF\)](#).

Approval of this waiver will support OPI's [Montana Alternative Student Testing Pilot Program \(MAST\)](#) which better equips educators with the data they need to personalize high-quality education for all students. This Field Test Flexibility waiver will eliminate an undue burden on students, teachers, and district leaders by preventing double-testing and ensuring identification flexibility. It will advance student academic achievement by enabling the OPI to design and develop a more balanced assessment system that centers around student learning and provides additional support for educators.

With approval, Montana would be the first state to gain approval for the reading/language arts and mathematics multiple state interim assessments that result in a single summative score that provides valid, reliable, and transparent information on student achievement. The OPI assures that an operational multiple state interim assessment will be administered statewide in grades 3 through 8 to all students who take the general reading/language arts and mathematics assessment during the 2024-2025 school year. Following the final Spring administration in 2025, standards-setting will occur. The results will be publicly reported, disaggregated by student groups, shared with parents and educators, and fed into the Federal accountability system.

The waiver will only be applicable to districts and schools participating in the MAST pilot program during the 2023-2024 school year, and parents will be notified of their child's participation in the field test. Non-participating districts and schools will continue to administer the Smarter Balanced Assessment (SBAC) for Grades 3-8 in the Spring of 2024. Accountability provisions and reporting for non-participating districts and schools will not be changed.

Key Takeaways

- To ensure students, teachers, and district leaders are not overburdened with double testing, OPI is submitting a field test flexibility waiver to the USED.
- The OPI will ensure that all students in 3rd to 8th grade who do not take a field test in Reading/Language Arts and Mathematics will take the current SBAC assessment.

- Precedent for the approval of these field-testing flexibility waivers was established under the No Child Left Behind Act by States transitioning to Smarter Balanced and PARCC assessments.
- Parents of students in each school participating in the field test will be notified of the school’s participation, including by ensuring that the notification to parents includes a discussion of the implications of the school’s participation in the field test and a notification of whether the parents’ child will participate in the field test.
- The waivers would allow the OPI and participating school districts to gather data to establish the validity and reliability of the field tests during the 2023-2024 school year, prior to publicly reporting student test results.
- Schools that participate in the field test will maintain the federal school identification determined in the Fall of 2023 based on data collected during 2022-2023 (i.e., schools participating in the field test will not be identified for support, or existed from support status, on the bases of data collected during the year of the field test-2023-2024).
- OPI assures that an operational test will be administered during the 2024-2025 school year that, following standards setting, will result in data that can be publicly reported, disaggregated by student groups, shared with parents and educators, and feed into the Federal accountability, providing an opportunity for OPI, in partnership with New Meridian, to lead the nation in implementing a statewide innovative assessment system.

Below is a **Timeline** outlining the process that was used for stakeholder involvement:

March 30, 2023: Initiate public comment, by sending emails to stakeholders, opening a survey, and posting information on the OPI webpage with links to the draft Field-Testing Flexibility Waiver and a FAQ.

April 2023: Consultation with the Governor’s office

April 12, 2023: Assessment Site Testing Coordinator Webinar, 3:30 pm-4:00 pm

April 12, 2023: Webinar 1 for public input, 4:15 pm-5:00 pm

April 18, 2023: Discussion with Education Advocates

April 19, 2023: Webinar 2 for public input, 4:00 pm to 5:00 pm

April 25, 2023: Webinar 3 for response to public input, 4:00 pm to 5:00 pm

April 28, 2023: Public comment and survey deadline

May 2, 2023: Final Waiver prepared and submitted to the USED.

2. ESSER Information

ESSER I Consolidated	(blank)	\$	28,255.00	\$	28,255.00	\$	-
ESSER I Consolidated Total		\$	28,255.00	\$	28,255.00	\$	-
ESSER II Consolidated	Address Learning Loss	\$	625.00			\$	625.00
	Indirect Cost	\$	-			\$	-
	Minimize Spread of Infection			\$	3,695.00	\$	(3,695.00)
	Other	\$	106,969.00	\$	101,645.00	\$	5,324.00
ESSER II Consolidated Total		\$	107,594.00	\$	105,340.00	\$	2,254.00
ESSER III Consolidated	Address Learning Loss	\$	31,702.00	\$	18,592.00	\$	13,110.00
	Indirect Cost	\$	-			\$	-
	Mental Health	\$	5,000.00			\$	5,000.00
	Minimize Spread of Infection	\$	65,326.00	\$	30,950.00	\$	34,376.00
	Other	\$	114,840.00	\$	12,839.00	\$	102,001.00
	Supplemental Learning	\$	4,123.00			\$	4,123.00
	Technology	\$	19,178.00	\$	4,140.00	\$	15,038.00
ESSER III Consolidated Total		\$	240,169.00	\$	66,521.00	\$	173,648.00
		\$	376,018.00	\$	200,116.00	\$	175,902.00

[National and state comparison, view through data collected](#) during the federal Annual reporting for ESSER Year 3 which began the first week in April. In partnership with districts and a review committee composed of business clerks, superintendents, and OPI staff the data collection process resulted in 97% of all districts submitting on time by April 14, 2023.

Going forward OPI is continuing to ensure compliance through a broad and in-depth system of support which includes a series of monthly ESSER Guidance Sessions, individual consultation over the phone and virtually, and email. Some of the resources we created and maintain to assist districts in meeting students' needs include:



[Monthly allocation and expenditure](#) reports by the district.

[District use of funds Plans](#) (priorities and goals) updated at least every six months and reviewed June 2023.

[Public portal access on individual requests](#) for funds, allocation, and cash requests.

[Spending countdown](#) (ESSER II CRRSA September 2023, ESSER III ARP September 2024)

[3. General Information on the Federal ESSA Accountability System](#)

What is it?

Under the 2015 Every Student Succeeds Act (ESSA) there was a federal requirement for an accountability system that is used to make sure all Montana's students are served and prepared for the future. ESSA outlines areas each state must focus on for indicators. For more information, please see [Montana's State Plan](#).

What Students are included?

Per federal law, students who have been enrolled at least half of the year in the school shall be included for all indicators except graduation rate. For graduation rate, the student is included in the graduation rate for the school that they last attended. **Additionally, there must be at least ten students participating in each indicator to receive a score.**

How are Schools Identified as Comprehensive?

- Participating Title I schools that are above 10 in enrollment are scored in all indicators with at least ten students. They are then ranked and given a composite score and the lowest performing 5% are identified as a Comprehensive Support School
- All High schools that have a graduation rate that is less than 67% are identified as Comprehensive.

Note: A Title I school can be moved from Additional Targeted to Comprehensive if a subgroup consistently underperforms for three years in a row.

What is a Subgroup?

This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system include Economically disadvantaged students, English learners, students from major racial and ethnic groups (White, American Indian, and Hispanic), and children with disabilities.

How are Schools Identified as Additional Targeted (ATSI)?

All Schools, including Non-Title I schools, are scored in each indicator for each subgroup that has at least ten students and compared to the composite score of the bottom 5% of Title schools. If a subgroup scores at or below the level of the bottom 5% of Title I schools, then they are identified as ATSI for that subgroup.

Note: If a Non-Title School is identified as ATSI for the same subgroup for three years in a row they move to targeted status which is similar to comprehensive but is for Non-Title Schools.

What are the Indicators Used in the Accountability System?

The First four indicators are required by federal law. There have to be at least ten students to be scored in an indicator. Additionally, the student must be enrolled for at least half the year besides for graduation/cohort.

- 1. Academic Achievement:** Measures proficiency in Math and ELA (Smarter Balanced Summative Assessment for grades 3-8 and the ACT for 11th grade). Participation Rate is taken into account on this indicator as well.
- 2. Academic Growth (Elementary and Middle Schools Only):** An academic growth indicator uses individual student performance on annual state tests (Smarter Balanced Summative assessment grade 4-8) over a two-year period to determine the amount of improvement of a student's proficiency on grade level Math and English Language Arts content standards between two consecutive years. This is not an indicator used for High School
- 3. EL Learner Progress:** Progress is defined as any student who shows a 0.5-point growth on their composite score on the WIDA from the previous year.
- 4. Four-year Adjusted Cohort Graduation Rate (High School Only):** Calculations are based on the four-year adjusted cohort graduation rate for all students and for each student group who met the state standards with a regular high school diploma. Students who graduate in accordance with IEP goals are not included in the numerator of this calculation due to Federal law.
- 5. Satisfactory Attendance:** Students who attend at least 95% of the instructional days are considered satisfactory. If a school didn't report their attendance on time, they received a 0.
- 6. College and/or Career Ready (High School Only):** Percent of students determined to be college or career ready. A student is considered college or career ready if they are a CTE concentrator or scores at least 21 Composite Score on the ACT.
- 7. STEM Indicator:** Proficiency in statewide science assessment for students in grades 5 and 8.

How are Schools assigned scores for each indicator?

Each indicator as outlined above has a total possible point that can be earned. The schools are ranked for each indicator and assigned a score based on their ranking and total possible points for that indicator. For example, a Title 1 High School with the highest graduation rate would earn a total possible points of 25.

If there are not at least ten students for the school or for a specific subgroup participating in any of the above indicators a school will not receive a score for that indicator and those possible points will be subtracted out of the number of points a school can earn.

The final school ranking is a percentage based on the
$$\frac{\text{total points earned for all indicators}}{\text{total possible points for all indicators scored in}}$$

What are Montana's Long Term Growth Goals?

The long-term goals for Montana are a 4 percent reduction in the number of students not proficient (or not graduated) each year. This allows for stronger growth in real numbers among low scoring subgroups to close the achievement gaps between these subgroups and the state average

How can a school Exit Comprehensive Support or ATSI?

Based on the [Addendum](#) approved by USED:

Comprehensive schools identified in fall 2022, the exit criteria for fall 2023 require that a School meets both of the following criteria:

1. No longer be in the bottom 5% of Title I schools.
2. The academic growth goals in the school's improvement plan (CSIP) for one year (rather than three consecutive years).

ATSI schools identified in fall 2022, exit criteria for fall 2023 require that a school meets both of the following criteria:

1. All subgroups in the school perform at a level higher than the lowest performing 5% of Title I schools.
2. The academic growth goals set in the school's CSIP for one year (rather than two consecutive years).

4. Accountability Designations based on 2022 data:

Which schools are identified as comprehensive and targeted schools?

Comprehensive Support and Improvement Schools

Targeted Support and Improvement Schools

The Office of Public Instruction ran the accountability system in March 2023. And at that time, only those schools in Targeted Support and Improvement in Monitoring status were eligible to exit and three schools met the exit criteria to exit. Below are the numbers in each of the accountability areas of Universal, Targeted, and Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

- 618 schools are designated as Universal.
- 145 schools designated as Additional Targeted Support which includes.
 - 66 schools newly identified.
 - 6 schools in second year ATSI
 - 61 schools in Monitoring status
 - 9 schools with a mixture of first- and second-year designations in different subgroups
- Total of Targeted Schools by Subgroups:
 - 10 American Indian
 - 26 English Language
 - 9 English Language
 - 38 Hispanic
 - 39 White

ITEM 5

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean

ITEM 6

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 7

STUDENT REPRESENTATIVE REPORT

Charles Fox

❖ **MSDB LIAISON – (Items 8-9)**

Renee Rasmussen

ITEM 8

MSDB REPORT

Action Items

- **Action on Personnel Items**
- **Action on Out of State Travel Request**
 - **Golden Triangle Cooperative MOU**
 - **Association of Education and Rehabilitation of the Blind and Visually Impaired Accreditation Second Reading**

Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
May 2023**

Agenda Action Items:

- 1. Personnel Action Report**
 - 1 Retirement
 - 4 Resignations
 - 1 Probationary Layoff
 - 1 Renewal of Non Tenure Teacher
 - 3 Hirs

- 2. Out of State Travel**
 - Brailleists/Transcriptions (National Braille Conference / Knoxville, TN – October 17-21)

- 3. Approval of Memorandum of Understanding(s)**
 - Professional Practice Experience Agreement for Nursing Programs – GF College
 - Golden Triangle Cooperative

- 4. Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program – Second Reading**
 - A. Policy and Administration
 - B. Financial Management
 - D. Building and Grounds

- 5. Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program – First Reading**
 - C. Staff and Volunteers
 - E. Community Relations, Public Education, Fundraising
 - F. Community and Consumer Involvement

Attached Documents:

- Personal Action Report
- Out of State Travel Forms
- GFC-MU Memorandum of Professional Practice Experience Agreement for Nursing Programs
- Golden Triangle Cooperative 2023-2024 Agreement
- Bi-Monthly MSDB Committee Notes
- 23-24 School Calendar and Survey Results

- Policy and Administration Standard – AER Self Study
- Financial Management Standard – AER Self Study
- Building and Grounds Standard – AER Self Study
- Staff and Volunteers Standard – AER Self Study
- Community Relations, Public Education, Fundraising Standard – AER Self Study
- Community and Consumer Involvement Standard – AER Self Study
- State of MT Accreditations
- MFPE Labor Mgmt Agenda
- April 14 MSDB Foundation Agenda
- MSDB Foundation 2023-2024 Adopted Budget
- MSDB Foundation 2022-2023 Current Budget
- MSDB Expenditure to Appropriations Report Feb 2023
- MSDB Cottage Bulletin March 2023
- Current Enrollment Numbers as of 10/24/2022

**MSDB Personnel Action for BOPE Meeting
May Meeting 2023**

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

Retirement

Jane Garrison – VI Outreach (February 2024)

Resignation

Damen Furthmyre - Lifeguard

Kiernan Monasmith - FT Interpreter

Chris Siller - Orientation and Mobility Instructor

Crystal Oring - DHH Outreach Director

Probationary Layoff

Dakota Randles – Food Prep Cook

Renewal of Nontenure Teacher

Heidii Fettinger – Literacy Instructional Coach (Grant Ending)

Hire

Shaelea Hansen - PT Paraprofessional

Amber Bateen – DHH Outreach Consultant

Alice Andersen – DHH Outreach Consultant

Positions open at MSDB Currently

LPN Nurse (Interviewing)

Interpreting Specialist

2 FT Interpreter

CLA Boys Cottage

2 DHH Outreach Consultants (Interviewing)

1 VI Outreach Consultant (Interviewing)

Maintenance Supervisor

Transition Specialist

PT Business Office Worker (Interviewing)

1 FT Paraprofessional Position - Anticipated

Orientation and Mobility Specialist

Positions currently on hold

School Psychologist (Filled with TVI currently)

1) Agency Number/Name MSDB		2) Division Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Sue Stewart/011636, Christy Haagenson/027332		

5) Justification
 It has been 4 ½ years since we have attended the NBA Conference and this year it will be held in Knoxville, Tennessee October 18-20. The Conference offers training for transcribers throughout the United States. This would benefit MSDB as well as the students we provide materials for in Montana. We would be advancing our knowledge and skills in UEB, Braille formats, Nemeth, and APH BrailleBlaster.
 Even though we learned most of the basic skills needed to become Braille transcribers through our transcriber course, there is so much more that we can learn by attending this conference. It would give us an opportunity to network with other transcribers and professionals in the same field. We are in need of improving our Braille formatting skills, and we also want to keep up the skills we already have.
 The National Braille Association Professional Development Conferences are held in the fall of each year in various cities in the United States. These conferences are the sites for workshops which enable participants to improve their skills and learn more about braille code revisions, new techniques, software, hardware, and production equipment. Social functions offer the additional stimulation of informal visits with NBA members, members of other organizations, and agencies.

6) Itinerary
Destination: Knoxville, TN
Travel Dates: October 17-21, 2023

7) Estimated Costs

Transportation \$ 1735.60	Meals \$ 200	Lodging \$ 755.08	Other \$ 400
Total estimated cost \$ 3090.68			

Provide details to support estimated costs:
 (Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
 Registration: \$175 per person, plus \$25 per person for non-member fee, Hotel: \$755.08 for 4 nights at Hilton Knoxville 1-865-523-2300, Flight: \$1735.60 total for 2 people

8) Submitted By <i>Christy Haagenson/Sue Stewart</i>	Title Braille Transcribers/Paraeducators	Date 04/18/23
----------------------------------------------------------------	----------------------------------------------------	-------------------------

Approval of Authorized Agency Personnel per Department Policy			
Supervisor <i>[Signature]</i>	Date 4.27.23	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.



Montana School For the Deaf and Blind
Great Falls, Montana

Memorandum of Professional Practice Experience Agreement for
Nursing Programs

Parties: Montana School For the Deaf and Blind
(referred to as "Facility")
3911 Central Ave
Great Falls, MT 59405

Great Falls College MSU
2100 16th Ave. South
Great Falls, MT 59405

1. It is agreed by the Facility and the Great Falls College MSU to be of mutual interest and advantage to cooperate in a plan to provide practical professional and educational experiences for students in the Nursing Programs.
2. The Facility will make available appropriate professional practice learning experiences in the appropriate department of the Facility as required for the program designated in Paragraph 1 of this agreement. The period(s) of student assignment, numbers of students, distribution of students among various areas/departments of the Facility, and the specific learning experiences to be acquired will be mutually agreed upon between the Facility and Great Falls College MSU experience. Great Falls College MSU will assign at least one faculty member to coordinate the activities for the professional practice experience.
3. The Facility shall provide instruction and "on-the-job" training for assigned students. Great Falls College MSU member to coordinate each professional practice experience and to evaluate the student at the Facility on a regularly scheduled basis.
4. Great Falls College - MSU will provide the Facility's staff with an orientation to the program. The Facility will provide assigned Great Falls College MSU faculty and students with an orientation to the Facility. Great Falls College MSU and the Facility agree to participate in planning and evaluation meetings regarding the professional practice experience.
5. Great Falls College MSU faculty accepts full responsibility for planning, organizing, administering, and operating the professional practice experience.

6. Great Falls College MSU and the Facility will not discriminate against any applicant for enrollment in its course of study because of age, disability, marital status, race, creed, sex, religion, or national origin.

7. Confidentiality and Disclosure of Patient Information- Program students and employees acknowledge that it may have access to confidential protected health information, including, but not limited to, patient identifying information. Program agrees that it

A. Will not use or further disclose PHI other than as required by law.

B. Will protect and safeguard from any oral and written disclosure all confidential information regardless of the type of media on which it is stored (e.g., paper, fiche, etc.) with which it may come into contact.

C. Use appropriate safeguards to prevent use or disclosure of PHI other than required by law.

D. Will report to the Facility any unauthorized use or disclosure immediately upon becoming aware of it.

8. To assure and keep records that students are required to have current TB test or chest xray when indicated and hold current CPR training. Instruction is given to each student that a completed Hepatitis B series is highly recommended which can be obtained through the Cascade County Health Department or a private physician.

9. Both parties understand that under no circumstances are any assigned students or Great Falls College MSU faculty members to be considered an agent or employee of the Facility. Both parties further understand that assigned students shall be considered learners and shall not be used by the Facility to replace or supplement members of the Facility's staff. There is no intent to pay.

10. Great Falls College MSU shall assume responsibility for seeing that all assigned students and faculty members comply with the policies, procedures, rules, and regulations of the Facility and for seeing that all assigned students and faculty members respect the confidential nature of the information to which they have access as it pertains to patient and Facility records.

11. Student and Facility assignment shall be the sole responsibility of the Great Falls College MSU. Assigned students will be required to maintain academic standards as required by Great Falls College MSU policy prior to and during the academic term in which the professional practice experience occurs. The Facility may request Great Falls College - MSU to withdraw from the Facility any student whose performance is unsatisfactory or whose conduct is detrimental to the Facility in carrying out its health care responsibilities, provided that the Facility shall not discriminate against any student because of age, disability, marital status, race, creed, sex, religion, or national origin. Great Falls College MSU reserves the right to immediately remove any students from clinical rotation at the Facility, wholly or pending investigation, due to concerns of safety, discrimination, or conduct of staff that is detrimental to a student's learning environment.

12. The facility will provide clinical preceptors, who are employed by the facility, that are qualified and credentialed in the content areas they are teaching. Qualified means that faculty have demonstrated a sufficiency of knowledge, skills, and competency in those content areas. Clinical preceptor to student ratio shall not exceed 1:1.

13. The facility will provide appropriate equipment and space for students to have supervised hands-on experience with equipment necessary to perform competency checklists. Lab instructor will perform competency evaluations, using a rubric provided by program faculty, to ensure students have the minimum skills necessary to perform the skills safely in clinical rotations for the following semester. All students will be evaluated with the same expectations as listed in the rubric. Lab instructors will communicate with program faculty of any students not meeting minimum standards or any other student concerns. Lab instructors must maintain the privacy and confidentiality of student performance, discussing progress and concerns directly to Great Falls College MSU Program Faculty or Administrators.

14. The Facility further agrees to:

A. Provide Great Falls College MSU the necessary space or facilities for conference and student teaching as available.

B. Provide lounge/locker space for assigned students as necessary and available.

C. Allow assigned students/faculty to use the Facility's eating facilities at the sole expense of the assigned students and faculty.

15. The Facility agrees to provide minimum first aid treatment for assigned students/faculty that are injured or become ill while at the Facility at the sole expense of said student or faculty member.

16. Great Falls College MSU hereby agrees to obtain and maintain during the term of this agreement a student professional liability policy covering the students. The limits shall be the same as provided public employees. A certificate of insurance from the insurance carrier shall be provided to the Facility on request.

17. Both parties understand that no monetary reimbursement is permitted between the Facility and Great Falls College MSU for use of facilities or for assigned student or faculty services.

18. This Agreement shall be ongoing. Either party may terminate this Agreement without cause upon 90 days' written notice to the other party provided that the students assigned to the professional practice experience during such 90 days are permitted to complete their scheduled experiences.

The undersigned individuals executing this Agreement represent and warrant that they are fully authorized to do so and bind the respective Party for the purposes provided herein.

Montana School For the Deaf and Blind

Facility Representative

Date

GREAT FALLS COLLEGE MSU

Director of Heath Sciences Division

Date

Golden Triangle Cooperative

RECEIVED

MAR 17 2023

MONTANA SCHOOL
FOR THE DEAF & BLIND

Phone: (406) 434-2745

Fax: (406) 434-2751

E-Mail: brianna@gtcmt.org

Website: www.gtcmt.org

COOPERATIVE AGREEMENT

2023 – 2024 School Year

- A. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 (Elementary/High School), Cascade County, in a meeting held _____, 2023, authorize by resolution _____, District Superintendent, Authorized Representative, to file an application for the district(s) to make representations and to make commitments on behalf of the district(s) under the provisions of this Agreement.
- B. The Board of Trustees further agrees that the persons named in Item C be designated the administrators for the project and are authorized to receive and expend for the conduct of this project, funds belonging to the above district(s).
- C. The designated administrators for the project are the Superintendent and the Director of Curriculum, Shelby Public Schools.
- D. The designated fiscal agent for the project is the District Clerk, Shelby Public Schools, 1010 Oilfield Avenue, Shelby, MT 59474.
- E. Annual membership dues are \$3,025.00 plus \$10.00 per student based on Spring 2023 Student Count (combined K-12) enrollment figures for the district.
- F. The Board of Trustees of Montana School for the Deaf and the Blind, LEA# 9258 has reviewed all information and data contained in this Cooperative Agreement and agrees to pay the host District Three Thousand Five Hundred Five and 00/100 dollars (\$3,505.00) as itemized on the attached statement no later than October 1, 2023.
- G. The original of this Cooperative Agreement must be filed with the administrators of the Project.

Signature/Chairperson of the Board of Trustees

Date

Golden Triangle Cooperative

Phone: (406) 434-2745
Fax: (406) 434-2751
E-Mail: brianna@gtccmt.org
Website: www.gtccmt.org

STATEMENT

2023-2024 Membership Dues
For Fiscal Year July 1, 2023 through June 30, 2024
(Payable by October 1, 2023)

TO: Montana School for the Deaf and Blind

Annual Membership Dues: \$3,025.00

Professional Development Dues: \$ 480.00

TOTAL AMOUNT DUE: \$3,505.00

PLEASE REMIT PAYMENT TO:

Golden Triangle Cooperative
c/o Brianna Hansen
869 Tumbleweed Lane
Deer Lodge, MT 59722

Board of Public Ed Meeting

BOPE Meeting – April 17, 2023

Those in attendance - Paul Furthmyre, Donna Schmidt, Jim Kelly, Julie-Dee Alt, Carol Clayton-Bye, McCall Flynn, Madalyn Quinlin, Renee Rasmussen

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration

- [Personnel Action Plan](#)
 - Retirement- VI Outreach - Jane Garrison, will recruit after Feb. 2024
 - Probationary Layoff- a year long period, Dakota Randles
 - Hire
 - Shaelea Hansen - PT Paraprofessional, Husband is the president of the Montana Association of the Deaf
 - Positions open at MSDB
 - LPN Nurse
 - Interpreting Specialists (Interpreter Supervisor) changed the duties around for this position.
 - FT Interpreter
 - CLA Boys Cottage
 - 3 DHH Outreach Consultants
 - 1 VI Outreach Consultants
 - Maintenance Supervisor
 - Transition Specialist
 - PT Business Office Worker - we have the FTE, this person will help in various duties
 - 2 FT Paraprofessional - anticipate but have not received resignations
 - School Psychologist- (Filled with TVI currently) we do have an internal teacher applying for the Outreach position and then we would open this up again.
 - **Renee**-the positions that are MSDB currently, except for the nurse and the interpreting specialists, most of those are for next year.
 - **Paul**- yes, all of them will be for next year, except for the general maintenance supervisor, we'd start July 1. Business office worker will start as soon as we can get someone on because that's built in his salary
- Contracts Sent April 1
 - **Renee**- Do you have a deadline on them?
 - **Paul** - state rule 20 business days
 - Return to work sent April 1
 - Next Year would like to put names on March meeting and then send them out on April 1
- Out of State Travel
 - National Braille Association (Knoxville, TN)

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 - National Braille Association (Knoxville, TN)
 - 2 MSDB Braillists / Transcriptionists
 - October 18-20
- Memorandum of Understanding
 - [MSU - GF Nursing Program](#)
 - Jim and Joel our Community Stakeholders have been working with these groups
 - [GTCC Consortium](#) - usually do this in July and want to get these done in May each year.
 - **Renee**-Is the Great Falls is the nursing program, a LPN or what kind of program is it
 - **Paul** - BSN or RN, They have to be LPN to get into the program. We only need LPN, hoping we can help some cottage kids.
- AER Accreditation
 - Management Standards (2nd Reading)
 - [Policy and Administration](#)
 - [Financial Management](#)
 - [Building and Grounds](#)
 - Management Standards (1st Reading)
 - [Staff and Volunteers](#)
 - [Community Relations, Public](#)
 - [Education, Fundraising](#)
 - [Community and Consumer Involvement](#)
 - [Program Evaluation \(School\)](#)
 - Program Standards (1st Reading)
 - We are looking at these two Program Standards
 - Outreach Services
 - Outreach Services Program Evaluation
 - Residential Facilities and Healthcare
 - Residential Facilities and Healthcare Program Evaluation
- State of Montana Accreditations
 - [Elementary](#)
 - Received Deficiency Notice
 - because of the student performance standards level.
 - [High School](#)
 - Received regular accreditation standard
 - Didn't have enough high school students for student performance standard level
 - [Status Report](#)
 -
 - We have never received a deficiency rating based on student performance. We have received advice accreditation status in the past due to having staff in the wrong spots. So I would like some feedback on this. I can't remember, Madeline who was working accreditation back pre COVID at OPI
 - **Madalyn** - can't think of the previous, Maybe Nathan Miller after Linda Peterason retired.
 - **Paul**- Board of Public Ed was here and Linda and I talked about that we're a special needs school and of course all of our kids are on an IEP and we're never going to meet the state performance standards level. Leaning on you ladies on what to do.

- **Madalyn** -you probably don't even have the critical mass of students for reporting. Do you even have 10 kids at each grade level?
- **Paul**- no
- **Madalyn**-is an alternative assessment. And the state's kind of upper limit on that is 1% of the students can take that alternative assessment. And I don't know whether that's ever been an option for you or how that works.
- **Paul**- it has been an option but we choose not to do it.even if it's an alternative assessment, that accessibility part, it still presents trouble to us.
- **Madalyn**-And what about the whole thing of reading the test to a student?
- **Paul**-even if it's an alternative assessment, that accessibility part, it still presents trouble to us.
- **Madalyn**- And what about the whole thing of reading the test to a student, and
- **Paul**- Julie-Dee handles the assessments now, but that the accommodations with the actual test are better than anything else, because there is ASL
- **Julie-Dee**- yes, the test itself has accommodations for some of our students. The biggest challenge for our students is that I have high school students that are reading at an elementary level because of a multitude of things going on.
- **Madalyn**- I'm curious to know whether you find any of the statewide performance tests valuable to you.
- **Julie-Dee**- No
- **Paul**- no to 90 % of our kids
- **Renee**- I would call and ask them to look up your past ones. I thought they would hold for this year McCall?
- **McCall**- we did this for the last two years.
- **Renee**- two things it doesn't do anything good for your program to have this and to deal with parents, when you're sitting in deficiency, when you're really offering a good program. So I would visit with them, I understand why and what we can do to get out of the deficiency status.
- **McCall**- when Paul and I talked, he said, he has talked with them. They were unwilling. All new staff, from even last year. Maybe the better question is, what would you like us to do
- **Madalyn**- I think this would be a perfect issue for a variance to standard.
- **McCall**-You can't use a variance on student performance.
- **Paul**- I have emailed them and I did hear back from Ellery. But she said that were assessed the same as other schools, schools with nine or fewer students tested or nine or fewer students in a graduation core hurt, resulting in NA status. So our elementary school scored 0% proficient in math and 7% in reading, high school there's under nine students, but Madalyn did I hear you say that if we don't have 10 students in any grade level?
- **Madalyn** - that has changed
- **Renee**- I don't know what to do.
- **McCall**- I think you should visit with Julie Merkel.
- **Paul**- I will reach out to her.
- MFPE Negotiations
 - Called and Emailed State HR
 - McCall, asking for your help with the Union emailed me in Feb to start negotiations that are up in June. Looked at the state negotiation labor relationships page and nothing is listed there. Reached out to a number of people by calling, emailing and have not heard anything back.
 - **McCall**- I will reach out to them and to have them contact you.
- [MFPE LMC Meeting](#)
 - Purchased Tribal flags
 - Different departments talking amongst themselves that caused some drama. Julie- Dee has a better handle on it. Carol has been working with the Outreach.

- Unwritten rule here, and it's been here for six years, If they do meetings during the week until four their duty day is 7:45 to 3:30. But if they take one of their days, Monday through Thursday for department meetings, and they stay till four, then on Fridays, they can leave when the kids leave. Going to be sending our surveys to staff and possible parents.
- **Renee**-we've moved away from negotiations in the spring like this, when the new contract would be in June, and move the negotiations to the beginning of the school year, August and September. Then you don't have to meet over the summer.
- **Paul** - I think we would be very supportive of that.
- **Renee**-I did multiple year negotiations almost exclusively, two was the least and three was often. Left an avenue where if there's something really terrible, like the legislature cuts your budget, we've left it so that either side could address something that was drastic
- **Paul**- they've typically done two years here because of the legislative.
- **Madalyn**- how often does your labor management committee meet?
- **Paul**- once a quarter
- **Madalyn** - does that help you avoid surprises when it's time to negotiate?
- **Paul**- it's gonna be the first chance to negotiate. It's a good chance to go in with some concerns and talk about it. And actually, I felt this last meeting was probably our best meeting that we've had. With both sides coming up with suggestions to the problem. And then I also meet with the union leadership myself once a month, just to hear their concerns.
- Summer Projects
 - Broadband Project
 - Engineer: Morrison Maierle
 - Bitterroot Sprinklers
 - ITM Division Inc
 - June 15th Start Date
 - Bitterroot Lift
 - A&R Construction
 - June 15th Start Date
- Legislative Update
 - HB 13
 - FTE Based - one time stipend, feel our teachers are full time. They are calculated .77. Requested to update the spreadsheet and were denied it.
 - Pay with MSDB Personnel
 - But they let us allow us to use our extra personnel funding to make up that difference. \$25,000
 - HB 2
 - HB 5
- 2023 PIR Week Schedule
 - Department Based for 2 days
 - [VI](#) - invited Outreach to join them.
 - DHH
 - Specialists
 - They will have their own training and we will help with the contracts. They will one day each quarter on travel weekends for follow up trainings
 - General Meeting one day
 - Classroom/Meetings one day
- Foundation Update
 - [April Board Meeting Agenda](#)
 - National Association of the Deaf here. Having you here really helped. BOPE of public Ed didn't come up for the Town Hall meeting. Thank you for coming, Renee.
 - **Madalyn**- can you just clarify what you were saying about the Foundation feeling like the

- board hadn't come? Are you talking about three years ago?
- **Paul-** Yes, they feel much better. One thing they appreciated is Renee did mention to them about my contract that you guys are working on. And I think they appreciated that as well.
 - They adopted the budget for next year on Friday
 - 23-24 Budget Highlights
 - \$11,000 for Computers
 - \$35,000 for Professional Development
 - Portable Stage \$87,000
 - Next Meeting (July 17)
 - BOPE Meeting in May
 - **McCall-** in the next week would like the Board to do while we are there. Reception, student activities, etc.
 - **Paul-** we have been working on a schedule. Are you here for both days or just one?
 - **McCall-** we will be there on Thursday and probably leave around noon on Friday. Some people might be coming in on Wednesday afternoon.
 - **Paul-** reception between the board and staff - having two receptions, two different ones, because Jim's cottage staff didn't get to come last time

Maintenance/Business Office

- [2023 Expenditure to Appropriations Report](#)
 - Four Programs - Administration, General Services (Maintenance), Student Services(Cottage) Education and Outreach
 - Rec. spending from the general fund- the legislature
 - Funding State special revenue that we get comes from this state lands and trusts. 25 different ways we get funding
 - Federal revenue 99% grants
 - spending was a little higher this year, because we had a few more positions filled than we did in prior years. 69% of our spending.
 - **Renee** - Are your salaries paid out on a 12 month basis, or 10, or nine, or what?
 - **Donna-** most people's education programs spread, they're right over the summer. Cottages do not due varied schedules. Secretaries, Donna and Paul work year around
- [MSDB Detail Budget Tracking - 2023](#)
 - break down the budget into like, a little bit more detailed
 - general fund is always starts with an 01 special always starts with 02 federal always starts with an 03.
 - I do have the ability to move funds from personal surfaces down to expenditures to cover overages.
 - **Renee-** how does this stack up to other years?
 - **Donna-** most years, we have excess personal services, because we've had a lot of vacancies over the years. We had seven longtime employees retire, who all had pretty big payouts. At the end of the year I was \$926 in the black at the end of the year dealing with an eight \$9 million budget. We do have unspent money at the end of the year, they allow us to carry forward some of those funds about a third of them.
 - Funds that are restricted and have marked them
 - **Madalyn-** when does the trust land money come in?
 - **Donna-** quarterly, comes at fiscal year end.
 - **Madalyn-**did you guys benefit from the governor having a across the board thing where all debt was going to be paid off?
 - **Donna-** no we did not.

- **Renee**-on your state lands, there must not be in statute, a date that they have to meet to distribute those funds
- **Donna**- not that I am aware of.
- Recent Repair Bills
 - \$1,900 - Falls Tree Service, removing two trees.
 - \$1,200.50 - FICO, controller issues with HVAC & re-setting boilers.
 - \$2,558.41 - FICO, Repair leaking heater and fix gas leak.
 - \$1,021.62 - Hobart, work on Vulcan convection oven.
 - **Donna**- these are items that we are not able to plan for.
- Part-time Administrative Assistant 1.
 - are missing the help that we had in the main office. Person will work 20 hrs a week
- fraxion
 - Purchase Order software- automate the process, show which ones are unspent.

Residential

- [March 2023 Newsletter](#)
- Formal Dinner - Easter Dinner, happy to have Renee and Madalyn and spouses here, Foundation Board members as well attended
- Flying Hooves - Utah/Deaf West
- Flying Hooves Night, NAD/MAD ASL Story night
- Ice Breaker and Movie - Sunday - Foundation pays for this
- School Store, swimming,
- Cottage end of the year party - May 21
- Summer Events - Staffing

Education: School

- [Current Numbers](#)
 - we have 46 students
- LEAP Students – 4
- Referral numbers
 - 1 DHH preschool waiting till fall
 - 1 DHH preschool 10 day observation in progress
 - 1 DHH K collecting docs - hoping for spring 10 day for fall consideration
 - 1 DHH 9th - gathering paperwork
 - 1 VI preschool - needing updated paperwork/GFPS working on ER
 - 1 VI preschool - family looking at moving to GF spring of 24
 - 1 VI 8th grade - Looking into an ER
- Experiential Learning and Volunteering Wednesdays
 - Cameron Center/ Women's shelter
 - Fire Department/GF Police Department
 - GF Animal Shelter/Maclean-Cameron Animal Adoption Center
 - [Pet Rescue Donations to 5 Shelters](#)
 - Renaissance Senior Care Center- students made muffins, lanterns with the residents
 - School Carnival-invited the two kindergarten classes from Lewis and Clark elementary
 - BBQ, invite folks that have been involved with throughout the year to come, wrapping up our first year of having these volunteering community activities

- Vision Screening - partnered with Lions Club, be able to use their machine
- Clothing Drive - actually got enough clothing to not only help our students to have a clothing closet, we actually had enough that they donated to Goodwill.
- **Renee**- Is there anything particularly that you need that you are short of all the time?
- Julie-Dee-socks and underwear and just t shirts and sweats items that we could use
- Spring Program/Arbor Day - May 2nd at 1:00PM, we honor our Seniors and plant some trees, other activities
- Art Exhibit on May 5
- **Renee**- will the art exhibits still be up when we get there?
- **Julie-Dee**- we were going to set some of it up over in the gym for this spring program. And then they'll actually have some things set up on that Friday, but it's possible that we could have some of those things still out in the area.
- Science fair- Missie Hill, Science teacher, We had our elementary students involved for the first time this year, it's benmore, our middle school high school students. Set up in the IMC and students were able to show their exhibits. A young man who won first place, it was his first time being in the science fair, he didn't want to do it. Last year, he helped with the food for the science fair with an agreement with the teacher that he would compete this year or do a project
- **Paul**- it was the first time we actually had parents invited as well come in and see the things that the students , teacher did.
- Braille Challenge -announced our local winners are first, second and third place prize winners, and we're waiting for information not from the the regional level

Education: Outreach

- [Spring DEW & VIEW](#)
 - The goal of our whole weekend is to bring kids together and help them to know who they are as a person and the resources that are available.
 - VIEW- Focus is on Coding, using a lot of coding technology from the American Printing House, to show blind or visually impaired kids how they can access and start to think about coding as maybe a possible career.
- Spring VI Games will be in May
- [New Outreach Positions](#) - application coming in, and screening them now.
- [Montana Events NWABA](#) -do some more regional activities, sparked the interest in this deafness and blindness specific topic and have people going to those events within their local communities
- Outreach Database
 - **Madalyn**-how long do you think it will take for you to be able to populate and fully use the outreach database?
 - **Carol**-hoping to have that done by fall
 - **Madalyn**- And are there pieces of it that you can pretty much use right away?
 - **Carol**-when we get all the information ,intake information and everything in there working, by this summer we'll be able to put in kids and start this fall.
 - **Madalyn**-maybe in late fall or even next January, if you could do a presentation to the board on how it's working.
 - **Carol**- I would love to do that.
 - **Paul**- Madalyn-Donna and I gave Carol that permission to give each outreach consultant up to 40 hours, as long as it's done before the end of June. Since we add that extra personnel services, they input that data.

Policy and Administration Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Policy and Administration Self-Study, with sub-folders labeled for each of the following documents:

- Study
- Articles of Incorporation and Tax Exemption Letter
- Mission Statement
- Strategic Plan
- Core Values
- Written Policy Regarding Admissions & Service Delivery Equality
- Eligibility Criteria & Service Area(s) Policy
- List of Collaboration Partners & Description of Relationship & Projects
- Policy and Bylaws Regarding Board Nomination Process and Board Composition Requirements
- Organizational Chart
- Board of Directors and Chief Administrator (Executive Director) Roles & Responsibilities
- Conflict of Interest and Conflict Resolution Policies
- Bylaws or Procedures Relevant to Process Used to Update Policies & Procedures
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Trudy Hill

Brenda Warren

Date Self-Study Completed: 3/1/23

Date of Board Meeting approving Self-Study:

<p align="center">Policy and Administration (PA) Self-Study</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p align="center">Supporting Documentation</p> <p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. The organization is legally constituted and authorized to provide services to individuals who are blind and those who have low vision including those who have multiple disabilities and are deafblind.</p>	<p>MCA 20-8-101 MCA 20-8-102 ARM 10.61.201 ARM 10.61.202 ARM 10.61.203 State of Montana Accreditation Cognia Accreditation Cognia Contract Cognia Continuous Improvement Plan IDEA Part B</p>
<p>2. The organization is guided by a written mission statement that spells out its philosophy of service and program objectives.</p>	<p>Mission Statement</p>
<p>3. The organization has a written strategic plan with goals and objectives for its management and service functions.</p>	<p>Strategic Plan</p>
<p>4. The written statement of core values affirms the organization's belief in the dignity and rights of individuals who are blind and those who have low vision.</p>	<p>Belief Statement Proposed Belief Statements</p>

<p>5. The organization provides services without regard to race, sexual orientation, religion, additional disabilities, and ethnic origin.</p>	<p>MCA 20-8-104</p>
<p>6. The organization identifies in written form, the eligibility criteria, geographic area and populations it serves.</p>	<p>MCA 20-8-104</p> <p>OPI Deaf Blind Eligibility</p> <p>OPI Visual Impairment Eligibility</p> <p>Outreach VI Brochure</p>
<p>7. The organization is an advocate for addressing the unmet needs of populations it serves.</p>	<p>Outreach Program Overview</p> <p>Program Goals</p> <p>Visually Impaired Enrichment Weekend</p> <p>VI Family Learning Weekend</p> <p>VI Summer Skills Program</p> <p>NRAER Outreach Board</p> <p>Family Advisor Contract</p>
<p>8. The organization collaborates with other providers to maximize resources and to minimize duplication of effort.</p>	<p>Contract with VR Pre-Ets</p> <p>LIBROS</p> <p>Montana Deaf-Blind Project</p> <p>Contract with Golden Triangle</p> <p>APH Federal Quota Account # 120</p> <p>APH Federal Quota Account # 122</p> <p>APH Federal Quota Account # 123</p> <p>NIMAC</p> <p>Great Falls Public Schools</p> <p>APH Contract</p> <p>NWABA</p> <p>MonTech</p>

<p>9. Members of the governing boards and advisory committees are chosen in a manner that ensures public representation, diversity, competence, and inclusion of one or more individuals who are blind and those who have low vision.</p>	<p>MSDB Foundation Members MCA 2-15-1508 BPE Governor Appointments BPE MSDB Committee</p>
<p>10. The governing authority establishes policies for the efficient and effective operation of the organization. Policies and procedures are reviewed periodically and effective date and last date of revision are clearly noted on policies and procedures.</p>	<p>Policy 1310 All MSDB Policies MTSBA Model Policies</p>
<p>11. The chief administrator exercises full responsibility for the day-to-day management of the organization and staff; and is responsible for implementing policies.</p>	<p>Principal Job Description Superintendent Job Description</p>
<p>12. The organization has a written conflict of interest policy for the governing board which includes a conflict resolution procedure.</p>	<p>Ethics Policy</p>
<p>13. The organization maintains an organizational chart which defines the internal structure for efficient and effective administration and delivery of services and defines the lines of authority and delegated responsibilities.</p>	<p>MSDB Improvement Positions Flow Chart Staff Flow Chart</p>

Self-Study Summary

A. Policy and Administration

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Management Standards.

MSDB is a legally constituted school authorized through the State of Montana. Our new mission statement includes our philosophy and program. Our core values show our belief in dignity and the rights of those with low vision and/or blindness. We have a written strategic plan developed through Cognia and we provide services to all qualified students and their families free of charge through MSDB and our Outreach program. The eligibility criteria is written for those we serve, and the ways we serve them.

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

We have provided links to all areas showing we are in compliance.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

An increase in professional development to address the needs of our population are planned. This will create more opportunities for leadership roles within the organization. It will also facilitate more open communication between all stakeholders in the organization.

4. What major improvements or changes are planned for the future?

Work is planned to revise our policies, procedures and handbooks for clarity. There is a plan in place to update these this summer. Paraprofessionals and cottage staff will receive professional development to help them facilitate academic success for campus students.

5. What additional major improvements need to be planned?

We need to look at updating our policies and procedures. This summer we will work with a lawyer to update our handbooks. The eligibility requirements for placement will also be updated this summer.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

This is not applicable to our accreditation process.

B. Financial Management Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Financial Management Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Recent Audit
- Financial Management Policy and Procedures, including
 - Accounts Payable
 - Accounts Receivable
 - Risk Management
 - Disaster Recovery
 - Records Retention
 - Data Management
 - Investment Accounts and Endowments
 - Restricted Funds
 - Budget Development
- General Liability Insurance
- Board of Directors Insurance
- Income and Expense Budget for Current and Past Year
- Job Description for Senior Accounting Staff
- Financial Statements for Current and Past Year
- Contracts of \$2500 or higher signed by the organization.
- Narrative to explain any standards you rated as partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Paul Furthmyre

Jennifer Wasson

Date Self-Study Completed: 2/21/23

Date of Board Meeting approving Self-Study:

<p align="center">Financial Management (FM) Self-Study</p>	<p align="center">Supporting Documentation</p>
<p>Organization will establish a self-study committee to assess and rate the organization on the following:</p> <p>1. Written policies for financial management are in place, either developed by the organization or by departments of government with responsibility for financial oversight.</p>	<p>Indicate name of file or cite page in documents you provide to show compliance.</p> <p>2019 Legislative Guide for finances Memo 1-2025 Biennium Budget Timeline Memo 2- Proposed Agency Legislation Memo 3- Biennium Starting Point Memo 3.1- Biennium Starting Point Memo 4- Goal and Objectives Memo 5- Executive Planning Process Requests Memo 6- Vehicle Leasing Program Memo 7- Fixed Cost Schedule Memo 8- Executive Budget Instructions Memo 9- Executive Program and Service Memo 9.1- Pay Schedule Salary Memo 9.2- Tech Budget Memo 9.3- Budget Proof Memo 9.4- 5% Reduction Plan Memo 9.5- Organization Chart Memo 9.6- IT Survey Memo 9.7 LFD Analysis Memo 9.8- Budget Narrative Reports</p>
<p>2. Financial management is conducted in accordance with generally accepted accounting practices.</p>	<p>MSDB Financial Management Policies</p>

<p>3. Risks to the organization are addressed through:</p> <ul style="list-style-type: none"> a. general liability insurance b. Board of Directors insurance c. disaster recovery plans d. records retention and destruction policies e. electronic data management policies and procedures 	<p>MT Risk Management and Tort defense MT General Records and Retention Schedule</p>
<p>4. The organization defines and prohibits conflict of interest on the part of governing board members, administrators, instructors, and staff in the management and operation of the organization.</p>	<p>State Ethics Policy MCA 2-2-105 – Ethical Requirements MCA 2-2-121 – Rules of Conduct for Public Employees MCA 2-2-201 – Public Officers, Employees interest in Contracts</p>
<p>5. The organization prepares, adopts, and operates within defined comprehensive budgets for specified periods of time and in accordance with policies established by its board or as established by contracts with government or other funding bodies.</p>	<p>Fire Control System Food Contract Pest Control Contract Travel Contract</p>
<p>6. Appropriate staff are appointed to committees which are accountable for portions of the budget and participate in its preparation.</p>	<p>MT Business Manager Job Description</p>
<p>7. The organization maintains a system of internal controls, including effective and efficient systems to account for all financial transactions, to safeguard assets, and to prevent or detect irregularities including fraud.</p>	<p>MSDB Internal Controls</p>
<p>8. The organization prepares routine financial statements that clearly and accurately present the organization’s financial position in accordance with generally accepted accounting principles.</p>	<p>2022 Budget Income and Expense 2023 Budget Income and Expense 2023 Foundation Budget vs Actuals 2023 Foundation Statement of Activity 2023 Foundation Statement of Financial Position</p>

<p>9. The organization has its financial statements audited annually by appropriate governmental bodies or independent qualified auditors and makes changes to address findings and recommendations.</p>	<p>2021 Financial Compliance Audit</p>
<p>10. Investment accounts and endowments are managed according to standards required by state law, regulatory or governing authorities.</p>	<p> 1988 MSDB & MSDB Foundation Working Agreement 2018 MSDB Foundation Bylaws Administrative Rules of MT MSDB Gifts Montana Code Annotated MT MSDB Gifts Foundation Financials Foundation Investment Policy Foundation Finance Policy </p>
<p>11. Restricted funds are used only in accordance with the donor's intent.</p>	<p>Foundation Restricted Funds</p>

B. Financial Management Self-Study Summary

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Management Standards.

With Montana School for the Deaf and the Blind a state-run school, we are required to use the state's financial policies and process. This consists of a biennium process where the school will work with the Governor's office to propose needs of the school for the legislature to consider. The process also includes an audit of our budget every two years as well. In whole the process allows for many levels of checks and balances.

In addition to the support provided by the Governor's Budget Office, the school is controlled by the state Board of Public Education (BOPE). They oversee the policy component of the school. As a result, the BOPE and the Montana School for the Deaf and the Blind Foundation have an agreement to help support the school. Not only does the foundation play a large role in fundraising for the students and staff, but also becomes the beneficiary of any type of real property donated to the school. The foundation employs a grant writer that pursues money for various projects the school has.

All state and foundation funds are matched to various items found on the schools strategic plan.

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

All standards have been met under this section.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

MSDB is currently working to educate our stakeholders on the budget process and how to read any financial reports. This is currently happening at the administrative level, with intentions to be at all levels within the next three years. We are working on developing handbooks for employees that will have financial descriptions and processes listed and in place. It is desired that this will help strengthen the connection between spending and the strategic plan.

MSDB will continue to work with the MSDB Foundation to better understand their financial situation. The Financial Committee of the foundation is currently making a switch to the new Quickbooks which will allow board members real time access to information. This will help make sure that the budget adopted by the foundation is followed.

MSDB will continue to work with the MSDB Foundation board to start adopting the next school year budget at its April meeting. This will help make sure that the school knows how the foundation would like to spend the money.

4. What major improvements or changes are planned for the future?

As mentioned before, MSDB is working towards having a financially savvy staff. We will continue to work towards educating all stakeholders on both the state and foundation budget process, in addition to providing quarterly financial reports. We will obtain this goal by providing both in person and webinar type informational meetings.

The business manager will also meet with each administrator for in-depth conversations every financial quarter.

5. What additional major improvements need to be planned?

MSDB will continue to work with the Finance Committee of the Foundation to complete an audit in the next year.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

NA

D. Building and Grounds Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Building and Grounds Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Building and Grounds Policy and Procedures
- Staff Health and Safety Training Policy and Procedures
- Building Safety Inspection Report
- Proof of Working Fire Alarms
- Maintenance Contracts
- Emergency Evacuation and Disaster Plans
- Fire Drill Schedule and Completion Records
- Health and Safety Plan that is aligned with OSHA Guidelines
- Incidence Reports
- Building Permits (if applicable)
- Description of Building and Grounds Improvements, Repairs or Additions in the Past 12 months
- Staff Health and Safety Training Materials
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Erin Faulkner

Jim Kelly

Date Self-Study Completed: 2/22/23

Date of Board Meeting approving Self-Study:

<p align="center">Buildings and Grounds (BG) Self-Study</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p align="center">Supporting Documentation</p> <p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. The planning, operation, and maintenance of buildings and grounds are in compliance with statutory and regulatory mandates including those that provide for the safety and security of individuals with disabilities.</p>	<p>3315 - Gun Free Schools 3415 - Emergency Illness/Accidents 3417 - Communicable Diseases 4316 - Accommodating Individuals with Disabilities 4330 - Community Use of School Facilities 4330P - Rules and Regulations for Building 5130 - Staff Health 8300 - Montana Safety Culture Act 8301 - Safety Program 8310 - Disaster Drills and Emergency Evacuation 9300 - Operation and Maintenance of School Facilities 9320 - Security 9350 - School-Wide Asbestos Program</p>

<p>2. The buildings and grounds are in compliance with applicable code, ordinance, and laws established by governmental or underwriting bodies on such matters as architectural barriers, zoning, the structure of the buildings, plumbing and sanitation, heating and ventilation, water supply, sewage and waste disposal, food preparation and service, material handling, fire and safety, occupational safety and health and disaster preparedness.</p>	<p> FICO (Facility Improve) Retail Food License Retail Food Establishment Inspection Fire Alarm Inspection Report GF Fire/Rescue Reinspect Fire Suppression Inspection Certificate Fire Drill Log Sheet Pool Operator's Licenses Pool and Spa License Elevator License Asbestos Cleanup Report Water Lead Test 8310 - Disaster Drills and Emergency Evacuation </p>
<p>3. A written safety plan is on file to address health, safety, and emergency preparedness. It includes documentation of staff training, safety inspections, records of corrective actions taken, fire prevention plan, emergency evacuation plan, compliance with health and safety guidelines, and first aid and safety plans.</p>	<p> MSDB Health and Safety Handbook Emergency Procedures Sign Layered Solutions (Emergency alerts) Risk Management and Tort Defense CPR/First Aid Trainings Incident Report - completed Incident Report - blank Accident Report- completed Accident Report - blank 3420 - Crisis Response Plan 5132 - Employee Illness and Food Services 8310 - Disaster Drills and Emergency Evacuation </p>

<p>4. Written policies for the management of the buildings and grounds are available to employees and key stakeholders.</p>	<p>Board Policies Table of Contents as found on website 9300 - Operation and Maintenance of School Facilities 9320 - Security 9320P - Procedure for the Control of Access to School Buildings and Grounds 9330 - Facilities Operations 9331 - Snow Removal</p>
<p>5. The policies ensure that the buildings and grounds are maintained and are accessible, functional, and safe.</p>	<p>HB 5 Requests 2021 HB 5 Requests 2023 Governor's Budget Proposal Camera System Installation Broadband Upgrade Air Purifier Program 3315 - Gun Free Schools 3417 - Communicable Diseases 3420 - Crisis Response Plan 4316 - Accommodating Individuals with Disabilities 4330P - Rules and Regulations for Building 8302 - Dangerous Person on Campus 9320 - Security 9320P - Procedure for the Control of Access to School Buildings and Grounds 9330 - Facilities Operations 9331 - Snow Removal 9350 - School-Wide Asbestos Program</p>

6. The organization makes provision for first aid and emergency medical care for all consumers, visitors, and employees.

[Personnel Handbook \(Facilities and Security on Campus\)](#)
[MSDB Health and Safety Handbook](#)
[COVID-19 Related Policies](#)
[3415 - Emergency Illness/Accidents](#)
[3417 - Communicable Diseases](#)
[5130 - Staff Health](#)
[5132 - Employee Illness and Food Services](#)
[5230 - Prevention of Disease Transmission](#)
[8300 - Montana Safety Culture Act](#)
[8301 - Safety Program](#)
[8302 - Dangerous Person on Campus](#)
[8303 - Video Surveillance](#)
[8310 - Disaster Drills and Emergency Evacuation](#)

Self-Study Summary

D. Building and Grounds

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Building and Grounds (BG).

MSDB has accessible buildings (elevator, ramps, automatic doors), a clean food program that passes all inspections, an emergency notification system (Alertus), a single place of entry in both school buildings and a 24/7 locked residential building, an outside video surveillance system, a key and/or key card required to access all exterior doors, a pool and exercise rooms with new equipment, offices arranged by function (education office staff, financial office staff), lighting surrounds the perimeter of the buildings and parking lots, all entrances are numbered, and regular inspections by fire department, alarm company, OPI food program.

Most of these improvements have occurred since Spring 2022. The lighting system was upgraded in all buildings. The roofing was replaced on the entire residential building with gutters repaired as needed. Asbestos and lead paint testing resulted in abatement in Bitterroot (classroom building) and skylight areas of the cottage buildings. The Alertus Emergency notification system was installed in all buildings. The Raptor - Visitor Management System has been implemented in the main office and the residential building. The pool was fixed and upgraded with several staff receiving training and certification to operate the pool. A staff person does a physical check of all doors on campus each night.

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

MSDB utilizes Asset Essentials for maintenance requests, but is not using the program to its full potential. MSDB has submitted a request to the legislature for camera systems in the buildings. The Governor's budget proposal includes a maintenance supervisor. Plans are in progress to update the Alertus system to make it more accessible to all students and staff.

4. What major improvements or changes are planned for the future?

Funds have been granted to improve the Broadband infrastructure to allow MSDB to provide virtual instruction across Montana. Estimates for funding the bowling alley remodel have been collected. The elevator in Bitterroot (classroom building) will be upgraded. A permanent bus loop will be constructed by Bitterroot (classroom building). A Knox Box will be installed for increased safety. The sprinkler system will be upgraded in Bitterroot and the Kitchen/Dining Room. MSDB plans to upgrade some of the equipment for groundskeeping. Lead testing is planned for all faucets on campus. Air purifiers will be put in most areas of campus as part of the School Portable Air Cleaner Program.

5. What additional major improvements need to be planned?

Fencing around portions of the school has been discussed to decrease foot traffic from surrounding apartments. The playground needs to be cleaned up and repairs done to broken glass, etc.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

C. Staff and Volunteers Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Staff and Volunteers Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Policies and Procedures Related to:
 - Staff Evaluations
 - HIPAA and/or FERPA- HIPPA policy 3603
 - Personnel Manual Development
 - Staff Qualifications & Credentials
 - Criminal Background Checks
 - Personnel & Volunteer Files
 - Salary Increases and Bonuses
 - Termination
 - Staff Grievances
 - WhistleBlower
 - Volunteers

- Staff Grievance Reports and Findings for the past 12 months
- Employee Evaluation Form
- Sample Job Descriptions (at least 5)
- Personnel Manual/Employee Handbook
- Volunteer Manual/Handbook

- Required Documents
- Certification and Licensure for Employees (at least 3 samples)
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Stephanie Annis

Miche Jarvey

Date Self-Study Completed:

Date of Board Meeting approving Self-Study:

- Certification and Licensure for Employees (at least 3 samples)
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

C. Staff and Volunteers (SV) Self-Study

<p>Organization will establish a self-study committee to assess and rate the organization on the following;</p>	<p>Supporting documentation</p>
<p>1. In professions that maintain registration, certification and/or licensure, the organization must have evidence on file that their practitioners hold the current corresponding credentials in their areas of responsibility.</p>	<p>Teacher Certificates Copy of Specialists</p>
<p>2. Comprehensive and practical written policies are available for the management of staff and volunteers and are compliant with the laws, rules, and policies established by the governing authority.</p>	<p>Personnel handbook MSDB policy manual</p>
<p>3. Implementation of policies and procedures related to staff and volunteers is in accordance with applicable professional, ethical, and legal principles established by recognized bodies including HIPAA and FERPA requirements.</p>	<p>FERPA - p. 12 MSDB policy manual - p. 116 MSDB HIPPA Policy 3603 MTSBA HIPPA Policy 5510 State of Montana Ethics Policy</p>
<p>4. The personnel manual contains the organization's official personnel policies on such matters as non-discrimination, recruitment, hiring, performance evaluation, staff development, the job classification, and salary plan, hours of work, overtime, holidays, vacation, sick leave, other leaves, insurance, reassignment, layoffs, demotion, dismissals, resignations, retirement, grievances, appeals, and personnel records.</p>	<p>Non-Discrimination - p. 9, 40-43, 53 Recruitment - p. 39 Performance evaluation - p. 40, 41 Staff development - p. 8, 40, 68 Job classification - p. 40, 44 Salary plan - p. 62, 76, 77 Hours of work - p. 49, 51, 52, 62, 64-66, 73 Overtime - p. 62. Salary plan - p. 62-66, 68 Holidays- p. 68, 75 Vacation - p. 72, 73 Sick leave - p. 67, 68, 74, 75</p>

[Other leaves - p. 68](#)
[Insurance - p. 60, 68, 73, 74](#)
[Layoffs - p. 11](#) (uses the word nonrenewal)

[Dismissals - p. 40, 59](#)
[Resignations - p. 75](#)
[Retirement - p. 73, 75](#)
[Grievances - p. 9, 10, 41, 42, 44,](#)
[Appeals - p. 44](#)
[Personnel records - p. 80](#)

[Performance Evaluation ARTICLE 12](#)
[Salary Plan ARTICLE 9 + ADDENDUMS](#)
[Overtime ARTICLE 9](#)
[Vacation ARTICLE 6](#)
[Sick Leave ARTICLE 6](#)
[Reassignment ARTICLE 8](#)
[Layoff ARTICLE 7](#)
[Dismissals ARTICLE 7](#)
[Grievances ARTICLE 16](#)
[CBA Grievance Form ADDENDUM](#)
[Appeals ARTICLE 16](#)
[Personnel Records ARTICLE 7](#)

[Hours of Work ARTICLE VI](#)
[Leaves & Absences ARTICLE VIII](#)
[Salary Plan ARTICLE IX + ADDENDUMS](#)
[Dismissals ARTICLE X](#)
[Grievance ARTICLE XII](#)

<p>5. A comprehensive manual containing the personnel policies is maintained, kept current, and provided to staff in alternative media when needed or requested.</p>	<p>Personnel handbook MSDB policy manual</p>
<p>6. Criminal background checks are secured and recorded for all personnel.</p>	<p>MSDB Policy 5122: Fingerprints & Criminal Background Investigations CRISS</p>
<p>7. A confidential and secure personnel record is maintained for all personnel.</p>	<p>Located in the business office in locked cabinets - Personnel Records Policy</p>
<p>8. There exists an ongoing program of personnel development for all employees, including orientation for new employees.</p>	<p>PIR, Annual orientation for new employees, mentoring program, 2022-23 Cottage PIR Schedule 2022-23 Education PIR Schedule 2022-23 Outreach PIR Schedule 2022-23 PIR Schedule Mentor Training PPT</p>
<p>9. Job descriptions are written and available in alternate media as needed or requested.</p>	<p>Located in business office with Executive Assistant - can be obtained digitally</p> <p>Sample Job Description / Advertisement - Transition Specialist Sample Job Description / Advertisement - Maintenance Supervisor</p>
<p>10. Standardized evaluations of performance are carried out annually by the supervisor with each employee. These evaluations cover the quality and quantity of work as set forth in the job descriptions and individual performance plans that include goals and objectives.</p>	<p>Eleot Teacher Observation Guide Example Teacher Observation Eleot Student Observation Guide Example Student Observation</p>

	General Employee Evaluation Form Paraprofessional Evaluation Form Teacher Evaluation Form Sample Coaching Cycle 1 Sample Coaching Cycle 2
11. The organization publishes written descriptions, in accessible media, of volunteer opportunities that attract and retain volunteers.	<p>Partially met</p> <p>Rochester School Volunteer Handbook Example</p> <p>MSDB Volunteer Policy</p> <p>Raport Volunteer Management Brochure Raptor Reports</p> <p>Quick Background check- 24 hour system</p>
12. Volunteers have the experience, education, and competence to perform their duties, as described in their job descriptions, and have passed criminal background checks.	<p>Partially met</p> <p>Raptor Visitor System – Sexual Offender Check Raptor Visitor System 2</p> <p>State of MT Online Public Criminal History Search State of MT Online Public Criminal History Search FAQ</p>
13. Volunteers are not performing tasks that require the expertise of a credentialed profession.	<p>Fully met</p> <p>Rochester School Volunteer Handbook Example</p>
14. A volunteer manual/handbook is maintained, in accessible media, to describe current policies and practices and includes the organization's confidentiality guidelines.	<p>Partially met</p> <p>Rochester School Volunteer Handbook Example</p>
15. A confidential and secure personnel record is maintained for each volunteer.	<p>Partially met</p> <p>Rochester School Volunteer Handbook Example</p>

**Self-Study Summary -
C. Staff and Volunteers
Stephanie and Miche**

1. Identify the major strengths of the organization as they relate to the Management Standards.

The strengths of the Montana School for the Deaf and Blind related to staff and volunteers include maintaining records such as background checks, confidential personnel records, and certifications/licenses. Our school also has written policies and procedures that guide our organization, which are readily accessible in a variety of formats. MSDB has several opportunities for ongoing personnel development. We have PIR during orientation week, a mentoring program for new staff, new staff orientation, and regularly scheduled trainings for all staff. MSDB has also formed a literacy committee as well as PLC's (professional learning communities).

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

The standards related to annual evaluations of performance by a supervisor are partially met. At this time, some staff evaluations have been completed with plans for the remainder of the staff to be evaluated in the future. Another area that has not been completely met is related to policies. Some policies are not current or do not encompass all areas required in

the standard. Currently we have limited volunteer opportunities and do not have a volunteer handbook.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

Our organization is in the process of developing a process to consistently perform annual evaluations of all employees. Additionally, we are addressing volunteering at our school. We are considering volunteer opportunities, creating a volunteer handbook, and discussing training needs for volunteers. Our school is working on PIR that targets specific needs within our organization.

4. What major improvements or changes are planned for the future?

As our organization is developing protocols for volunteers, we are looking at using different technology to address the application process, volunteer events, and monitoring safety. We are also updating the **policy manual/personnel handbook**.

Rochester School Volunteer Handbook Example
Volunteer checkout form- dates/times/objectives accomplished
Does Raptor have a volunteer portion?

5. What additional major improvements need to be planned?

An ongoing commitment of staff involvement in accreditation processes.

6. If applying for **re-accrreditation**, what major improvements or changes have occurred in the last 5 years?

NA

Programs that we may consider accreditation for: [outreach](#), [assistive technology](#), [residential facilities](#), [early intervention](#), [preschool programs](#)

E. Community Relations, Public Education, Fundraising Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Community Relations, Public Education and Fundraising Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (above)
- Promotional Materials Used at Community Events
- Branding Materials
- Public Education and Awareness Resources or Event Materials
- Sample Goals, Objectives and Plans for a Community Relations or Public Education Event or Project held within the last 2 years
- Fundraising Policy and Procedures that include Donor Stewardship, Use of Restricted Funds and Conflict of Interest
- Budget for Community Relations and Public Education
- Fund Development Plan
- Website Address
- Press Releases or Other Sources that Highlight Organization
- Logo
- Event or Project Evaluation Report(s)
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Carol Clayton-Bye
Mackenzie Merja

Date Self-Study Completed:

Date of Board Meeting approving Self-Study:

<p align="center">E. Community Relations, Public Education & Fundraising (CRPEF)</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p align="center">Supporting Documentation</p> <p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. The organization is identifiable and visible within the community.</p>	<p>MSDB Sign 1 Website Facebook MSDB Apparel ELVS Day Apparel Radio Ads Express Archives</p> <p>Fully Met</p>
<p>2. The organization conducts public education programs/events that increase the community's awareness of the causes, implications, and prevention of blindness and the potential for individuals who are blind and those who have low vision to participate fully in society.</p>	<p>ELVS Day ELVS Rationale VI Enrichment Weekend (VIEW) Family Learning Weekends (FLW) State Lions Club School Tour and Convention Lions Club presentation MCEC White Cane Day 4H Involvement Residential Overview LEAP Training NRAER 2022 Agenda</p>
<p>3. The organization conducts a public education initiative that projects an appropriate image throughout its service area and increases the community's understanding of, and support for, its services.</p>	<p>Outreach Section E Legislative Presentation Section F Legislative Presentation House Appropriations Legislative Presentation Senate Finance and Claims Legislative Presentation</p>

	<p>Board of Public Education March Report</p> <p>DeafBlind Letter of Support DeafBlind Project Grant DeafBlind Project Discovery DeafBlind Project Discovery Sessions</p> <p>Part C Outreach Annual Training for Part C Part B - Great Falls Public Schools Voc Rehab NWABA</p> <p>MSDB Covid Reopening Plan Survey School Calendar Survey</p> <p>Wednesday Community Days Facebook Projects</p> <p>MET</p>
<p>4. Written policies are in place for each of the community relations, public education and fundraising activities.</p>	<p>Policies 4100 Family Engagement 4120 Public Relations 4122 Fund-Raising by School Support Groups 4226 Hazing, Harassment, Bullying 4226F COMMUNITY RELATIONS 4300 Recognition of the Role of Parents Guardians 4301 Visitors 4310 Public Complaint 4310P Uniform Grievance Procedure 4313 Disruption of School Operations</p>

	4315 Spectator Conduct and Sportsmanship for Athletic and Co-Curricular Events 4316 Accommodating Individuals with Disabilities 4320 Contact with Students 4321 Distribution of Fund Drive Literature Through Students 4330 Community Use of School Facilities 4330P Rules and Regulations for Building Use 4331 Use of School Property for Posting Notices or Commercial Promotions of Good and Services 4332 Conduct on School Property 4340 Public Access to School Records 4341 Public Participation in Board Meetings 4342 Web Accessibility and Plan for New Web Content 4410 Relations with the Law Enforcement and Child Protective Agencies 4411 Investigations and Arrests by Police 4500 Cooperative Use of Community Resources 4520 Cooperative Programs Between the Montana School for the Deaf and Blind and Great Falls School District #1 4600 Notice to Parents Required by No Child Left Behind Act of 2001 (“NCLB”) Foundation information
<p>5. Written goals, objectives, and plans are established for each of the community relations, public education and fundraising activities.</p>	MT Board of Public Education Strategic Plan Foundation fundraising calendar Community Relations Communication Goal EOS letter Foundation Breakfast Flier Foundation Committee List Community Relations - ELVS

	CR - ELVS pt.1 CR - ELVS pt. 2 CR - ELVS pt. 3 Donors Choose 1a , Donors Choose 1b Donors Choose 2
<p>6. Procedures and key metrics are in place to measure the efficiency and effectiveness of community relations, public education and fundraising activities and written evaluation reports based upon established goals, objectives, budget, and plans are prepared and provided to the governing authority.</p>	Fundraising Request Form 2021-2022
<p>7. Fundraising methods encourage donors to give voluntarily.</p>	Donors Choose 1 Donors Choose 2 Class Sponsorship Fundraisers Clubs and Organization Handbook NW Energy Grant Brondum Foundation Bloomerang Foundation Raffle flier Fully Met
<p>8. The percentage of collected funds that support the administration of fundraising shall not exceed what is standard for such activities.</p>	Clubs and classes have accounts under the MSDB Foundation. Statement - Paul Fully Met

<p>9. Print, email and electronic solicitations identify the organization and clearly describe the purpose and program for which the solicited funds will be used.</p>	<p>EOS Silent Auction letter Bloomerang 4500 Cooperative Use of Community Resources Foundation Donations from Express</p> <p>Partially met</p>
<p>10. The organization provides a privacy policy that describes how donor information is collected and used. This policy allows donors to “opt-out” of making their information available to affiliates or being used by the organization other than for recordkeeping, and provides a method for donors to be removed from mailing, email lists and other social media contact.</p>	<p>Foundation Donation from Express</p> <p>Not met</p>
<p>11. The organization has adopted a policy including the requirement of consent for the use of consumer photos and stories.</p>	<p>Policy 3110.1.F.3 Policy 3601 Media Release Form</p> <p>Met</p>
<p>12. The organization regularly evaluates all fundraising programs and revises its policies, procedures, and publications as necessary to ensure their continuing integrity.</p>	<p>Process for Express? - Paul</p> <p>MSDB Fundraising Request 2021-2022</p> <p>Not met</p>

Total Standards	Met - 4 Partially Met - 4 Not Met - 4

E. Community Relations, Public Education, Fundraising Self-Study Summary

Respond to the following:

- 1. Identify the major strengths of the organization as they relate to the Management Standards.**

E (CRPEF): organization is visible in the community, updated website, utilizing Facebook, local radio ads, events, and to the population we serve throughout the state by providing information and resources. Provide opportunities for collaboration with other agencies who serve our population from birth to 22 years. Fundraising methods encourage donors to give voluntarily - funds go directly to the promoted cause. The MSDB Foundation does regularly scheduled fund raising 2 times a year. Those events are: **Giving Days**, which will run May 1-5th and **Giving Tuesday** on November 28th each year.

(E.8.). The percentage of collected funds that support the administration of fundraising shall not exceed what is standard for such activities. Permissive Grant Funding- not done at MSDB- make a statement in the summary that says we don't collect administrative fees - Paul

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

E. (CRPEF): being a large rural state it is difficult to be a presence in communities due to limited resources. Policies need review and updating on an ongoing basis. (E.2.) MSDB's services are focused on post-diagnosis, therefore we do not discuss the prevention of blindness regularly with the public in our program; however, each student team discusses specifics to an individual student's programming about prevention of further vision loss. (E.4.) Partially Met - no policies found for fundraising, need to write policies. (E.5.) Partially Met - Policy needs to be written to include formal goals and objectives for community relations and fundraising. (E.9.) Partially Met - Need to develop procedures for fundraising, current methods are not consistent.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

E (CRPEF): MSDB has established and is currently working through the [Cognia](#) Critical Initiatives as indicated by the collected data from parents, students and stakeholders.

4. What major improvements or changes are planned for the future?

E (CRPEF): The [Cognia Critical Initiatives Part 1](#), [Cognia Critical Initiatives Part 2](#) are being addressed as well as continuing to connect, educate and involve the Great Falls community as well as the state of Montana members through a presence in the community and through a variety of methods including online and through radio. We continue to host our on campus events for families from around the state each fall, spring and summer at no cost.

5. What additional major improvements need to be planned?

E (CRPEF): need to develop -

- (E.4.) Written policies are in place for each of the community relations, public education and fundraising activities.

- Policies to be developed regarding fundraising activities.
- (E.5.) Written goals, objectives, and plans are established for each of the community relations, public education and fundraising activities
 - Policy needs to be written to include formal goals and objectives for community relations and fundraising activities.
- (E.6.) Procedures and key metrics are in place to measure the efficiency and effectiveness of community relations, public education and fundraising activities and written evaluation reports based upon established goals, objectives, budget, and plans are prepared and provided to the governing authority.
 - Long-term effectiveness and efficiency measures need to be developed and become part of the standard process.
- (E.9.) Print, email and electronic solicitations identify the organization and clearly describe the purpose and program for which the solicited funds will be used.
 - Develop procedures for fundraising that are currently not consistent.
- (E.10.) The organization provides a privacy policy that describes how donor information is collected and used. This policy allows donors to “opt-out” of making their information available to affiliates or being used by the organization other than for recordkeeping, and provides a method for donors to be removed from mailing, email lists and other social media contact.
 - Donations are made to MSDB Foundation not MSDB Organization
 - Foundation allows donors to be anonymous, however a policy is not in place.
 - Not found in the policies document. Unknown process.
 - Need a statement of how information is used
 - Policy is needed.
- (E.12.) The organization regularly evaluates all fundraising programs and revises its policies, procedures, and publications as necessary to ensure their continuing integrity.
 - A procedure of ongoing review and common standards are needed.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

N/A

F. Community & Consumer Involvement Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization's Community & Consumer Involvement Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Policy and Procedures Related to Parent, Family, Community, Care Providers' and Advocates' Involvement in Service Delivery and Program Development
- Training Materials and Resources available to Family Members, Advocates and Care Providers Designed to Engage and Facilitate Consumer Involvement
- Examples of Parent, Family, Community, Care Providers' and or Advocates' Collaborations with Organization
- Examples of Applications and Agreements with Community Members, Family Members, Advocates and or Care Providers
- Consumer Feedback or Satisfaction Survey and Results
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Carol Clayton-Bye
Mackenzie Merja

Date Self-Study Completed:

Date of Board Meeting approving Self-Study:

<p align="center">F. Community and Consumer Involvement (CCI)</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p align="center">Supporting Documentation</p> <p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. Family and community members are active, informed and involved participants in the education/rehabilitation process of individuals who are blind and those who have low vision.</p>	<p>Community Partner Awards Programs Example of Cottage Newsletter Matilda Enrichment Weekends Family Learning Weekends Express Archives EOS at the Legislature GFC Nursing MOU</p> <p>Met</p>
<p>2. The organization has a consumer feedback mechanism in place which is accessible and is treated confidentially.</p>	<p>COGNIA 20/21 STAFF Survey COGNIA STAFF Survey COGNIA PARENT Survey COGNIA ELEMENTARY Survey COGNIA HIGH SCHOOL Survey COGNIA COMMUNITY Survey</p> <p>2022-2023 School Calendar Survey Mission/Vision/ Belief Survey Responses</p> <p>Contact Us - info@msdb.k12.mt.us</p> <p>Covid ReOpening Plan Survey</p>

	Partially met
3. The organization has an ongoing process for involving consumers, family members and the blind and low vision community in program development.	Communication Critical Initiatives COGNIA Community Survey Partially met
4. The organization provides orientation and a continuum of opportunities for family members, care providers and advocates to acquire the necessary skills and information to support the development and implementation of the consumer's educational, vocational, and social achievements.	Family Learning Weekends Student Ambassador Program Social Engagements Braille Challenge Goalball NIMAC GFPS MOU PRE-ETS Program Lions/MSDB Grant VI Family Advisors VI Outreach Inservices UTD GFC Nursing MOU Volunteer Handbook- Jen is currently working on Met
Standards	Partially Met: 2 Met: 2

F. Community & Consumer Involvement

Self-Study Summary

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Management Standards.

(F.1.) We have a calendar of annual events that we encourage families and community members to attend. **Education Dept.** seasonal programs (Winter and Arbor Day); **After school programs** including: EOS, Flying Hooves, Goalball; **Outreach Programs:** VIEW, DEW(deafblind), FLWs, Summer Skills Program (VI Camp); **Cottage Programs:** formal dinners Thanksgiving, Christmas and Easter, Holiday cookie decorating.

Our families are encouraged to come on campus for their child's meetings and programs by being offered free housing and meals when available. (F. 4.) MSDB provides Family Learning Weekends in June where at no cost families come to campus for learning and social engagements. We have annual tours for groups of students/professionals/community members (Leadership Great Falls, Lions Clubs, Salish Kootenai College, MSDB Foundation, Board of Public Education, local school classes, and any other groups interested in MSDB)

MSDB Foundation tries to recruit parents - Paul Statement?

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

- (F.2.) The organization has a consumer feedback mechanism in place which is accessible and is treated confidentially.
 - Have surveys for consumer feedback, but they are not sent out on a regular basis.
- (F.3.) . The organization has an ongoing process for involving consumers, family members and the blind and low vision community in program development.
 - In progress - need to reestablish connections with blind and low vision communities across the state post-COVID. Beginning to utilize COGNIA Surveys.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

Have discussed sending out surveys at predetermined times each year and determine how critical information is shared for each event with stakeholders and families. We have established Communication Goals to identify stakeholder and how they would like to receive communications and at what frequency. This will strengthen consumer, family, and BLV community relationships and feedback.

4. What major improvements or changes are planned for the future?

Same as above. Have discussed sending out surveys at predetermined times each year and determine how critical information is shared for each event with stakeholders and families. We have established [communication goals](#) to identify stakeholder and how they would like to receive communications and at what frequency. MSDB would like to establish parent and student school improvement committees.

5. What additional major improvements need to be planned?

- (F.2.) The organization has a consumer feedback mechanism in place which is accessible and is treated confidentially.
 - Send out surveys at predetermined times each year.
- (F.3.) The organization has an ongoing process for involving consumers, family members and the blind and low vision community in program development.
 - Establish ongoing processes for consumer, family, and BLV community involvement.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

N/A

The State of Montana

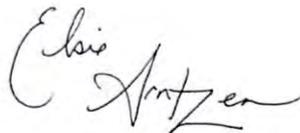
hereby certifies that

MT School for the Deaf & Blind Elementary

has been granted

DEFICIENCY

Accreditation Status for the **2022-2023** school year
by action of the Board of Public Education.



Superintendent of Public Instruction
Member, Board of Public Education



Chairperson,
Board of Public Education

The State of Montana

hereby certifies that

MT School for the Deaf & Blind High School

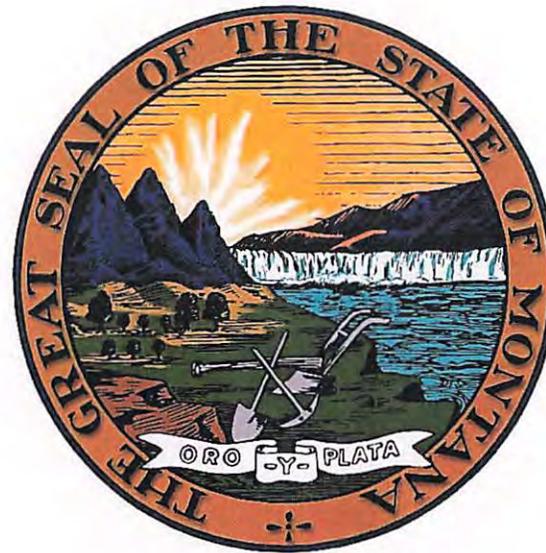
has been granted

REGULAR

Accreditation Status for the **2022-2023** school year
by action of the Board of Public Education.



Superintendent of Public Instruction
Member, Board of Public Education



Chairperson,
Board of Public Education



2022-2023 Accreditation Status Report

County: 07 Cascade
System: 9089 Montana School for the Deaf and Blind
School: 9371 MT School for the Deaf & Blind High School

FINAL ACCREDITATION STATUS: **REGULAR**

Assurance Standards Level: REGULAR

Student Performance Standards Level: N/A

Comprehensive or Targeted:

Corrective Plan Required: NO

Assurance Standards Deviations:

YR	ARM RULE	DEVIATION
	No Assurance Deviations	



2022-2023 Accreditation Status Report

County: 07 Cascade
System: 9089 Montana School for the Deaf and Blind
School: 9368 MT School for the Deaf & Blind Elementary

FINAL ACCREDITATION STATUS: **DEFICIENCY**

Assurance Standards Level: REGULAR

Student Performance Standards Level: DEFICIENCY

Comprehensive or Targeted:

Corrective Plan Required: YES

Assurance Standards Deviations:

YR	ARM RULE	DEVIATION
	No Assurance Deviations	



LABOR MANAGEMENT MEETING - MFPE Local 4027

March 21, 2023
MSDB CONFERENCE ROOM
AGENDA ITEMS

Discussing and Resolving Issues of Common Concern

Old Business

1. Flag Issue and Tribal Nation Flags

New Business

1. Assistant Principal or Supervising Teacher to help with workload.
2. Perceived staff to staff harassment and negative talk about other staff members.
3. Class Sponsors are not offering traditional class fundraisers and formal Prom is not being offered/provided to our students.
4. Clarification for Outreach staff roles vs. MSDB Teacher roles.
5. Too many meetings and/or necessary meetings not happening in a timely manner.
6. Continuing behavior with D/HH 2nd graders.
7. Students coming to school sick, and after being checked by the nurse, are sent back to class sick.
8. Contracted Work Hours
9. Early Friday Dismissal and Monday Meetings
10. Issuance of 2023-2024 Contracts

**MSDB Foundation Board Meeting Agenda
April 14, 2023**

ASL Class 9:00–9:45 (Voluntary)

Call to Order: 10:00 A.M.

Roll Call: Bonnie DeNoma, Doug Little, Heidi Gibson, Tammy Lacey, Laura Walker, Shawn Tulloch, Jim Kelly, Cathy Copeland, Kevin Eckhardt, Renee Rasmussen, Paul Furthmyre, Carmen Turnbow, Todd Carmichael
Via Zoom: Shirley Wermling, Donna Schmidt, Rick Thompson, Shyla Patera, Dee Dee Franzen

Interpreters: Brandy Reinhardt, Shelby

Absent: Hollis Fudge, Travis Stevenson, Mark Willmarth, Gary McManus, McCall Flynn, Madalyn Quinlan

Consent Agenda:

Meeting Minutes:

Motion: 2nd: Final Vote:

Executive Reports

- **President's Report**
 - Welcome to New Members
- **Foundation Administrative Assistant Report**
 - <https://docs.google.com/document/d/1AV33YUqHiRdzIbOm6p5t6d2cF-n6qWCCReaderm855G5Ellg0hU/edit>

 - https://docs.google.com/document/d/1eeHQHqkmNN1VPbb_iVcvhxU227uwgMvk0nwDBSAZdus/edit

 - https://docs.google.com/document/d/1F5XmMrGvE8DCIz4VzfDnA0_oDVfp8L8xP4GeYz02cXc/edit

School Reports

- **School Superintendent Report**
 - Legislative Update
 - [HB 2](#)
 - [HB 5](#)
 - [Outreach Map](#)
 - [Outreach Internal Report](#)

- Open Positions
 - 4 Outreach Consultants (3 DHH / 1 VI)
 - Maintenance Supervisor
 - Transition Specialist
 - Interpreter Specialist
 - Interpreter
 - Part Business Office Secretary
 - **Director of Student Services Report**
 - **Outreach Director Report**
-

NAD / MSDB Combined Meeting

Time Certain 11:00

https://docs.google.com/presentation/d/19uswLtZhNZGhMIJiszA_UwAvJ08QHNqn/e/dit#slide=id.p1

Lunch in Cafeteria

Time Certain 12:00 Noon

Foundation Board Reports

- **Finance Committee**
 - [2024 Budget Proposed](#)
 - [2023 Budget vs Actual](#)
 - [Statement of Activity 3-31-2023](#)
 - [Statement of Financial Position 3-31-2023](#)
 - **Development Committee**
 - **Public Relations Committee**
 - Update the Foundation Logo and Website
 - Design and purchase new table cover to be used at events
 - Design and Purchase Signs for Tiny Town & Butterfly Garden
 - **Scholarship Committee**
-

Business of the Foundation

- **Old Business**—No old business reported.
- **New Business**—No new business reported.
- **Communication / Concerns from the Floor**

There was a concern from a board member regarding the interpreter.
- **Next Meeting Dates**

The next Foundation Board Meeting will be held in person on Monday, July 17 2023.

Meeting Adjourned at: 2:37 P.M.
Motion: Kevin Eckhardt 2nd: Bonnie DeNoma

MSDB Foundation
Budget
FYE June 30, 2024

BUDGET ITEM	FYE 2024 Budget	FYE 2023 Budget	FYE 2022 Historical	FYE 2021 Historical	
Revenue:					
41100 Contributions Temporary Restricted	14,700.00	7,500.00	7,395.00	3,017.24	Contributions designated to budget Expenses
41400 Individual Contributions	15,000.00	54,000.00	53,822.64	52,618.04	
41410 Business Contributions	40,500.00				FYE 2023 Browning Kimball \$25,000 (Gym Equipment)
41710 Investment Income - Interest	50.00	63,000.00	62,799.69	49,273.74	
41720 Investment Income - Dividends	58,000.00				
41740 Investment Income - Capital Gains	0.00	0.00	1,099.83	0.00	
41740 Investment Income - Unrealized Gains					
41750 Less: Investment Management Fee	(18,000.00)	(13,000.00)	(10,024.63)	(13,476.25)	Managed Investment Account
71020 Interest Earned	325.00	100.00	16.15	0.00	
Fundraising	10,000.00				Mustang Breakfast (May) & Raffle (Benevon Breakfast)
Grant Income	87,000.00				Portable Stage
Other					
Total Revenue:	212,575.00	111,600.00	115,108.68	91,482.77	
Operating Budget:					
Administrative Expense					
51000 General And Administrative	900.00				
51200 Office Equipment and Supplies	6,000.00	5,000.00	11,269.20	4,775.03	Office equipment and supplies - \$5,000 onetime website update
51300 Bank Charges	50.00	1,300.00	1,254.97	1,077.60	
51600 QuickBooks	1,080.00	1,080.00	0.00	0.00	Monthly charge 590 / mo - QuickBooks online
51700 Foundation Staff Development					
51800 Foundation Travel & Meeting Expense	4,000.00	2,000.00	1,297.59	0.00	Transportation cost for out of town board members / per diem
51910 Insurance	805.00				
52100 Salaries & Wages	25,376.00	28,000.00	16,193.94	13,156.21	Bookkeeper (Shirley), Administrative services director (Carmen)
52400 Payroll / Taxes / FICA	4,300.00				
52600 Workman's Comp SUTA	950.00	950.00	295.23	384.60	Hourly and exempt employees
53100 Accounting Fees	2,600.00	2,600.00	1,600.00	2,600.00	Douglas Wilson
Contract Labor	0.00	0.00	0.00	0.00	
53200 ADP Fees	800.00				
53300 Audit Fees	21,000.00	15,000.00	0.00	0.00	Annual Audit
Total	67,861.00	55,930.00	31,910.93	21,993.44	
Fundraising & Development					
56100 Express Magazine	24,000.00	24,000.00	19,451.42	18,096.23	Express Magazine (\$6,000 per Print - three or four times per year)
56200 Fundraising Expense	1,000.00	5,000.00	4,800.00	2,587.50	Prior Fundraising included HIG Consulting hourly expense
56300 Grant Writing Expense					
56400 Public Relations & Development	1,000.00	8,500.00	408.50	1,836.00	Fundraising
Bloomerang Software	4,377.00				
HG Consulting / Heidi Gibson Contract	27,500.00				Heidi Gibson \$1,875/ mo.
Total	52,827.00	37,500.00	24,659.92	22,519.73	
MSDB Direct Support					
57100 Accreditation	11,400.00	11,338.68	18,661.32	11,000.00	Various Accreditation
57200 Cottage Support	2,500.00	2,500.00	1,879.76	2,314.62	Support activities in cottages such as students going movies or other special events
57250 Cottage Remodel	4,200.00	4,207.00	45,855.00	24,369.29	Two cottage wings being renovated - one time expense
57280 Special Equipment Purchases / Grant Expenditures	87,000.00				Portable Stage
57300 Hearing Molds & Evaluations	5,000.00	3,000.00	2,544.18	1,771.27	Funding hearing molds & examinations
57350 Northwest Association of Blind Athletes	11,500.00	11,500.00	9,000.00	9,000.00	Fixed Charge - provides staffing from NWABA to provide events on campus and though the state
57400 Staff Professional Development	30,000.00	30,000.00	27,571.63	4,783.35	Funds to send teachers and staff to conferences and trainings
57450 Special Equipment Repair	5,000.00	2,500.00	2,160.89	0.00	Specific to repairing equipment
57500 Staff Awards	5,500.00	5,500.00	4,413.10	3,533.61	Staff Awards - most valuable peer etc., gift cards at Christmas and teacher appreciation
57550 Student Support	6,500.00	6,500.00	1,083.77	4,066.69	Catch all - various student expenses could include event activities
57600 Visual Evaluations	0.00	100.00	0.00	0.00	Eye exams
57650 Yearbook	850.00	850.00	760.62	739.20	Funds yearbook expense
Total	169,450.00	77,995.68	113,930.27	61,578.03	
Student Activities					
58020 Academic Bowl	9,000.00	9,000.00	779.12	1,071.46	Jeopardy format - Involves travel for a 2-3 day academic competition
58030 Arbor Day	500.00	500.00	750.00	450.00	Celebration - Spring Music Program / Plant to honor retirees
58050 Awards	4,000.00	4,000.00	1,389.61	1,755.55	Student Awards - various
Braille Challenge	300.00				
58060 Butterfly Garden / Tiny Town Sign	480.00	500.00	0.00	0.00	was a one time purchase for planters by cottages - sign was never placed.
58070 Christmas	1,000.00	850.00	794.64	278.19	Gift bags from Santa / various Christmas activities
58080 Easter	300.00	300.00	0.00	0.00	Easter Activities for students
58090 Expressions of Silence	1,500.00	1,500.00	1,030.57	0.00	Sign Language club - supplement student fundraising
Fall Celebration	1,000.00				
Spring Celebration	3,500.00				
58100 Family Learning weekend - Blind	8,000.00	6,000.00	2,403.40	984.65	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
58110 Family Learning weekend - Deaf	8,000.00	6,000.00	2,981.63	1,355.43	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
58120 Flying Hooves Club	1,500.00	500.00	381.98	0.00	After school club - helps support completion academic completion trip
58130 Games Visually Impaired	2,500.00	2,500.00	0.00	72.00	Spring Event - students compete in activities cost include t-shirts, food and misc.
58140 Goalball	1,000.00	500.00	0.00	0.00	Games - uniforms snacks etc. Club formed Spring of 2022
58150 Graduation	750.00	1,000.00	769.32	504.90	Pays for flowers, cakes cost for caps and gown, speaker, diplomas
58160 Halloween	300.00	300.00	8.10	137.36	Provide money for treats, decorations for parties etc.
58170 Joggng Jokes	0.00	500.00	179.05	0.00	After School Club - physical activities
58180 Prom	300.00	300.00	133.14	271.86	Provide funds for decorations, foods, DJ
58190 Red Ribbon - PTHA - Parent Teacher House Associat	300.00	300.00	1,012.38	0.00	Parent Teacher House Parent Assoc.
58200 Senior Trip	5,750.00	5,750.00	2,886.24	3,922.55	Provides funds sponsors, typically \$300 per student. Students also fundraise to supplement.
58210 Ski Trip	3,500.00	3,500.00	1,859.00	0.00	Provides funds for student activity (2 or 3 trips to Showdown, rental cost learn to ski program)
Student Ambassador Program	300.00				
58220 Summer Camp - Blind	4,000.00	4,000.00	2,500.00	0.00	State pays wages for staff.
58230 Summer Camp - Deaf	4,000.00	4,000.00	1,829.01	3,513.74	State pays wages for staff.
58240 Visually Impaired Performers (VIP)	500.00	500.00	0.00	0.00	After School Activity - purchase t-shirts, equipment
Total	62,280.00	52,300.00	21,687.19	14,317.69	
Capital Budget					
59000 Technology / Equipment	15,000.00	15,000.00	1,299.99	1,913.63	Assisting with purchasing and improving equipment
Total	15,000.00	15,000.00	1,299.99	1,913.63	
Total Expenses	367,418.00	238,725.68	193,488.30	122,322.52	
Net Income / Loss	(154,843.00)	(127,125.68)	(78,379.62)	(30,839.75)	
Liquidation cash assets or sale of stock					
Lots to be funded through cash on hand i.e. checking, savings and sale of investment stocks.					
Notes:					

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
40000 Contributions	23,714.22	54,000.00	-30,285.78	43.92 %
41100 Contributions Temporarily Restricted	11,077.00	7,500.00	3,577.00	147.69 %
41400 Individual Contributions	13,785.00		13,785.00	
41410 Business Contributions	64,429.38		64,429.38	
Total 40000 Contributions	113,005.60	61,500.00	-51,505.60	183.75 %
41600 Fundraising Event Income	5,960.00		5,960.00	
41700 Investment Income		63,000.00	-63,000.00	
41710 Investment Interest	21.64		21.64	
41720 Investment Dividends	43,159.84		43,159.84	
41740 Investment Unrealized Gain (Loss)	12,639.73		12,639.73	
41750 Investment Management Fee	-8,625.47	-13,000.00	4,374.53	66.35 %
Total 41700 Investment Income	47,195.74	-50,000.00	-2,804.26	94.39 %
Total Revenue	\$166,161.34	\$111,500.00	\$54,661.34	149.02 %
GROSS PROFIT	\$166,161.34	\$111,500.00	\$54,661.34	149.02 %
Expenditures				
51000 Office/General Administrative Expenditures	910.54		910.54	
51200 Office Equipment & Supplies	708.76	5,000.00	-4,291.24	14.18 %
51300 Bank Charges	16.00	1,300.00	-1,284.00	1.23 %
51600 Quickbooks	810.00	1,080.00	-270.00	75.00 %
51700 Foundation Staff Development	0.00		0.00	
51800 Foundation Travel & Meeting Expense	3,012.98	2,000.00	1,012.98	150.65 %
51910 Insurance	803.00		803.00	
Total 51000 Office/General Administrative Expenditures	6,261.28	9,380.00	-3,118.72	66.75 %
52000 Salaries & Wages				
52100 Salaries & Wages	10,624.39	28,000.00	-17,375.61	37.94 %
52400 Payroll / Taxes Fed / FICA	3,183.43		3,183.43	
52600 Workman's Comp.	359.64	950.00	-590.36	37.86 %
Total 52000 Salaries & Wages	14,167.46	28,950.00	-14,782.54	48.94 %
5300 Legal & Professional Services				
53100 Accounting Fees		2,600.00	-2,600.00	
53200 ADP Fee	922.51		922.51	
53300 Audit Fee		15,000.00	-15,000.00	
Total 5300 Legal & Professional Services	922.51	17,600.00	-16,677.49	5.24 %
56000 Fundraising & Development	75.96		75.96	
56100 Express Magazine	21,138.00	24,000.00	-2,862.00	88.08 %
56200 Fundraising Expense	199.90		199.90	
56300 Grant Writing Expense	1,875.00	5,000.00	-3,125.00	37.50 %
56400 Public Relations & Development	4,305.85	8,500.00	-4,194.15	50.66 %
Total 56000 Fundraising & Development	27,594.71	37,500.00	-9,905.29	73.59 %
57000 MSDB Direct Support				

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
57100 Accreditation	3,019.34	11,338.68	-8,319.34	26.63 %
57200 Cottage Support	1,613.78	2,500.00	-886.22	64.55 %
57250 Cottager Remodel		4,207.00	-4,207.00	
57280 Equipment Purchases	57,876.60		57,876.60	
57300 Hearing Evaluations	8,037.45	3,000.00	5,037.45	267.92 %
57350 Northwest Association of Blind Athletes	11,500.00	11,500.00	0.00	100.00 %
57400 Staff Professional Development	31,557.86	30,000.00	1,557.86	105.19 %
57450 Special Equipment Repair		2,500.00	-2,500.00	
57500 Staff Awards	1,919.00	5,500.00	-3,581.00	34.89 %
57550 Student Support	1,094.99	6,500.00	-5,405.01	16.85 %
57600 Visual Evaluations		100.00	-100.00	
57650 Yearbook	418.50	850.00	-431.50	49.24 %
Total 57000 MSDB Direct Support	117,037.52	77,995.68	39,041.84	150.06 %
58000 Student Activities				
58020 Academic Bowl	3,637.10	9,000.00	-5,362.90	40.41 %
58030 Arbor Day		500.00	-500.00	
58050 Awards		4,000.00	-4,000.00	
58060 Butterfly Garden Sign		500.00	-500.00	
58070 Christmas	984.76	850.00	134.76	115.85 %
58080 Easter		300.00	-300.00	
58090 Expressions of Silence	814.40	1,500.00	-685.60	54.29 %
58100 Family Learning Weekend - Blind	221.13	6,000.00	-5,778.87	3.69 %
58110 Family Learning Weekend - Deaf	1,905.19	6,000.00	-4,094.81	31.75 %
58120 Flying Hooves Club	490.00	500.00	-10.00	98.00 %
58130 Games Visually Impaired		2,500.00	-2,500.00	
58140 Goalball		500.00	-500.00	
58150 Graduation		2,500.00	-2,500.00	
58160 Halloween	239.16	300.00	-60.84	79.72 %
58170 Jogging Jokes		500.00	-500.00	
58180 Prom		300.00	-300.00	
58190 PTHA - Parent Teach House Assoc.	20.00	300.00	-280.00	6.67 %
58200 Senior Trip		5,750.00	-5,750.00	
58210 Ski Trip		3,500.00	-3,500.00	
58220 Summer Camp - Blind	1,048.61	4,000.00	-2,951.39	26.22 %
58230 Summer Camp - Deaf		4,000.00	-4,000.00	
58240 Visually Impaired Performers (VIP)		500.00	-500.00	
Total 58000 Student Activities	9,360.35	53,800.00	-44,439.65	17.40 %
59000 Technology & Equipment	11,752.24	15,000.00	-3,247.76	78.35 %
Uncategorized Expense	0.00		0.00	
Total Expenditures	\$187,096.07	\$240,225.68	\$-53,129.61	77.88 %
NET OPERATING REVENUE	\$-20,934.73	\$-128,725.68	\$107,790.95	16.26 %
Other Revenue				

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
71020 Interest Earned	274.54	100.00	174.54	274.54 %
Total Other Revenue	\$274.54	\$100.00	\$174.54	274.54 %
NET OTHER REVENUE	\$274.54	\$100.00	\$174.54	274.54 %
NET REVENUE	\$-20,660.19	\$-128,625.68	\$107,965.49	16.06 %

MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2023 YEAR TO DATE

AS OF 4/4/2023

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 4/4/2023	PERCENT YEAR TO DATE FY 2022 4/17/2022
ADMINISTRATION PROGRAM BUDGET (01)	\$ 627,582.10	\$ 9,098.67	\$ -	\$ 636,680.77		
EXPENDITURES YEAR TO DATE	\$ 494,158.10	\$ 5,704.67	\$ -	\$ 499,862.77	78.51%	73.20%
UNSPENT ALLOCATED BUDGET:	\$ 133,424.00	\$ 3,394.00	\$ -	\$ 136,818.00	21.49%	26.80%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 629,429.25	\$ -	\$ -	\$ 629,429.25		
EXPENDITURES YEAR TO DATE	\$ 536,835.03	\$ -	\$ -	\$ 536,835.03	85.29%	80.04%
UNSPENT ALLOCATED BUDGET:	\$ 92,594.22	\$ -	\$ -	\$ 92,594.22	14.71%	19.96%
STUDENT SERVICES BUDGET (03)	\$ 1,855,473.00	\$ -	\$ 40,325.00	\$ 1,895,798.00		
EXPENDITURES YEAR TO DATE	\$ 1,289,765.29	\$ -	\$ 26,899.65	\$ 1,316,664.94	69.45%	65.53%
UNSPENT ALLOCATED BUDGET:	\$ 565,707.71	\$ -	\$ 13,425.35	\$ 579,133.06	30.55%	34.47%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,206,034.00	\$ 289,863.00	\$ 674,086.10	\$ 6,169,983.10		
EXPENDITURES YEAR TO DATE	\$ 3,848,094.99	\$ 94,547.45	\$ 229,976.49	\$ 4,172,618.93	67.63%	65.31%
UNSPENT ALLOCATED BUDGET:	\$ 1,357,939.01	\$ 195,315.55	\$ 444,109.61	\$ 1,997,364.17	32.37%	34.69%
ALLOCATED TOTALS:	\$ 8,318,518.35	\$ 298,961.67	\$ 714,411.10	\$ 9,331,891.12		
TOTAL EXPENDITURE TO DATE:	\$ 6,168,853.41	\$ 100,252.12	\$ 256,876.14	\$ 6,525,981.67	69.93%	67.10%
UNSPENT ALLOCATED BUDGET:	\$ 2,149,664.94	\$ 198,709.55	\$ 457,534.96	\$ 2,805,909.45	30.07%	32.90%

The MSDB Cottage Bulletin

March, 2023
Vol. 2, No. 7

Message from the Director

By Jim Kelly II

The students are heading home for a nice, long Spring/Easter break on Friday, March 31st! I hope you all enjoy time together as a family. As you can see with this newsletter the students are involved with so many different activities. I want to give a huge “Shout Out” to the staff in the Student Life Program – you are the ones who help make our program the students “home away from home”! As always, don’t hesitate to contact me if you have questions, suggestions or concerns for your child!



KABOOM Arcade Fun



THE LEAP REPORT

This year has flown by! It seems like last week that we welcomed our LEAP participants to campus. In reality it has been months of hard work, challenges, and great successes. We have done and learned more than I can list here! Everything from taxes, home management, cooking, recreational activities such as an escape room and theater productions, as well as volunteer opportunities, and so much more! Our participants are all out working and learning what their likes and strengths are as well as developing skills to improve in areas of weakness. We have had several work experiences and will have two more before the year wraps up. As we near the end of the year we are looking forward to planning our end of the year trip and receiving applications for next year's cohort. Applications for 2023 - 2024 are out! The deadline for applications is May 1st. If you or someone you know is interested please feel free to reach out to Carrie and Mackenzie in LEAP or talk to your outreach consultant. We would love to hear from you, and remember, it is never too early to start thinking about transition!

A special thank you to IGA and City Motors for the wonderful work experiences they allowed us! Thank you to MSDB and the MSDB Foundation for your continued support. Thank you to all the wonderful staff who have helped us along the way. We couldn't do this without you!

Contact us at leap@msdb.k12.mt.us for more information.

Carrie and Mackenzie

Review the Handbook. Please note the entrance requirements before applying. [LEAP Handbook](#)

LEAP Application: [LEAP Application](#)

High School Happenings: The Medicine Cabinet

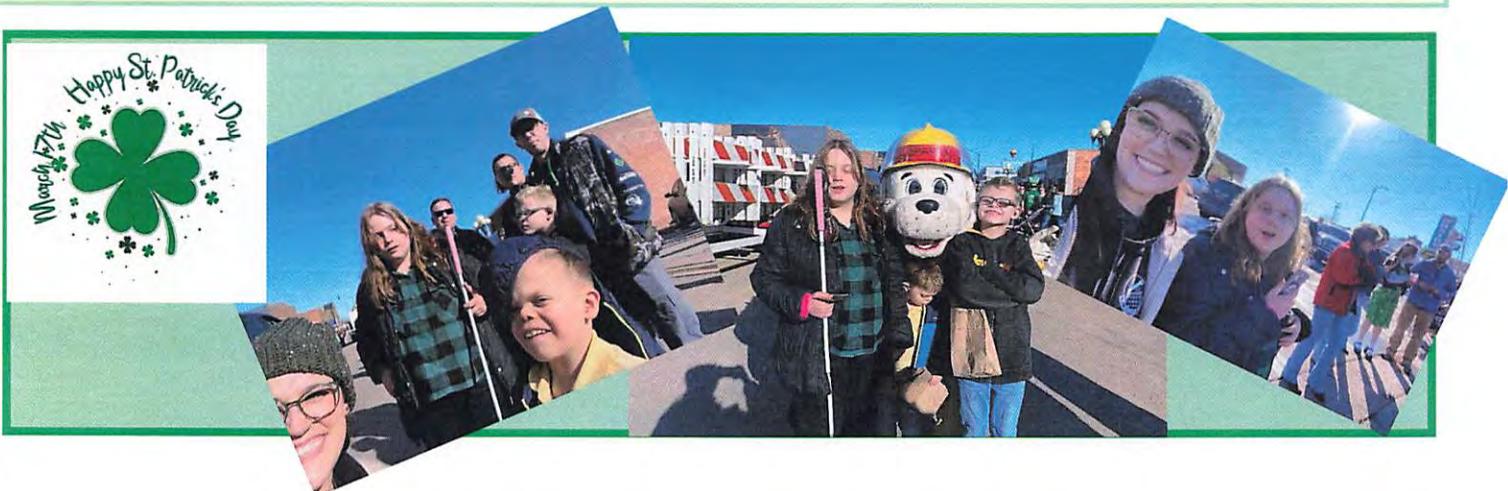
by Erin Faulkner

Another workshop that was done this month was “Medicine Cabinet”. Students learned about different medications and treatments about various illnesses and minor injuries. Please talk with your students about the importance of reading the dosage and practice reading medication labels.

Here is a worksheet for you and your students to practice together. Some of these have more than one answer.

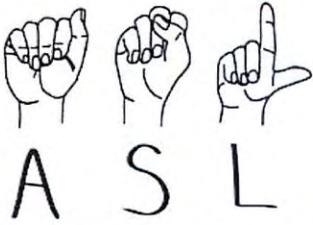
1. Allergies
 2. Bug Bites
 3. Chapped Lips
 4. Constipation
 5. Cough
 6. Cuts/Scrapes
 7. Dry Eyes
 8. Fever
 9. Headache
 10. Heartburn
 11. Inflammation in joints
 12. Plugged ears
 13. Plugged nose
 14. Rash
 15. Sliver/Splinter
 16. Sore gums/teeth
 17. Sore muscles
 18. Sore throat
 19. Sprain/twisted ankle
 20. Sunburn
 21. Upset stomach/nausea
- A. Acetaminophen/Tylenol
 - B. Aloe (cooling gel)
 - C. Antacid (Tums)
 - D. Anti-itch cream (Hydrocortisone cream)
 - E. Antiseptic Spray (Bactene)
 - F. Bandaid
 - G. Benadryl
 - H. Bucket
 - I. Chewing gum
 - J. Cough drops
 - K. Cough syrup
 - L. Decongestant
 - M. Heating/Cooling pad
 - N. Humidifier
 - O. Ibuprofin (Motrin)
 - P. Lip balm
 - Q. Lubricant gel eye drops
 - R. Milk of Magnesia/Miralax
 - S. Orajel
 - T. Oral anesthetic spray (Chloraseptic)
 - U. Pain Relieving Cream (Ben Gay)
 - V. Thermometer
 - W. Trip Antibiotic Ointment (Neosporin)
 - X. Tweezers
 - Y. Water/7up/Ginger-Ale

**Answer on bottom of next page



ASL EDUCATION

With Diane Moog



In this newsletter we will look at some questions that are addressed within a class.

We will look at various questions at different points in the future.

1. What is immersion and why is it so important?

Immersion is defined as a method of teaching a foreign language by the exclusive use of that language, usually at a special school. Immersion is critical for learning ASL as well. Students are encouraged to meet native users of the language and socialize. It is the best way to acquire a language.

2. What is signing space?

Signing space refers to the space in front of you when you sign. This space is from your waist to the top of your head and from your right elbow to your left elbow. It is also including the area from your chest outward as far as your arms and hands can comfortably stretch. It is like a picture frame around you. Please remember to not go beyond or go any bigger than this space.

3. What is the basic grammar structure of ASL?

All languages have different structures to compose sentences. These all typically have a subject (who), and object (what) and a verb (action or state of being). In English this structure is S + O + V. An example of this is: I am going to work. In ASL the order is O + S + V. An example of this is: WORK I GO-TO.

4. Why are faces important too?

The face is where 70% of grammatical information is found when signing. The eyebrows are where you will be able to identify what type of sentences are being signed. Eyebrows down indicate a WH question. Eyebrows up indicate a YES/NO question and normal eyebrows indicate a statement. Adjectives and adverbs are found around the mouth as well as with head movements.

I hope these questions and corresponding answers are helpful. The students are learning so many aspects of ASL in class. Our discussions are open and address many different aspects of the language and DEAF culture. Our learning will continue for a lifetime as ASL is a dynamic language just like English.

STUDENT HUB

Blair is graduating this year! She has been coming to MSDB since she was 7 years old. Here's what she has to say about MSDB.

The Cottages are amazing and fun! I love to hang out with my friends. I like to learn new things at school. I like to help other students. The Cottage is a good experience for everyone! My favorite thing to do in the Cottage is chat with my best friend because she is funny, friendly, and crazy. I also love playing Bunco! My favorite activity that the Cottage does in Great Falls is go to the Voyager baseball game!



STAFF BUZZ



A place where families and coworkers could brag about cottage staff to say, "Wow! They are good at their job!"?

I nominate Shirley and Jaime. Both ladies are so helpful and patient. Always willing to help with a question that comes up. Very patient in explaining something that is not understood. Have always felt welcome to call or stop by when the need arises. Thanks for being so awesome! (Shirley Wermling and Jaime Walker work in the Business Office)
by a Cottage Staff

I'd like to nominate Bill Andrews. Bill has done a great job in his role as Lead Houseparent of the boys cottage. He has taken the time to get to know each student and what their individual needs are. It is apparent that Bill's primary focus is on the students he serves and has their best interests in mind. Keep it up Bill, you deserve an "atta boy" for sure!! (Bill is Lead Resident Advisor in the boys' cottage)
by a School Specialist

I would like to nominate Bill. He has helped {my grandson} through many different difficulties and I think also provides a positive male role model. Of course, I would love to award all of you with this. Truly each of you gives him so much. We trust our boy with all of you and are grateful for everything. Bill is a great man and he shares his fatherly skills with our grandson. We are eternally grateful for him and all the staff. It is hard to pick only one. We love and appreciate each of you.
by a Parent of a Cottage Student

Mackenzie Merja -- without fail, she was *always* positive of {my son}, always supportive, and I knew not only that she cared about my kiddo, but she respected him, his differences, and his intellect. In every interaction with her regarding my child, I went away feeling that she wanted to help, wanted to teach him - - and if there were any concerns, wanted to find solutions...not find fault. Even though she hasn't taught him in a couple years, that impression has lasted as one of a handful of teachers in his sixteen years here who went out of their way to make me feel good about their interactions in the classroom, and show that she *genuinely enjoyed* teaching him and talking to him. (Mackenzie is a LEAP Coordinator)
by Parent of a Student

I would like to nominate the night watch ladies. They meet with me on Fridays after their shift and are always so happy and very pleasant. We have great laughs, We talk about their daily duties and I work off those to develop my classes. They are proud of their work and are committed to doing a good job. They make a great team and it is an honor to work with them! (The Cottage program employs 3 NightWatch staff who work in teams of 2)
by a Cottage Staff

Cottage students played Bingo during the Class of 2023/2024 Bingo Night Fundraiser.



Bill is helping the young boys with homework in the activity room while they enjoy their snack from the School Store.



FLYING HOOVES TAKES ON UTAH

Please join me in congratulating the members of the Flying Hooves who had an outstanding showing at the 3rd Annual HandFlash Virtual Theater Competition for Deaf High School Students – hosted by NTID's Sunshine 2.0. Twelve different schools/programs for the Deaf were entered in the competition. Our students placed in every category they entered!



Monologue – **3rd Place** – Angelina Gilcher "Almost 16"

Duo/Trio - **2nd Place** - Angelina Gilcher, Blair Walkley and Madison Chacon "Last Day of Summer"

Duo/Trio – **3rd Place** – David Harasymczuk and Ayvia Kosine "We're on a Mission"

Ensemble – **2nd Place** - Blair Walkley, David Harasymczuk, Ayvia Kosine, Marissa Pecarano, Madison Chacon, Joshua Briggs, Angelina Gilcher, Marissa Pecoraro, Kailynn Perrin, Bridger Baetge "The Four Marauders"

The group was busy from wake up call at 6:15 am until the time they arrived back at the motel around 10:00 pm. During the day they attended workshops and training led by professional actors and performers. They also had time to socialize with new friends from other states. One of the highlights of the trip was going to Boondocks. This is a huge restaurant that includes a bowling alley, arcade games, virtual reality games, laser tag, and the biggest thrill of all...go-carts. Saturday evening was the exciting live performance that many were able to watch online as well. The exhausted crew headed north again on Sunday morning. A stop at the aquarium in Idaho Falls involved petting stingrays and feeding a porcupine and iguanas. Our last stop was in Butte at Pizzas Ranch for dinner and a few games. This was 4 very full days that created lifelong memories. A big thank you goes out to everyone that helped support this opportunity.



HEALTH REPORT

Health Services has been missing a very valuable team member temporarily, and Vicky Jo Reeves has been available to fill shifts as needed. Fortunately she has been with us before and is providing much needed support that is much appreciated.

To say this year has flown by would be an understatement. The nurses in the infirmary have been working as a team to provide all that is required to staff and students. COVID testing still remains available to staff and students with parental permission. The challenges of COVID remain with us but how welcome it is to not have to wear masks. As the weather warms up we will be able to spend time outdoors that will help us stay healthy. It has been proven that something as simple as a walk can make a difference.

Wishing wellness and safety as we move into the last couple months of school.

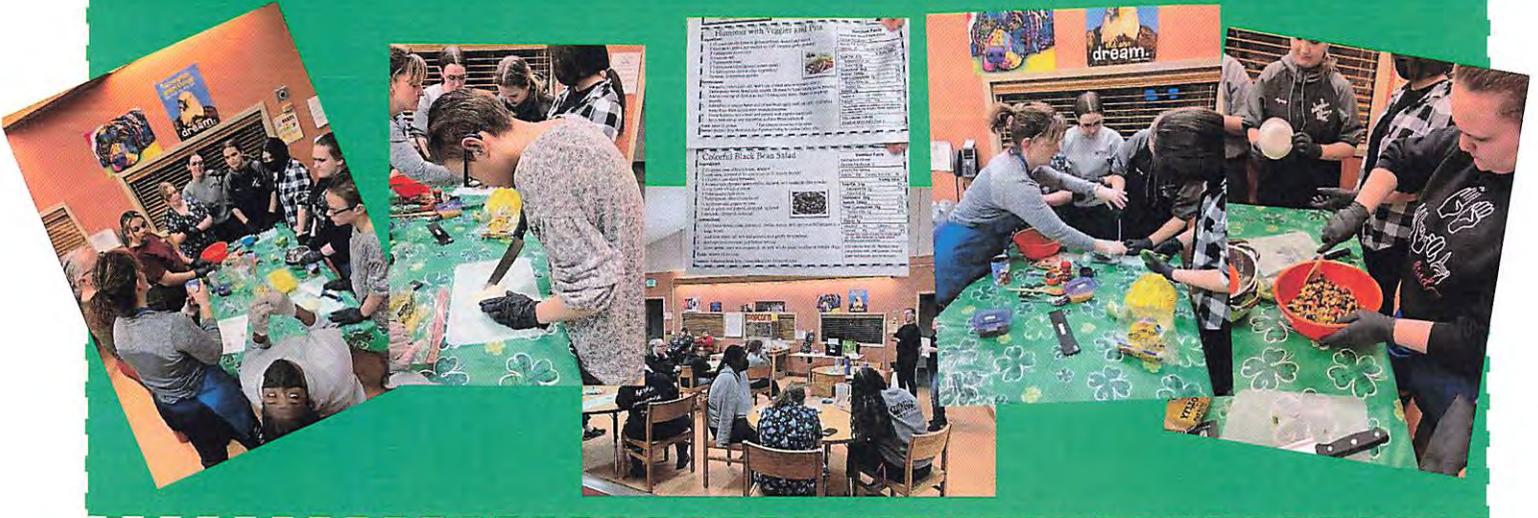
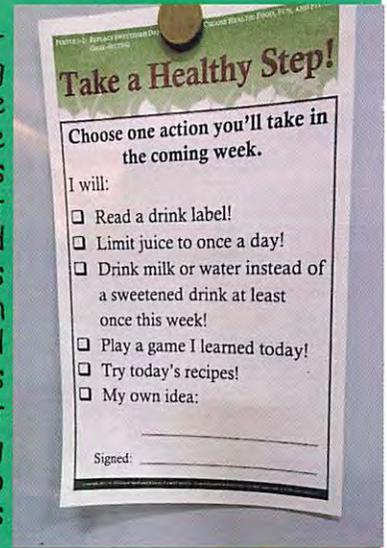
Diane Eddy, RN,
Health Services Director



FINDING FUN IN LEARNING

by Cheri Luongo

The girls in the cottage have been spending their Thursday evenings learning about healthy food choices, staying active, and having fun. This is a six week course that is presented by Nina Polk, the SNAP coordinator at our Cascade County Extension Agency. The first week the students learned how to "re-think your drink". This lesson focused on choosing healthy drinks like water and low fat milk rather than sugar filled options. They learned how to read nutrition labels to determine how much sugar is actually in various drinks. The second week focused on "color your plate". This lesson was all about filling half your plate with healthy fruits and vegetables at each meal. During this lesson they made a delicious black bean salad. The third lesson was on "read it before you eat it". The students all practiced reading food labels and determining the fat content as well as the sugar content in the foods. They also made hummus from scratch. There are 3 more weeks of lessons and we are excited to see what more we can learn and create.



4-H Project Day

Poultry

Sewing

Baking

Goal Setting

High School Happenings: Study Skills

With Erin Faulkner

The ILSP workshops are now being offered to all middle school and high school students, so that they have many years to acquire and practice skills that will assist them in being successful and independent. One of the topics this month was Study Skills.

TOP 10 STUDY TIPS FOR STUDENTS

Time Management

Using a planner

Good Study Habits

Be prepared for class and homework time

Ability to Set Attainable Goals

We want to be successful

Concentration

Stay focused and ask questions!

Good Note-Taking

Get a note-taker!

Completion of Assignments

Put your homework to good use—Review!

Review of Daily Notes

Review notes or textbooks **daily!**

Organizational Skills

Know when things are due

Motivation

Motivated to learn in every class

Use a planner

Write all homework that is due

Write when projects are due

Write when tests are

Homework

Write neatly

TURN IT IN!!!

Projects

Start early

Make a schedule - don't wait until the last day

Ask questions!

Reports/Papers

Make an outline

Check your spelling and grammar

Ask someone to proofread!

How to Study for a Test

Review notes or past homework

Skim the textbook

Looks for bold words,

Look at tables, pictures, charts

Make and review Flashcards

Making them helps you remember

Outings/Activities

Weekly

- EOS (Mon/Wed)
- Swim Club (Mon/Tues)
- Goal Ball (Tues)
- SEL (Tues)
- 4-H (Tues)
- Student Council (Wed)
- VIP (Wed)
- School Store (Wed/Fri)
- Swimming (Wed/Sun)
- Workshops (Thurs)

Look what we did!

- Kaboom Arcade (2/25)
- Workshop: Study Skills (3/2)
- Workshop: Plan a Bus Route (3/3)
- 4-H Project Day (3/4)
- Flying Hooves to Utah (3/16-3/19)
- Matilda (ASL interpreted) (3/25)
- Bingo Night (3/25)
- Formal Dinner (3/26)
- Workshop: Medicine Cabinet (3/28)
- Special Activity: Food Fun Fitness (6 weeks on Thursdays)

Coming Soon-

- DEW (4/14-4/15)
- Bowling (4/16)
- VIEW (4/21-4/22)
- Ice Breaker (4/23)
- Super Mario movie (4/23)
- Brush Crazy (5/7)
- Senior Trip (5/10-5/15)
- Travel Home (5/12)
- Travel Return (5/15)

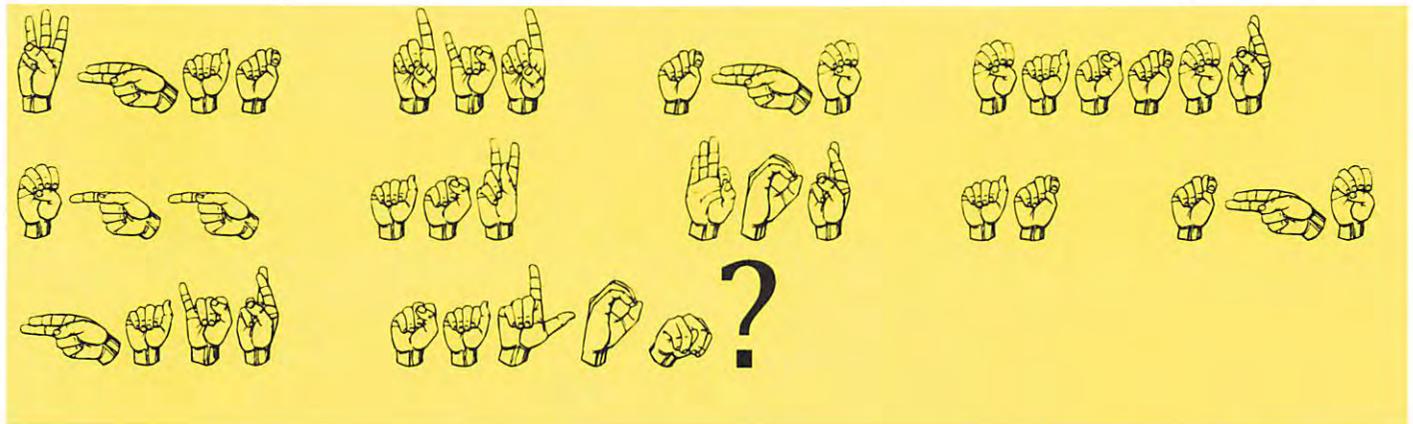
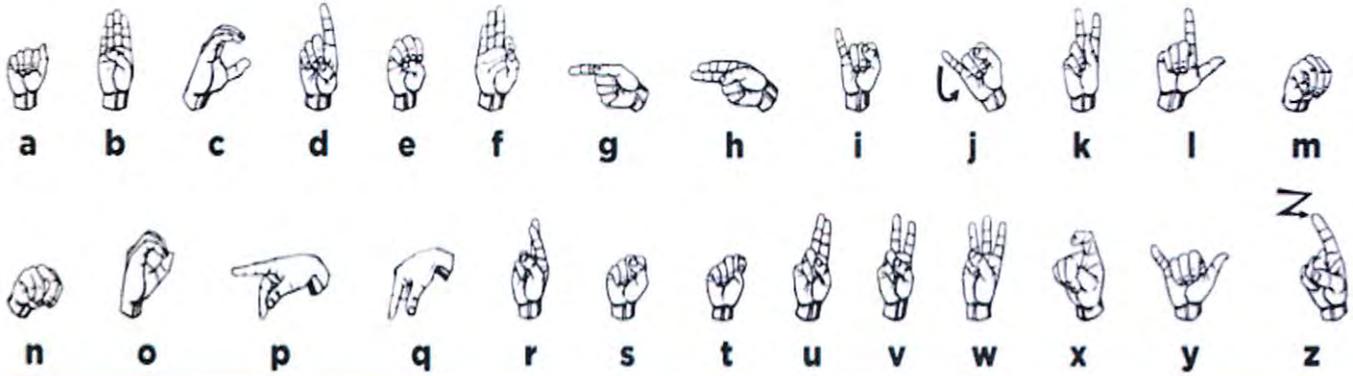


As we are nearing the homestretch (last quarter) of the school year, the students and staff discussed what activities they wanted to do. Though the MSDB Foundation supports many of the cottage activities, we feel it is important for the students to learn the importance of planning ahead and saving money for activities that they are interested in and so several activities are planned that would require those that want to participate to pay their way. In addition to the activities listed above, the Cottage and Student Council students will be participating in their Annual Trip (5/21), which is a fishing trip and BBQ at Holter Lake and Memorial Day Activities (5/27-5/29), which includes mini-golf, water games and a movie.

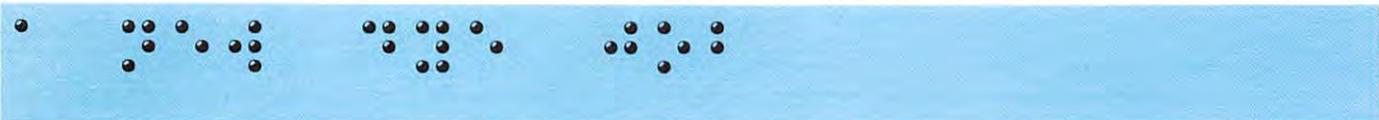
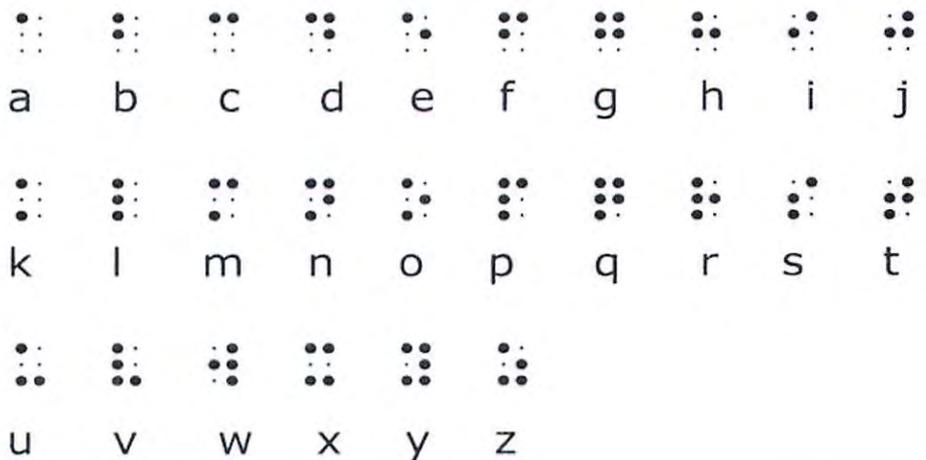
PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

Fingerspelling is the process of spelling out words by using hand shapes that correspond to the letters of the word. A set of hand shapes used to spell words is known as a "manual alphabet."



Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1821 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each.



March 2023 Puzzler Answers:
 Fingerspelling: Why did the police officer arrest her boyfriend?
 Braille: He stole her heart

**9089 Mont Sch for
Deaf & Blind District**

3911 Central Avenue, Great Falls, MT 59405
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Student Enrollment Summary Report

Effective Date: 04/17/2023 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 24/22/46

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blind EI

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	1/1/2	-	1/1/2
02	-	-	-	-	-	2/2/4	-	2/2/4
03	-	-	-	-	-	1/0/1	1/0/1	2/0/2
05	-	-	-	0/1/1	-	0/3/3	-	0/4/4
06	-	-	1/0/1	-	-	-	-	1/0/1
07	-	1/0/1	-	-	-	0/2/2	-	1/2/3
08	-	1/0/1	-	-	-	1/1/2	-	2/1/3
KF	-	1/0/1	-	-	-	1/1/2	-	2/1/3
KH	-	-	-	-	-	2/0/2	-	2/0/2
PK	-	-	-	-	-	0/1/1	-	0/1/1
PS	0/1/1	-	-	-	-	3/1/4	-	3/2/5
All Grades	0/1/1	3/0/3	1/0/1	0/1/1	-	11/12/23	1/0/1	16/14/30

MT Sch For Deaf & Blind HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	2/3/5	-	3/3/6
10	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
11	-	-	-	-	-	1/0/1	-	1/0/1
12	-	-	0/1/1	-	-	2/1/3	-	2/2/4
All Grades	-	1/1/2	0/1/1	0/1/1	-	7/5/12	-	8/8/16

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	7	23.33%
MT Sch For Deaf & Blind HS	4	25.00%
Total	11	23.91%

ITEM 9

ACTION ON MSDB SUPERINTENDENT
2023-2024 CONTRACT

Madalyn Quinlan

Contract of Employment for Superintendent of the Montana School for the Deaf and Blind

1. Term. On behalf of the Montana School for the Deaf and Blind (hereinafter MSDB), the Montana Board of Public Education employs Mr. Paul Furthmyre as Superintendent for a term of three years. The term of the Contract is from July 1, 2023 to June 30, 2026, unless sooner terminated pursuant to Section 9 below. The Contract expires automatically at the end of the term. Neither party should have any expectation of renewal. The parties may by mutual written agreement extend or renew the term of this Contract prior to expiration.

2. Record of Authorization for Contract. This contract was approved by the Montana Board of Public Education (the hiring authority) at a properly noticed regular meeting dated **May 11, 2023**. Such approval shall be reflected in the official minutes of such meeting, which shall be available for review by the public upon request.

3. Duties. The Superintendent is the chief executive officer of the MSDB and shall perform the duties of Superintendent for the MSDB as prescribed in the job description and as may be assigned by the Board of Public Education. The Superintendent shall comply with Board of Public Education directives and other applicable state and federal law, Board of Public Education policies as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Contract as though fully set forth herein. The Superintendent agrees to devote his or her time and energy to the performance of these duties in a faithful manner.

4. Professional Activities. The Superintendent may attend and participate in appropriate professional meetings at the local, state, and national levels with the reasonable expenses for such attendance to be borne by the MSDB. “Appropriate” and “reasonable” shall include those meetings and expenses incorporated into the budget or otherwise pre-approved by the MSDB.

5. Compensation. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent for his or her services an hourly wage of **\$53.89/hour, equaling an annual salary of one hundred and twelve thousand, ninety-one dollars and twenty cents (\$112,091.20)**, paid in equal monthly installments unless otherwise agreed to by the parties. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent a one-time doctoral stipend of \$5,000 upon documentation of successful completion. Additional salary increases to the Superintendent position are incumbent upon any and all mandates passed by the Montana Legislature aligned with any statutory increases given to all state employees.

6. Evaluation. The Board of Public Education shall evaluate and assess in writing the performance of the Superintendent at least annually, prior to November 30th of each year. Following or concurrent with such evaluation, this Contract shall be reviewed by the Board of Public Education for consideration of renewal. Nothing herein shall require the Board of Public Education to make a decision on extension at such meeting. The evaluation format and procedure shall be in accordance with the Board of Public Education’s policies.

7. Holidays, Vacation and Sick Leave. The Superintendent is entitled to days off with pay on those holidays specified in section §1-1-216, MCA, subject to the provisions of that section. The Superintendent is entitled to the sick and vacation leave benefits under Title 2, Chapter 18, Part 6, MCA. Vacation days taken by the Superintendent shall be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Agreement.

8. Professional Liability. The Board of Public Education shall provide for the immunization, defense, and indemnification of the Superintendent as provided in section §2-9-305, MCA.

9. Termination. This Contract may be terminated by mutual agreement of the Superintendent and the Board of Public Education in writing upon such terms and conditions as may be mutually agreed. If the employee wishes to terminate the contract, the employee must give 30 days' notice in writing.

10. Retirement, Death, Disability. This Agreement shall be terminated upon the death of the Superintendent or upon the Superintendent's retirement.

11. Dismissal for Cause. The Board of Public Education may dismiss the Superintendent during the term of this Contract for good cause. "Good cause" means reasonable job-related grounds for dismissal based on a failure to satisfactorily perform job duties, disruption of the employer's operation, or other legitimate business reason.

12. Termination Procedure. No discharge shall be effective until written charges have been served upon the Superintendent and the Superintendent provided an opportunity for a fair hearing before the Board of Public Education after at least ten days' notice in writing.

The hearing shall be conducted in open or executive session, according to the determination of the Board of Public Education Chair pursuant to §2-3-203, MCA. In making the determination regarding executive session, the Board of Public Education Chair shall take account of any assertion or waiver of the right of privacy by the Superintendent. The Superintendent may be represented by legal counsel at his or her own expense. If a discharge from employment is found by a court to be wrongful, the Superintendent is entitled to damages for any breach of this contract established by the court.

13. Controlling Law. This Contract will be governed by the laws of the state of Montana.

14. Complete Agreement. This Contract embodies the complete agreement of the parties hereto, superseding all oral and written previous and contemporary agreements between the parties. No alteration or modification of this Contract shall be valid unless evidenced by a writing signed by the parties to this Contract.

15. Savings Clause. In the event any one or more of the provisions contained in this Agreement shall, for any reason, be held invalid, illegal, or unenforceable, such invalidity,

illegality, or unenforceability shall not affect any other provision thereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

16. Successors and Assigns. This Contract shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board of Public Education.

17. Notices. All notices, consents, request, instructions approvals or other communications provided for herein shall be in writing and delivered by personal delivery or regular U.S. mail, return receipt requested, to the last known address of the party being provided such notice.

DATED May 11, 2023.

Paul Furthmyre, Superintendent
MONTANA SCHOOL FOR THE DEAF AND BLIND

DATE

Madalyn Quinlan, Chair
MONTANA BOARD OF PUBLIC EDUCATION

DATE

❖ **EXECUTIVE COMMITTEE – (Item 10)**

Madalyn Quinlan

ITEM 10

**ACTION ON 2023-2024 BASE AID PAYMENT
SCHEDULE**

Barbara Quinn

Montana Board of Public Education Executive Summary

Date: May 11 - 12, 2023

Presentation	K-12 Schools Payment Schedule for Fiscal Year 2024
Presenter	Barbara Quinn
Position Title	School Finance Senior Manager Office of Public Instruction
Overview	As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education.
Requested Decision(s)	Approval of K-12 Payment Schedule.
Related Issue(s)	None.
Recommendation(s)	Action: Approve K-12 Schools Payment Schedule for FY2024



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

PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2024

The following distribution dates for FY 2024 BASE aid payments to K-12 schools are under review by the Montana Board of Public Education and are scheduled according to 20-9-344, MCA. SB001 in the 2023 Legislative Session changed the distribution month for the State Coal Mitigation Block Grant payment. The first payment will now go out in December instead of in November.

August 28 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, Technology, and Transportation Prepayment

September 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

October 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

November 21 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Indian Language Immersion Payment

December 15 Guaranteed Tax Base Aid for General Fund, State Lands Block Grant, State Coal Mitigation Block Grant, and County Retirement

January 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education,

February 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

March 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

April 25 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

May 28 Guaranteed Tax Base Aid, State Lands Block Grant, State Coal Mitigation Block Grant, State Major Maintenance Aid, Debt Service Assistance and County Retirement

June 25 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

❖ **LICENSURE COMMITTEE – (Items 11-12)**

Susie Hedalen

*******TIME CERTAIN AT 1:00 PM*******

ITEM 11

INITIAL REVIEW OF BPE CASE #2023-01,
CASE

Rob Stutz, Chief Legal Counsel, OPI

ITEM 12

ACTION ON CAEP MOU

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: May 11-12, 2023

Presentation	Council for Accreditation of Educator Preparation (CAEP) Agreement
Presenter(s)	Julie Murgel, Chief Operating Officer
Position Title	Office of Public Instruction
Overview	<p>The Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana State Superintendent of Public Education, and the Council for the Accreditation of Educator Preparation (CAEP).</p> <p>CAEP is a nongovernment, voluntary association that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs EPP).</p> <p>The purpose of this partnership agreement is to:</p> <ul style="list-style-type: none"> • Outline preferences about program review options, • Review team compositions for accreditation site review conducted by CAEP of the Montana EPPs, and • Establish the responsibilities that each party has in supporting CAEP Accreditation activities for EPPS voluntarily requesting joint reviews. <p>This partnership agreement is for MT EPPs that elect to have a joint accreditation for the State and CAEP.</p> <p>The agreement is for 1 year, from July 1, 2023, to June 30, 2024.</p>
Requested Decision(s)	Approval of the CAEP MOU.
Related Issue(s)	None
Recommendation(s)	Action: Approve CAEP MOU



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



**Montana Board of Public Education,
the Montana State Superintendent of Public Education,
and the Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPP's) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Montana Board of Public Education (BPE), herein referred to as the State, supports continuous improvement in educator preparation, shall be.

CAEP, and the State hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPP's operating within the State and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPP's.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.





1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPP's.

1.2. It is the responsibility of the State and any EPP's seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.

1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:

1.3.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

1.3.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level 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, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced- Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited





EPP's through continuous accreditation and the CAEP eligibility processes described in CAEP policy.

2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPP's compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.

3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.





4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.

4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.

4.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:

4.4.1. Joint Review Team. For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:

4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.

4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.

4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.

4.4.1.4. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.





4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.

4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

4.7. At the discretion of the State, the State's teachers' association(s) may appoint one (1) representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.

4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.

4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.

4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:

4.10.1. Specialty Program Review with National Recognition. The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard R1, Component R1.2 (Initial) and/or Standard RA.1, Component RA1.2 (Advanced).

4.10.2. State Review by State Authority. The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP's completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas.





Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard R1, Component RA1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).

4.10.3. CAEP Evidence Review of Standard 1/A.1. Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP's outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard R1, Component RA1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). Evidence from the EPP's internal assessment may be used by the state to determine its alignment with state required standards in the respective area(s) of licensure to demonstrate candidates' ability to apply content and pedagogical knowledge in the area of licensure.

4.11. The specific timeline established for the review of an EPP, as well as CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.

4.12. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.

4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.

4.14. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.

4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP





website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:

5.1.1. At least sixteen (16) weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPP's will be given an opportunity to respond to any such comments prior to the Site Review.

5.1.2. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.

5.1.3. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

6.1. The Accreditation Council makes decisions regarding the accreditation of EPP's at meetings held not less than two (2) times each year.





6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.

6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.

6.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPP's at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.

7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.

7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.





8. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

8.1. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.

8.2. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.

8.3. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with conference participation.

8.4. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.

8.5. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

8.6. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPP's, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members.





9. State and CAEP Contacts

The Parties understand and agree that:

9.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

9.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

10. Agreement Term and Amendments

The Parties understand and agree that:

10.1. CAEP and the State enter into this partnership agreement for the one (1)-year period beginning July 1, 2023 and ending on June 30, 2024.

10.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

10.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

10.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.





Christopher Koch, President

DATE

Council for the Accreditation of Educator Preparation

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Elsie Arntzen, State Superintendent

DATE

Office of Public Instruction

Madalyn Quinlan, Chair

DATE

Board of Public Education

Christopher Koch, President

DATE

Council for the Accreditation of Educator Preparation





Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

Example 1: State A (CAEP Only Reviews)

State A has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

The fixed amount is set at \$3,000 per state.

The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.

Therefore, the total fees for State A will be:

\$1,500 (fixed) + \$12,960 (proportional) = \$14,460.

Example 2: State B (Joint Reviews)

State B has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

The fixed amount is set at \$3,000 per state.

The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.

The variable joint review fee (for 25 joint reviews) is $25 \times \$2,500 = \$62,500 / 7 \text{ years} = \$8,930$.

Therefore, the total fees for State B will be:

\$3,000 (fixed) + \$12,960 (proportional) + \$8,930 (variable joint review fee) = \$24,890.



❖ ACCREDITATION COMMITTEE – (Items 13-14)

Dr. Tim Tharp

ITEM 13

**ACTION ON THE ACCREDITATION
PROCESS AND SCHEDULE FOR THE 2023-
2024 SCHOOL YEAR**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	Proposed Accreditation Process and Schedule for the 2023-24 School Year.
Presenter	Dr. Julie Murgel; Crystal Andrews
Position Title	Chief Operating Officer Director of Accreditation, EPPs, and Licensure Office of Public Instruction
Overview	The purpose is to provide a detailed overview of what the new school accreditation process will look like after the passage and adoption of the new Chapter 55 rules.
Requested Decision(s)	Approval of the proposed accreditation process and schedule for the 2023-2024 school year.
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	Action: Approve State Superintendent Arntzen's recommendation for the proposed accreditation process and schedule for the FY24 school year.



Overview

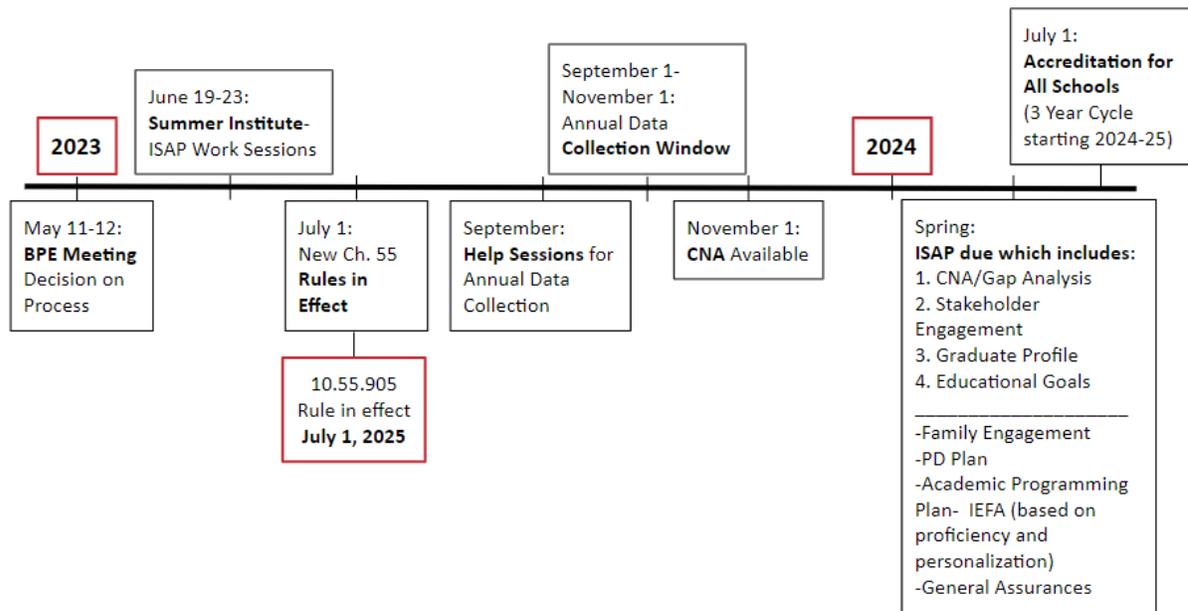
2023-2024 School Year Accreditation Process Aligned to [ARM 10.55.601\(2\)](#):

- (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 2023-2024?

- **All** schools will receive an accreditation status in the 2023-24 school year based on the new rules.
- The Cycle of Accreditation will be established from a two-to-five year cycle based on each district’s unique factors starting in the 2024-2025 school year. This allows each district’s specific circumstances to determine the cycle of accreditation.

Proposed FY2024 Timeline



Proposed FY2024 - Accreditation Process

What process will be used to accredit schools for the school year 2023-2024?

The **categories of accreditation** of a school shall be determined by using two sets of standards: **assurance** and **student performance** standards.

STEP ONE: Assurance Standards

The assurance standards include: School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. To determine the assurance standards levels a 4 point rubric will be utilized. Rubrics are tools that have a list of criteria for an effective learner-centered system based on the assurance standards. The rubrics also contain descriptors in a performance scale that inform the school what they need to do or improve within a standard to obtain a regular status. The scores for the rubrics 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 (ISAP).

- Annual data collected through the Achievement in Montana (AIM) system and the Teach Montana (TMT) system will be evaluated to determine the score on specific rubrics.
- The following assurance standards will be embedded within the ISAP, where districts will provide evidence to be assessed using a 4-point rubric:
 - Family and Community Engagement (10.55.722)
 - Professional Development (10.55.714)
 - Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians).
 - Assurance checklist for required accreditation policies.

Integrated Strategic Action Plan (ISAP): To ensure a learner-centered system and establish a plan for continuous education improvement, the school district will develop an integrated strategic action plan and make the plan publicly available in **Spring 2024**.

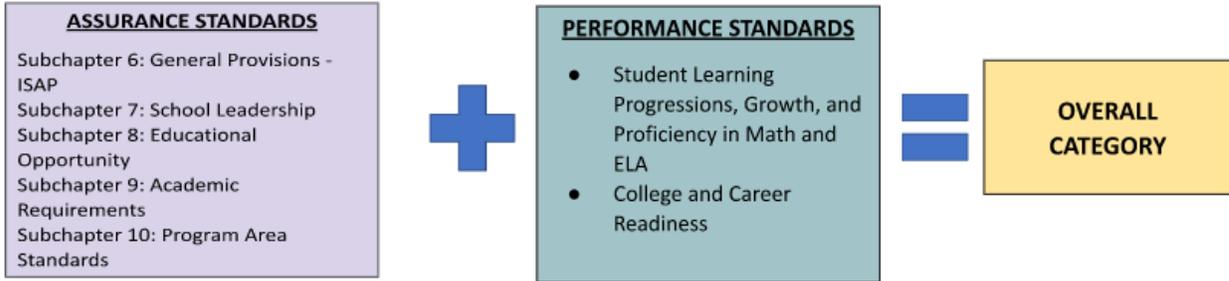
- To align with local context and needs, the district integrated strategic action plan will be developed every three years based on a **comprehensive needs assessment with meaningful stakeholder input** and feedback. The plan must clarify 2-3 action steps that will be taken to achieve the **district graduate profile** and reflect a continuous improvement process. (ARM 10.55.601)
- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students.

STEP TWO: Student Performance Standards

- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
 - Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
 - Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.

- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
 - Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.

STEP THREE: Final Accreditation Status



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if Assurance Standards</i>	<i>and Student Performance Standards</i>	<i>then Final Accreditation Status</i>
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

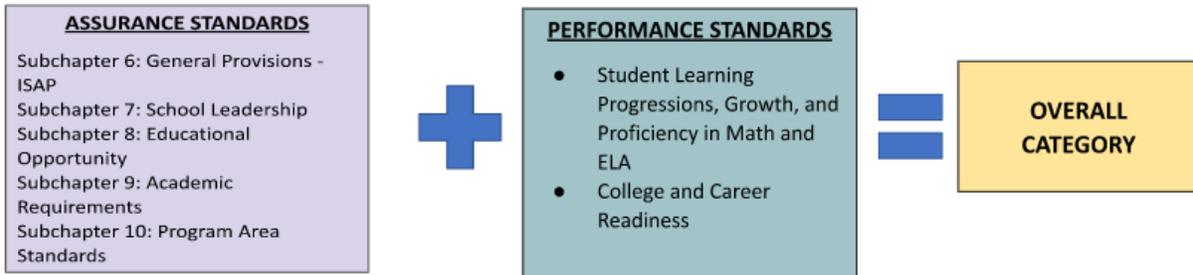
Side by Side Comparison ARM 10.55.605

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ACCREDITATION STATUS CRITERIA
REFERENCE GUIDE
FY2024



Proposed FY2024 - Accreditation Status Criteria Reference Guide



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if</i> Assurance Standards	<i>and</i> Student Performance Standards	<i>then</i> Final Accreditation Status
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Regular MD	Regular	Regular
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Advice Status for two consecutive years		Deficiency
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Overview of FY2024 Process

Assurances				
District or School Level	Type of Standard	ARM	Guiding Question	Value
District	Assurance - <i>General Provisions - Integrated Strategic Action Plan</i>	ARM 10.55.601(3)	How has the district developed a detailed ISAP using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement?	4-point rubric validating the ISAP Process - ISAP Rubric A
District	Assurance - <i>General Provisions - Integrated Strategic Action Plan</i>	ARM 10.55.601(4a) ARM 10.55.601(4b)	How has the district ensured that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process?	4-point rubric validating the ISAP Contents - ISAP Rubric B
District	Assurance - <i>Leadership</i>	ARM 10.55.701 ARM 10.55.719 ARM 10.55.720 ARM 10.55.721 ARM 10.55.801 ARM 10.55.722 ARM 10.55.723 ARM 10.55.724	How is the local board of trustees ensuring that the school district is complying with all local, state, and federal laws and regulations?	4-point rubric validating assurance checklist - Assurance Rubric A
School	Assurance - <i>Leadership</i>	ARM 10.55.702 ARM 10.55.703 ARM 10.55.704 ARM 10.55.705 ARM 10.55.707 ARM 10.55.708 ARM 10.55.709 ARM 10.55.710 ARM 10.55.716	Are staff appropriately licensed and assigned?	4-point rubric measuring data pulled from Infinite Campus and TMT - Assurance Rubric B
School	Assurance - <i>Leadership</i>	ARM 10.55.712 ARM 10.55.713	Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?	4-point rubric measuring data pulled from Infinite Campus - Assurance Rubric C

District	Assurance - <i>Leadership</i>	ARM 10.55.714	How does the district ensure that the Professional Development (PD) plan is aligned to the district graduate profile and educational goals in the ISAP and focuses on continuous improvement of teachers' capacity to facilitate student learning?	4-point rubric measuring data submitted along with the ISAP - Assurance Rubric D
District	Assurance - <i>Leadership</i>	ARM 10.55.714	Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?	4-point rubric measuring data pulled from Infinite Campus - Assurance Rubric E
District	Assurance - <i>Leadership</i>	ARM 10.55.722	Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?	4-point rubric measuring data submitted along with the ISAP - Assurance Rubric F
School	Assurance - <i>Academic Requirements (High School and Middle School ONLY)</i>	ARM 10.55.902 ARM 10.55.904	Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?	4-point rubric measuring data pulled from Infinite Campus - Assurance Rubric G
District	Assurance - <i>Academic Requirements</i>	ARM 10.55.603	How does the district ensure a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions?	4-point rubric measuring data submitted along with the ISAP - Assurance Rubric H

District	Assurance - <i>Academic Requirements</i>	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians?	4-point rubric measuring data submitted along with the ISAP - Assurance Rubric I
District	Assurance - <i>Academic Requirements (High School ONLY)</i>	ARM 10.55.905	How does the district meet requirements for graduation including a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions?	4-point rubric measuring data submitted along with the ISAP - Assurance Rubric J
<p>TOTAL</p> <p style="text-align: right;">48 Possible Points for High School 44 Possible Points for Middle School 40 Possible Points for Elementary School</p>				

Assurance Rubric Scoring			
	Elementary School	Middle School	High School
Regular	31-40	34-44	37-48
Regular MD	21-30	23-33	25-36
Advice	11-20	12-22	13-24
Deficiency	1-10	1-11	1-12

ISAP Components & Evaluating ISAP Components

Component	Rule
CNA/Gap Analysis	601 (3)
Meaningful Stakeholder Engagement	601 (3)
Graduate Profile	601 (4a)
Educational Goals	601 (4b)

General Provisions - Integrated Strategic Action Plan				
	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p>A. Integrated Strategic Action Plan - Process</p> <p>Guiding Question:</p> <p>How has the district developed a detailed ISAP using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement?</p> <p>(ARM 10.55.601)</p>	<input type="checkbox"/> District has no evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has limited evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has moderate evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has strong evidence that the CNA and stakeholder engagement were used to develop the ISAP.
<p>Sample Evidence: The following information will be gathered from the submitted ISAP by OPI.</p>				

General Provisions - Integrated Strategic Action Plan				
B. Integrated Strategic Action Plan - Content Guiding Question: How has the district ensured that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
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Sample Evidence The following information will be gathered from the submitted ISAP by OPI.				

Evaluating Assurance

Standards

Standard: School Leadership

School Leadership				
A. Board of Trustees	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How is the district ensuring all required ARM 10.55 district accreditation policies and procedures are in effect?</p> <p>(ARM 10.55.701) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.722) (ARM 10.55.723) (ARM 10.55.724) (ARM 10.55.801)</p> <p>Note: This does not replace districts' responsibilities for state and federal laws and regulations.</p>	<input type="checkbox"/> District has no evidence that all required ARM 10.55 accreditation policies and procedures are in effect.	<input type="checkbox"/> District has limited evidence that all required ARM 10.55 accreditation policies and procedures are in effect.	<input type="checkbox"/> District has moderate evidence that all required ARM 10.55 district accreditation policies and procedures are in effect.	<input type="checkbox"/> District has strong evidence that all required ARM 10.55 district accreditation policies and procedures are in effect.
<p>Evidence The following are examples of evidence that demonstrate implementation of this Indicator. All of these examples have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> Documentation of district policies and procedures (ex. Provide hyperlinks) 				

B. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Are staff appropriately licensed and assigned?</p> <p>(ARM 10.55.702) (ARM 10.55.703) (ARM 10.55.704) (ARM 10.55.705) (ARM 10.55.707) (ARM 10.55.708) (ARM 10.55.709) (ARM 10.55.710) (ARM 10.55.716)</p>	<p><input type="checkbox"/> School has one or more unlicensed staff.</p> <p>AND/OR</p> <p><input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned.</p> <p>AND/OR</p> <p><input type="checkbox"/> School has more than 25% defined staffing ratios that have not been met.</p>	<p><input type="checkbox"/> School has ensured everyone is licensed, but 25% or less are not appropriately assigned.</p> <p>AND/OR</p> <p><input type="checkbox"/> School has 25% or less defined staffing ratios that have not been met.</p>	<p><input type="checkbox"/> School has ensured everyone is licensed, but 10% or less are not appropriately assigned.</p> <p>AND/OR</p> <p><input type="checkbox"/> School has 10% or less defined staffing ratios that have not been met.</p>	<p><input type="checkbox"/> School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios.</p>

Evidence

The following information will be gathered from TMT and Infinite Campus by OPI; please do not submit any data for this indicator

C. Teacher Load and Class Size	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?</p> <p>(ARM 10.55.712) (ARM 10.55.713)</p>	<p><input type="checkbox"/> School has 3 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.</p>	<p><input type="checkbox"/> School has 2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.</p>	<p><input type="checkbox"/> School has 1 overload without assigned qualified human resources that comply with all fingerprint and background check requirements.</p>	<p><input type="checkbox"/> School meets all required class sizes.</p>

Evidence

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

D. Increasing effectiveness of educators through Professional Development	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district ensure that the Professional Development (PD) plan is aligned to the district graduate profile and educational goals in the ISAP and focuses on continuous improvement of teachers' capacity to facilitate student learning?</p> <p>(ARM 10.55.714)</p>	<p><input type="checkbox"/> District has not designed a Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).</p>	<p><input type="checkbox"/> District has designed a limited Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).</p>	<p><input type="checkbox"/> District has designed a moderate Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).</p>	<p><input type="checkbox"/> District has designed a strong Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).</p>

Sample Evidence

The following information will be gathered from submitted ISAP by OPI; please do not submit any data for this indicator.

Evidence of professional development plan

Other

E. Professional Development Schedule	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i> Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?</p> <p>(ARM 10.55.714)</p>	<p><input type="checkbox"/> District does not offer any PIR days dedicated to PD.</p> <p>AND/OR</p> <p><input type="checkbox"/> District has frequently not met the minimum required.</p>	<p><input type="checkbox"/> District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA.</p>		<p><input type="checkbox"/> District has met all requirements for the PD plan as set forth in 20-1-304 and 20-4-304 MCA.</p>

Evidence

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

F. Family and Community Engagement	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p>Guiding Question:</p> <p>Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?</p> <p>(10.55.722)</p>	<p><input type="checkbox"/> District has no evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p>	<p><input type="checkbox"/> District has limited evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p>	<p><input type="checkbox"/> District has moderate evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p>	<p><input type="checkbox"/> District has strong evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p>

Evidence

The following information will be gathered from submitted ISAP by OPI; please do not submit any data for this indicator.

Standard: Academic Requirements

Academic Requirements				
G. Basic Education Program Offerings	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p>Guiding Question:</p> <p>Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?</p> <p>(ARM 10.55.902) (ARM 10.55.904)</p>	<p><input type="checkbox"/> School is missing 3 or more of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p>	<p><input type="checkbox"/> School is missing 2 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p>	<p><input type="checkbox"/> School is missing 1 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p>	<p><input type="checkbox"/> School has offered all the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p>

Evidence

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

H. Curriculum and Assessment	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district ensure a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions? (ARM 10.55.603)</p>	<p><input type="checkbox"/> District has no evidence of a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.</p>	<p><input type="checkbox"/> District has limited evidence of a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.</p>	<p><input type="checkbox"/> District has moderate evidence of a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.</p>	<p><input type="checkbox"/> District has strong evidence of a proficiency-based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.</p>
<p>Sample Evidence The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee minutes that describe the process used to adopt and analyze curriculum and assessments <input type="checkbox"/> Guides and/or curriculum guides include common formative and summative assessments <input type="checkbox"/> Documentation that curriculum and assessments are aligned with the state standards and reflect rigor/depth of knowledge <p>Other</p>				

I. Indian Education for All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians?</p> <p>(ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)</p>	<p><input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.</p>	<p><input type="checkbox"/> District has limited evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.</p>	<p><input type="checkbox"/> District has moderate evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.</p>	<p><input type="checkbox"/> District has strong evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.</p>
<p>Sample Evidence The following information will be gathered from the ISAP by OPI.</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written description of policy drafted by the district <input type="checkbox"/> Curriculum map aligned to the above <input type="checkbox"/> Student sample work Other 				

J. Graduation Requirements, Program Offerings, Credit	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district meet requirements for graduation including a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions? (ARM 10.55.905)</p>	<p><input type="checkbox"/> District has no evidence of meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District no evidence of meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has limited evidence that they are meeting requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District has limited evidence that the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has moderate evidence that they are meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District has moderate evidence that the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has strong evidence that they are meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards and the content-specific grade-level learning progressions.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

- Documentation of district graduation guidelines
- Monitor student progress to ensure credit requirements are being met
- Example of student records/grades demonstrating proper enrollment in courses
- Other

Student Performance				
District or School Level	Type of Standard	ARM	Guiding Question	Value
School	Student Learning Outcomes <i>(Elementary and Middle School ONLY)</i>	10.55.603	How does the school ensure all students are learning Math?	4-point rubric measuring data submitted - Student Performance Rubric A
School	Student Learning Outcomes <i>(Elementary and Middle School ONLY)</i>	10.55.603	How does the school ensure all students are learning ELA?	4-point rubric measuring data submitted - Student Performance Rubric B
School	College and Career Readiness <i>(High School ONLY)</i>	10.55.606(6)	How does the school ensure that students graduate college and career ready?	4-point rubric measuring data submitted - Student Performance Rubric C
TOTAL <p style="text-align: right;"> 4 Possible Points for High School 8 Possible Points for Elementary/Middle School </p>				

Student Performance Rubric Scoring		
	Elementary/Middle School Score	High School
Regular	7-8	4
Regular MD	5-6	3
Advice	3-4	2
Deficiency	1-2	1

Evaluating Student Performance Standards

A. Student Learning Outcomes	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>How does the school ensure all students are learning Math? (Middle School and Elementary School)</p>	<p><input type="checkbox"/> School has no formal evidence to prove student learning progression, growth, and proficiency in Math.</p>	<p><input type="checkbox"/> School has provided limited evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to outcomes specifically with a decrease in achievement in Math..</p>	<p><input type="checkbox"/> School has provided moderate evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in Math.</p>	<p><input type="checkbox"/> School has provided strong evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in Math.</p>
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> ● Evidence of learning outcomes ● A well-designed measurement tool that is valid and reliable. ● Evidence that the tool is used to collect, analyze, monitor, and make instructional decisions based on the student learning opportunities. <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) analyzing data. ● Types of reports that are shared with parents and/or students. ● Data of the Overall Proficiency Results and/or Growth Metrics for Math. <p>Other</p>				

B. Student Learning Outcomes	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>How does the school ensure all students are learning ELA? <i>(Middle School and Elementary School)</i></p>	<p><input type="checkbox"/> School has no formal evidence to prove student learning progression, growth, and proficiency in ELA.</p>	<p><input type="checkbox"/> School has provided limited evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to outcomes specifically with a decrease in achievement in ELA.</p>	<p><input type="checkbox"/> School has provided moderate evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in ELA.</p>	<p><input type="checkbox"/> School has provided strong evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in ELA.</p>
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> ● Evidence of learning outcomes ● A well-designed measurement tool that is valid and reliable. ● Evidence that the tool is used to collect, analyze, monitor, and make instructional decisions based on the student learning opportunities. <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) analyzing data. ● Types of reports that are shared with parents and/or students. ● Data of the Overall Proficiency Results and/or Growth Metrics for ELA. <p>Other</p>				

C. College and Career Readiness	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the school ensure that students graduate college and career ready? (High School)</p>	<p><input type="checkbox"/> School has no evidence to ensure students are graduating ready for college and/or career opportunities.</p>	<p><input type="checkbox"/> School has limited evidence to ensure students are graduating ready for college and/or career opportunities.</p>	<p><input type="checkbox"/> School has moderate evidence to ensure students are graduating ready for college and/or career opportunities.</p>	<p><input type="checkbox"/> School has strong evidence to ensure students are graduating ready for college and/or career opportunities.</p>
<p>Sample Evidence The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> ● Percentage of graduation rates versus drop-out rates. ● Documentation on the college-ready benchmark on ACT composite according to the Montana University System ● Documentation of CTE concentrators ● Documentation of completion (with a passing grade) of a dual enrollment course, AP or IB ● Documentation of military ready indicator <p>Other</p>				

ITEM 14

**ACTION ON FULL ACCREDITATION FROM
PROBATION FOR EAST HELENA HIGH
SCHOOL AND LOCKWOOD HIGH SCHOOL**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: May 11-12, 2023

Presentation	Recommend Approval of the State Exit Report and Upgrade the Probationary Accreditation Status to Regular Accreditation for East Helena High School and Lockwood High School
Presenter	Crystal Andrews
Position Title	Director of Accreditation, Educator Preparation Programs, & Licensure Office of Public Instruction
Overview	<p>The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years.</p> <p>State Exit and Narrative Reports for both high schools are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve East Helena High School and Lockwood High School and upgrade the probationary status to full accreditation.
Related Issue(s)	None
Recommendation(s)	<p>Action 1: Approve State Superintendent Arntzen's recommendation to approve East Helena High School's state exit report and upgrade their current probationary status to full accreditation.</p> <p>Action 2: Approve State Superintendent Arntzen's recommendation to approve Lockwood High School's state exit report and upgrade their current probationary status to full accreditation.</p>



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



EAST HELENA HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 7, 2023

STATE EXIT REPORT



EAST HELENA HIGH SCHOOL

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

Crystal Andrews, Director of Accreditation, EPP, and Educator Licensure

Ellery Bresler, Accreditation Specialist

Ashley Repko, Accreditation Specialist

On March 22, 2023, a Montana Office of Public Review Team (Team) conducted a final site visit of East Helena High School located in Helena, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE).

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve East Helena High School and upgrade the probationary status to full accreditation.



INITIAL ACCREDITATION PROCESS:

To seek initial accreditation status from the Board of Public Education (BPE), the following steps are required:

1. Accreditation-seeking applicant submits letter of intent to the Montana Office of Public Instruction (OPI) Accreditation and Educator Preparation Division.
2. Accreditation-seeking applicants consult with OPI Accreditation Program Director.
 - Review requirements of initial or reinstatement of accreditation pursuant to Administrative Rules of Montana (ARM) Chapter 55 Standards of Accreditation 10.55.605 Categories of Accreditation (1) & (10) and ARM 10.55.606 Accreditation Process.
 - Review Standards of Accreditation and Procedures Manual – Application Procedure.
 - Schedule additional consultations with OPI Accreditation Program Director, as necessary, to support the application process.
3. Accreditation-seeking applicant submits the following documentation:
 - Completed ARM Chapter 55 Standards of Accreditation template demonstrating the alignment of the district/school's basic education program to Chapter 55, standard by standard.
 - List of school employee ID numbers and corresponding FTEs as well as assignments of licensed and endorsed educators and professional staff.
 - Complete list of local course offerings aligned with the Montana course codes.
4. The OPI Accreditation Program Director presents an informational report to the Montana Board of Public Education (BPE) of the initial accreditation application.
5. The OPI Accreditation Program Director conducts a desk audit of the materials submitted by accreditation-seeking applicants.
6. The OPI Accreditation Program Director presents a progress report of the initial accreditation-seeking applicant for discussion with the BPE.
7. Following the presentation to the BPE, the OPI conducts a site visit. The OPI site review team may include, but is not limited to:
 - OPI accreditation staff member
 - District superintendent
 - School principal
 - Curriculum coordinator
 - Special education representative



8. The OPI review team provides the school district and school personnel an exit report of the findings from the site review. The report may include areas for improvement, when applicable.
9. Accreditation-seeking applicants must address the areas for improvement (AFI) before the state superintendent will make recommendations to the BPE.
10. Once the AFIs are resolved and the requirements of Chapter 55 Standards of Accreditation standard-by-standard template are completed, the OPI Accreditation staff presents an initial accreditation report to the state superintendent. If approved, the state superintendent recommends the BPE approve the request for provisional approval of accreditation.
 - o What is provisional approval?
 - Provisional approval of accreditation means the school has initially demonstrated alignment between the district/school basic education program, operating procedures, and the minimum requirements of Chapter 55 Standards of Accreditation.
 - To retain provisional approval of accreditation the school must meet accreditation status of regular or regular with minor deviations for two consecutive years.
 - Accreditation deviations resulting in advice or deficiency status during this period will result in the loss of provisional approval of accreditation status.
11. After successful completion of two-consecutive years of provisional accreditation status, the AEP staff facilitates a site visitor team of the provisionally accredited school.
12. The Board of Public Education takes final action as to the accreditation status of the school based on the recommendation of the state superintendent of public education.

East Helena High School Initial Accreditation Timeline



2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
10/11/18 - Letter of request from EHHS (I)	9/3/19 - Opened - 9th Grade Only	8/26/20 - Grades 9-10	Grades 9-11	Grades 9-12
11/12/18 - Letter of intent from EHHS Board	10/25/19 - TEAMS session w/Dan Rispens	12/1/20 - TEAMS report submitted. Licensure and Basic Education met in accordance with ARM 10.55.	7/2021 - Progress Report to BPE (VI) and request Provisional Accreditation Status for 2021-2022	11/1/22 - Complete TEAMS Report and QA.
2/20/19 - Site visit with R. Whitmoyer, LVP, PM (II)	11/1/19 - TEAMS report submitted. (III)	1/2021 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	11/1/21 - Complete TEAMS Report and QA.	3/2023 - Final Site Visit (XI)
3/15/19 - BPE Presentation by Supt. Whitmoyer (IV)	1/2020 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	Now - Send progress letter with timeline and rubric for completion.	9/2021 or 10/2021 - Site Visit (VII) and Exit Report (VIII)	3/2023 - Report on if school meets Provisional approval of accreditation conditions for 2022-2023 school year. (X)
	March 2020 - Site Visit (PPD)		11/2021 - School addresses AFI before State Supt. makes recommendations to BPE. (IX)	5/2023 - Recommend full accreditation status. (XII)
			1/2022 - Report on if school meets Provisional approval of accreditation conditions for 2021-2022 school year. (X)	2nd year Provisional



			1st Year Provisional	
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Subchapter 6 – General Provisions

ARM	TITLES	STATUS
10.55.601	PROCEDURES: COMPREHENSIVE SCHOOL IMPROVEMENT PLAN	MET
10.55.603	CURRICULUM DEVELOPMENT AND ASSESSMENT: ALIGNMENT OF CURRICULUM	MET

Subchapter 7 – School Leadership

ARM	TITLES	STATUS
10.55.701	SCHOOL LEADERSHIP: BOARD OF TRUSTEES	MET
10.55.706	SCHOOL LEADERSHIP: TEACHER INVOLVEMENT	MET
10.55.714	SCHOOL LEADERSHIP: PROFESSIONAL DEVELOPMENT	MET
10.55.719	SCHOOL LEADERSHIP: STUDENT PROTECTION PROCEDURES	MET
10.55.720	SCHOOL LEADERSHIP: SUICIDE PREVENTION AND RESPONSE	MET
10.55.721	SCHOOL LEADERSHIP: HAZARD EMERGENCY PLANS	MET

Subchapter 8 – Educational Opportunity

ARM	TITLES	STATUS
10.55.801	EDUCATIONAL OPPORTUNITY: SCHOOL CLIMATE	MET
10.55.802	EDUCATIONAL OPPORTUNITY: OPPORTUNITY AND EDUCATIONAL EQUITY	MET
10.55.803	EDUCATIONAL OPPORTUNITY: LEARNER ACCESS	MET



10.55.804-805	EDUCATIONAL OPPORTUNITY: SPECIAL EDUCATION AND GIFTED AND TALENTED	MET
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Subchapter 9 & 10 – Academic Requirements/ Program Area Standards

ARM	TITLES	STATUS
10.55.904	ACADEMIC REQUIREMENTS: BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL	MET
10.55.906	ACADEMIC REQUIREMENTS: HIGH SCHOOL CREDIT	MET
10.55.907	ACADEMIC REQUIREMENTS: DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING	MET
10.55.908	ACADEMIC REQUIREMENTS: SCHOOL FACILITIES	MET
10.55.909-911	ACADEMIC REQUIREMENTS: STUDENT RECORDS, STUDENT DISCIPLINE RECORDS, OFFICIAL HIGH SCHOOL TRANSCRIPT	MET
10.55.1003	PROGRAM AREA STANDARDS: PROGRAM FOUNDATION STANDARDS	MET



EAST HELENA HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 7, 2023

NARRATIVE REPORT



EAST HELENA HIGH SCHOOL

APRIL 7, 2023

NARRATIVE REPORT

SUMMARY OF FINDINGS

Overall the accreditation team was impressed with the final site visit. We had lengthy discussions around each rule within the Administrative Rules of Montana Chapter 10.55 School Accreditation with various stakeholders of East Helena High School. Leadership works well with staff to implement and establish strong student support as well as effective communication strategies. Interviewees confirmed that curriculum and assessment development has been a collaborative effort and meets the state revising standards. Professional development meets the state standards, however; emerging areas that would lead to student improvement are being discussed but have not been put into practice.

The school has interacted and networked within the community of East Helena in various ways including the parent council which has resulted in a strong collaborative environment. We were impressed with the Tiger Fund which allows for economically disadvantaged students to be able to participate in extracurriculars. The school climate was perceived well based on interviews from all stakeholders. Parents felt like they were involved through school correspondence and activities, an example of this is Parent College which is set-up to teach the parents about various topics related to their children. The school provides ample opportunities for college and career readiness for students including mini-apprenticeships through Helena College, a robust AP program, dual enrollment, and Career and Technical Education opportunities.



RECOMMENDATIONS FOR IMPROVEMENT

The professional development plan at East Helena High School meets the requirements of ARM 10.55.714. However, it is recommended that the professional development plan be further developed in order to ensure differentiated instruction that results in improved student performance and school improvement. This further development of the professional development plan should be monitored within the classroom to confirm its effectiveness.

The Multi-Tiered System of Support needs to be further developed to help solidify the identification process. The initial stages of the entire MTSS process has begun. However, it is recommended that additional support and collaboration between special programs and general education be further developed to ensure appropriate accommodations, modifications, and individualized in-class support are available to identified students.

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



LOCKWOOD HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 14, 2023

STATE EXIT REPORT

Elsie Arntzen, Superintendent

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LOCKWOOD HIGH SCHOOL

STATE ACCREDITATION SITE REVIEW

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

Crystal Andrews, Director of Accreditation, EPP, and Educator Licensure

Ellery Bresler, Accreditation Specialist

Ashley Repko, Accreditation Specialist

On April 13, 2023, a Montana Office of Public Review Team (Team) conducted a final site visit of Lockwood High School located in Lockwood, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE).

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve Lockwood High School and upgrade the probationary status to full accreditation.

INITIAL ACCREDITATION PROCESS:

To seek initial accreditation status from the Board of Public Education (BPE), the following steps are required:

1. Accreditation-seeking applicant submits letter of intent to the Montana Office of Public Instruction (OPI) Accreditation and Educator Preparation Division.
2. Accreditation-seeking applicants consult with OPI Accreditation Program Director.
 - Review requirements of initial or reinstatement of accreditation pursuant to Administrative Rules of Montana (ARM) Chapter 55 Standards of Accreditation 10.55.605 Categories of Accreditation (1) & (10) and ARM 10.55.606 Accreditation Process.
 - Review Standards of Accreditation and Procedures Manual – Application Procedure.
 - Schedule additional consultations with OPI Accreditation Program Director, as necessary, to support the application process.
3. Accreditation-seeking applicant submits the following documentation:
 - Completed ARM Chapter 55 Standards of Accreditation template demonstrating the alignment of the district/school’s basic education program to Chapter 55, standard by standard.
 - List of school employee ID numbers and corresponding FTEs as well as assignments of licensed and endorsed educators and professional staff.
 - Complete list of local course offerings aligned with the Montana course codes.
4. The OPI Accreditation Program Director presents an informational report to the Montana Board of Public Education (BPE) of the initial accreditation application.
5. The OPI Accreditation Program Director conducts a desk audit of the materials submitted by accreditation-seeking applicants.
6. The OPI Accreditation Program Director presents a progress report of the initial accreditation-seeking applicant for discussion with the BPE.
7. Following the presentation to the BPE, the OPI conducts a site visit. The OPI site review team may include, but is not limited to:
 - OPI accreditation staff member
 - District superintendent
 - School principal
 - Curriculum coordinator
 - Special education representative
8. The OPI review team provides the school district and school personnel an exit report of the findings from the site review. The report may include areas for improvement, when applicable.

9. Accreditation-seeking applicants must address the areas for improvement (AFI) before the state superintendent will make recommendations to the BPE.
10. Once the AFIs are resolved and the requirements of Chapter 55 Standards of Accreditation standard-by-standard template are completed, the OPI Accreditation staff presents an initial accreditation report to the state superintendent. If approved, the state superintendent recommends the BPE approve the request for provisional approval of accreditation.
 - What is provisional approval?
 - Provisional approval of accreditation means the school has initially demonstrated alignment between the district/school basic education program, operating procedures, and the minimum requirements of Chapter 55 Standards of Accreditation.
 - To retain provisional approval of accreditation the school must meet accreditation status of regular or regular with minor deviations for two consecutive years.
 - Accreditation deviations resulting in advice or deficiency status during this period will result in the loss of provisional approval of accreditation status.
11. After successful completion of two-consecutive years of provisional accreditation status, the AEP staff facilitates a site visitor team of the provisionally accredited school.
12. The Board of Public Education takes final action as to the accreditation status of the school based on the recommendation of the state superintendent of public education.

Lockwood High School Initial Accreditation Timeline

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
11/16/18 - Letter of request from LHS (I)	8/28/19 - Opened - 9th Grade Only	8/26/20 - Grades 9-10	Grades 9-11	Grades 9-12
11/20/18 - Letter of intent from LHS	10/1/19 - Site visit by PM and NM (II)	12/1/20 - TEAMS report submitted. Licensure and Basic Education met in accordance with ARM 10.55. (V)	7/2021 - Progress Report to BPE (VI) and request Provisional Accreditation Status for 2021-2022	11/1/22 - Complete TEAMS Report and QA.
11/2018 - Conference call with Supt. Novasio (II)	11/1/19 - TEAMS report submitted. (III)	1/2021 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	11/1/21 - Complete TEAMS Report and QA.	3/2023 - Final Site Visit (XI)
3/8/19 - Updates from LHS to give to BPE	1/2020 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	Now - Send progress letter with timeline and rubric for completion.	9/2021 or 10/2021 - Site Visit (VII) and Exit Report (VIII)	3/2023 - Report on if school meets Provisional approval of accreditation conditions for 2022-2023 school year. (X)
3/15/19 - Update to BPE - PM	2/6/20 - Gordon Klasna calls regarding new hire and course codes.		11/2021 - School address AFI before State Supt. makes recommendations to BPE. (IX)	5/2023 - Recommend full accreditation status. (XII)
5/9/19 - Presentation from Supt Novasio to BPE. (IV)	April 2020 - Site Visit (PPD)		1/2022 - Report on if school meets Provisional approval of accreditation conditions for 2021-2022 school year. (X)	2nd year Provisional

			1st Year Provisional	
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Subchapter 6 – General Provisions

ARM	TITLES	STATUS
10.55.601	PROCEDURES: COMPREHENSIVE SCHOOL IMPROVEMENT PLAN	MET
10.55.603	CURRICULUM DEVELOPMENT AND ASSESSMENT: ALIGNMENT OF CURRICULUM	MET

Subchapter 7 – School Leadership

ARM	TITLES	STATUS
10.55.701	SCHOOL LEADERSHIP: BOARD OF TRUSTEES	MET
10.55.706	SCHOOL LEADERSHIP: TEACHER INVOLVEMENT	MET
10.55.714	SCHOOL LEADERSHIP: PROFESSIONAL DEVELOPMENT	MET
10.55.719	SCHOOL LEADERSHIP: STUDENT PROTECTION PROCEDURES	MET
10.55.720	SCHOOL LEADERSHIP: SUICIDE PREVENTION AND RESPONSE	MET
10.55.721	SCHOOL LEADERSHIP: HAZARD EMERGENCY PLANS	MET

Subchapter 8 – Educational Opportunity

ARM	TITLES	STATUS
10.55.801	EDUCATIONAL OPPORTUNITY: SCHOOL CLIMATE	MET
10.55.802	EDUCATIONAL OPPORTUNITY: OPPORTUNITY AND EDUCATIONAL EQUITY	MET
10.55.803	EDUCATIONAL OPPORTUNITY: LEARNER ACCESS	MET
10.55.804-805	EDUCATIONAL OPPORTUNITY: SPECIAL EDUCATION AND GIFTED AND TALENTED	MET

Subchapter 9 & 10 – Academic Requirements/ Program Area Standards

ARM	TITLES	STATUS
10.55.904	ACADEMIC REQUIREMENTS: BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL	MET
10.55.906	ACADEMIC REQUIREMENTS: HIGH SCHOOL CREDIT	MET
10.55.907	ACADEMIC REQUIREMENTS: DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING	MET
10.55.908	ACADEMIC REQUIREMENTS: SCHOOL FACILITIES	MET
10.55.909-911	ACADEMIC REQUIREMENTS: STUDENT RECORDS, STUDENT DISCIPLINE RECORDS, OFFICIAL HIGH SCHOOL TRANSCRIPT	MET
10.55.1003	PROGRAM AREA STANDARDS: PROGRAM FOUNDATION STANDARDS	MET

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



LOCKWOOD HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 14, 2023

INITIAL NARRATIVE REPORT

LOCKWOOD HIGH SCHOOL

APRIL 14, 2023

NARRATIVE REPORT

SUMMARY OF FINDINGS

Overall the accreditation team found the programming at Lockwood High School to be satisfactory. . We had lengthy discussions around each rule within the Administrative Rules of Montana Chapter 10.55 School Accreditation with various stakeholders of Lockwood High School. Leadership confirmed that while many staff members are new, there is a strong, collaborative environment. Stakeholders stated that the curriculum is standards based and staff work together to choose material. However, it is not evident that other curriculum options are being developed in order to support individual student progress and offer differentiated instruction. The ROAR Academy has been well implemented and provides personalization for the students within the program.

Professional development meets the state standards, however; focus areas of PD appear to be based mainly around the standards based curriculum and should include a variety of topics supporting the school's improvement plan. Leadership expressed a main school improvement goal is to decrease the number of Tier 1 students and thus decrease the number of students classified as Tier 2 and Tier 3. The staff evaluation process is done bi-annually and follows the Rocky Mountain Evaluation model. Evaluations are formally done twice a year, however; it is not evident that staff professional goals are a component of this process.

The school has interacted and networked within the community of Lockwood in various ways including the creation of the safety committee which has resulted in a collaborative environment. The HOPE Squad is a very well established program aimed at supporting students that are identified as at-risk. Some stakeholders expressed a lack of consistency regarding the school climate expectation. Student ownership and responsibility of learning meets the state standards, however; it was not clear that all stakeholders interviewed fully understood the components of this ARM (*10.55.801 Educational Opportunity: **School Climate***). Parents felt valued and connected to the school as their input is consistently sought out by leadership.

RECOMMENDATIONS FOR IMPROVEMENT

Although the standards based curriculum utilized meets the state standards, it is recommended that some individualized learning opportunities be provided to every learner. In order to ensure success and progress for all students, a degree of choice in how and what students learn, allows learners to build upon their individual strengths, needs, motivations, and goals. should be developed and utilized as needed.

While some stakeholders expressed a welcoming and supportive school climate, other stakeholders expressed concerns. Some interviewees stated that the school climate can be unfavorable and the discipline policy set by Lockwood High School is inconsistently enforced. It is recommended that a more proactive approach to discipline be implemented, while broadening the range of discipline methods utilized to support the enhancement of the school climate. Some stakeholders conveyed a concern around new graduation policies, however; leadership was able to remedy that concern by gathering student and community feedback.

In regards to ARM (10.55.801 Educational Opportunity: **School Climate**), some stakeholders communicated that student learning and progress is left entirely up to the student and that they did not understand how students are being supported to take ownership over their learning. While the student is ultimately responsible for their learning, it is recommended that staff ensure that students are being held accountable for their own learning through various outreach methods. Some examples of outreach could include student data meetings to discuss progress, instruction on how to create their personal education goals, and helping facilitate opportunities within the community.

With reference to college and career readiness opportunities, some stakeholders indicated that partnerships are in the process of being developed. There were no specific examples of developing partnerships provided, therefore; it is recommended that partnerships be a school goal focus in order to provide students with necessary opportunities.

*******CLOSED SESSION*******

❖ EXECUTIVE COMMITTEE – (Item 15)

Madalyn Quinlan

ITEM 15

**EXECUTIVE DIRECTOR PERFORMANCE
EVALUATION**

Madalyn Quinlan

Friday, May 12

CALL TO ORDER

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

❖ ACCREDITATION COMMITTEE – (Items 16-19)

Dr. Tim Tharp

ITEM 16

PRESENTATION OF ACCREDITATION
DEVIATION ANALYSIS REPORT

Ellery Bresler

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	2022-2023 Annual Accreditation Deviation Analysis
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; Director of Accreditation, EPPs, and Licensure
Overview	This presentation provides the Board of Public Education an analysis of deviations accredited schools received for 2022-2023.
Requested Decision(s)	Informational Only
Related Issue(s)	None
Recommendation(s)	None



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

2022-2023 ANNUAL MONTANA ACCREDITATION DEVIATION ANALYSIS

Ellery Bresler
Accreditation Specialist

Putting Montana Students First **A+**



ACCREDITATION STATUS HISTORY

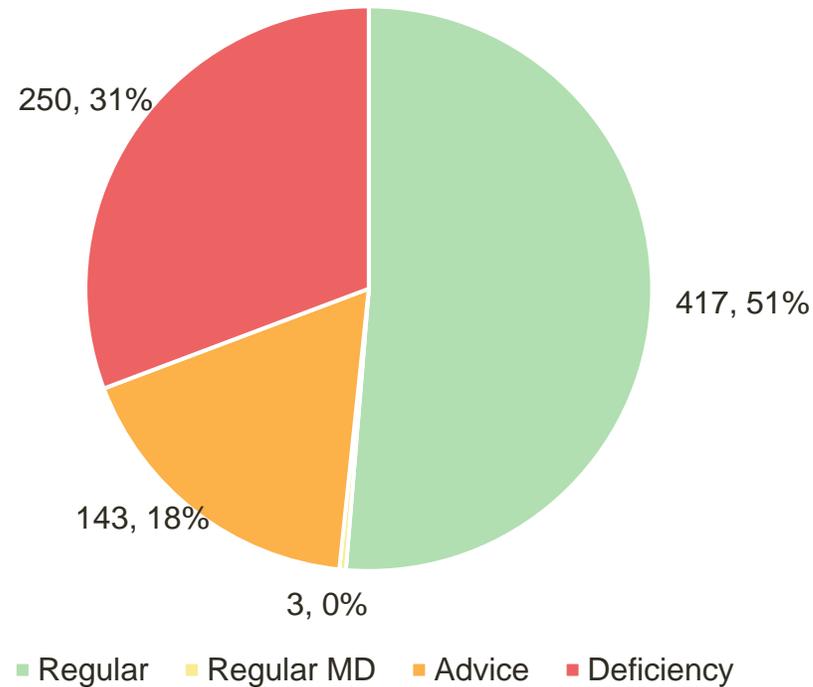
- **2018-2019 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2019-2020 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2020-2021 School Year:** Assurance standards only. Schools could maintain their 2019-2020 accreditation status or improve using 2020-2021 assurance standards.
- **2021-2022 School Year:** Schools maintained their 2020-2021 accreditation status.

ACCREDITATION STATUS FOR 2022-2023

- At the request of Montana State Superintendent Elsie Arntzen, the Board of Public Education (BPE) gave its approval to restart the number of consecutive years for deviations, utilize the Student Performance Assessment Results from 2022, and continue to use the ARP-ESSER district plan in place of the CSIP.
- **2022-2023 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- 42 Schools (5%) had an Accreditation Status that was better than if the consecutive years had not been restarted.

ACCREDITATION STATUS FOR 2022-2023

2022 2023 Accreditation Status

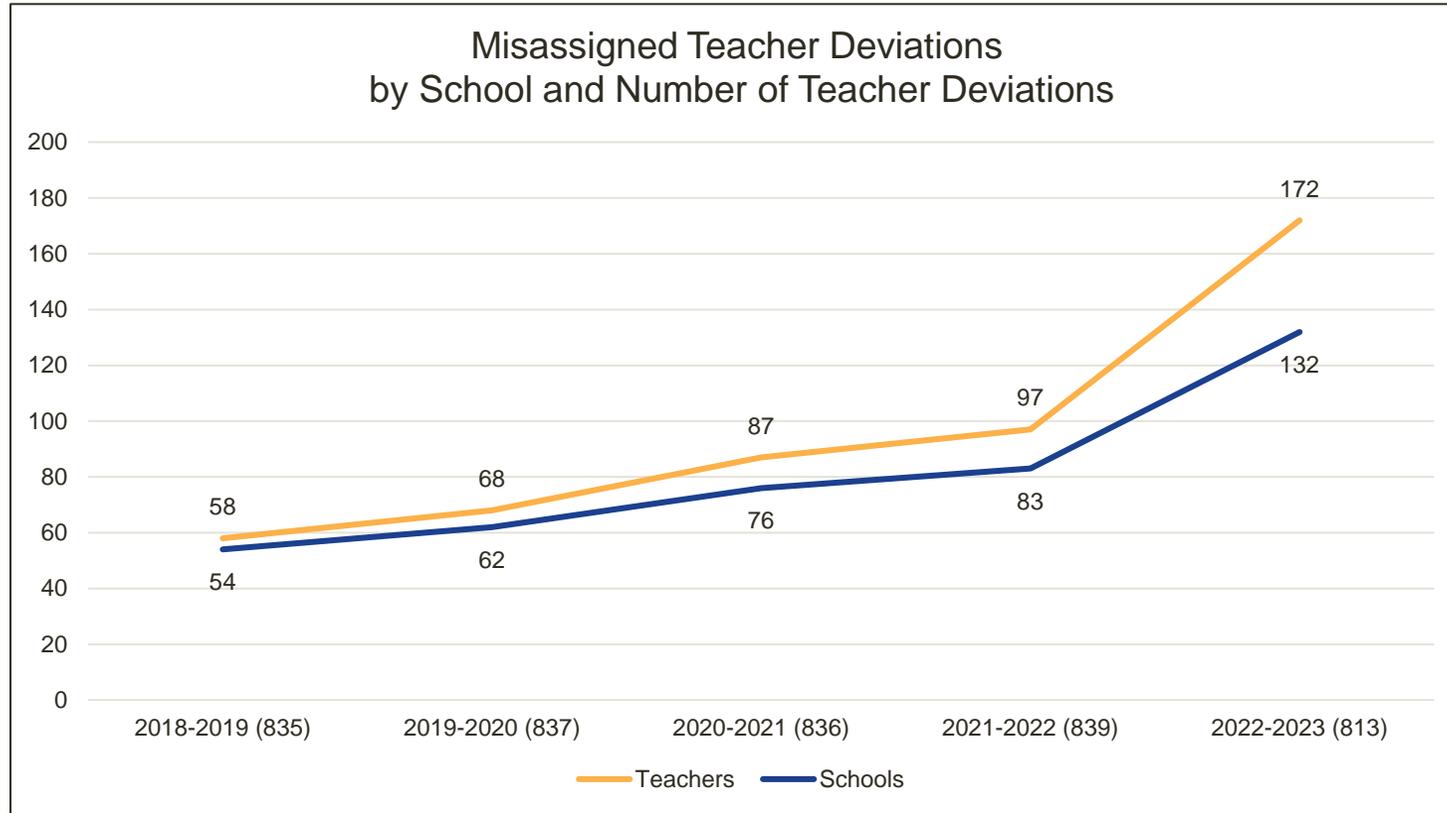


(813 Accredited Schools)

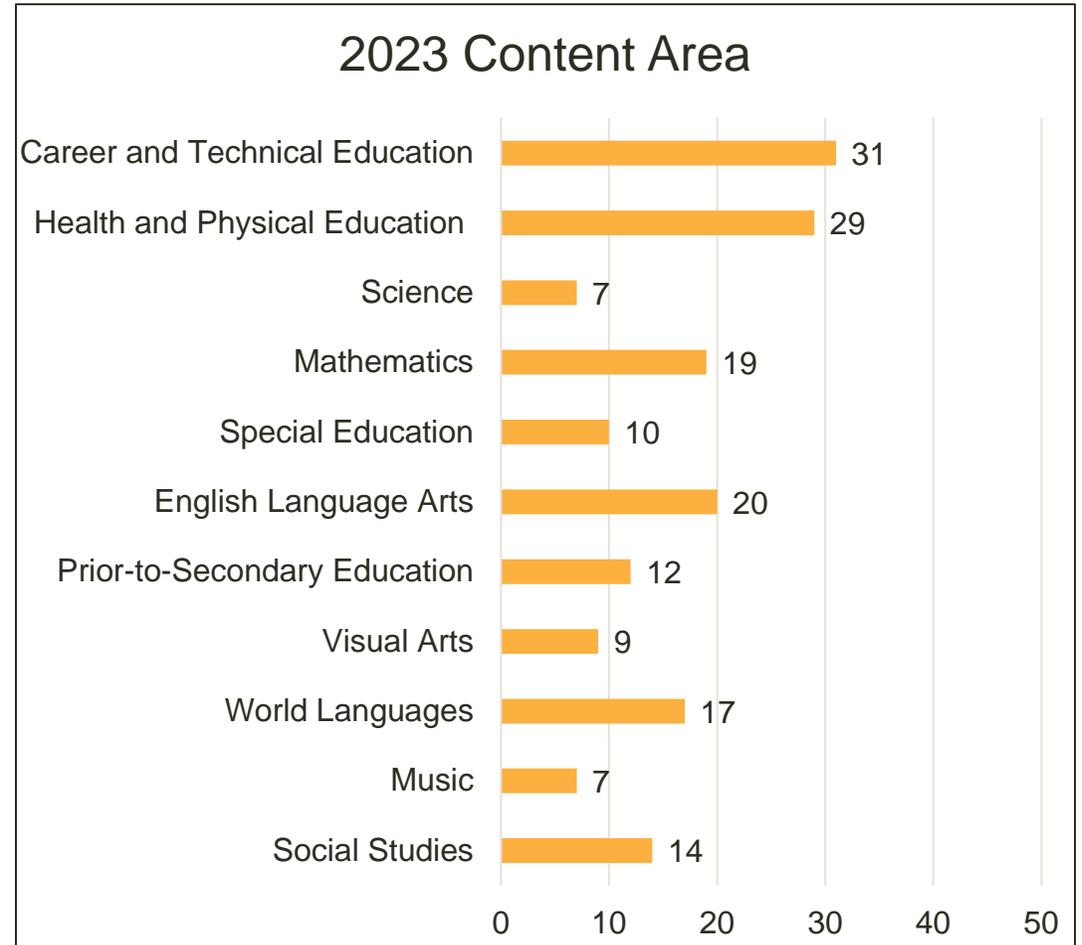
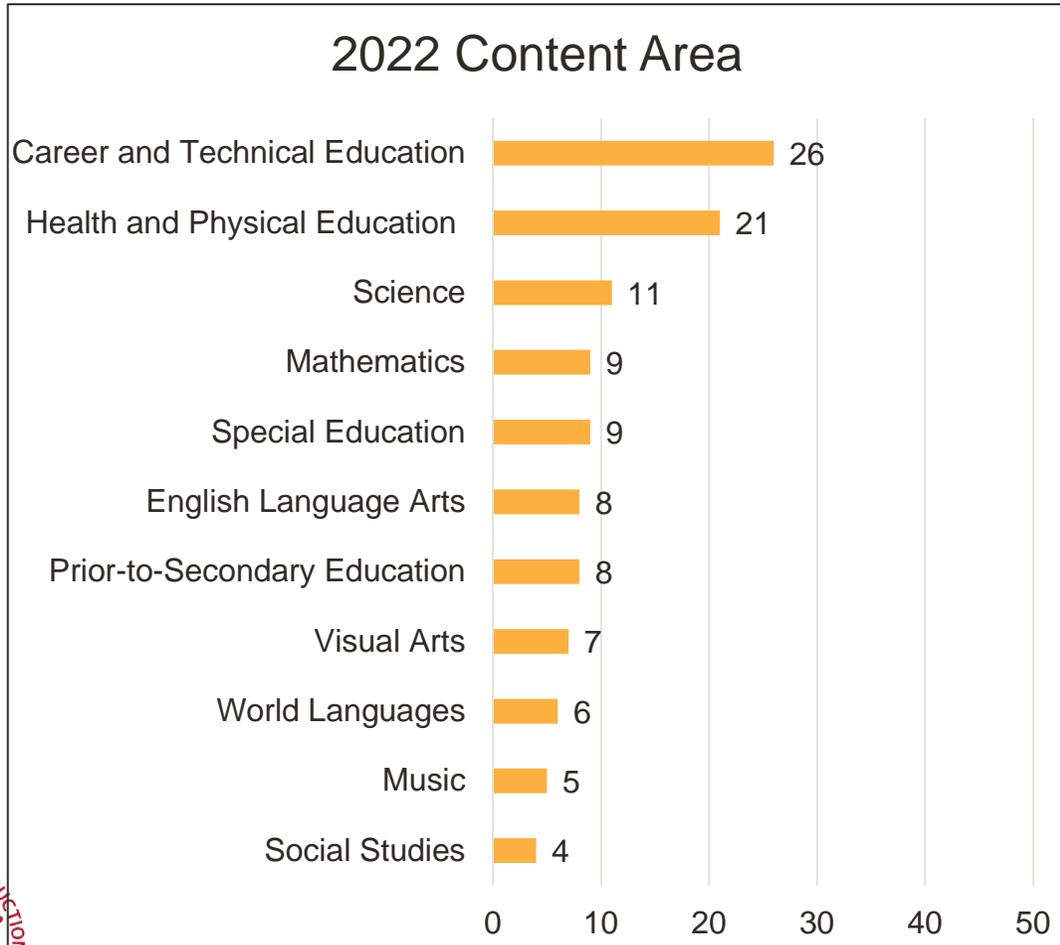
MISASSIGNED TEACHERS

- Misassigned teacher means a licensed educator teaching outside their endorsed teaching area and/or level (elementary K-8 and secondary 5-12).
- A misassigned teacher may teach at multiple schools within the same school system, but Accreditation is by school not system. Counted as a separate misassigned teacher for each school they teach at.
- The TEAMS licensure snapshot was taken December 1, 2022. Some teachers may have added an endorsement, internship, or Class 5 to their license after this date.
- 132 of 839 schools (16%) had a misassigned teacher deviation for school year 2022-2023.
- 172 misassigned teacher deviations as of December 1, 2022.

MISASSIGNED TEACHERS

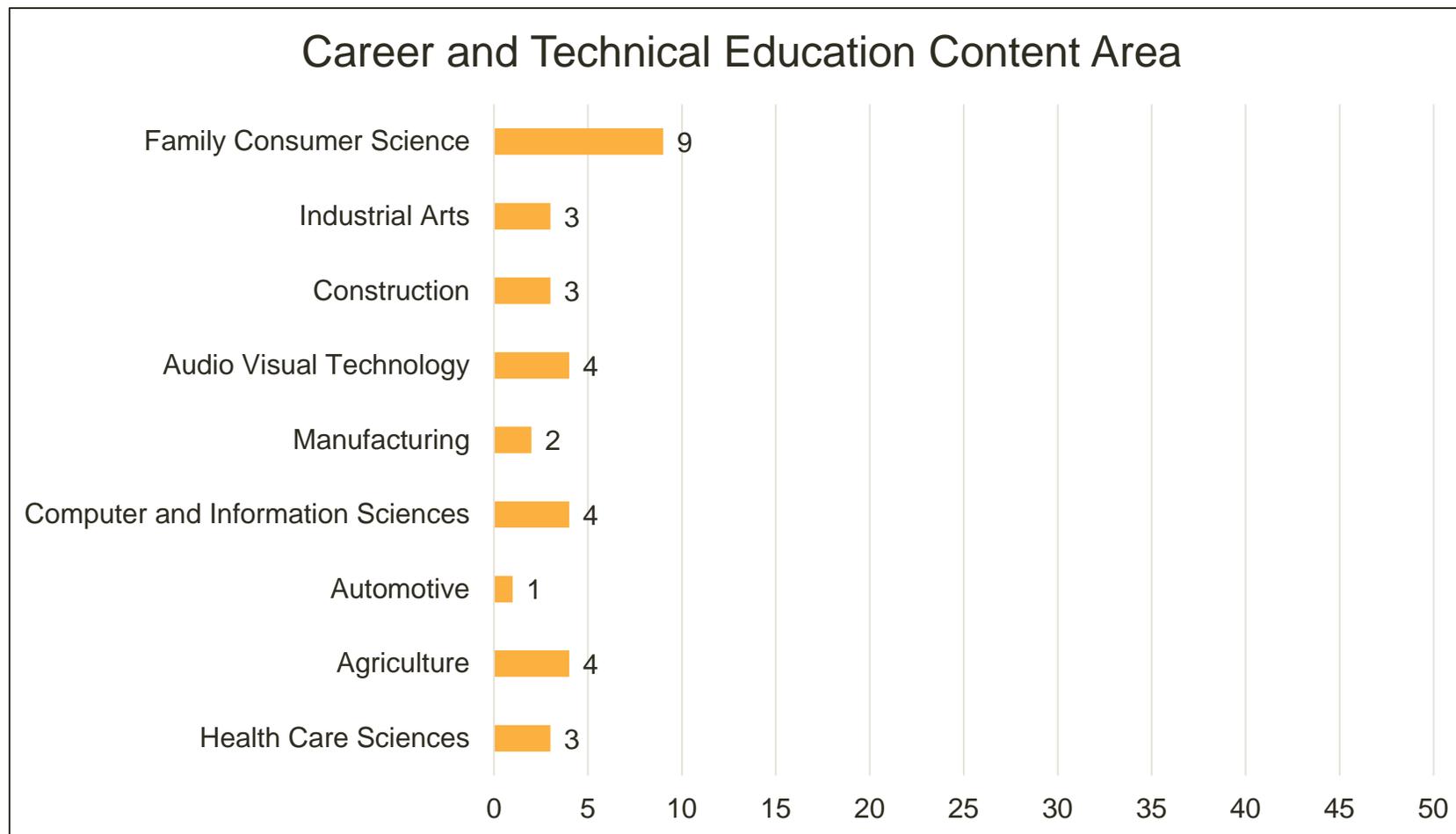


MISASSIGNED TEACHERS BY CONTENT AREA



(A misassigned teacher may teach multiple content areas)

MISASSIGNED TEACHERS BY CONTENT AREA

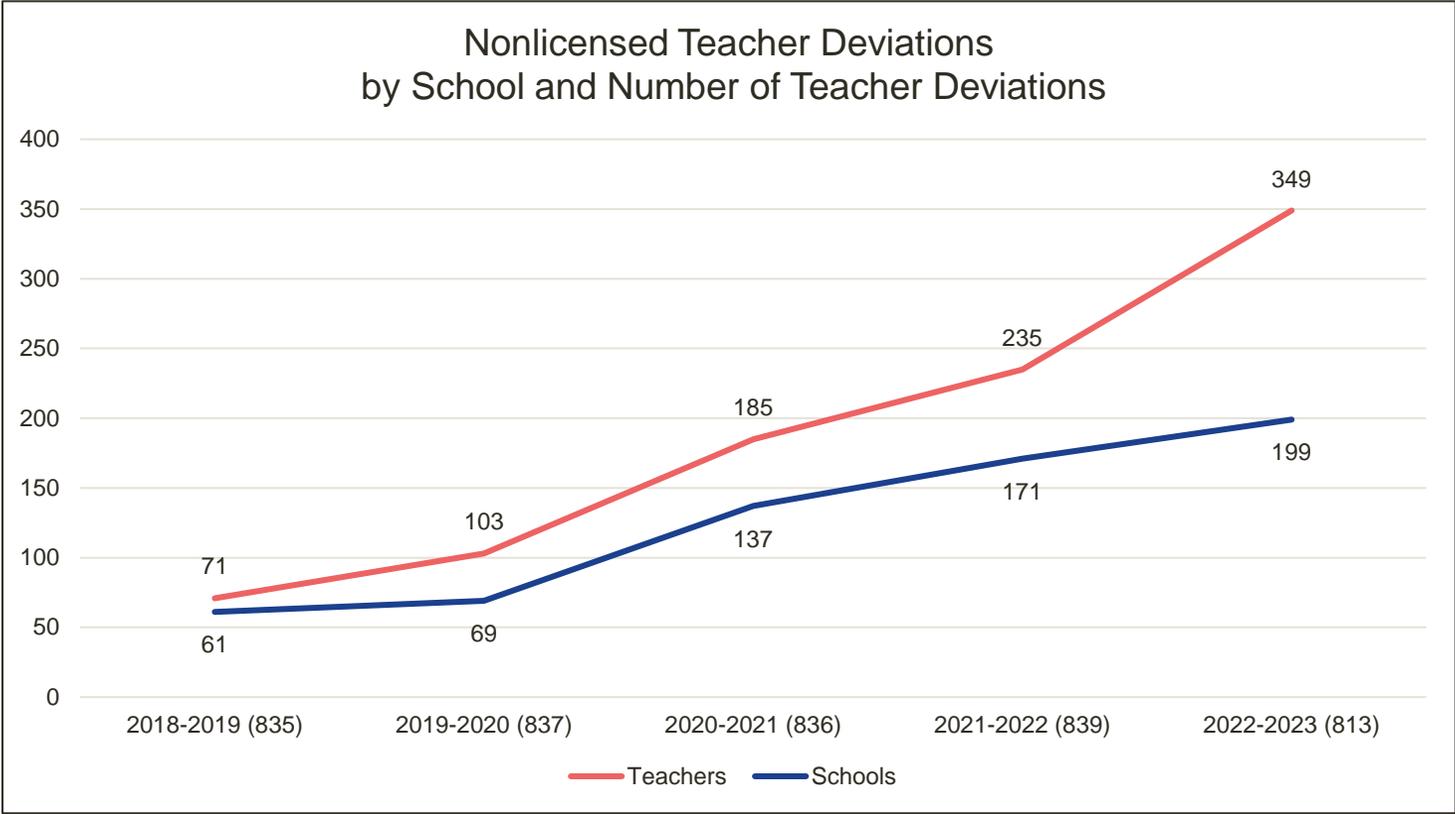


(A misassigned teacher may teach multiple content areas)

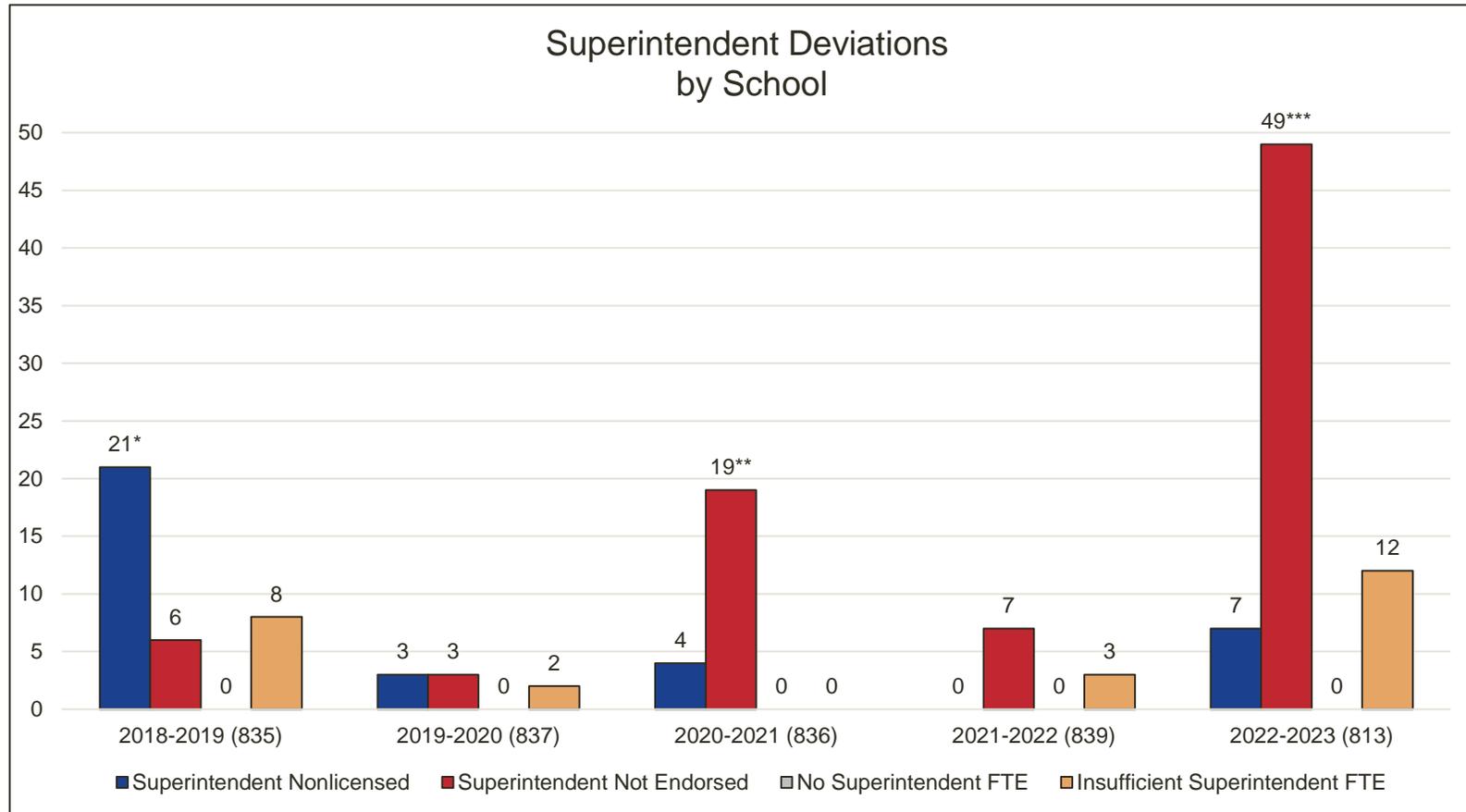
NONLICENSED TEACHERS

- A nonlicensed teacher may teach at multiple schools within the same school system. Counted as a separate nonlicensed teacher for each school they teach at.
- A teacher is considered nonlicensed if:
 - The teacher has not applied for a license
 - The teacher has applied for a license, but it was not issued by December 1, 2022
 - The teacher's license expired, but was not renewed by December 1, 2022
- The TEAMS snapshot was taken December 1, 2022. Some teachers may become licensed after this date.
- 199 of 813 schools (24%) had a nonlicensed teacher deviation for school year 2022-2023.
- 349 nonlicensed teacher deviations as of December 1, 2022.

NONLICENSED TEACHERS



SUPERINTENDENT DEVIATIONS

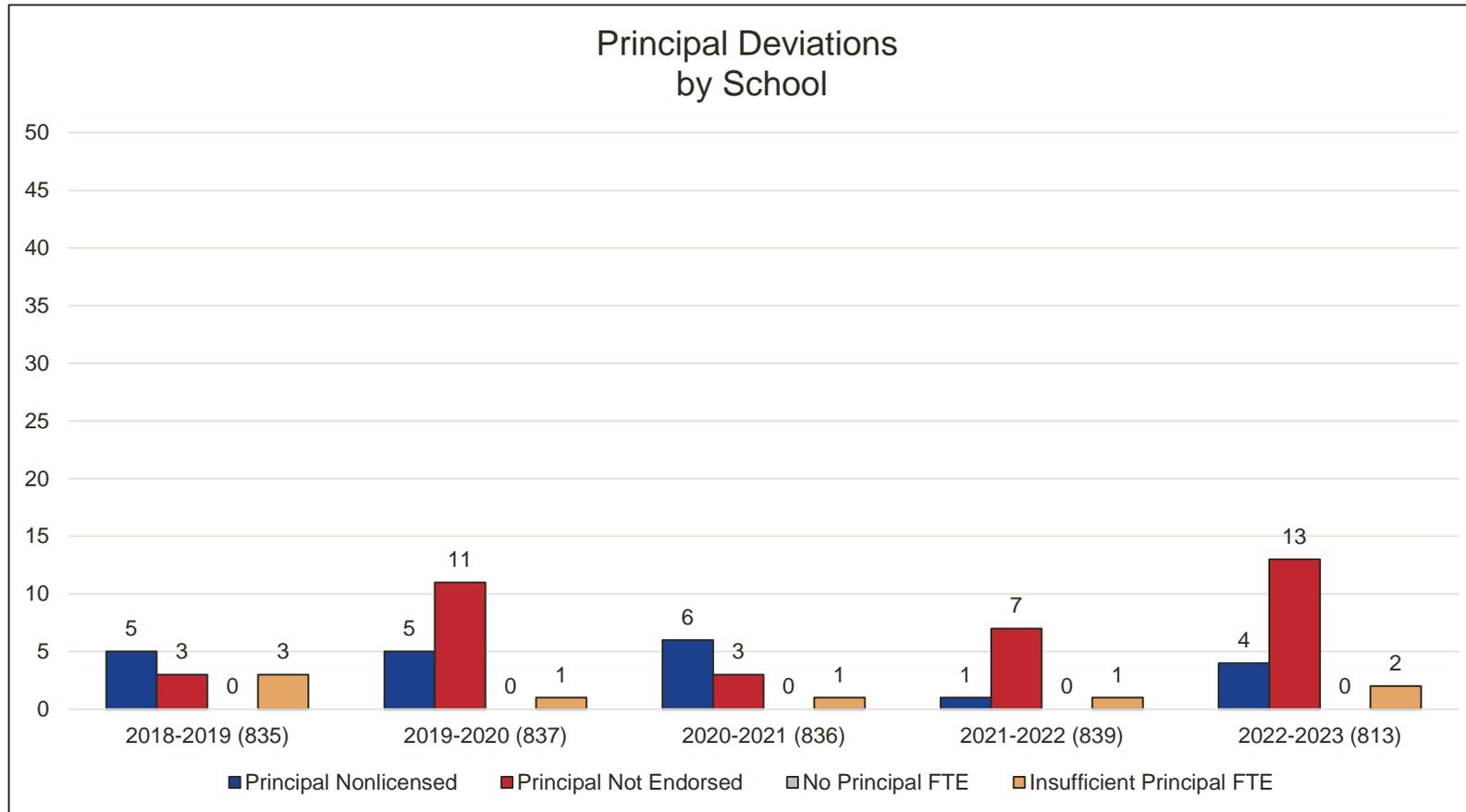


*2018-2019 Superintendent Nonlicensed deviation was 3 Superintendents serving 21 schools.

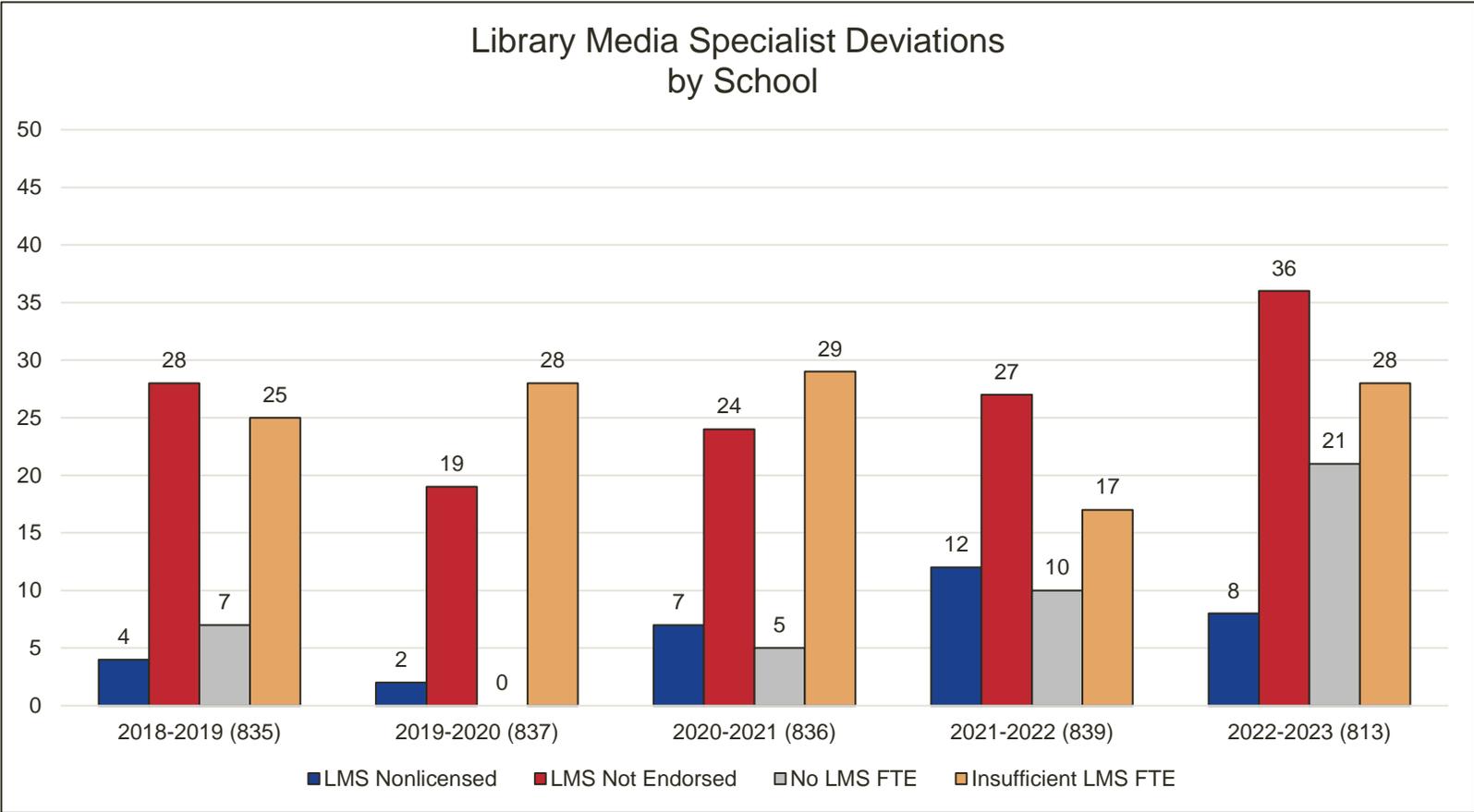
**2020-2021 Superintendent Not Endorsed is 4 Superintendents serving 19 schools.

***2022-2023 Superintendent Not Endorsed is 12 Superintendents serving 49 schools.

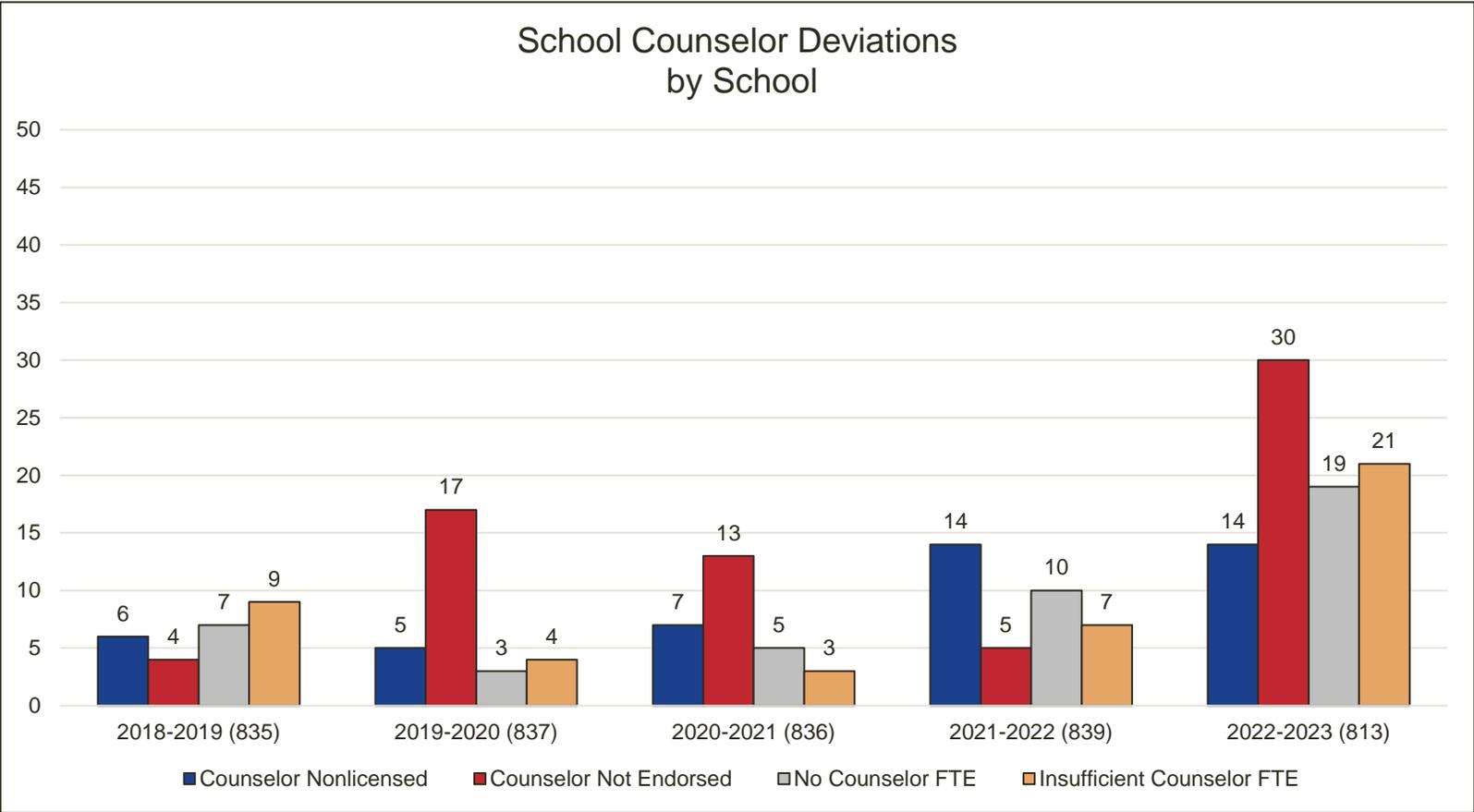
PRINCIPAL DEVIATIONS



LIBRARY MEDIA SPECIALIST DEVIATIONS



SCHOOL COUNSELOR DEVIATIONS



Questions?



ITEM 17

ACTION ON ADDENDUMS TO THE
ACCREDITATION STATUS REPORT
FOR THREE SCHOOLS

Ellery Bresler

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	Addendum(s) to the 2022-23 Annual Accreditation Status Reports of All Schools.
Presenter	Ellery Bresler
Position Title	Accreditation Specialist
Overview	This presentation provides an update to the Board of Public Education on any addendums to the Annual Montana Accreditation Report.
Requested Decision(s)	Approval of the addendum(s) for three schools.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve the addendum for Sweet Grass County HS. Action 2: Approve the addendum for Great Falls HS. Action 3: Approve the addendum for CM Russell HS.



Addendums to the 2022-2023 Annual Montana Accreditation Report
May 11-12, 2023

County	System	School	Reported Accreditation Status	Recommended Accreditation Status Revision	Change	Reason
Sweet Grass	Sweet Grass County School District	Sweet Grass County High School	DEFICIENCY	REGULAR	Remove Deficiency Deviation: 10.55.710 - ASSIGNMENT OF SCHOOL COUNSELING STAFF	<u>District data entry error:</u> Did not enter in their School Counselor
Cascade	Great Falls Public Schools	Great Falls High School	DEFICIENCY	REGULAR	Remove Deficiency Deviation: 10.55.707 - TEACHER AND SPECIALIST LICENSURE	<u>District data entry error:</u> Entered non-licensed staff for Great Falls HS instead of C M Russell HS.
Cascade	Great Falls Public Schools	C M Russell High School	REGULAR	DEFICIENCY	Add Deficiency Deviation: 10.55.707 - TEACHER AND SPECIALIST LICENSURE	<u>District data entry error:</u> Entered non-licensed staff for Great Falls HS instead of C M Russell HS.

ITEM 18

**ACTION ON THE 2023-2024 VARIANCE
TO STANDARDS APPLICATIONS**

**Initial Application
Renewal Applications**

Ellery Bresler

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	Recommend Approval of 2023 Initial and Renewal Variance to Standards.
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; Director of Accreditation, EPPs, and Licensure
Overview	This presentation provides the Board of Public Education recommendations from Superintendent Arntzen to approve Initial and Renewal Variance to Standards. The primary report is attached.
Requested Decision(s)	Approval of the seven Variance to Standards applications.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve State Superintendent Arntzen's recommendation of the one request for Initial Variance to Standard. Action 2: Approve State Superintendent Arntzen's recommendations of the six requests for Renewal of Variances to Standards.



**2023-2024 Variance to Standards
Initial Application Summary**

1. Hellgate Elementary – Hellgate EI Intermediate (SC:1859)

- a. 10.55.709(1)(C) Library Media Specialist FTE, 1.5 FTE for schools with 501-1000 students.
 - i. Required Library Media Specialist FTE for Hellgate Intermediate is 1.5 FTE.
 - ii. Application requests to be allowed to have 1.0 total Library Media Specialist FTE for Hellgate Intermediate with paraprofessional support.
 - iii. Unique physical demographics of school campus.
 - iv. This is an **Initial Request** for two years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Hellgate EI Intermediate	483	1.0 FTE	475	1.0 FTE	519	1.5 FTE

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATES (check one)

- First semester implementation; first Monday in March
 Second semester implementation; first Monday in July
-

COUNTY: Missoula

DISTRICT: Hellgate Elementary School District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Intermediate School/Grades 4-6

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 (Library Media Services K-12)

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

At the February 13, 2023 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, teachers, and classified school personnel, as well as local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

- 3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

At the February 13, 2023 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, teachers, and classified school personnel, as well as local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**
5. **Describe the variance requested.**

Hellgate Elementary is respectfully requesting that the Montana Office of Public Instruction and the Montana Board of Public Education grant the school district a variance to standard 10.55.709 (Library Media Services K-12).

Currently, the school district, for its 1,505 K-8 students, has two certified librarians on staff, both who have their master's degrees, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher and requested to work in the library, as she is interested in pursuing her library endorsement. The other paraprofessional is a long-time employee of the school district who has held several classified employment positions in the school district.

Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes that Hellgate Elementary is unique compared to other Montana

6. **Provide a statement of the mission and goals of this proposed variance.**

As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals, all on one campus, and collaboratively helping each other in all buildings whenever the need arises, keeps the school district true to its mission and vision.

Due to the fact that we are an independent elementary school district, we have the ability to be flexible in space and staff utilization as well as be supportive of staff collaboration, integration of content, and application of new concepts in safe and inviting space for students. We have a robust technological infrastructure in place in each school, as well as in each school library, that allows for the multiple configurations to become the constant

7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).

I believe that the accreditation standards, including those involving library media specialist standards per enrollment numbers, have been put in place to maximize opportunities to enhance student achievement. Hellgate Elementary certainly does not object to the rationale behind the standards as they have been crafted. However, the current approach does not take into account the unique features that exist in various school districts across the state of Montana. Especially, for a school district like Hellgate Elementary where all of our educational units are located on one campus, much like a small college or a community college schematic design. Thus, the reason the school district is asking for a variance to the library media specialist standard.

By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. On the academic side, Hellgate Elementary students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA Measurement of Academic Progress, DIBELS, or EdReady program assessments.

On the social and emotional learning front, Hellgate Elementary, with its current professional educator staffing program, has been a leader in developing and

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?

Hellgate Elementary will utilize quantitative data gathered from a variety of assessments to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments including the Smarter Balanced Assessment and our local assessments of the NWEA Measurement of Academic Progress, DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy EdReady program assessments will be utilized. In addition, authentic classroom assessments will be used to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. With regards to qualitative data, the school district will gather necessary information from the administration of the school district's Student School Community Perception survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

Again, the school district is looking for a two year variance to the standard in order to continue with its current library staffing pattern, which allow the school district the time to assess its staffing input patterns in relations to its student academic and social emotional development outputs and adjust accordingly based on the results of its quantitative and qualitative student data.

9. Describe how and why the proposed variance would be:

a. Workable.

The school district, comprised of 1,505 K-8 students, has two certified librarians on staff, both with master's degree, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher in the school district and requested to work in the library as she is interested in pursuing her library endorsement. The other paraprofessional has held several classified employment positions within the school district. At this point in time, the school district believes that the staffing arrangement has proven to be manageable, effective, and efficient in meeting the school districts library specialist needs.

Respectfully, Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes, as previously stated, that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Therefore, Hellgate Elementary is asking for the

b. Educationally sound.

Hellgate Elementary believes that its current library specialist staffing configuration is educationally sound for those students in grades K through 3rd, which are the grades most impacted by the staffing pattern.

As previously stated, Hellgate Elementary will use quantitative data gathered from a variety of assessments in order to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as the Smarter Balanced Assessment and our local assessments such as the NWEA Measurement of Academic Progress, DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy EdReady program assessments provide a significant amount of data. In addition, authentic classroom assessments will be utilized to gather the necessary documentation to indicate whether or not the school district is meeting its district measureable goals. In addition, on the qualitative side, the school district will gather necessary data from the administration of the school district's Student School Community Perception survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

- c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

Separate from the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education program accreditation standards under ARM 10.55.1101 through 10.55.2101. Moreover, the school district is committed to ensuring that its library specialist staffing configuration not diminish the non-negotiable core value that district curriculum be aligned with state content program standards and state content-specific grade level learning progressions.

- d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Apart from the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education content accreditation standards under ARM Chapter 53 (Content Standards) and 54 (Content Standards and Performance Descriptors) and is committed to ensuring that its library specialist staffing configuration positively interfaces across all curriculum areas to provide the necessary educational support to maximize opportunities for Hellgate Elementary students to be academically, socially, and emotionally successful.

Question 5:

Hellgate Elementary is respectfully requesting that the Montana Office of Public Instruction and the Montana Board of Public Education grant the school district a variance to standard 10.55.709 (Library Media Services K-12).

Currently, the school district, for its 1,505 K-8 students, has two certified librarians on staff, both who have their master's degrees, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher and requested to work in the library, as she is interested in pursuing her library endorsement. The other paraprofessional is a long-time employee of the school district who has held several classified employment positions in the school district.

Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Theoretically, if the buildings were connected by a walkway, a breeze way, or by brick and mortar, the school district could conceivably look at standard 10.55.709 and be much close

Question 6:

As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals, all on one campus, and collaboratively helping each other in all buildings whenever the need arises, keeps the school district true to its mission and vision.

Due to the fact that we are an independent elementary school district, we have the ability to be flexible in space and staff utilization as well as be supportive of staff collaboration, integration of content, and application of new concepts in safe and inviting space for students. We have a robust technological infrastructure in place in each school, as well as in each school library, that allows for the quality of instruction to become the constant quantity and for time to become the variable quantity through smaller, more intimate learning environments.

Hellgate Elementary does not believe that its current library staffing configuration, placed into service because of our unique campus design, deters in any way from our successful educational philosophy of instruction. We begin each school year with an end product in mind in how we can best serve the need of students. Though our library solution may not fit the traditional description in standard 10.55.709,

our library solution has helped support two of the school district's non-negotiable core beliefs – (1) every child must meaningfully graduate from Hellgate Elementary, and (2) all of our students must have the skill set to find ways to succeed in the ever-changing global society and economy.

Question 7:

I believe that the accreditation standards, including those involving library media specialist standards per enrollment numbers, have been put in place to maximize opportunities to enhance student achievement. Hellgate Elementary certainly does not object to the rationale behind the standards as they have been crafted. However, the current approach does not take into account the unique features that exist in various school districts across the state of Montana. Especially, for a school district like Hellgate Elementary where all of our educational units are located on one campus, much like a small college or a community college schematic design. Thus, the reason the school district is asking for a variance to the library media specialist standard.

By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. On the academic side, Hellgate Elementary students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", DIBELS, or EdReady program assessments.

On the social and emotional learning front, Hellgate Elementary, with its current professional educator staffing program, has been a leader in developing and promoting an educational delivery system that takes into account three non-negotiable principles to assist our students in developing into emotionally healthy and productive human beings: (1) we believe that equality of educational opportunity is a fundamental right for all children; (2) we demonstrate, on a daily basis, the moral and political will to do the right thing by children, all children; (3) we strive to understand both the science of teaching and the art of teaching by building positive connections and relationships with our students.

Question 8:

Hellgate Elementary will utilize quantitative data gathered from a variety of assessments to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments including the Smarter Balanced Assessment and our local assessments of the NWEA "Measurement of Academic Progress", DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy "EdReady" program assessments will be utilized. In addition, authentic classroom assessments will be used to gather the necessary documentation to indicate whether or not the school district is meeting its district measurable goals. With regards to qualitative data, the school district will gather necessary information from the administration of the school district's "Student School Community Perception" survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

Again, the school district is looking for a two year variance to the standard in order to continue with its current library staffing pattern, which allow the school district the time to assess its staffing input patterns in relations to its student academic and social emotional development outputs and adjust accordingly based on the results of its quantitative and qualitative student data.

Question 9 a:

The school district, comprised of 1,505 K-8 students, has two certified librarians on staff, both with master's degree, as well as two library para-professionals. One of the paraprofessionals has been a long-time 2nd grade teacher in the school district and requested to work in the library as she is interested in pursuing her library endorsement. The other paraprofessional has held several classified employment positions within the school district. At this point in time, the school district believes that the staffing arrangement has proven to be manageable, effective, and efficient in meeting the school districts library specialist needs.

Respectfully, Hellgate Elementary does understand that, when looking at the face of standard 10.55.709, our current library staffing arrangement is not what the standard states. However, the school district also believes, as previously stated, that Hellgate Elementary is unique compared to other Montana school districts and other school building configurations. Currently, all four educational buildings that house students are located on a 43 acre campus, with most of the campus area being devoted to green space. All four buildings that house children for educational purposes are separated by no more than 100 to 150 yards. Therefore, Hellgate Elementary is asking for the variance to standard 10.55.709 not because it objects to the accreditation standard for library specialists, but because of its unique physical demographic characteristic of having all of its educational buildings located on one campus, much in the pattern of a community college or a small college campus.

Question 9 b:

Hellgate Elementary believes that its current library specialist staffing configuration is educationally sound for those students in grades K through 3rd, which are the grades most impacted by the staffing pattern.

As previously stated, Hellgate Elementary will use quantitative data gathered from a variety of assessments in order to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as the Smarter Balanced Assessment and our local assessments such as the NWEA "Measurement of Academic Progress", DIBELS, MobyMax, Fast Forward program assessments, and the Montana Digital Academy "EdReady" program assessments provide a significant amount of data. In addition, authentic classroom assessments will be utilized to gather the necessary documentation to indicate whether or not the school district is meeting its district measurable goals. In addition, on the qualitative side, the school district will gather necessary data from the administration of the school district's "Student School Community Perception" survey which will seek to measure student feelings, perceptions, and comfort levels as a student in the school community.

Required school district signatures:

Board Chair Name: Tom McLaughlin

Board Chair Signature: *Tom McLaughlin* Date: 2-15-23

Superintendent Name: Dr. Molly Blakely

Superintendent Signature: *Molly Blakely* Date 2-20-23

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve Deny

Board of Public Education Chair _____ Date _____

Approve Deny

early retirement incentive offer. There was no discussion on the topic. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

ACCEPT CERTIFIED STAFF RESIGNATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to accept the resignation of Mr. Tom Keiser, 6th grade teacher at the conclusion of the 2022/2023 school year. There was a no discussion on the item. The motion was seconded by Diane Beck. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CLASSIFIED RETIREMENT INCENTIVE CONSIDERATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to offer a one-time retirement agreement opportunity for Mr. Bruce Parks, Hellgate Elementary Director of Facilities/Maintenance Supervisor in accordance with the district's early retirement incentive. Mr. Bruce Parks has worked for Hellgate Elementary for the past 19 1/2 years and I am respectfully requesting that the school board approve the same insurance package offered to certified staff. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SCIENCE FAIR COACHES:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the hiring of Ms. Devon Honzel and Ms. Laci Willett to be the coordinators of the Science Fair for grades 2 and 3 and Ms. Katie Matthews for grades 4-6 for the 2022-2023 school year. The motion was seconded by Kate Walker. There was no discussion on the item. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CERTIFIED STAFF HIRING SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to approve the hiring of Mr. Lucas Bewley to conduct his school psychologist internship at Hellgate Elementary for the 2023-2024 school year. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF RESIGNATION:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the resignation of Alexandria Hanson, paraprofessional, effective January 26, 2023. The motion was seconded by Rod Sharkey. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the resignation of Erika Kirst, food service employee, effective January 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Lori Christensen to approve the superintendent's recommendation to accept the resignation of Mr. Bruce Parks as the Director of Facilities/Maintenance Supervisor at Hellgate Elementary effective June 9, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF HIRES:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Rebekah Mickel, paraprofessional, effective January 16, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Megan Matteo, paraprofessional, effective February 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE BUS ROUTE MILEAGE CHANGE SY 22-23:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the adjusted Hellgate Transportation school bus route mileage for the 2022/2023 school year (see board packet for full details). The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER ACCREDITATION VARIANCE REQUEST FOR INTERMEDIATE SCHOOL (BLDG 3):

A motion was made by Lori Christensen to authorize the superintendent to submit an accreditation variance waiver (for two years) to the Montana Office of Public Instruction to standard 10.55.604 (Variances to Standards) and 10.55.709 (Library Media Services, K-12)(see packet for full detail). The motion was seconded by Rod Sharkey. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR SY 22-23:

A motion was made by Lori Christensen to approve the superintendent's recommendation to offer an Individual Transportation Contract (TR-4) to the parent/guardian of a student who requires transportation per the student's IEP. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER MTSBA MEMBERSHIP FOR SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to authorize Hellgate Elementary to renew the Montana School Boards Association (MTSBA) membership for the 2023-2024 school

year. The annual membership dues for Hellgate Elementary to renew membership with MTSBA will be \$9,453.00, a 2.3% increase from last year's dues. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER SY 23-24 CALENDAR:

A motion was made by Rich Thornock to approve the superintendent's recommendation to approve one of four calendar options for the 2023-2024 academic year (options attached and data from staff survey attached). The motion was seconded by Tom Cook. There was discussion on the topic related to the 4 options presented. Katy Reddy spoke on behalf of the HEEA and the teachers' feedback. Erin Ellis spoke on behalf of the Calendar Committee. Superintendent Blakely answered questions related to the 4 options presented. The adopted calendar was **HESD OPTION #1** (see full board packet for detail). Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SUBSTITUTE LIST

A motion was made by Rich Thornock to approve the proposed substitute list for the 2022-2023 school year. There was no discussion on the item.

Afzal, Zaima	Schatz, Sara
Keeling, Malia	Guga, Anna
Akane, McKenna	Smith, Gary "Scooter"
Kerns, Drue	Harper, Joshua
Arlint, Elisabeth	Smith, Michelle
Loyson, Shelley	Harper, Zachary
Arnold, Fred	Spletto, April
McLaverty, Annie	Harris, Laurie
Curry, Taina	Vidlak, Jaaden
Merkley, Maria	Hitt, Heather
Deden, Alexis	Werner, Tara
Miller, Michelle	Johnson, Candy
Dennis, Sarah	Whitney, Kristen
Minckler, Kimberly	Johnston, Lexi
Devlin, Sherry	Woods, Hilary
Morton, Melissa	Kahle, Kim
Erskine, Sandra	Kallas, Kayla
Polanchek, David	
Finnerty, Ashley	Total Count: 38
Powers, Desiree	
Grados, Shelley	

The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

DISCUSSION ITEMS

Missoula Children's Theatre presenting Hercules, March 6-10, 2023 at Hellgate Elementary: Superintendent Blakely discussed the upcoming theatre presentation and noted students and staff would be participating in the production.

Readiness and Emergency Management for Schools (REMS) January 30-31, 2023: A company from Helena that completed a walk-through of the campus' safety protocols. REMS will provide Superintendent Blakely with a full report once completed.

Innovative Educational Program Tax Credit, \$65,000: Hellgate Elementary received donations from four very generous community members for a total of \$65,000. These funds will be allocated towards technology improvements. Superintendent Blakely provided a background of the Tax Credit program.

5 Valleys Honor Band; \$2,100 grant: Superintendent Blakely provided a background of the opportunity. Kristen Guidoni spoke on behalf of the program: 100 students in total auditioned, 45 were selected, and half of the selection were Hellgate Elementary students.

Robotics Program: There was recognition of Jordan Capp and great efforts put forth related to the Robotics Tournament that was held at Hellgate Elementary.

COMMITTEE REPORTS

There were no Committee Reports discussed.

PRINCIPALS' REPORTS

Trustees reviewed the monthly report of building Principals and listened to updates and staff recognitions from Building Principals: Julie McCarthy-McLavery (Building 2), Chris Clevenger (Building 3), and Damian Droessler (Building 1).

NEXT MEETING DATE:

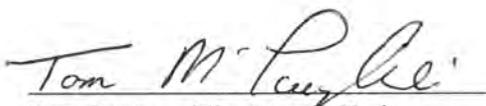
The next regular meeting of the Board will be March 13th, 2023 at 6:00 p.m.

PUBLIC COMMENT:

Tiffany Manthie spoke on behalf of the PTA. Tiffany provided an update of PTA projects that are on-going: STEM night/Planetarium presentation at the end of March, the Talent Show in April, and the Fun Run in May.

ADJOURN

The meeting adjourned at 7:00 p.m.


Tom McLaughlin, Board Chair


Justine Reese, Business Manager/Clerk

**2023-2024 Variance to Standards
Renewal Application Summary**

1. Troy Public Schools – Troy 7-8 (SC: 1663)

- a. 10.55.709(2) Library Media FTE, Fewer than 126, requires .001 FTE.
 - i. Required FTE for Troy 7-8 is .001 FTE.
 - ii. Application requests to be allowed to have 1.0 FTE Librarian serve all three levels with half-time Paraprofessional support.
 - iii. Troy has two libraries. The HS and 7-8 are in the same building.
 - iv. This is a third **Renewal Request** for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Troy 7-8	70	.001 FTE	70	.001 FTE	64	.001 FTE
Troy School	183	.50 FTE	203	.50 FTE	219	.50 FTE
Troy HS	135	.50 FTE	126	.50 FTE	128	.50 FTE

2. Columbia Falls Public Schools – Columbia Falls Junior High (SC: 0419)

- a. 10.55.709(1)(c) Library Media FTE, 1.5 FTE for schools with 501-1000 students.
 - i. required FTE for Columbia Falls Junior High is 1.5 FTE.
 - ii. Application requests to be allowed to have 1.0 total Librarian FTE for Columbia Falls Jr High with 7.5 hours paraprofessional support.
 - iii. This is the second **Renewal Request** for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Columbia Falls Junior High	506	1.5 FTE	527	1.5 FTE	528	1.5 FTE

**2023-2024 Variance to Standards
Renewal Application Summary**

3. St Ignatius K-12 Schools – St Ignatius Middle School (SC:1719)

- a. 10.55.709(1)(b)) .5 FTE for schools with 126-250 students.
 - i. Required FTE for St Ignatius K-12 Schools is 1.5 FTE.
 - ii. Application requests to be allowed to have 1.0 FTE Librarian serve all three levels with Paraprofessional support.
 - iii. This is the fourth **Renewal Request** for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
St Ignatius Middle School	122	.5 FTE	104	.50 FTE	110	.50 FTE
St Ignatius High School	129	.50 FTE	136	.50 FTE	139	.50 FTE
St Ignatius Elementary School	227	.50 FTE	240	.50 FTE	229	.50 FTE

4. Elysian Elementary - Elysian Middle School

- a. 10.55.709(1)(b)) .5 FTE for schools with 126-250 students
 - i. Required FTE for Elysian Middle School is 0.50 FTE.
 - ii. Application requests to be allowed to have 1.0 total Librarian FTE for K-5 and 6-8 MS with .02 FTE Paraprofessional support.
 - iii. Library is centrally located for all grade levels.
 - iv. This is the second **Renewal Request** for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Elysian MS	120	.001 FTE	121	.001 FTE	144	0.5 FTE
Elysian Elementary	394	1.0 FTE	279	1.0 FTE	307	1.0 FTE

**2023-2024 Variance to Standards
Renewal Application Summary**

5. Bigfork Public Schools – Bigfork Elementary (SC:0442) and Bigfork 7-8 (SC:1660)

- a. 10.55.709(1)(a) Library Media FTE, .5 FTE for schools with 126-250 students and 10.55.709(1)(b) Library Media FTE, 1.0 FTE for schools with 251-500 students.
 - i. Required FTE for Bigfork Elementary is 1.0 FTE and Bigfork 7-8 is 0.5 FTE.
 - ii. Application requests to be allowed to have 1.0 total Librarian FTE for Bigfork Elementary and Bigfork 7-8 with equivalent of 2.5 FTE Paraprofessional support.
- iii. This is a **Renewal Request** for three years.

School	2020-21 Student Enrollment	2020-21 Required School Librarian FTE	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE
Bigfork Elementary	436	1.0 FTE	454	1.0 FTE	464	1.0 FTE
Bigfork 7-8	146	0.50 FTE	152	.5 FTE	149	.50 FTE

6. Bozeman Public Schools – Bozeman Online Charter School

- a. 10.55.604(11)(c) The procedure by which a school district may apply to create a charter school.
 - i. Required proposal must meet, at a minimum, 10.55.604(11)(a-d)(i-vi).
 - ii. Application requesting approval of the Bozeman Online Charter School (BOCS) that will serve grades K-8 beginning August 2021. BOCS will offer students the opportunity to learn and grow under a competency-based instructional model through coursework based on demonstration of proficiency towards specific curriculum standards, rather than a traditional model based on seat time.
- iii. This is a **Renewal Request** for three years.

VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Lincoln

DISTRICT: Troy School District #1

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Troy Junior High School

- 1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

A variance is being requested for 10.55.709 Library Media Services, K-12.

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

Minutes from the February 21, 2023 Board Meeting are attached.

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

Minutes from the February 21, 2023 Board Meeting are attached.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**
5. **Reflection upon initial variance:**
 - a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

The measurable objective that demonstrates that the proposed variance will meet or exceed the results under the current standards:

We will increase the use of the library/media centers by 20%. We will measure this by how many visitors come to the libraries. We will also measure this by monitoring and evaluating the amount of materials that are checked out.

We plan to continue with the previously improved variance.

- b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

Troy Public Schools has monitored the library/media centers usage over the past three years and have noticed a steady increase of student and faculty use at the high school. At the elementary school we have seen a consistent stream of student use. The school libraries perhaps are not getting used as much for non-fiction use since each student has been issued a Chromebook. However, at the elementary school, non-fiction checkouts have continued to increase. Further, the library is getting visited more often at both schools for material checkout--Chromebooks, research material, and pleasure reading books.

- c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

On reflection, the staffing variance in place at Troy Public Schools continues to meet the needs of our school, library program, students and staff. The current librarian has been working in the district for over five years and our part-time paraprofessional has been in the district for over two years. The library staff are highly valued as they provide an exceptional level of support to students and staff.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

Troy Public Schools Mission Statement: "Empowering students to develop good character, achieve academic excellence, and succeed as lifelong learners."

The goals of this proposed variance are to continue to provide the best quality education as possible. It would be very difficult to hire a 0.1 part-time librarian to meet this standard. We feel that we meet the district mission and the needs of the district with a full-time librarian.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

We will increase the use of the library/media centers by 20%. We will measure this by how many visitors come to the libraries. We will also measure this by monitoring and evaluating the amount of materials that are checked out.

We plan to continue with the previously improved variance in the following ways:

1. Troy Public Schools have a District Improvement Team and administration teams that meet regularly and oversee the implementation of the Library Variance.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

FORMATIVE:

- The Library and Research Center Usage documentation will be used to measure the number of hours each department works in collaboration with the librarian each quarter.
- Book check-outs will be tracked on a quarterly basis to determine if library usage for reading appreciation has increased.
- Lexile levels will be monitored by classroom teachers to track individual student progress and growth relating to reading appreciation.

9. In what way does this variance meet the specific needs of the students in the school(s)?

This variance meets the needs of our students because it allows them more access to technology and additional guided support from the librarian. This enables students to be well-prepared to access and use technology in a safe and responsible manner. With the implementation of the ELA component of the Common Core standards, we are better able to meet the emphasis on research skills and support research writing across the curriculum.

10. Describe how and why the proposed variance would be:

a. Workable

There are sufficient district resources available to continue to implement this variance; we currently employ one full time librarian, a part-time paraprofessional specifically dedicated to the library. We will simply continue staffing the library in this manner.

b. Educationally sound.

As shown through the data and evidence section of the application, the variance has worked well in supporting student learning outcomes in our school.

- c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

We are better able to deliver a Library/Media Program in accordance with 10.55.1801 through implementation of this variance. The library has truly become a flexibly scheduled, multi-purpose media center for students and staff. The collaborative teams that meet regularly have increased our ability to incorporate Library Media and Technology standards into the content area. Our librarian makes a concerted effort to keep our library balanced, current, and culturally representative.

- d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Although our request for a variance is not specifically related to curriculum content standards, our team did consider how our variance would impact our ability to deliver the content standards. We chose to include standard alignment in items 7-16 on question #8 above to clarify how delivery and implementation of the variance would exceed our previous ability to deliver the curriculum content standards.

Required school district signatures:

Board Chair Name: Lori S. Damon

Board Chair Signature: Lori S. Damon Date: 2-21-2023

Superintendent Name: Jacob Francom

Superintendent Signature: J Francom Date 2-22-2023

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve Deny

Board of Public Education Chair _____ Date _____

Approve Deny

A special meeting of the Board of Trustees for School District #1- Lincoln County was called to order at 5:30 p.m. at the Troy High School Library on February 21, 2023, by Board Chair Damon. Others present were Trustees Storkson, Orr, Foote and Holmes, virtually; Superintendent Francom; Clerk Higgins; and Jr/Sr Principal Lewis.

Guests present were Kelly Palmer, Officer Henry Roy, Parent A, Student A

The regular meeting was opened at 5:30 p.m.

Call to order and pledge of allegiance by Board Chair Damon

Recognition of guests

Storkson moved that the Board Consider and Approve the Library Variance to Accreditation Standards. THE MOTION CARRIED.

Board Chair Damon found that the right of privacy exceeded the public's right to know in this matter in accordance with Section 2-3-203, MCA.

Parent and Student A asked for privacy.

The regular meeting closed at 5:33 p.m.

The regular meeting re-opened at 6:20 p.m.

Storkson moved that the Board Consider and Approve Administration's Recommendation for Disciplinary Action Discussed in Closed Session, with modifications. Seconded by Orr. THE MOTION CARRIED.

Orr moved to adjourn the special meeting.
THE MOTION CARRIED.

The regular meeting adjourned at 6:22 p.m.

Chairperson

District Clerk

early retirement incentive offer. There was no discussion on the topic. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

ACCEPT CERTIFIED STAFF RESIGNATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to accept the resignation of Mr. Tom Keiser, 6th grade teacher at the conclusion of the 2022/2023 school year. There was a no discussion on the item. The motion was seconded by Diane Beck. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CLASSIFIED RETIREMENT INCENTIVE CONSIDERATION:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to offer a one-time retirement agreement opportunity for Mr. Bruce Parks, Hellgate Elementary Director of Facilities/Maintenance Supervisor in accordance with the district's early retirement incentive. Mr. Bruce Parks has worked for Hellgate Elementary for the past 19 1/2 years and I am respectfully requesting that the school board approve the same insurance package offered to certified staff. The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SCIENCE FAIR COACHES:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the hiring of Ms. Devon Honzel and Ms. Laci Willett to be the coordinators of the Science Fair for grades 2 and 3 and Ms. Katie Matthews for grades 4-6 for the 2022-2023 school year. The motion was seconded by Kate Walker. There was no discussion on the item. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CERTIFIED STAFF HIRING SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to approve the hiring of Mr. Lucas Bewley to conduct his school psychologist internship at Hellgate Elementary for the 2023-2024 school year. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF RESIGNATION:

A motion was made by Lori Christensen to approve the superintendent's recommendation to approve the resignation of Alexandria Hanson, paraprofessional, effective January 26, 2023. The motion was seconded by Rod Sharkey. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the resignation of Erika Kirst, food service employee, effective January 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Lori Christensen to approve the superintendent's recommendation to accept the resignation of Mr. Bruce Parks as the Director of Facilities/Maintenance Supervisor at Hellgate Elementary effective June 9, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE CLASSIFIED STAFF HIRES:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Rebekah Mickel, paraprofessional, effective January 16, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the hiring of Megan Matteo, paraprofessional, effective February 27, 2023. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE BUS ROUTE MILEAGE CHANGE SY 22-23:

A motion was made by Rod Sharkey to approve the superintendent's recommendation to approve the adjusted Hellgate Transportation school bus route mileage for the 2022/2023 school year (see board packet for full details). The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER ACCREDITATION VARIANCE REQUEST FOR INTERMEDIATE SCHOOL (BLDG 3):

A motion was made by Lori Christensen to authorize the superintendent to submit an accreditation variance waiver (for two years) to the Montana Office of Public Instruction to standard 10.55.604 (Variances to Standards) and 10.55.709 (Library Media Services, K-12)(see packet for full detail). The motion was seconded by Rod Sharkey. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR SY 22-23:

A motion was made by Lori Christensen to approve the superintendent's recommendation to offer an Individual Transportation Contract (TR-4) to the parent/guardian of a student who requires transportation per the student's IEP. The motion was seconded by Kate Walker. There was brief discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER MTSBA MEMBERSHIP FOR SY 23-24:

A motion was made by Tom Cook to approve the superintendent's recommendation to authorize Hellgate Elementary to renew the Montana School Boards Association (MTSBA) membership for the 2023-2024 school

year. The annual membership dues for Hellgate Elementary to renew membership with MTSBA will be \$9,453.00, a 2.3% increase from last year's dues. The motion was seconded by Kate Walker. There was no discussion on the topic. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

CONSIDER SY 23-24 CALENDAR:

A motion was made by Rich Thornock to approve the superintendent's recommendation to approve one of four calendar options for the 2023-2024 academic year (options attached and data from staff survey attached). The motion was seconded by Tom Cook. There was discussion on the topic related to the 4 options presented. Katy Reddy spoke on behalf of the HEEA and the teachers' feedback. Erin Ellis spoke on behalf of the Calendar Committee. Superintendent Blakely answered questions related to the 4 options presented. The adopted calendar was **HESD OPTION #1** (see full board packet for detail). Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

APPROVE SUBSTITUTE LIST

A motion was made by Rich Thornock to approve the proposed substitute list for the 2022-2023 school year. There was no discussion on the item.

Afzal, Zaima	Schatz, Sara
Keeling, Malia	Guga, Anna
Akane, McKenna	Smith, Gary "Scooter"
Kerns, Drue	Harper, Joshua
Arlint, Elisabeth	Smith, Michelle
Loyson, Shelley	Harper, Zachary
Arnold, Fred	Spletto, April
McLaverty, Annie	Harris, Laurie
Curry, Taina	Vidlak, Jaaden
Merkley, Maria	Hitt, Heather
Deden, Alexis	Werner, Tara
Miller, Michelle	Johnson, Candy
Dennis, Sarah	Whitney, Kristen
Minckler, Kimberly	Johnston, Lexi
Devlin, Sherry	Woods, Hilary
Morton, Melissa	Kahle, Kim
Erskine, Sandra	Kallas, Kayla
Polanchek, David	
Finnerty, Ashley	Total Count: 38
Powers, Desiree	
Grados, Shelley	

The motion was seconded by Kate Walker. Voting in favor of the motion were: Tom McLaughlin, Rich Thornock, Diane Beck, Tom Cook, Rod Sharkey, Kate Walker and Lori Christensen. The motion carried unanimously.

DISCUSSION ITEMS

Missoula Children's Theatre presenting Hercules, March 6-10, 2023 at Hellgate Elementary: Superintendent Blakely discussed the upcoming theatre presentation and noted students and staff would be participating in the production.

Readiness and Emergency Management for Schools (REMS) January 30-31, 2023: A company from Helena that completed a walk-through of the campus' safety protocols. REMS will provide Superintendent Blakely with a full report once completed.

Innovative Educational Program Tax Credit, \$65,000: Hellgate Elementary received donations from four very generous community members for a total of \$65,000. These funds will be allocated towards technology improvements. Superintendent Blakely provided a background of the Tax Credit program.

5 Valleys Honor Band; \$2,100 grant: Superintendent Blakely provided a background of the opportunity. Kristen Guidoni spoke on behalf of the program: 100 students in total auditioned, 45 were selected, and half of the selection were Hellgate Elementary students.

Robotics Program: There was recognition of Jordan Capp and great efforts put forth related to the Robotics Tournament that was held at Hellgate Elementary.

COMMITTEE REPORTS

There were no Committee Reports discussed.

PRINCIPALS' REPORTS

Trustees reviewed the monthly report of building Principals and listened to updates and staff recognitions from Building Principals: Julie McCarthy-McLavery (Building 2), Chris Clevenger (Building 3), and Damian Droessler (Building 1).

NEXT MEETING DATE:

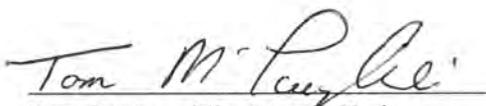
The next regular meeting of the Board will be March 13th, 2023 at 6:00 p.m.

PUBLIC COMMENT:

Tiffany Manthie spoke on behalf of the PTA. Tiffany provided an update of PTA projects that are on-going: STEM night/Planetarium presentation at the end of March, the Talent Show in April, and the Fun Run in May.

ADJOURN

The meeting adjourned at 7:00 p.m.


Tom McLaughlin, Board Chair


Justine Reese, Business Manager/Clerk

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

Monday, March 7th, 2022

COUNTY: Flathead

DISTRICT: SD6

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Columbia Falls Junior High

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 (1)(c)

"A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

Community stakeholder groups include parents, community members, and students as applicable. CFJH and the community we serve continually work together making improvements throughout the school. During the 2021-2022 school year, we will

continue to seek input regarding the success of our school library from our parents and community members during parent/community advisory meetings. We encouraged our parents and community members to provide input helping us accomplish our Library improvement goals. We collected perspectives on how we can make our school library an inviting comfortable environment to enjoy reading and learning through books, research and makerspace activities.

Below is an agenda from one of the scheduled meetings.

Library School Improvement/Variance Committee Meeting

January 20, 2022 at 7:15 am

Agenda:

Accomplishments of Library

In the past five years the library has grown from a place to check out books to the heart of the school. In the course of a two week period, every middle school student at Columbia Falls Junior High visits the library. The library now provides space for before and after school students to read, play, make and learn. The collection continues to be updated and circulation has steadily increased. A continually growing makerspace has been incorporated as well.

Goals

- Create an atmosphere to develop a passion for reading
- Satisfy the academic needs of our students
- Continue to raise circulation through offering books that interest a variety of readers
- Incorporate more Makerspace activities for all students
- Work collaboratively to implement and enhance the newly created individual media literacy course

Review accreditation shortfall and review the variance requested:

Currently, a 1.0 FTE fully licensed School Library Media Specialist is at Columbia Falls Junior High. We are out of compliance with accreditation standard 10.55.709 (1)(c) which requires 1.5 FTE of Librarians for every 501-1000 students. Columbia Falls Junior High's enrollment fluctuated over 500 in the fall of 2019 because of larger than normal student enrollment in our 6th and 7th grade classes and continues to increase. We would like to apply for a variance allowing Columbia Falls Junior High to employ 1.0 FTE librarian. In conjunction with 1.0 FTE librarian, we have assigned a highly qualified paraprofessional to continue to provide 7.5 hours of highly qualified staff time per day. The full-time paraprofessional is assisting students in locating books, check-out, shelving, lamination for staff, developing

supply orders, mending books, and helping to maintain the organization of our school library.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

School stakeholder groups include trustees, administrators, teachers, and classified school staff. All staff were made aware of staffing issues related to the library and a specific meeting was held to present the goals and objectives of the library. This gave staff members an opportunity to learn more about the accreditation shortfall and comment on the goals, shortfalls, and ask questions regarding school improvement. (Agenda and attendance report attached)

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

(See Attached)

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

Since our library's initial variance request, the Montana Library standards have been revised and improved. The table below shows the ongoing work being completed to meet the standards.

Scope and Sequence for Library Media Standards
Columbia Falls Junior High
6-8 Grade

Information Literacy Skills Introduced	Product/ Assessment	Possible collaborations	Lessons completed during 2020-2021
Research questions/ types of questions	Write questions	English/Reading	x
Keyword development	Brainstorm keyword list	Science	x
Search strategies: GALE, Subject headings, subject finder	Create work cited / Bibliography	Health/English	x
Evaluate resources	Graphic Organizer	Library class	x
Use various technology	Quizizz/ Kahoot/ Flipgrid/Nearpod activities and quizzes	Media literacy class English/ Library/ Literature/ Science	x
Locate information	Alexandria Researcher activity	Library class / English	x
Internet safety	Thin Slides	Keyboarding	x



SIXTH – EIGHTH GRADES

LM.6-8	CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR SIXTH THROUGH EIGHTH GRADE
LM.NK.6-8	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
LM.NK.6-8.1	write questions independently based on key ideas or areas of focus
LM.NK.6-8.2	refine questions based on the type of information needed
LM.NK.6-8.3	reflect at the end of an inquiry process
LM.DD.6-8	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
LM.DD.6-8.1	evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana
LM.DD.6-8.2	seek more than one point of view by using diverse sources
LM.WE.6-8	Work effectively with others to broaden perspectives and work toward common goals
LM.WE.6-8.1	offer information and opinions and encourage others to share ideas at appropriate times in group discussions
LM.WE.6-8.2	accurately describe or summarize the ideas of others
LM.MM.6-8	Make meaning by collecting, organizing, and sharing resources of personal relevance
LM.MM.6-8.1	experiment with various types of technology tools for artistic and personal expression
LM.MM.6-8.2	share reading, listening, and viewing experiences in a variety of ways and formats
LM.EF.6-8	Exercise freedom to read and demonstrate the ability to pursue personal interests
LM.EF.6-8.1	Independently locate and select information for personal, hobby, or vocational interests
LM.EF.6-8.2	read, listen to, and view a wide range of genres and formats for recreation and information
LM.EF.6-8.3	respond to images and feelings evoked by a literary work
LM.SLE.6-8	Demonstrate safe, legal, and ethical creating and sharing of knowledge products
LM.SLE.6-8.1	practice internet safety and appropriate online behavior
LM.SLE.6-8.2	use criteria to determine safe and unsafe internet sites
LM.SLE.6-8.3	participate safely, ethically, and legally in online activities
LM.SLE.6-8.4	connect ideas and information with their owners or source
LM.SLE.6-8.5	credit sources by following copyright, licensing, and fair use guidelines

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Stated goal	Accomplished	Implementation notes	Attached Report
Create a makerspace	Yes	The Library continues to collect Makerspace resources for students. Students work with these materials during programs before and after school. Teachers also check materials out for their classroom.	No
Increase circulation	Yes	There has been a circulation increase of 21% . This can be attributed to a strong outreach program, English teachers promoting reading for personal enjoyment, and collection development.	Yes Alexandria Report Attached
Hire additional library staff	Yes	The library continues to employ a 1.0 FTE library paraprofessional to allow the fully licensed School Library Media Specialist to focus on library curriculum, teaching and library programing.	No
Teach MT Library Media Standards/ AASL focus Standards	Yes	Now that the Standards for Montana Library and Media Literacy have been revised, clarified and improved, the library has been able to focus lessons and content directly to these standards.	Yes See above

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

After reflecting on the original variance renewal application, I feel it is necessary to find a way to track operational and instructional data over time. By tracking this data, I will be able to make more informed decisions about the school library program and student proficiency in the state Library Media standards. Furthermore, this information will help drive decisions that are then outlined for implementation in the annual CFJH Strategic Library Plan.

The following tools will be developed and utilized to track data:

- Student, staff and librarian surveys
- Circulation reports
- Collection analyses
- Minutes documenting meetings to disseminate and discuss survey results and library teaching objectives
- Annual CFJH Strategic Development plans
- Student assessments that correlate to the focus content standards

6. Provide a statement of the mission and goals of this proposed renewal variance.

The mission of this variance is to fully comply with the Montana School Accreditation Standards and Procedures in a variance to the standard that is still an appropriate interpretation of the library curriculum needs of the children. The goal of the proposed variance is to continue to have 1.0 FTE fully licensed School Library Media Specialist with 1.0 FTE highly qualified paraprofessional. This will ensure efficient staffing for the trend of increased school enrollment and meeting the educational needs and standards for our students.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

Objectives:

- Develop student, staff and librarian surveys that are cross-walked with the Montana state Library Media Program Delivery Standards and Library Media Content Standards.
- Administer the surveys once per year to track data over time
- Library Advisory Team and staff meetings to disseminate and discuss survey results and annual focus standards for the library media program
- Use data to drive instructional and operational decisions
- Detail the plan for implementing data-based decisions in annual Strategic Library Plan

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

TEAMS report will reflect the 1.0 FTE librarian and 1.0 FTE paraprofessional. We will collect data for growth in reading through STAR testing. Advancing scores in the area of reading will demonstrate the success of our library and reading instruction. CFJH staff will monitor the independent reading of students through the Accelerated Reader program. (The librarian has also designed a checklist to ensure the instruction and to ensure students are meeting objectives.) The librarian uses Titlewise Analysis and Alexandria to determine the needs and interests of students.

The table below outlines the evidence that will be gathered annually from student, teacher and librarian survey results. Additionally, we plan to develop pre- and post- assessments that are correlated with the focus standards. These assessments will provide data as to the student's proficiency with information literacy.

	Step in action research cycle	Evidence gathered to document progress	Who is going to do this
1.	Identify problem	Student and staff surveys to identify student proficiency with Library Media content standards Student assessments of library media skills	Surveys completed by students and classroom teachers Focus groups of students
2.	Collection and organization of data	Develop spreadsheets, graphs and charts with collected data using Google forms	Librarian
3.	Interpret data	Discussion of data w/ agenda and minutes to document	Library Advisory team
4.	Action based on data	<ul style="list-style-type: none"> ● Develop strategic library plan with focus standards ● Disseminate focus standards for the upcoming year to staff ● Collaborative teaching between librarian and classroom teachers to meet standards 	Librarian Librarian Librarian and classroom teachers
5.	Reflection	Librarian survey Implementation/reflection notes in strategic library plan	Librarian Librarian

9. In what way does this variance meet the specific needs of the students in the school(s)?

By allowing the CFJH library to operate with 1.0 (FTE) licensed school library media specialist with a k-12 library media endorsement and a 1.0 (FTE) paraprofessional, our library will better meet the needs of the students: instruction in library media standards, positive relationships, and staff to help students locate books that fit their academic needs, and books that develop a passion for reading and learning. This flexibility in staffing will allow CFJH to create an inviting space with sufficient staff to manage the physical library, as well as engage in action research and collaboration with subject area classes to teach state library media standards.

10. Describe how and why the proposed variance would be:

a. Workable

This is a workable scenario precisely because we have two adults working full time in the library. With a paraprofessional taking care of many of the operational tasks of a library, the certified teacher-librarian will have the time to collect and analyze data, teach daily library lessons, plan and teach collaboratively, and offer professional development to teachers, all with the focus of increasing student library media and information literacy.

b. Educationally sound.

This is an educationally sound proposal because the certified librarian is directing a whole library media program. By acting as the director of this library media program, she oversees both the operations of the library, as well as information literacy instruction. The instructional arm of this program includes direct student instruction, librarian-teacher collaboration, partnerships between the librarian and other stakeholders, as well as teacher professional development.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

This proposal is based on the idea of continual improvement of the library media program. We have added a media literacy class to our schedule this year to enhance our program and help teach students the informational literacy skills to be successful in high school and beyond. We will continue to collaborate with teachers to implement library media and information literacy instruction throughout all content areas.

The district has appropriately assigned resources in a manner that is feasible with our budget, curriculum needs, scheduling, and school configuration. Services available through our library are not diminished and the equality of educational opportunity for our CFJH student population is considered in the employment of 1.0 full-time librarian and the addition of the full time highly qualified paraprofessional serving in the library.

Required school district signatures:

Board Chair Name: Jill Rocksund Board Chair

Signature: *Jill Rocksund* Date: 2-23-22

Superintendent Name: David Wick Superintendent

Signature: *David Wick* Date 2/23/22

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

____ Approve ____ Deny

Board of Public Education Chair _____ Date _____

____ Approve ____ Deny

COLU - Columbia Falls Junior High
Patron Monthly Checkout Count (137) by
Selected: COLU, Active, 06 - 08

2021-12-17 at 11:55 AM Page 1
21.6

	Year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	LTD
<u>Site: COLU</u>	2020	969	963	683	0	2	1	-	-	1260	1384	1032	810	2618
	2019	-	-	-	-	-	-	-	92	1260	1384	1032	810	4578

*** 513 total patrons ***

COLU - Columbia Falls Junior High
Patron Monthly Checkout Count (137) by
Selected: COLU, Active, 06 - 08

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21.6

Year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	LTD
Site: COLU													
2021	1216	1302	1252	1449	1080	84	-	-	-	-	-	-	8383
2020								35	1212	1281	735	965	4228

*** 889 total patrons ***

Library School Improvement/Variance Committee Meeting

January 20, 2022 at 7:15 am

Agenda:

Accomplishments of Library

In the past five years the library has grown from a place to check out books to the heart of the school. In the course of a two week period, every middle school student at Columbia Falls Junior High visits the library. The library now provides space for before and after school students to read, play, make and learn. The collection continues to be updated and circulation has steadily increased. A continually growing makerspace has been incorporated as well.

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- Satisfy the academic needs of our students
- Continue to raise circulation through offering books that interest a variety of readers
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- Work collaboratively to implement and enhance the newly created individual media literacy course

Review accreditation shortfall and review the variance requested:

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Committee Members:

(In Attendance)

Ted Miller (Principal)

Ted Miller

Kim Gange (Librarian)

Kim Gange

Dean Chisholm (Board Member)

Dean Chisholm

Kristy Gange (Teacher)

Kristy Gange

Kent Blair (Teacher)

Kent Blair

Daniel Cadigan (Paraprofessional)

Daniel Cadigan

Coni Muzi (Paraprofessional)

Coni Muzi

Louisa Miller (Student)

Louisa Miller

Brielle Miller (Student)

Brielle Miller

Heather Oberholzer (Parent)

Heather Oberholzer

(Parent) Evretchen Miller

Evretchen Miller

(Community Member)

Other Lilly Miller

Lilly Miller

Other

Questions and Discussion by Committee

The possibility of having another librarian to split time between another building and the junior high.

Vote to approve plan for Library: Yes No

REGULAR MEETING
BOARD OF TRUSTEES
SCHOOL DISTRICT #6
JANUARY 10, 2022

The Regular Meeting of the Board of Trustees of School District Six was held at 6:00 P.M., Monday, January 10, 2022, in the Boardroom of the administration offices at 501 Sixth Avenue West, Columbia Falls, Montana.

PRESENT:

Jill Rocksund..... Board Chair
Dean Chisholm..... Vice Chair via zoom
Larry Wilson..... Trustee
Barbara Riley Trustee via zoom
Gail Pauley Trustee
Heather Mumby Trustee via zoom
Keri Hill Trustee
Wayne Jacobsmeyer Trustee
Dave Wick..... Superintendent of Schools
Dustin Zuffelato Business Manager/Clerk

Chair Rocksund called the meeting to order at 6:01 P.M.

Motion by Hill, second by Pauley, to approve the agenda as presented.

Chair Rocksund provided the following pre written explanation of the rationale for not including social emotional learning on the agenda.

Last month we were asked to consider adding an agenda item to discuss Social/Emotional Learning. We have listened to these concerns during public comment for 4 months now and have done quite a bit of research about SEL and the objections and concerns about SEL instruction. Administrators have visited with parents and community members about their concerns and worked toward resolutions. At this time, we have decided not to add an SEL agenda item for the following reasons: 1. We don't have the ability to 'unadopt' SEL instruction, just as we don't have the authority to disregard Montana State Standards. Standards and learning competencies are constructed by OPI, and local districts do not have the authority to disregard them. 2. Local districts do have the authority and duty to select learning materials and create instructional lessons that align with these state standards and learning competencies, and that is what has been done. 3. Right now we are living in unprecedented times. People are struggling.... Adults are struggling.... Lost jobs, insecure housing and food, stress in the home, dealing with illness and even death.... These are the times that our children are living in and they, too, are struggling. Approximately 20% of our Columbia Falls JrHi and HS students have contemplated suicide within the last year according to Montana's Youth Risk Behavior Survey. Our students need support to cope with these times, they need this support so that they can learn. That is what SD6 teachers and staff are doing, helping them learn and also learn to cope in these stressful times. Now is not the time to reduce our support to our students. 4. To date, we are aware of 10 people who have signed a petition expressing concern with SEL, only 2 of which have children in our schools (that we know of). 5. We will continue to work with individual parents who have concerns and would like an alternative or to opt out. And if parents want to opt out of this instruction, they should contact their building principal for other alternatives besides the late arrival already being offered. 6. While 'Off the shelf' SEL programs could be purchased and implemented, it is not clear how replacing locally developed/Columbia Falls community-oriented instruction with a nationally developed program would be an improvement. Local control of our

CALL TO ORDER

APPROVE AGENDA

REGULAR MEETING
JANUARY 10, 2022
PAGE 2

instruction and curriculum seems preferable. We are always interested in hearing the perspectives of individual members of the community; however our review of the concerns expressed in this instance don't appear to warrant further board actions at this time for the reasons stated. A majority of the board has expressed support for this decision.

Motion passed 7-1. Jacobsmeyer - No

Trustee Jacobsmeyer requested discussion concerning the December 13, 2021 Board Meeting minutes.

APPROVE CONSENT AGENDA

Motion by Pauley, second by Mumby, to approve the consent agenda as amended to simply include the December bills and the investment report. Passed 7-1 No-Jacobsmeyer

Trustee Jacobsmeyer contended the December 13, 2021 Board Minutes do not accurately portray the discussion during the final thirty minutes of the Board Meeting. Specifically one sentence to summarize the discussion does not provide enough detail. Chair Rocksund requested the Board Clerk to review the notes from the meeting and revise the minutes to include more detail of the discussion. Specifically depicting the reasons why a separate Board meeting or Board agenda item regarding social emotional learning was not warranted.

MOTION TO TABLE APPROVAL OF THE DECEMBER MINUTES

Motion by Jacobsmeyer, second by Mumby, to table the approval of the December minutes until revisions are made and presented for consideration. Passed 8-0

PUBLIC PARTICIPATION:

Public Participation:

Approximately fifteen (15) people participated in the meeting remotely via Zoom. Approximately twenty (20) people attended the meeting in person.

Chair Rocksund requested public participation on any agenda or non-agenda items.

Megan Upton expressed concern with the School Board's reluctance to place Social Emotional Learning as a discussion item on the meeting agenda.

Anika Fraley contended that social emotional learning is critical race theory in disguise. Mrs. Fraley expressed concern that the Junior High Principal has too much autonomy regarding the content of this curriculum. This lack of transparency facilitates data mining, monitoring, and surveying of our students. Community member Joe O'Rourke requested oversight of the curriculum including the process for who reviews and selects curriculum. Community member Lisa Tate expressed concern that Columbia Falls School District is teaching values that should be the responsibility of individual parents or families. Community Member Joy Hunter noted that the mental health of students should be treated by licensed counselors/therapists as opposed to teachers. Parent Cori Albrecht contended that teachers don't have enough time to devote to this new SEL program. Community member Judy Territo noted that devoting thirty minutes every Wednesday to SEL demonstrates that it is a priority of the Columbia Falls School District and as such the Board should make it a priority to discuss the social emotional learning curriculum as a formal agenda item. Community member Rosie Eppelstein requested transparency and recommended a Committee to review and propose changes to the curriculum.

Teachers Paula Koch and Allyson Reamy-Butts expressed the dedication and extensive knowledge and experience that teachers possess to effectively educate students.

There was no additional public participation.

REPORTS:

Reports:

K-8 Facility Bond Project – Owners Representative Dave Jolly provided an update. The Ruder Elementary project is substantially complete but HVAC system commissioning and engineering is still ongoing with an estimated completion date of mid-February. Mr. Jolly noted that progress on the Glacier Gateway project has been slowed by recent adverse weather.

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The Elementary School Principals provided the Board with written reports. The Junior High is currently experiencing high absenteeism as a result of illness.

High School Principal Scott Gaiser provided the Board with a written report.

District Business Manager/Clerk provided the Board with a written report. Mr. Zuffelato provided an update regarding the Health Insurance Committee. Veza Health continues to provide significant cost savings as a result of second medical opinions and steering participants to low cost providers. The Committee recommended providing financial incentives to plan members who utilize Veza Health in the form of premium reductions/credits. Mr. Zuffelato cited the financial details of a large claim charged by Logan Health that was recently repriced in accordance to the new Direct Provider Agreement that resulted in a savings of 44% off billed charge.

Special Education Director Michelle Swank provided the Board with a written report.

Superintendent Dave Wick provided the Board with a written report. Mr. Wick expressed concern with the public comments and would like to work to regain trust with the members of the community concerned with the District's curriculum. Mr. Wick noted the District is expecting and preparing for a surge in Coronavirus transmission during the latter half of the school year.

Action/Discussed Items:

The Board considered a revised Agreement related to the School Based Health Clinic. The District established the School Based Health Clinic in 2016 in an effort to provide primary care services to students that don't otherwise have a primary care physician. The current agreement provides the District with \$25,000 annually to support the School Nurse Program. The remuneration was provided primarily in recognition of the time and effort the school nurse contributed to operate the School Based Clinic. Subsequently Logan Health has devised similar programs in other schools within the Flathead Valley. Logan Health contacted the District in 2020 to consider aligning our agreement with the terms of the other schools. Effectively eliminating the financial support to the District. The District conveyed to Logan Health the importance of the financial support. Logan Health committed to continuing to provide the financial support in the form of a charitable contribution, which helps their business model as a critical access facility. Trustee Riley expressed concern regarding the facility use term in the agreement, specifically providing \$20 per use is not commensurate to market value for commercial office space. Superintendent Dave Wick informed the Board that some minor changes to the terms of the agreement including billing dates, etc. should be made to ensure clarity and ease of administration.

Motion by Wilson, second by Munby, to approve the School Based Health Center Space Use Agreement with Logan Health affording the ability of the District Administration to make some immaterial changes. Passed 6-2. No – Jacobsmeyer and Riley

Superintendent Dave Wick reviewed the inclement weather procedure. Trustee Wilson noted that he does not believe #4 – closing schools based solely on the reason that school buses can't safely operate is valid. Many students that live in town or don't need a school bus should still be served at school.

Superintendent Dave Wick reviewed the Safe Return to Schools and Continuity of Services Plan.

ACTION /
DISCUSSION ITEMS:

MOTION TO APPROVE
THE SCHOOL BASED
HEALTH CENTER
SPACE USE AGREE-
MENT WITH LOGAN
HEALTH

INCLEMENT
WEATHER
PROCEDURE REVIEW

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Mr. Wick specifically reviewed the strategies implemented to return to in-person instruction.

ARP AND ESSER PLAN
REVIEW

Superintendent Dave Wick reviewed the American Rescue Plan (ARP) Elementary Secondary Schools Emergency Relief (ESSER) Plan. Business Manager Dustin Zuffelato presented the ARP ESSER funding and expenditures to date. The District has been appropriated \$9,173,342 in federal ESSER since March 2020. The ESSER funding has come in three phases in accordance to three separate legislative bills. As of December 31, 2021, the District has expended \$3,570,240 including completely spending ESSER I. The District appears poised to expend ESSER II prior to the end of the current fiscal year. The District has until September 2024 to spend ESSER III. The District plans to use the majority of ESSER III to upgrade the HVAC system at the High School.

MOTION TO APPROVE
THE APPLICATION
FOR ACCREDITATION
VARIANCE FOR JH
LIBRARY

Superintendent Dave Wick presented an application to the State Office of Public Instruction regarding an accreditation variance for the Junior High Library. The District currently employs 1.0 FTE Certified Librarian at the junior high as well as a full-time Library Aide. The application contends the 2.0 FTE staffing level is appropriate and provides as much educational value as the required 1.50 FTE Certified Librarian.

Motion by Wilson, second by Hill, to approve the application for accreditation variance related to the Junior High Library. Passed 7-1. No-Jacobsmeier

MOTION TO APPROVE
THE ADMITTANCE OF
G.J.G. AND H.L.J. TO
KINDERGARTEN FOR
21-22 SY

The Board considered the exceptional circumstances regarding students recently enrolled in Columbia Falls.

Motion by Wilson, second by Jacobsmeier, to admit students G.J.G and H.L.J to Kindergarten for the 2021/22 school year. Passed 7-0

PERSONNEL:

Personnel:

The Board acknowledged the following resignations previously accepted by the Superintendent: Samantha Domphe-Special Education Para-Educator and Scott Gaiser-High School Principal.

MOTION TO APPROVE
DISTRICT-WIDE/HIGH
SCHOOL HIRING
RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the following High School/District Wide hiring recommendations: Paula Foster-Special Olympics Coach, Gretchen Miller-Health Liaison, Heather Gilchrist -- Health Liaison, and Rachael Clemens-Para-educator. Passed 8-0

MOTION TO APPROVE
ELEMENTARY HIRING
RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the following Elementary District hiring recommendations: Autumn Spann-Para-Educator, Chloe Tozzi-School Nurse, Lindsey Andrachick -- Part Time Junior High Secretary, and Rick Lawrence -- Junior High Girls Basketball Coach. Passed 7-0

MOTION TO APPROVE
THE SUBSTITUTE
HIRING
RECOMMENDATIONS

Motion by Wilson, second by Hill, to approve the substitute hiring recommendations. Passed 8-0

MISC / FUTURE
PLANNING

Miscellaneous and Future Planning:

The Board scheduled a Negotiations Committee Meeting to discuss the extension of the Certified Teacher Memorandum of Agreement. The meeting is scheduled for January 19, 2022 at 11 AM.

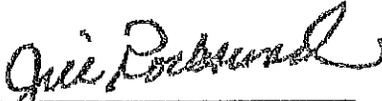
A Long Range Planning Committee Meeting was scheduled to discuss the high school HVAC and other facility deferred maintenance. Additionally, the Board will discuss the restrictive covenants regarding the Glacier Gateway building sale to Ruis Holdings. A Long Range Planning Committee Meeting was scheduled for January 24, 2022 at 5PM.

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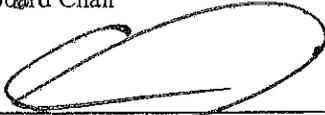
Health Insurance Committee Meeting	January 27, 2022	4:00 P.M.
Regular Board Meeting	February 14, 2022	6:00 P.M.

As there was no further business to come before the Board, Chair Rocksund adjourned the meeting at 8:36 P.M.

MEETING
ADJOURNED:



Board Chair



Business Manager/Clerk

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: [ARM 10.55.604\(4\)](#) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Lake County

DISTRICT: St. Ignatius School District #28

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

St. Ignatius Middle School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709 Library Media Services

10.55.1801 Library Media Program Delivery Standards

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

Indian Education Committee was presented and discussion of our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Community members, Parents and Students were include in this meeting. Decemeber 20, 2022 Tribal Council was presented our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Once quarterly, Community Breakfast was presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29,2022 Annual Data Day with Staff and Community members were we set Annual Smarter Balance goals for Standards and Standard Deviation

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

Monthly, the Community and School Board are presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29, 2022 Annual Data Day with Staff and Community members were we set Annual SBAC goals for Standards and Standard Deviation. Community Library Collaboration Agreement includes community members and city council input into the planning and implementation of the variance application. IEC and Student Led Conferences included school goals and achievement data. March 2, 2023 at 3:15 pm the board reviewed the variance application and plan and approved the plan. (Included)

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

2021-2022- 17.6

2020-2021 17.9

2018-2019 18.6

Goal: 19.5

Grade	Proficient	ELA 21	ELA 22	ELA Nearing	Goal State 21
Grade 3	na	18		26	47
Grade 4	9	25		18	47
Grade 5	24	36		28	47
Grade 6	10	16		13	47
Grade 7	44	32		22	47
Grade 8	14	6		21	47

Covid has made academic achievement a new goal and recovering learning loss.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Included above is the reading goal and achievement level. We will also include the Achievement Gap Data that will show we are closing and exceeding the gap for Native Americans with a gap of 6%. Our district was honored with the 7th Generation Award for Academic Achievement Improvements from OPI as well as a the "Rilla" award for our data improvements from EDHUB. We are a Montana Behavioral Initiative (PBIS) "Platinum" School in the Elementary, Middle and High School three years in a row. Administrative Walk Throughs are being used to provide feedback to the certified librarian in the domains of: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. We continue to maintain and review quarterly the accurate numbers of library usage from students. We have hired a paraprofessional to aid our librarian in all duties of the librarian.

- c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

We are currently tracking STAR Assessments in Reading at 41.5 % proficiency. Our goal is 80%. We have set an Annual goal: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) The library usage and gathering of information from students has become much more technical; students gather facts and information for the web way more than books. This transition and use of the library will mean changes that will need to change our protocols and library systems in the near future.

Technology and proper use of electronics will be the focus and future of Library Science and exploration of the role of instruction and standards will change to meet this need. the role of librarian has changed and so should the standards and expectations.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

A new Strategic Plan will be included, but the goals for this proposal renewal variance remain the same. We have not changed how we are reaching this goal. The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

The numbers have changed but the tool remains the same. (Current Data Included)
Smarter Balance, STAR, ACT

9. In what way does this variance meet the specific needs of the students in the school(s)?

Remains the same. No Changes to how we meet student needs. Academic Achievement has become our biggest goal on the heels of covid and learning loss. Increasing our Academic Achievement and our goal will remain getting us back to the level of the State.

10. Describe how and why the proposed variance would be:

a. Workable

We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students.

b. Educationally sound.

We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students. The standards for library need to change, we use our systems proficiently to offer sound standards for learning.

- c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

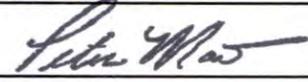
We will include our library standards that meet 10.55.1101 through 10.55.2101

- d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

We will include our library standard that align with ARM Chapter 53 and 54.

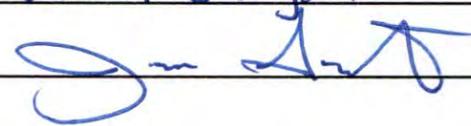
Required school district signatures:

Board Chair Name: Peter Matt

Board Chair Signature: 

Date: 3-2-23
4 p.m.

Superintendent Name: Jason Sargent

Superintendent Signature: 

Date 3-2-23
4 p.m.

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve Deny

Board of Public Education Chair _____ Date _____

Approve Deny



Thursday, March 2, 2023
Special Board Meeting 3:15 pm District Office Meeting Room

Special Board Meeting -Approve Library Variance Standards Request

1. New Business

1.01 Library Variance

Posted in public and distributed to Governing Board Members three days before the Meeting.

**BOARD OF TRUSTEES SPECIAL BOARD MEETING MARCH 2ND, 2023 AT 3:15. LOCATION: ST. IGNATIUS
DISTRICT OFFICE MEETING ROOM.**

BOARD MEMBERS IN ATTENDANCE: Peter Matt, JP Thomas, and Jeff Evans were available by phone call and Mary Leishman and Tony Incashola were both present.

GUESTS/STAFF: RaSena Christopher, Assistant District Clerk, Jason Sargent- SUPT-

CALL TO ORDER 1.01-Pledge of Allegiance Peter Matt called the meeting to order at 3:15 pm and acknowledged the presence of a board quorum.

1.01 Library Variance

Application- JP Thomas motioned to approve the Library Standard Variance Plan and Expectations as presented. Mary Leishman seconded the motion which passed unanimously.

Meeting adjourned at 3:18 PM

Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	32
Grade 7	44	32	22	47	33	30	24	35
Grade8	14	6	21	47	5	11	18	30
ACT	17.9	17.6		Goal 19				

Reading
52.5%

Math
62.7%

Academic Progress

**ALL category is 3-5 proficiency only.
 **Total school proficiency is ~~42.1%~~ (R) & ~~38.8%~~ (M).

Grade	Reading	Reading State (21-22) SBAC (3-5)	Math	Math State (21-22) SBAC (3-5)
5	38% (33.5)	47.5%	38% (25) 68.5%	33.8%
4	29.5% (35.5) 44.5%	45.8%	51% 29.5% (29.5)	41.8%
3	32.5% (24.5) 42%	44.2%	37.5% (36) 53.5%	44.9%
2	40.5% (52) 57%	-	46% (44) 69.5%	-
1	36% (61) 57%	-	46% (51) 71%	-
K	76.5% (67.5)	-	-	-
ALL	33.33% (31.16)	45.9%	34% (30.16)	40.1%

41.5%

57.6%

Current Numbers Elementary
2/23/23

98

STUDENT INSTRUCTION

Selection and Use of Library Materials

The District maintains libraries primarily for use by District students. The Librarian is responsible for selecting materials for inclusion in the libraries, subject to the approval of the Board of Trustees. Prior to presenting materials for inclusion in the library, the Librarian may consider the existing collection, the curricular needs of the students, and the recommendations of the American Association of School Librarians in determining what materials are appropriate for the libraries.

Library materials may be checked out by students or staff during the instructional day. Students and staff who check out library materials are responsible for the care and timely return of such materials. Building principals may assess fines for damaged or unreturned books.

District residents may access the District libraries and/or check out library materials at the discretion of the building principal. Such access may not interfere with regular school and student use of such materials.

Any individual may challenge the selection of materials for use in the libraries. The Superintendent shall appoint a committee of teachers, librarians, and administrators as independent investigators pursuant to the Uniform Grievance Procedure to determine if the challenged material is properly located in the library.

Legal References: § 20-7-203, MCA Trustees' policies for school libraries
 § 20-7-204, MCA School library book selection

Cross References:

Policy History:

Adopted on:

Revised on: April 2009

The action taken will be communicated in writing to the person submitting the request. The action of the committee can be further appealed to the school board by any of the parties involved in the action.

The material in question shall continue to be used until formal review procedures are completed.

C. SUBJECT AREAS COLLECTED

1. Subjects
2. Present Collection Levels
3. Future Acquisitions levels

The library sees the need for improvement in the areas of Montana History, Biographies, Native American History, Religious material covering both fiction, and non fiction selections of differing religious viewpoints.

4. Special Collections
5. Other Considerations

POLICY IMPLEMENTATION, EVALUATION AND REVISION.

This Policy needs to be reviewed and updated at least every three years, with the approval of both the District #28 and Public Library Board.

Adopted: 27 day of January 2022

Library Board Chair:

Brenda Arlunt

School Board Representative:

Leta Maw

**Mary Ann Erickson
St. Ignatius School – Community Library
Collection Management Policy**

A. INTRODUCTION

1. Mission Statement

The St. Ignatius School – Community Library seeks to accommodate school and public patrons using various print and non-print materials to enrich, enhance, and encourage reading for recreation and learning throughout their lifetime.

2. Purpose:

This policy is intended to provide a tool to assist in the shaping of library goals, patron needs, and acquisitions to the collection. It is intended to provide staff, school, governing bodies and the community with information as to how selections of materials are made. This policy will stay flexible in consideration of changing needs in an era of increasing information

3. Community Analysis & User Groups Defined:

The St. Ignatius School – Community Library operates under inter local agreement between School District #28 and the Town of St. Ignatius. A library board is established to oversee the public portion of the library, while the school district maintains governance over the school portion, and building.

We serve a community base of approximately 5400 potential patrons of which about 800 of those living in the Corporate Town limits of St. Ignatius. We serve patrons who enjoy farming, construction, service industry, and education along with other jobs as their source of income. A large percentage of our users are K-12 students, including public and home school students. We have a growing group of Amish, Hutterite, and Mennonites that are beginning to use the library.

4. Patron Needs and Services:

The library strives to maintain an up to date collection of fiction, and non fiction materials for readers of all ages. We provide adequate numbers of computers and other technology so that we rarely have patrons waiting to use equipment. Some of the needed programs that we are providing or developing include but not limited to Book Van during the summer months, computers, computer assistance or training, ILL, home delivery of materials for the elderly, and home bound.

5. Collection Description:

The collection that the library maintains includes selections for preschool, K-5th grade, middle, high school students, and the adult population. Our collection includes fiction, and non fiction books, VHS, DVD, Audio, and leap programs. We have a collection of both Native American, and Montana History.

6. Cooperative Collection Management and Interlibrary Loan

The library provides to the patrons interlibrary loan of items free of charge, unless the library is charged. We do this primarily through OCLC WorldCat.

B. COLLECTION DEVELOPMENT

1. Chronological Coverage

Volumes are retained in the collection contain information of a general nature relevant to the subject, and are kept well indexed until another volume is purchased which pre-empt this information. Volumes considered classics in the field are kept. The average age of our collection is 1985.

2. Formats

The following formats are collected in the library.

- Books, including large print
- Periodicals
- Videotapes
- DVD's
- Audio books (cassette, CD, Book & Cassette)
- Educational tapes
- Online Databases
- Local Newspapers
- Online E-Books
- Book Kits
- Leap pads, and programs

3. Multiple Copies

Need in the criterion for duplication for books and materials. A variety of different titles is usually preferable to duplicate copies of a single title. Need for duplicate titles are weighed against current demand and long-term use.

4. Languages

The policy limits the purchase of materials to the English language, with exception to dictionaries as reference material, and educational tapes. Non-English titles will be purchased if long term need arises. Non English titles can be ordered in by Interlibrary Loan through OCLC for short term use.

5. Funding Considerations:

Funding for the library is a combination of funds contributed by school district #28, local, county, state, and grant monies along with monies donated by the community. With School District #28 and the Public Library Board making the final decision on how monies are budgeted. Each board being responsible for their portion contributed.

6. Selection Criteria

The head librarians of the School and Public Library have the responsibility for selection and purchase of new material to be added to the collection.

The purpose of the selection process is to obtain expertly selected materials, to supply information and reference assistance. To help those engaged in education pursuits, and to provide recreational reading.

The library's policy is to purchase within budget limitation, the materials which satisfy patron needs. Established criteria for selection include judging the titles:

- Permanence or timely value
 - Accuracy
 - Authoritativeness
 - Clear presentation and readability
 - Social significance
 - Cost
 - Fair presentation of all sides of controversial issues.
(Title may be considered in context with the subject's treatment)
 - Author's reputation
 - Publisher's reputation
 - Title's availability elsewhere in the area
 - Avoidance of what is trivial, deliberately distorted, or primarily sensational or offensive.
 - Demand
-

7. Gift Policy

The library accepts gifts and donations with the library in conjunction with the school board having final authority of acceptance. Items donated to the library may or may not be added to the collection. Items not added to the collection may be sold, given away, or discarded in accordance with policy. No gifts shall be accepted with strings attached, unless approved by both the library board, and the school board. No appraisal of gifts can be given, but receipts will be given for the number of items donated upon request.

Once an item is donated to the library, it becomes the property of the library, and will be treated in the same manner as material purchased. If the donor wishes, a gift bookplate will be put on a book, identifying it as a gift from the named donor. Monetary gifts are accepted.

8. Collection Maintenance

Maintain a well-balanced collection that will match the wants of the users, real and potential. Only the librarian can perform the weeding task, or volunteers under his/her supervision, following generally accepted guidelines.

Weeding is undertaken to:

- Save space
- Make room for new materials
- Increase circulation
- Increase accessibility
- Improve efficiency
- Reduce Cost
- Improve collection, service, and support
- Support the curriculum of the school

Criteria for material to be weeded:

- Poor physical condition
- Outdated format – fine print, outdated and/or unattractive visuals
- Outdated and/or inaccurate content
- Inappropriate subject or treatment of a subject when considered in relation to the needs of students, teachers and community members it is intended to serve.
- Mediocre or poor quality presentation of content
- Unnecessary duplication
- Lack of use

Guidelines for disposal:

- In accordance with policy, discard at time of removal, advertise by email and display for classroom use. Items not taken for use will be listed as surplus.
- Removed from computerized database
- Removal of barcodes, and spine labels

9. Complaints and Censorship

The library staff exercise care in the selection of materials added to the library collection, however there will be occasions where teachers or members of the community may wish to request a reconsideration of a selection of library materials. In such an event the individual shall contact the librarian in an attempt to informally resolve the issue. If the matter cannot be resolved at that level, the individual will be referred to the superintendent.

The superintendent shall:

1. Have the person with the concern complete the required form, "Reconsideration of Library Material"
2. Acknowledge receipt of all written or verbal request for reconsideration of the material in question
3. Shall establish a formal review committee to review the request and the material in question.

Committee Review Procedures

The library board and the superintendent will establish the review committee. The committee will be chaired by the School or Public Librarian. The committee should be comprised of teachers from the grade level in which the material is intended, principal, students, or community members.

The committee will review the material in question and form opinions based on the material as a whole, not on select pages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material in a school related challenge.

The committee will formulate their recommendation and prepare a written report for the superintendent and the library board. The library board and superintendent will make the final determination for action.

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Library Science

Overview

The library is designed to introduce, instruct, and aid the students in daily use of resources available within the library walls of St. Ignatius School Community Library. Students will use the skills they have learned to access information from print and non-print research media provided by the library. Reading for enjoyment will also be an essential part of library usage. Technology will play a large role in the students of the future. Students will know sources and how to evaluate them. Students will be encouraged to also use other forms of media, including print media.

Types of Media

Fiction

Nonfiction

Biography

Reference

Periodicals

Audio

Visual

Computer Usage

-World Book Online

-InfoTrac

-Automotive Repair

-
- Montana Library Network**
 - Netlibrary**
 - Montana Shared Catalog**
 - Internet Sites using Search Engines**
-

Library Media and Library Technology K-1

Content Standard: Students understand an inquiry process including how to access, evaluate, and use information.

Learner Result:

The student will:

1. Demonstrate the ability to locate the school library media center, circulation desk workstations, picture books, fiction books, and nonfiction books.
2. Demonstrate the ability to locate materials and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize information is available.
5. Identify the research task.
6. Identify topic with teacher help.
7. List questions about the topic.
8. Explore general collection resources (e.g. Fiction and non fiction).
9. Name people who are resources (e.g. family, teachers, librarian).
10. Identify community resources (e.g. librarians, museums).
11. Select the best resources available in a variety of formats (e.g. books, pictures).
12. Access information within resources (e.g. illustrations in books, videos).
13. Recognize that interviewing people is a source of information.
14. Recall previous knowledge of subject and build on that knowledge.
15. Identify with teacher help, a variety of methods for sharing information.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials, and technology.

Learner Results:

The Student will:

1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (e.g. rules, proper care of materials, compensation for lost or damaged materials).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Listen and begin to read books for enjoyment as well as for information.
 2. Be exposed to a variety of authors, and illustrators at an appropriate level.
 3. Recognize and comprehend library vocabulary.
 4. Explore general collection resources (fiction and nonfiction).
-

5. Locate and define the parts of a book (cover, spine, title).
6. Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the books to begin, and processing from left to right and top to bottom.
7. Explore literature through a variety of technologies.
8. Use picture clues for understanding material presented.
10. Identify the element of "story" (e.g. character, setting).
11. Recall the sequence of stories.
12. Develop empathy through interaction with a story's character.
13. Develop an awareness of other cultures through interaction with a story.
14. Begin to explore award-winning literature (e.g. Caldecott).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate a computer.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.

Library Media and Library Technology 2-3

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Demonstrate the ability to locate the school library media center, circulation desk, workstations, picture books, fiction books, and nonfiction books, reference and periodicals.
2. Demonstrate the ability to locate material and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize the need for and use available information.
5. State the research task at hand.
6. Identify topic with teacher help.
7. formulate questions about the topic.
8. Identify and record information already known.
9. Distinguish between broad and narrow topics (e.g. fish v.s. trout).
10. List steps needed to complete the task.
11. Identify different kinds of information(e.g. textual, pictorial, electronic).
12. Identify important words that could be used as search terms.
13. Identify community resources (libraries, museums, businesses, government agencies).
14. Identify elements of an effective product or presentation.
15. Access information within print resources (illustrations, the title page, table of contents, index).
16. Describe how headings and subheadings in text are used to organize information.
17. Be able to summarize information.
18. Organize and integrate information (e.g. sequencing, webbing).
19. Select information that is understandable, available, relevant and current.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator or company.
5. Be able to recognize symbols of copyright.
6. Cite resources in a simplified format.
7. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative

expressions.

Learner Results:

The student will:

1. Explain that information is based on fact or fiction.
2. Be exposed to a variety of authors, and illustrators at an appropriate level.
3. Recognize and comprehend Library vocabulary.
4. Explore general collection resources (fiction and nonfiction).
5. Locate and define the parts of a book (author, illustrator, cover, spine, title, dust jacket, title page, table of contents, index, glossary).
6. Explore literature through a variety of activities and technologies.
7. Locate picture books and fiction books in alphabetical order by author's last name and non-fiction books by the Dewey Decimal Classification number and other book spine information.
8. Extend his/her contact with literature through creative art activities.
9. Read various genre of literature (e.g. folklore, poetry, drama, realistic fiction, fantasy, "how to" books, nonfiction).
10. Identify the story elements (character, setting, plot).
11. Identify and list a variety of evaluative criteria to use when selecting materials(interest, readability, relevance).
12. Recognize and comprehend library vocabulary.
13. Identify information resources that show prejudice or stereotyping.
14. Select resources in a variety of formats.
15. Continue to explore award-winning literature (e.g. Caldecott, Coretta Scott King).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Recognize that information can be delivered through a variety of technologies.
 2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.
 3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
 4. Demonstrate positive social and ethical behaviors when using technology.
 5. Practice responsible use of technology systems and software.
 6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
 7. Use technology resources for extended learning activities.
 8. Communicate about technology using developmentally appropriate and accurate terminology.
 9. Discuss the meaning of media.
 10. Use keyword strategies to search on-line catalogs.
 11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.
 12. Choose appropriate technology sources to gather specific information.
 13. Select the appropriate technology resources to address a variety of tasks.
-

Library Media and Library Technologies 4-5

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Maintain previous skills.
2. Determine types of information needed to complete task.
3. Identify and describe general references (e.g. general encyclopedias, atlases, dictionaries, periodicals, thesaurus, almanacs, electronic resources).
4. Evaluate and select information that is understandable, available, current relevant, and objective.
5. Develop note-taking skills (take notes on cards, highlighting most significant information).
6. Paraphrase or summarize information to avoid plagiarism.
7. Organize and use information effectively (e.g. sequencing, webbing, outlining).
8. Incorporate the concept of a first draft, gathering feedback, editing, in the research process.
9. Access information within resources (copyright date, volume number, guide words, glossary, bibliography).
10. Use appropriate interview techniques (e.g. effective yes-no, open-ended, and probing questions that relate to topic).

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to describe the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedure and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Record information sources in approved bibliographic format.
7. Recognize the concept of plagiarism and its terminology.
8. Use information technology responsibly.
9. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Extend their knowledge of library vocabulary.
 2. Evaluate and select information resources that are understandable, available, relevant
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current and objective.

3. Define the difference between an autobiography and a biography.
4. Be able to discuss an author or illustrators' style or purpose.
5. Describe the steps authors use to write books.
6. Locate, define, and identify, the purpose of the parts of a book (copyright, publisher, bibliography, author, illustrator notes, introduction).
7. Be able to make selections for recreational reading at a personal comprehension level that encompasses a variety of interests.
8. Extend his/her contact with literature through creative arts activities.
9. Select resources in a variety of formats.
10. Select and evaluate information resources for objectivity (information that does not show prejudice, stereotyping, bias).
11. Identify story elements (e.g. character, plot, theme, and telling).
12. Explore award-winning literature (e.g. Newbery, Orbis Pictus, Young Reader's Choice Award).

Content Standard:

Learner Results:

The student will;

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.
10. Use keyword strategies to search on-line catalogs.
11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.
12. Choose appropriate technology sources to gather specific information.
13. Select the appropriate technology resources to address a variety of tasks.
14. Discuss advantages and disadvantages of technology.
15. Use technology tools (presentation web tools) for individual and collaborative writing, communication, and publishing activities.
16. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic sources.

Library Media and Library Technology 6

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Recognize the need for information.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
9. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
10. Identify the steps in the inquiry process.
11. Identify the author, title, publisher, and date of research materials.
12. Demonstrate the ability to use the table of contents, indexes, and cross-references.
13. Demonstrate the ability to paraphrase when note taking.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials promptly.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe copyright.
7. Define plagiarism.
8. Demonstrate the ability to paraphrase when taking notes.
9. Define and identify censorship.
10. Demonstrate the ability to independently choose library materials to satisfy personal interest and academic needs.
11. Demonstrate the ability to use technology responsibly.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.

Learner Results:

The student will:

-
1. Know the characteristics of fiction and nonfiction.
 2. Know the organization of fiction by author's last name.
 3. Know the organization of nonfiction by Dewey Decimal Classification.
 4. Understand how to locate books by an interest area.
 5. Explore literature through a variety of activities and technologies.
 6. Use Scholastic Reading Counts to select literature and test comprehension.
 7. Explore award winning literature (Newbery, Scott O'Dell, Edgar Allan Poe, etc.).
 8. Explore a variety of poetry forms.
 9. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner results:

The student will:

1. Demonstrate the ability to a wide variety of information technology, such as computer databases, CD-ROMs, the Internet, and online catalogs.
 2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
 3. Recognize the different purposes of current technologies.
 4. Practice responsible use of technology systems and software.
-

Library Media and Library Technology 7

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Apply the steps in the inquiry process to specific research needs.
10. Demonstrate the ability to use the table of contents, indexes and cross references.
11. Demonstrate the ability to paraphrase when note taking.
12. Demonstrate the ability to extract the information to compile a complete bibliography.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner results:

The students will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials in good condition.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe and identify copyright.
7. Define and identify plagiarism.
8. Demonstrate the ability to paraphrase when taking notes and correctly cite sources.
9. Define and identify censorship.
10. Independently choose library materials to satisfy personal interests and academic needs.
11. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner results:

The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author' last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Demonstrate how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Locate and retrieve biographic resources.
7. Explore literature from a variety of cultures.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguished among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner results:

The student will:

1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, The Internet, CD-ROMs, and on line catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
3. Recognize the different purposes of current technologies.
4. Demonstrate the ability to identify reliable Internet websites through criteria checklists.
6. Demonstrate the ability to evaluate electronic information for accuracy and reliability.
7. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
8. Practice responsible use of technology systems and software.
9. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technology 8

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to create and revise questions based on the specific research topic.
7. Demonstrate the ability to use different keywords, approaches, and sources in the inquiry process.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Demonstrate the ability to select and use a variety of print and nonprint sources.
10. Demonstrate the ability to identify author, title, publisher, and date of research materials.
11. Demonstrate the ability to identify the table of contents, indexes, and cross-references.
12. Demonstrate the ability to paraphrase when note-taking.
13. Recognize additional resources beyond the school community library, such as interlibrary loan and community resource contacts.
14. Demonstrate the ability to choose the appropriate source for his/her needs.
15. Demonstrate the ability to develop search strategies to achieve research goals.
16. Demonstrate the ability to correctly cite a variety of sources in correct bibliographic format.
17. Demonstrate the ability to identify primary and secondary sources.
18. Recognize point of view and bias in sources.
19. Demonstrate the ability to use information to create original products and presentations.
20. Demonstrate the ability to adapt the inquiry process to specific academic and personal needs.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
 2. Exercise good stewardship of all library property such as hardware, furnishings, and materials.
 3. Demonstrate the ability to keep borrowed materials in good condition.
 4. Demonstrate the ability to return borrowed materials promptly.
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5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe and identify copyright.
7. Define and identify plagiarism.
8. Demonstrate the ability to paraphrase when taking notes.
9. Demonstrate the ability to correctly cite sources in a bibliography.
10. Define and identify censorship.
11. Recognize the relationship between the Bill of Rights and free-lending libraries.
12. Demonstrate the ability to independently choose library materials to satisfy personal interests and academic needs.
13. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author's last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Understand how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Read from a variety of literary genres, including science fiction, fantasy, mystery, and historical fiction.
7. Understand the organization of biography by the subject's last name.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, CD-ROMs, and online catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, subheadings.
3. Recognize and identify the different purposes of current technologies and electronic sources.
4. Demonstrate the ability to determine which technology is appropriate for his/her abilities.
5. Demonstrate the ability to identify the author, title, address and date of an electronic resource.
6. Demonstrate the ability to correctly cite electronic resources in a bibliography.
7. Demonstrate the ability to evaluate electronic information for accuracy and reliability through the source's origin, expertise, currency, and purpose.
8. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
9. Practice responsible use of technology systems and software.

10. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technologies 9-12

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Analyze and adapt the inquiry process to satisfy individual and group information needs.
2. Define and revise the information needed to meet the specific format, purpose, and scope of the project.
3. Develop a plan to obtain needed information using a variety of research and investigative strategies.
4. Assess information sources using multiple criteria.
5. Synthesize information to create a new product that meets a specific purpose or vision.
6. Evaluate the process and the product of the inquiry.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Evaluate the impact of equitable access to information in a democratic society.
 2. Use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources.
 3. Follow school guidelines for responsible use of information resource.
- Collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.

Learner Results:

The student will:

1. Compare and analyze literature and other creative expressions from diverse cultures.
2. Select, analyze and evaluate literature and other creative expressions from writers origins and connect them to their own lives and to the human experience.
3. Apply his/her knowledge of the use of libraries to a variety of new information environments.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Analyze and evaluate various media and technologies when applying information necessary to complete a specific task.
2. Develop and demonstrate research strategies to effectively locate information in various media and technologies.

3. Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distorting of information from a variety fo media and technologies.



School District #28 Strategic Plan Annual Goals

Goal Area 1: Student Achievement

Statement of Intended Outcome: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students. We will continue to be a state leader in positive systems and innovative change agents in new and changing approaches to education. We will embrace change to best serve our students.

Strategic Objectives:

- 1) Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
 - a) Reviewed with all staff August 30, 2021. Packets of expectations dispersed and reviewed.
 - b) SID will be testing preparation, Smartboards and Records on Jan. 17th
 - c) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - d) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD. We learned a lot to move the district forward in Memphis.
 - e) Complete -Platinum We will look for something that we can have an outside evaluator complete for next year.
2. Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) Summer Program priority for 2nd grade students that are going into 3rd grade that are not yet proficient. LLI will be used to increase proficiency at all grades.
 - a) Goals and Expectations reviewed with staff August 30, 2021
 - b) Working on trying to fund out of ESSER a summer program to make up for days missed in Elementary Title Program. This will be a 4-week program in June.
 - c) We have additional training for PLC's and Instructional Strategies set for May 13th. PLC training on Friday will be centered around instructional strategies and PLC organization and utilization.
 - d) Not Complete – We are a long ways from 80% and will shoot for State Norm for Next Year
3. Share achievement data with the board annually. Increase both ELA and Math Proficiency by 10% minimum. Academic achievement will be our biggest priority to make up for learning loss during the pandemic.
 - a) Goals and Expectations reviewed with staff August 30, 2021
 - b) PSI and RTI meetings happening on regular basis.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day. We have additional training for PLC's and Instructional Strategies set for May 13th. Final Report for End of Year will be done in June or July depending on release Smarter Balance testing.
 - d) Complete for some grades and Not Complete for Others – Academic Achievement is main goal for 2022-2023
4. Look to add C.T.E. certifications to our School to Work Courses. Certificates and/or diploma cords when students meet required curriculum in certain CTE areas. Implement CTE Action plan. Encourage C.T. E. options that are available and trade school options with the same effort we encourage four year colleges. (See Attached)
 - a) See Attached
 - b) Annual Goals Reviewed for Advanced Opportunities Grant
 - c) CTE Annual Data was completed by Mrs. Redmond last week
 - d) Complete

5. Our academic achievement efforts will be measured and documented with a semester pre-test and compared and documented Post (Semester Test). Student achievement will be measured and documented based on Product, Process and Progress. Elementary will focus on assessment measurable outcomes in Math and Reading and Standard Based Reporting. HS/MS will conduct measurable outcomes by semester in Process, Progress and Product.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Reviewed Administrative Team 11/2/21 that this is being done at least quarterly
 - c) Weekly Review
 - d) Semester Tests Last Week –End of 1st Semester
 - e) Annual Testing will take place in April-May.
 - f) Complete
6. Support the existence and opportunity for extra-curricular activities. Assure safety, effective practice and efficient plans for practice and competition. Plan for how we can integrate more drama, performing arts, speech and debate.
 - a) See Return to School Plan 2021-2022 –Reviewed Monthly
 - b) No recommended changes for November, 2021 Numbers Remain Low in School District #28
 - c) Recommending the Addition of Drama Club in January for a Season of Drama for 2021-2022
 - d) Currently reviewing lady wrestling, 8th Grade participation and baseball. Will be action in May.
 - e) Complete- Every effort was made to increase interest in Drama, Performing Arts and Speech
7. Support Academic Achievement in a Safe, Effective and Efficient manner during this time of uncertainty. Increase academic outcomes at all levels especially SBAC efforts. Revise and review testing protocols and procedures for optimal outcomes.
 - a) See Return to School Plan 2021-2022 –Reviewed Monthly
 - b) Great Educational supports are in place at all levels to increase academic achievement
 - c) For over a month the St. Ignatius School District #28 has had zero cases of Covid from Staff or Students.
 - d) We are expecting an uptick of cases this month (January)
 - e) Cases have dropped significantly – March
 - f) Complete – We were very successful keeping students and staff safe this year

Goal Area 2: Leadership

Statement of Intended Outcome: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives:

1. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) We have begun to meeting and talking about next year.
 - d) Complete – Platinum
2. Monthly report to goals and efforts towards meeting our annual goals.
 - a) September Complete
 - b) October Complete
 - c) November Complete
 - d) December Complete
 - e) January Complete
 - f) February Complete
 - g) March Complete

- h) April Complete
 - i) May Complete
 - j) Complete
3. P.S.I. Leadership Team at all levels.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - d) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.
 - f) Complete
 4. Continue the exit survey for all graduates to take at the end of the year at graduation practice prior to leaving our district.
 - a) Complete Mr. Hendrickson Great Work- (Attached)
 5. Continue with assessment tools and expectations for Pre, Post and Summative Evaluation at all levels District-Wide. (Separate Process, Product and Progress)
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Checking SPED on 10/15/2021
 - c) Principals will be checking at the end of the 1st Quarter –October 29, 2021
 - d) SID will be testing preparation, Smartboards and Records on Jan. 17th
 - e) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - f) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - g) Complete
 6. Administration will spend more time in classrooms to assure improved academic achievement at all levels. Communicate with staff for when needed improvement is necessary. Be open and honest when communicating with all staff. Support educators to improve practice, procedures, expectations, goals, instruction, outcomes and team.
 - a) This is happening so far very well.
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) Monthly Meetings will area Superintendents has been completed.
 - d) District Superintendent needs to do a better job here.
 - e) Not Complete- Principals did Great- Superintendent did not do a Satisfactory Job Completing this Goal-

Goal Area 3: Facilities/Classroom Needs

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community. The District is very close to having our facilities vision met for the betterment of district schools, staff, students and community.

Strategic Objectives:

1. Tech. Director visit and prioritize our district tech. needs by visiting each classroom and contacting each teacher for input. Do an annual report to the board on technology needs assessment.
 - a) This has started and we have a lot of new technology.
 - b) Tech Report this month –Feb.
 - c) Hired Jesse Nesper to take on Tech. Director challenges for 2022-2023.
 - d) Still working on many projects for this summer and getting ESSER funds spent.

- e) Complete
- 2) Continue with quarterly walk-through with building and grounds committee.
 - a) We should schedule a walk-through soon.
 - b) Facility and Grounds met November 19, 2021
 - c) Facility Discussions have been ongoing in terms of Tennis Court Options, Expansion and Air Exchange Projects.
 - d) Another walk-through needs to be scheduled.
 - e) Working on tennis court, expansions and air exchange.
 - f) Completed as Needed
- 3. Properly maintain all the facilities and finish warranty items on all new and remodel improvement efforts.
 - a) We will continue with this work, but much has been done to maintain our facilities.
 - b) Facilities are complete with still some warranty items being completed.
 - c) Upkeep of facilities is our next hurdle.
 - d) Keeping facilities clean and safe is also a priority.
 - e) Proposing Part-time Position to Work on Large Quantities of new Supplies and Work for Safety
 - f) Mid-Year Maintenance Survey will go out soon in January, 2022
 - g) Lights in the Elementary Gym have been updated to LED and are much brighter.
 - h) Complete: We are making huge strides with our facilities and will continue to improve for 2022-2023
- 4. Continue to make improvements to facilities with resources available for needed changes. Begin plans for a proper auditorium for student performing arts. Begin planning for a new track.
 - a) We have some ideas for ESSER III Expansion plans that we will share soon. We will continue to look for ways to improve our facilities without any additional funds from the tax payers.
 - g) We are inquiring about the cost to have mobile auditorium seating in new gym that could rotate 45 degrees and have a drop-down stage on far end of the new gym. This would give us the opportunity to have an auditorium in the new gym without having to build an additional building for Plays, Musicals, Concerts, Etc. This would give us what was intended for the all-purpose room that ended up not being used since the view from the floor is impossible to see the performance. This was horribly planned and not effective for its intended use.
 - h) Looks like the old gym floor will need to be replaced due to mold. We also need to schedule the air exchange, gym and shop additions for summer 2022.
 - i) All faucets that needed to be changed out for lead have been swapped out for new faucets. They were not drinking faucets. All water and lead testing is complete and we are in compliance, we will have this in the papers soon.
 - j) Complete

Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives:

1. Create a collaborative survey for staff, parents and students. With input from parent, student and staff surveys the calendar committee will be run as per master agreement with Administration, 1 Teacher representative from each building, 1 Classified Representative and Board Calendar Committee members.
 - a) We will begin moving away from anonymous surveys. We will continue MyVoice Surveys for students and continue to survey staff and parents.
 - b) MyVoice is currently being done.
 - c) MYVoice results are in and have been shared with the board.
 - d) Maintenance results are in and have been shared with board and head of maintenance Steve McCollum.
 - e) Complete
2. Attend and build positive relations with IEC and Tribal Education. Collaboration with Tribal Education increased.
 - a) There have been no IEC meetings planned as of yet. We will participate in Tribal PIR virtual again this year.
 - b) Collaborate with Indian Education Committee, Tribal Education, Tribal Government and Local Culture
 - c) AWARE Grant Partnership that will supply one Native American Studies Teacher and one Para-Professional

with supply and field trip budget.

- f) Annual report completed 12/16/21 with Tribal Ed and Council
- g) Working on Title VI Grant and IEC has been given the grant to review for approval 4/15/22
- h) We have complete a complete change to our IPP and Impact Aid Policy and Procedure
- i) Complete- Kristin McClure will improve this process greatly

3. Committee to build positive working relationships with a mission and vision for all children.

Measurable Outcome:

- A) Attend and Document Tribal PIR
 - B) Attend I.E.F.A. Best Practice Conference
 - C) Work with Tribal Education Professional Development Opportunities & Indian Education Committee (I.E.C.)
 - D) Attend other I.E.F.A. workshops through Gear Up, MBI or other capacity building collaboration
 - E) Complete: Mrs. McClure will see we build positive relationships with all groups. -
4. Meet P.S.I. expectations for Communications and Community Involvement.
- a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.
 - d) Complete
5. Continue our Positive Web Presence to better communicate, collaborate and inform all constituents of district news, information and needed improvements.
- a) This is happening and will continue.
 - b) Daily Covid Numbers are being updated on the Web –Safe Return to School Plan Updated Monthly on Web Site.
 - c) Virtual Yearbooks are slowly being added to Website under Documents and Historical Yearbooks. We will need to reach out to community to see if there are more that we are missing can be added.
 - d) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.
 - e) Complete

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives:

1. Continue to ensure a safe and welcoming school where every student feels a sense of belonging. Every staff member believes every student can learn and we make decisions based on what is best for students.
 - a) We are off to a great start here with Climate and Culture much improved. The staff has been great to work with and appears to believe in our goals and expectations.
 - b) Goals and Expectations reviewed with staff August 30,2021
 - c) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - d) Zero Cases of Covid the Past Month
 - e) Expecting Covid to increase this month
 - f) Covid appears to have suddenly just stopped?? Zero Cases Reported for the past month anywhere.
 - g) Complete

2. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)

- a) Active P.S.I. student and teacher groups at all levels.
 - b) Goals and Expectations reviewed with staff August 30,2021
 - c) Complete
3. Have one group from each school report to the board annually.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Months assigned in January Board Meeting
 - c) Elementary has presented and MS is up this month.
 - d) Elementary and MS Complete- HS will present in May.
 - e) Complete
 4. Begin the PLC process similar to MBI Platinum status with a set of goals, systems and process to increase academic achievement with oversight and guidance from Solution Tree.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - d) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.
 - f) Complete – Much to improve for next year 2022-2023

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives:

1. Continue to search out and find ways to build financial benefits with grants and funding opportunities beyond regular funding sources.
 - a) The District is financially sound-
 - a) We are back on track with Impact Aid despite going into impact aid last year for salaries 120K-
 - b) We will be able to make gains over the next two years with ESSER dollars- (Impact Aid not General Fund)
 - c) Enrollment was down last year which again will affect funding for next year unless enrollment rises. So far this year enrollment is up in all schools.
 - d) AWARE Grant Added at No Cost to the District with Partnership with from Tribal Education.
 - e) Homeless Grant submitted for \$34,000 for upcoming year.
 - f) MT Advanced Opportunity Grant has been awarded from an additional \$13,000 for 2022-2023 in the areas of CTE.
 - g) Complete- The District Office, Administration and Staff chase every dollar available
2. The district office will continue to find creative ways to fund and support the district beyond the normal funding expectations.

District Office Funding Increases above our normal Revenue Potential

- Medicaid Paraprofessional: \$52,000
- Homeless ESY ARP (Homeless Grant \$14K Currently Applying for Additional 23K Egrants)
- Free Lunch for All k-12 Students: Priceless
- Impact Aid Reserve is recovered with positive budgeting and careful management. The goal will be to remain in the black and building reserves as well as General Fund back in proper working order
- Saving \$5,000 a year for a grant coordinator, Savings: \$35,000 over past 6 years
- Addition of Transitional Kindergarten now a revenue increase of \$30,000 a year
- Title I - CARES Act Funding Applied for and Received. Impact Aid will be over 100% Lot
- Montana Advanced Opportunities \$14,000
- District Office Brings In an Additional 250K per year compared to previous administration

- ESSER II and ESSER III – All Eligible Schools
- AWARE Grant to provide additional Native American Studies Teacher, Paraprofessional, Supplies, Field Trips for grades 6-12 100K
- Homeless Grant submitted for \$34,000 for upcoming year. \$6,000 more has been added.
- MT Advanced Opportunity Grant has been awarded from an additional \$13,000 for 2022-2023 in the areas of CTE.

Systems of Success

St. Ignatius School District #28

Safe and Welcoming/Parent and Community

- I. **Student-Led Conferences:** We went from 20% Parent Participation with traditional Parent-Teacher Conferences to 95% by scheduling Student-Led Conferences. This is an essential time to set goals and expectations as well as define roles for support and accountability. Students own the process and are responsible for their own presentation and current reality discussion. Grades, Attendance, Assessment Results and Behavior are reported by the student and self-awareness of results is positive. If needed, interventions and progress plans are set up and started in Milepost.
- II. **Student First:** Student first is recognition of significant Adults and students that have overcome obstacles with resiliency. Student First Initiative is students who are beating the odds with resiliency are honored quarterly and those students honor their most significant adult at the same time. The idea of support and commitment to one's education is encouraged and paid forward.
- III. **Positive System Interventions (P.S.I.):** St. Ignatius School District #28 Developed this guide to self-check and assure our district is meeting the system goals first established by M.B.I. (State Program) and P.B.I.S. (National Program) We developed our program around four main areas to include: Academic, Behavioral, Attendance and Mental Health Systems.

Sense of Belonging / Culturally Aware and Collaborative

- I. **Link Crew:** Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.
- II. **MBI and MBI Teams Student Leadership Opportunity:** All students should be taught all the skills necessary for success: academic, social/emotional, and behavioral. Schools are places where students can learn and practice positive interpersonal, cross-curricular, and citizenship skills. A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics can flourish. Schools are places where youth have access to many significant adults to help them feel collectively and individually valued. Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members. All students are entitled to be treated with dignity and respect. Successful schools gather and use a variety of information to improve teaching and learning. Effective use of a team approach involving all school staff, working together, provides a consistency which enhances student's success. Positive, proactive and preventable efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness. St. Ignatius is P.S.I. "Platinum" in all three schools.

III. **Indian Education for All:** We have developed a handbook that supports staff to teach more culturally with goals and expectations. Expectations and goals have integrated into the evaluation of teachers to implement accountability to expectations. The three areas that were implemented into our system of accountability and goals include: Collaborate and Communicate, 7 Essential Understandings and Traditions and Cultural Beliefs. We are working with tribal grants to enhance or collaboration efforts as well as our educational opportunities.

Academic/Behavior/Attendance Supportive

I. **Milepost Plans (RTI):** Teacher Surveys, Early Warning Systems, Grades, Attendance, Academic Testing are reviewed after 20 days of school to identify at-risk students. At-risk students will then meet with parent, teacher (who is responsible for milepost plan), counselor and/or principal. During this meeting the team will set up interventions based on your school pyramid. (See example pyramid) Progress monitors will be set up to monitor areas such as grades, early warning system, attendance or discipline referrals. The Milepost manager will enter these plans and record progress monitors weekly or bi-weekly. Goals will be established and interventions adjusted accordingly until indicators improve. Another meeting will be set and progress reviewed after 60 days of school to assure the student is making needed improvements. A significant adult at school is the difference in so many students' life. This plan includes a milepost manager and a significant adult that is identified by the student.

II. **Mission Forward Academy:** Provides an appropriate educational program for each student with choice and ownership of their education. This class offers an Alternative Program for At-Risk Students in many areas such as course support, credit recovery, credit retrieval, HiSet options, online courses and support such as Khan Academy. Math/English/Science Lab for RTI Support and Regular Education Title One Support is done with a certified teacher. Advanced Courses or Alternative Courses On-line are offered through Accellus and Montana Digital Academy.

III. **Professional Learning Communities (PLC):** We assume that all students can learn at high levels and we believe in whatever it takes. We, as educators, accept responsibility to ensure high levels of learning for every child. We can control and we can assume responsibility for student achievement for at-risk students in many areas. Teach what matters in a global market place. Our PLC's focus on areas such as: Focus on Learning; Collaborative Culture; Clearly define what students need to learn; Constantly Measure and progress monitor; RTI response when students don't learn.

IV. **Common Instructional Practice (Fundamental Five):** The commonality of instructional practices is important for student engagement as well as system norms. Frame the Lesson; Work in the Power Zone; Frequent and Small Group Purposeful Talk; Recognize and Reinforce; Write Critically

X. **After-School Tutoring (Optional not Mandatory):** Have available a teacher that can support students after school for at least one hour. Create a space where students can go and get support for academic challenges. The person is as important as the time.

Positive Future for All Students

I. **Senior Projects:** Senior Projects are a graduation requirement that is worked on during a student's high school career. Projects include community service, portfolio with items included such as a resume, letters and student work as well as materials needed in the future for college or employment. A presentation is required and deadlines need to be met on time. A five-year plan is written by every student that will include 8 pages of research to establish where they are going, what it will take to get there and what obstacles may they face. An Interview with someone that is in the field or pursuing what interests them is also required. This is a crucial piece for students to take a good look at their next five years after high school. The research will give students an opportunity to view what their future will bring in the next five years. If they plan on attending college they must research 3 institutions to make a good choice about what is best for their individual future.

II. **Personal Finance:** Every student is required to take personal finance their senior year of high school. This is a graduation requirement. They will learn about banking, saving, credit cards, taxes, insurance, retirement, real life and pitfalls to avoid. This is a full year course and one of the best things we ever instilled into this system. Students must know what to avoid and gain through life and best practices for successful living. Our current students will need to re-invent themselves for a career at least three times in their lifetime. Students can no longer just “earn a living” they must also now be able to “learn a living”. We must teach them skills to adapt, invent, create, envision and replace what we used to earn with hard work.

III. **Maker Space and Hands-on Opportunities (STEAM):** Exploration of future occupational demands with hands-on skill building and cultural activities relevant to each student’s future. The maker space will have one area in the elementary and one relevant for high and middle school located in the library. (This is in the implementation phase and actively pursuing this initiative)

IV. **CTE and Workforce Training for High Need Areas of Employment:** CTE and College Bound Opportunities are explored and information is readily available for all students.

Professional Development Calendar

- August 19-20: Optional PIR- Jim Casas Training in Frenchtown “Climate and Culture”
(This will be a combined District Training with a least 7 Local Districts from the area)
- August 23: School Specific Training Day – Teachers, Classified and Principals
1:00-2:00 pm Phones Elementary
2:00-3:00 pm Phones MS/HS
- August 24: Teacher Day- PLC, Preparing for 1st Day of School
- August 30: District Data Day- District Goals, District and State Data, Milepost Review, Rubicon, New Programs, District Expectations
1:00-3:00 pm Phones Training
- October 1: Tribal P.I.R.
- October 21-22: MEA/AFT Optional Days
- November 11-12: 1 Day Parent Teacher Conference .5 S.I.D.
- January 17: .5 S.I.D. and .5 Records Day
- March 4: Solution Tree –PLC Training K-12
- April 28: Showcase .5 PIR
- May 13: Solution Tree-School Specific Training K-5 Facilitator and 6-12 Facilitator
- June 3: .5 PIR Records Day

Percent Native American for School District #28

	Native American	Other
Administration:	33%	66%
New Hires:	31%	69%
Teachers:	30%	70%
Classified:	35%	65%
Total:	32%	68%

- I. School Information System
 - A. Infinite Campus – stignatiusschools.org

- II. Parent and Community Involvement/ College Prep / Positive Future
 - A. Student-Led Conferences
 - B. Community Showcase
 - C. Senior Projects w/ 5 Year Plan
 - D. Indian Education Committee
 - E. Parent Teacher Organization
 - F. Adult Education
 - G. Gear Up (College Visits)
 - H. School to Work (Career Days, Real Life Fair, Portfolio)

- III. Safe and Welcoming/Sense of Belonging/Positive Behavioral Supports
 - A. Montana Behavioral Initiative (MBI)
 - B. P.S.I. / P.B.I.S.
 - C. Mileposts
 - D. Attendance Counts
 - E. Bully-Free School
 - F. Early Warning Systems

- IV. Academic Achievement and Supports
 - A. RTI School –Milepost Program Silverback Learning for Every At-Risk Student
 - B. PLC Model-Whatever It Takes
 - 1. Focus on learning
 - 2. Clearly define what students need to learn
 - 3. Collaborative culture
 - 4. Systematically respond when students are At-Risk or don't learn standards
 - 5. Constantly Measure
 - C. After School Programs, Summer Programs, Title I,II and VII
 - D. Indian Education Department Partnership STEP Grant
 - E. Mileposts and Rubicon
 - F. Mission Forward Academy
 - G. Advisory and Teacher Mentors
 - H. Dibbles and Renaissance Learning STAR
 - I. Career and Tech. Education Perkins Grant

V. Fundamental Five Instructional Strategies (Instructional Requirements)

- A. Frame the Lesson
- B. Work in the Power Zone
- C. Frequent and Small Group Purposeful Talk
- D. Recognize and Reinforce
- E. Write Critically

VI. Collaborative Staff and Student Leadership

- A. Calendar Committee
- B. MBI Student and Teacher Leadership Teams
- C. PLC Teams
- D. Shared Leadership

VII. Goal Setting and Planning

- A. 5 year plan
- B. Annual Goals for District
- C. School Goals
- D. Personal Goals

VIII. District Data-What gets measured gets done

- A. Academic Achievement MAP/Smarter Balance
- B. Percent meeting Growth Target
- C. Percent of each class Proficient or Better
- D. ACT Scores
- E. Graduation Rate and Drop Outs
- F. Attendance Rates
- G. Discipline Count of Referrals
- H. Milepost Plans and Interventions/Progress Monitors/Parent Contacts
- I. PLC Status
- J. Achievement Gap and Native American Participation Rates

Parent/Community Involvement:

- Paper Day and Welcome Back Barbeque
- 9th and 6th Grade Orientation Activities before school starts
- Grades are Mailed Home 8x Year
- Infinite Campus for Students/Parents/Guardians to Check Grades/Attendance
- Communication on Absences (Calls, Letters)
- Community Showcase every other year, Senior Projects Annually in Spring
- Community Breakfast once a Quarter on a Friday
- All Calls for planning meetings for Calendar, Title I, Title VII, School Closure or School Events
- IEC Administration will be present at meetings for solid communication and planning
- Senior FAFSA Night, College Application Night -
- Gear Up support for college prep, scholarships and support for grades 7-12
- Bulldog Positive Post Cards sent home for good news
- Quarterly Newsletter from Administration
- Parent Compacts
- Student Led Conferences /Parent Teacher Conferences
- Parent Surveys
- P.T.O. Active and Support
- Attendance Letters-5,7 and 9 Jackie send letters Phone call at nine Principal
- Handbooks Big Ideas and Bold Policy for things like Attendance Policy
- Use Wed Presence and Apptegy to communicate better with Parents
- Did you know campaign in community?

Leadership

- I. Clearly communicate vision, expectations, data, goals and aspirations. Clearly define our purpose.
- II. Make decisions quickly and rationally, taking into account that decisions align with the ultimate objective.
- III. Always put others in the spotlight and avoid being the center of attention. Leaders eat last- Leaders give credit to team when things go well and accept total responsibility when things go wrong. They take full responsibility and blame.
- IV. Keep your team working together- Set goals with measurable outcomes, what gets measured gets done. If you expect it, you have to teach it.
- V. Take risks without being reckless- Outcomes are determined by what is earned and deserved.
- VI. Lead by example- Leaders are hardworking, trustworthy, ethical, and treat everyone with respect. To build expectations instill a sense of urgency that others share the desire to overcome.
- VII. Leadership is doing the hard things with courage because it's the right thing to do for kids and the betterment of their future. Be the difference in a student's life.
- VIII. Positive Systems with courageous people make great schools for kids.
- IX. Hold yourself accountable above all.

St. Ignatius School District #28 Drop Out Data Annual Count:

▶ 2000-2001	12
▶ 2001-2002	6
▶ 2002-2003	10
▶ 2003-2004	11
▶ 2004-2005	5
▶ 2005-2006	4
▶ 2006-2007	6
▶ 2007-2008	6
▶ 2008-2009	2
▶ 2009-2010	2
▶ 2010-2011	3
▶ 2011-2012	8
▶ 2012-2013	7
▶ 2013-2014	6
▶ 2014-2015	5
▶ 2015-2016	2
▶ 2016-2017	2
▶ 2017-2018-	3
▶ 2018-2019	3
▶ 2019-2020	3
▶ 2020-2021	5
▶ 2021-2022	7

Graduation Rate 97%

(2 Under the age of 16 which is not legal, but not being enforced)

St. Ignatius Elementary School Report

May ~ 2022 *spełm spqni?* - Bitterroot Month

www.stignatiusschools.org 745-3811  stignatiusschools

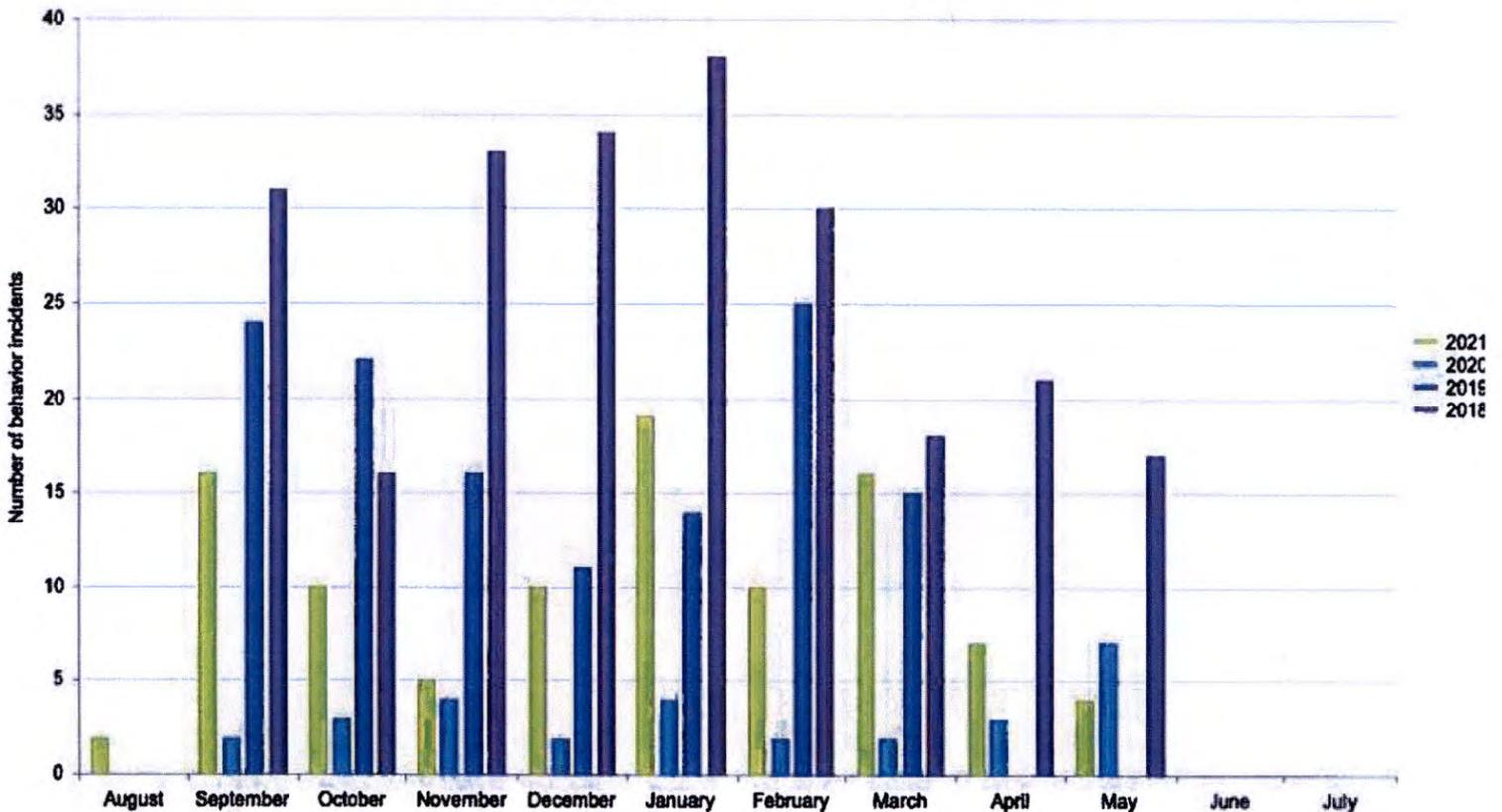
Enrollment:

	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Last Year
TKO	15	15	15	15	15	15	15	15	15	
K	42	41	40	42	43	42	44	42	41	
1	31	30	30	32	33	32	32	31	31	
2	38	35	36	37	37	37	36	36	36	
3	41	41	41	41	41	42	43	43	43	
4	37	37	38	37	40	40	40	40	40	
5	37	38	38	38	39	40	40	39	39	
Total	241	237	238	242	248	248	250	246	245	226

Attendance Percentage:

Overall	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Last Year
88.02	84.2	87.1	91.2	89.6	85.03	86.9	88.85	90.21		93.99

Number of Behavior Incidents by Month



UPCOMING EVENTS

May 13 - PIR DAY, No School

May 17 - Board Meeting

May 19 - District Powwow

May 30 - Memorial Day

May 31 - Play Day (Back up Play day June 1)

June 2 - Last Day of School

Last month of the school year for instruction and we are finishing strong.

SBAC Testing this month.

River Honoring and Field Trips this month.

Less Absences going into April and hopefully May.

School systems are strong and functioning well. RTI, PSI, MTSS(MBI), Title, Special Education, Specials, Classroom Instruction, SBAC Testing, Parent-School Relationships.

Changes in staffing

Student performance showing major yearly growth in Star Tests from Math and Reading and Title levels.

Elementary Goals 2021-2022

95% of our students will be on time

Monthly Class Competitions

Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

Maintain attendance at 94%

Monthly Class Competitions

Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

STAR READING AND STAR MATH GOALS

80% of students will be proficient or above in Star Reading grades 1-5.

School goal of 50% proficiency in Reading and 50% in Math

Use Star Reading/Math Assessment

Communicate with students and parents about their progress

Continue to implement our new curriculum K-2

Title teachers will focus on reading with LLI program and hands on learning

Classroom teachers will take Star Reading and Star Math tests at least 1/month.

SBAC GOALS

3-5 grade will have an average of 45% proficiency or above In Reading

3-5 grade will have an average of 50% proficiency or above In Math

Select a lead teacher to oversee the SBAC program and testing.

Practice tests each month leading up to the official test in late spring.

Give maximum learning time before test (test the last 2 weeks possible)

Use practice tests to identify areas needing improvement before the test is taken.

Title will focus on reading with the LLI program and identify students on the cusp of proficiency.

Continue our Development of Daily 5

Read through Daily 5 book

Put daily 5 into practice

Arrange rooms with new spacing and furniture conducive to Daily 5 teaching and learning.

Keep level of Major office referrals to below 50

Data will be shared at monthly staff meetings

Preventative measures will be taught and practiced at recess and for transitions.

Student Voice Survey will be taken at mid year to get feedback on their own experiences and needs.

PSI will be maintained at Level Platinum

Students will have 2 teachers each semester to oversee Bulldog Pride Group and do 1 project each semester.

Staff will make it a priority to practice the behaviors and attitudes that create a positive and unified school environment.

Parents will be notified of the initiatives that students and staff have for increasing our Positive Systems of Interventions at school.

Lesson Plans will have 7 essential Understandings standards applied in 5 separate lessons each year.

Mentoring Program

support/mentoring program for teachers new to the district.

List of programs and essentials for teaching expectations.

Work with FRESH to provide opportunities for new teachers and staff to receive training, support, and connections.

Monthly sit downs with new teachers with the Principal to listen and provide support and training.
Monthly meetings with lead teachers to cover concerns or give information for new teachers.

Bulldog Cards send 10 home/month

Students will draw cards to be selected for the Good News from the school cards.

Teachers will give out 10 cards/month.

Newsletter Communication each month for grade levels to community

ST. IGNATIUS ELEMENTARY - MISSION BULLDOGS
BE RESPONSIBLE -- BE RESPECTFUL -- BE SAFE

MMS-MHS 21-22 END OF YEAR REPORT

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS MBI/PSI	N/A	Gold	Gold	N/A	Platinum	Platinum	Gold	Bronze	none
HS MBI/PSI	N/A	Gold	Platinum	N/A	Platinum	Platinum	Gold	Silver	Bronze
Graduation Rate	85-90%	96.40%	93.55%	91.70%	89.66%	89.19%	89.29%	87.10%	77.24%
Dropout Rate	?	3.90%		2.25%	2.1	2.20%	2	3	4.7
# of dropouts	7	5	2	3	3	2	2	3	6
% of Seniors to College	62%	62%	81%	70%	75%	81%	80%	78%	
MS Attendance %	86.35%	91.48	89.95%	91.96%	91.97	92.55	93.08		
HS Attendance %	86.71%	90.83%	91.19%	93.11	93.24	92.16	92.8	94%	
HS CTE Participation				71%					
Scholarship \$	701,000	\$867,256	\$380,000						
HS Extra-Curricular								76%	75%
Enrollment HS	136	129	124	138	141	137			
Enrollment MS	107	121	112	112	115	107		122	
Student LED % MS	94	88	97	96	94	96	96		
Student LED % HS	91.6	87.7	93.3	93	96	90	90	92	95
ACT Composite Gr. 11	17.6	17.9	17.57	18.6	19.6	18.2	19.5	18.4	17.8

	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	
SBAC Prof./Adv. Gr. 6 ELA	16%	44%	24%	43.50%	30.50%	37%			
SBAC Prof./Adv. Gr. 7 ELA	32%	14%	28%	50.60%	18.80%	40%			
SBAC Prof./Adv. Gr. 8 ELA	5%	15%	38%	34.50%	38.50%	37.50%			
SBAC Prof. Adv. Math Gr. 6	13%	33%	15%	33.30%	24.10%	48%			
SBAC Prof. Adv. Math Gr. 7	30%	5%	30%	22.10%	21.90%	30%			
SBAC Prof. Adv. Math Gr. 8	10%	11%	7%	31%	30.80%	43.40%			
2021-22									
SBAC Prof/ Adv Science Gr. 8		NA	NA	NA	NA	NA			
2021-22									
	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS Discipline Referrals	124	70	96	86	150	195	236	325	
MS OSS	29	8	14	5	3	7	13		
MS ISS	19	14	30	15	33	50	58		
HS Discipline Referrals	34	15	50	46	85	62	90	64	42
HS OSS	7	4	7	2	9	7	9		
HS ISS	6	1	10	20	7	15	13		

Mission High School

Senior Exit Survey – Class of 2022

Gender: **M** or **F** Race/Ethnicity: _____

1. How many years have you attended Mission schools?
1-13 years
2. What are your plans after high school?
 - a. Attend a 4 year college or university – **34%**
 - b. Attend a 2 year community college – **14%**
 - c. Attend a trade/vocational school(welding, cosmetology) – **19%**
 - d. Join the Military – **0%**
 - e. Enter the Work Force - **33%**
 - f. Other (please list) _____
3. How many colleges did you apply to? **2-20**
4. How many were you accepted to? **0 - 13**
5. Did you fill out the FAFSA? **Yes – 57%**
6. Did you apply for any scholarships? If so, how many? If not, why?
No – 52% - not going to college, forgot, wasn't going to an expensive school, don't care
7. Did you receive any scholarships? **67%**
8. What type of student would you consider yourself in high school?
 - a. A b. B c. C d. D **A-C**
9. Did you participate in any extra-curricular activities at all during high school? If so, list all.
Answers Varied _____
10. How satisfied are you with the education you received at MHS?
 - a. Very Satisfied – **15%**
 - b. Satisfied – **67%**
 - c. Neutral – **18%**
 - d. Dissatisfied - **0**
 - e. Very Dissatisfied - **0**
11. What teacher(s) has made an impact on you as a student at MHS? **Several** _____
12. If you were to give the staff of Mission High School one piece of advice, to help kids like you be more successful, what would it be?
13. If there were one class that you took while in high school that you would change the format of, re-do things, make it better, what class would that be and why/what would you change?

Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	36
Grade 7	44	32	22	47	33	30	24	36
Grade 8	14	6	21	47	5	11	18	36
ACT	17.9	17.6		Goal 19				

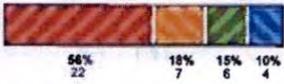
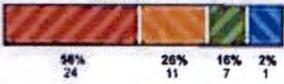
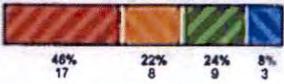
Average Score and Performance Distribution, by Assessment: St Ignatius K-12 Schools, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 Math - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2441 ± 12	 <p>Percent Count: 38% 15, 31% 12, 26% 10, 5% 2</p>	05/23/2022
Grade 5 Math - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2492 ± 14	 <p>Percent Count: 26% 10, 41% 16, 18% 7, 15% 6</p>	05/18/2022
Grade 3 Math - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2386 ± 10	 <p>Percent Count: 37% 16, 40% 17, 21% 9, 2% 1</p>	05/17/2022
Grade 8 Math - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2453 ± 15	 <p>Percent Count: 72% 29, 18% 7, 8% 3, 3% 1</p>	05/11/2022
Grade 6 Math - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2422 ± 19	 <p>Percent Count: 70% 21, 17% 5, 10% 3, 3% 1</p>	05/09/2022
Grade 7 Math - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2493 ± 18	 <p>Percent Count: 46% 17, 24% 9, 19% 7, 11% 4</p>	05/06/2022

Average Score and Performance Distribution, by Assessment: St Ignatius
K-12 Schools, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 ELA - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2410 ± 15	 <p>Percent Count: 56% 22, 18% 7, 15% 6, 10% 4</p>	05/24/2022
Grade 5 ELA - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2475 ± 16	 <p>Percent Count: 36% 14, 28% 11, 21% 8, 15% 6</p>	05/23/2022
Grade 3 ELA - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2351 ± 13	 <p>Percent Count: 58% 24, 26% 11, 16% 7, 2% 1</p>	05/18/2022
Grade 7 ELA - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2500 ± 18	 <p>Percent Count: 46% 17, 22% 8, 24% 9, 8% 3</p>	05/17/2022
Grade 8 ELA - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2449 ± 13	 <p>Percent Count: 74% 29, 21% 8, 3% 1, 3% 1</p>	05/12/2022
Grade 6 ELA - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2437 ± 15	 <p>Percent Count: 70% 21, 13% 4, 13% 4, 3% 1</p>	05/11/2022

▼ Math and ELA Assessments Dashboard (Grades 3-8)

How do Montana students score on math and ELA assessments?



Overview Page

Students At Or Above Proficiency

Average Score Trends By Percentiles

Participation

Select Fiscal Year

Select County/District/School

Select Subject Area

Select Assessment Taken

Select Grade Level

2016

2021

Montana

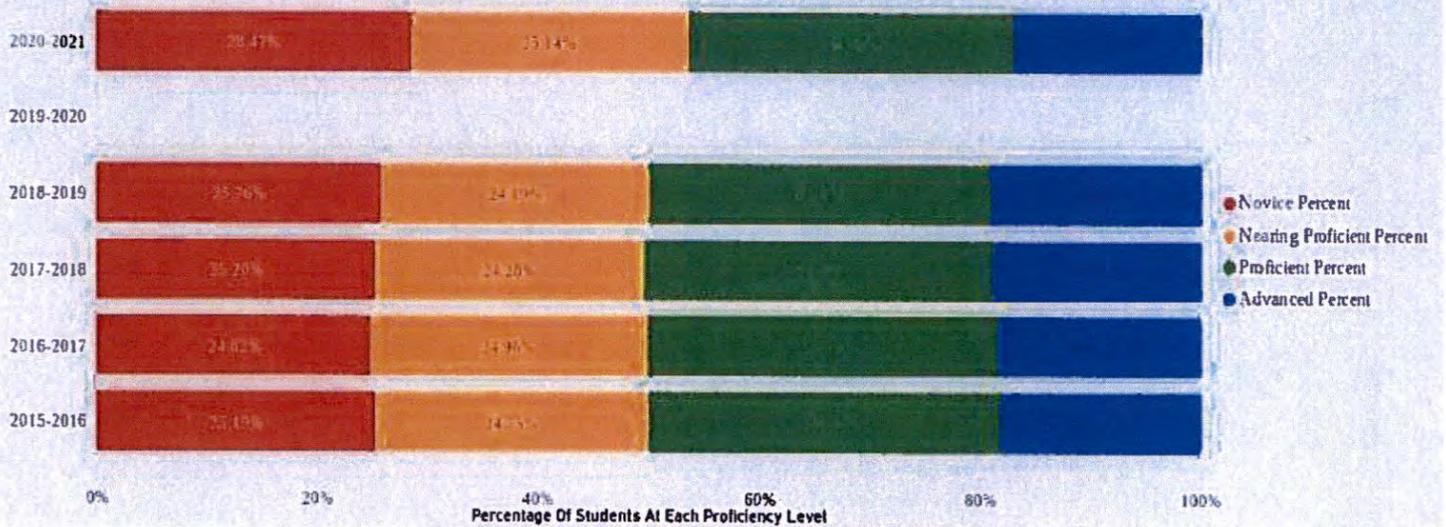
English Language Arts (ELA)

All

All



English Language Arts (ELA) Proficiency Levels



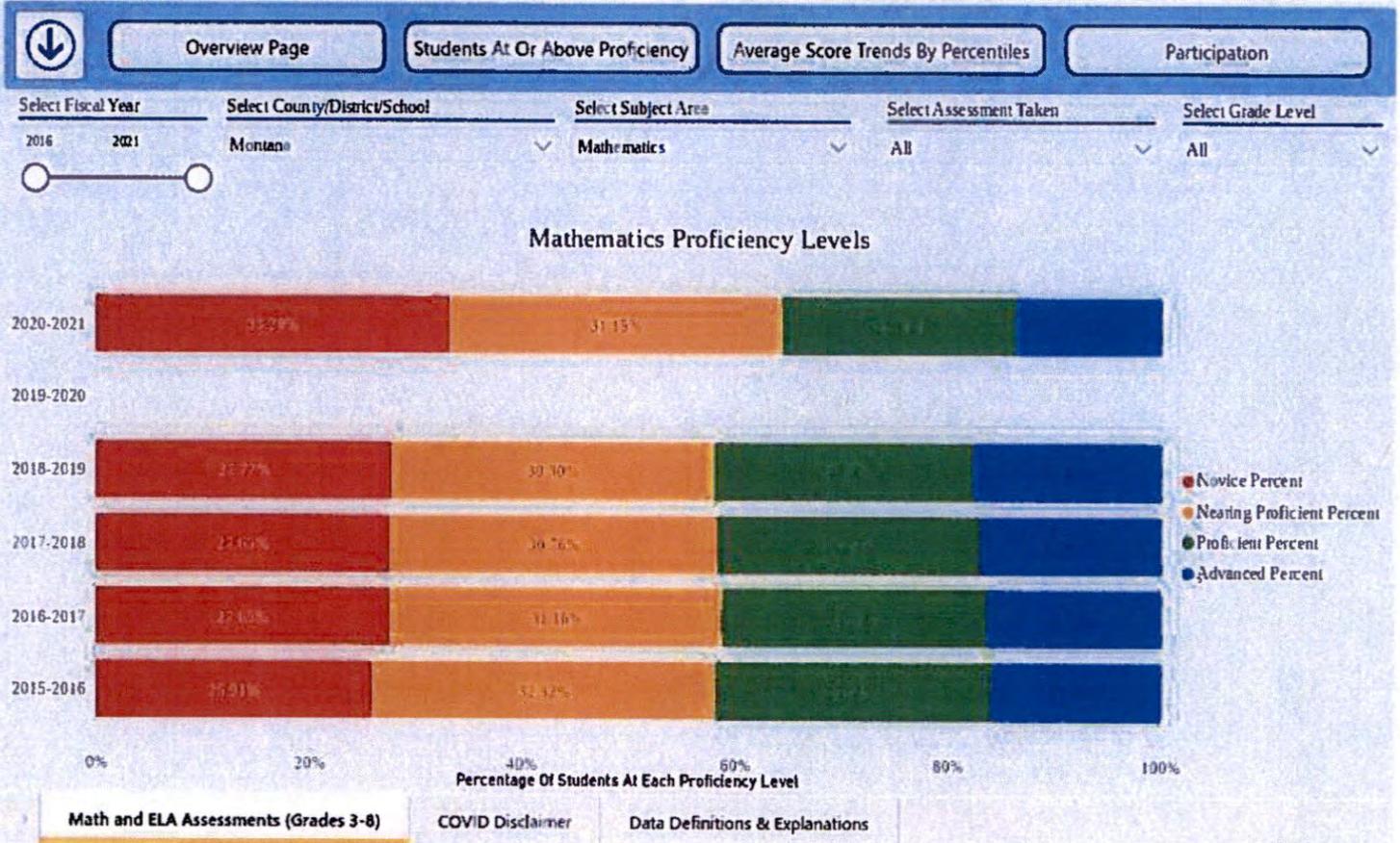
Math and ELA Assessments (Grades 3-8)

COVID Disclaimer

Data Definitions & Explanations

▼ Math and ELA Assessments Dashboard (Grades 3-8)

How do Montana students score on math and ELA assessments?



How do Montana students score on the ACT assessment?



ACT Overview

Score Distributions

ACT Trend Data

Senior Class Scores

ACT Score Gains

Participation

Select School Year

2020-2021

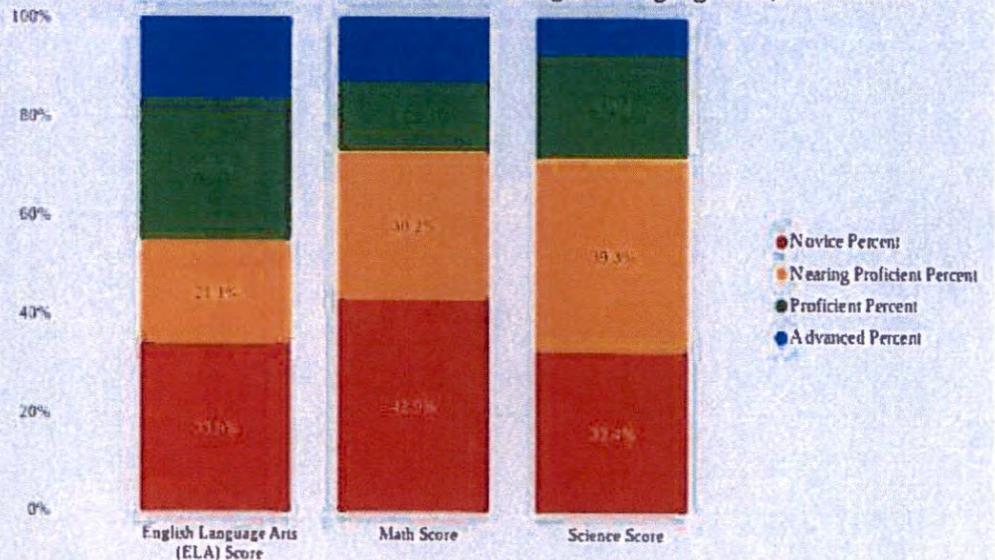
Select State/County/District/School

Montana

Juniors Completing ACT

8,825

Proficiency Levels for Juniors in Math, English Language Arts, and Science



ACT Dashboard

COVID Disclaimer

Data Definitions & Explanations



Positive Systems & Interventions

P.S.I. is a multi-tiered systems approach to academic, behavioral, attendance and mental health platforms that schools choose to promote and will be given the ability to assess their individual evidence and measurable outcomes. P.S.I. is intended to promote optimal efficiency for schools to clearly define areas of strengths and areas of needed improvement within the scope of multi-systems of support.

System Evaluation:

- 1-No Evidence
- 2-Nearing Proficient / Some Evidence
- 3-Proficient / Evidence Supports Implementation
- 4-Exemplar System Evidence with Measurable Outcomes and Evidence of System Progress
- N/A-Some of the systems or interventions are High /Middle/Elementary School Specific

Part 1

The foundation of any plan for education needs to begin with a vision, goals and fundamental purpose. Why do we exist? What is our goal? Where are we now in relationship to where we want to be? What gets measured gets done. If we expect it, we need to teach it. Beginning with SMART goals is a wonderful place to start.

Does your system have a strategic five-year plan and sets annual goals?

Example:

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: (School or District) has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: (School or District) has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: (School or District) has facilities that are conducive to

learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Goal Area 4: Community/ Communications

Statement of Intended Outcome, Five Years: Through the efforts of (School or District) and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: (School or District) has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: (School or District) understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

System Self-Evaluation: 1 2 3 4 N/A

*Goals should be established at the District, School and Personal level annually.	
*Professional Development Calendar should be done based School and District Goals.	

4

4

Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, student, parents and community. Part 2 will look at each of these systems with an approach that P.S.I. feels are necessary for a successful tiered intervention school or district. P.S.I. will not designate what a school uses to attain this evidence, only recommend ideas or research based solutions that will help a school or district identify the necessary platforms for success.

System Self-Evaluation: 1 2 3 4 N/A

I. School Information System

School information system is used effectively and efficiently. Example: Infinite Campus, PowerSchool...	4
------------------------------------------------------------------------------------------------------------	---

II. Safe and Welcoming

a. District and/or School has an effective Crisis Plan that is practiced and reviewed annually with a schedule.	4
b. District and/or School has preparedness tools for lock down and safety protocols for safe protection of staff and students throughout the school day.	3

c. District and/or School have policy and procedures to effectively deal with bullying and harassment.	3
d. District and/or School uses P.B.I.S. or a similar program that establishes a positive and caring environment with universal expectations for staff and students.	4
e. District and/or School has a measurable way or survey to determine that your students feel safe and welcome.	4
Other Systems or Programs used for a Safe and Welcoming School: PSI, PBIS PLC	4

III. Sense of Belonging

a. District and/or School uses universal expectations that all students feel a part of in some way. Extra and Co-Curricula's are encouraged.	4
b. District and/or School has a P.B.I.S. approach to inclusion and universal expectations that everyone recognizes with pride for one's school.	4
c. District and/or School has effective transitional programs that are used to orient and train students moving from elementary to middle to high school and then to career or college.	4

<p>d. District and/or School have student and staff leadership groups who lead and collaborates to improve your school and systems.</p>	4
<p>e. District and/or School has a measurable way or survey to determine a student's sense of belonging.</p>	4
<p>Other Systems used for a Safe and Welcoming School: <i>MY VOICE</i></p>	4

System Self-Evaluation: 1 2 3 4 N/A

IV. Tiered Systems of Support for Academic Achievement

<p>a. District and/or School has clearly defined what students need to learn by grade by subject. These documents are stored and easily accessible for access for every grade, every subject. <i>Rubicon</i></p>	4
<p>b. District and/or School has clearly defined a system that has a focus on learning. We do whatever it takes to reach and facilitate learning. <i>PLC, PSI</i></p>	4
<p>c. District and/or School has separated and identified through reporting the difference in process, product and progress.</p>	4
<p>d. District and/or School has a system in place for a systematic response when students are at-risk or have not learned the standards for that grade and/or subject?</p>	4

e. District and/or School has a collaborative culture with a majority of your staff. Staff will support tiered systems of intervention.

4

f. District and/or School consistently measures for effectiveness of tiered intervention systems.

3

g. District and/or School has a system for alternative educational opportunities, credit recovery, credit retrieval and support for at-risk students in need of interventions and progress monitoring.

4

h. District and/or School have academic interventions k-12. District and/or School documents progress monitors and interventions.

4

i. District and/or School has a measurable way of assessing the effectiveness of interventions.

4

j. District and/or School has consistent and expected universal instructional practices. Example: Fundamental Five

1. Frame the Lesson
2. Work in the Power Zone
3. Frequent and Small Group Purposeful Talk
4. Recognize and Reinforce
5. Write Critically

Posted or Documented: Our Standards, Mission Statement, Our Class Goal, Our Progress Posted and Celebrated, Strategy Bank in Using Common Language-Continuous Improvement

Other Examples: Daily 5, Daily 3, Great 8...

4

<p>k. District and/or School celebrate recognizes and honors academic achievement. Example:</p> <ol style="list-style-type: none"> 1. 'Student First' for resiliency that honors students and staff 2. Celebrate Academic Achievement at least Quarterly 	4
<p>l. District and/or School has Tier 1, Tier II and Tier III Academic Interventions identified, organized and available as a Tiered System of Support.</p>	4
<p>m. District and/or School offers after-school and/or in-school systems for academic support.</p>	4
<p>n. District and/or School has designated mentors or at-risk plan managers for intervention plans. School has a formal Advisory Program.</p>	4
<p>o. District and/or School offers classes of interest such as STEAM or Career Courses that truly interests students and are relevant for their future. Pathways have been developed and are productively in place.</p>	4
<p>p. District and/or School has a measurable way of determining effectiveness of academic achievement and tiered interventions.</p>	4
<p>q. District and/or School can view achievement data of students to differentiate instruction and make decisions on instruction based on levels of each standard for each student for each section of the day.</p>	4
<p>r. District and/or School has ELA and Math Title programs in the k-8 that are supportive with interventions and progress monitors. There is a goal to have 80%-100% reading proficiency by grade three.</p>	2

Other Tiered Systems of Support for Academic Achievement:

Ed Hubo

4

System Self-Evaluation: 1 2 3 4 N/A

V. Tiered System of Support for Behavior and Attendance

a. District and/or School has a tiered system for student behavior and attendance with interventions and progress monitors.

4

b. District and/or School documents tiered behavior and attendance within a support system.

4

c. District and/or School can view plans and share with parents what has been done to improve behaviors and/or attendance.

4

d. District and/or School has P.B.I.S. Universal Expectations.

Example: 1. Be Safe

2. Be Respectful

3. Be Responsible

80% of your students and staff know the Universal Expectations. Universals are posted in Classrooms and

4

e. District and/or School has a Matrix for universal expectations for hallways, bathrooms, classrooms, lunchroom, assemblies and events. Universals are practiced and taught to every student. New students get an orientation of universals and expectations.

4

f. District and/or School teachers and staff send positive postcards or make positive connections with students and/or guardians. School celebrates successful implementation and actions for the universal behavioral and attendance expectations.

4

g. Students are recognized for excelling at universal expectations with positive tickets or systems of recognition.

4

h. District and/or School can view discipline reports with administration and staff to recognize trends to lower incidents by being proactive rather than reactive. Reports used by teacher leaders and administration to make adjustments in order to be more effective with less interruptions. Student focus groups are used to involve students in decision making and district systems.

4

What constitutes a major and a minor has been established with administration and staff.

i. District and/or School universal expectations are followed diligently and consistently by all staff.

4

Other Tiered Systems of Support for Behavior and Attendance Success:

4

VI. Tiered System of Support for Mental Health

System Self-Evaluation: 1 2 3 4 N/A

a. District and/or School has a tiered system of support for all things mental health with interventions and action plans.

3

b. District and/or School documents tiered mental health support systems.

3

c. District and/or School can view plans and share with parents what has been done to accommodate mental health needs.

3

d. District and/or School along with students are trained to prevent suicide and accommodate alerts that may be recognized and needed in the best interest of mental health and student safety.

3

e. District and/or School has an accessible form for families that has a list of mental health providers and mental health resources with contact information.

4

Other Tiered Systems for Mental Health Success:

4

VII. Career and College Readiness Systems of Success

System Self-Evaluation: 1 2 3 4 N/A

a. District and/or School survey and collect data so school offerings match student career and college interests.	4
b. District and/or School requires a five year plan with research for students future interests, goals and planning.	4
c. District and/or School require personal finance for all students.	4
d. District and/or School has systems in place to increase graduation rate and lower dropout rate	4
e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible.	4
f. District and/or School track academic achievement on an annual basis to make improvements in instruction, tiered interventions and or plans if improvement.	4
g. District and/or School prepares students to be college and/or career ready.	4
Other Systems of Success for Career and College Readiness:	4

Part 3

There is a certain amount of data that is necessary to validate any systems that are implemented for a tiered approach. Data can validate success and it can also establish that needed urgency for areas of system improvement.

Data that every system should monitor and use for data driven decision making is listed as a start for an effective tiered approach.

- | |
|--------------------------------------------------------------------------------------|
| 1. Student Academic Assessment |
| a. State Testing ISAT, SBAC, ACT Identify Proficiency Levels |
| b. District Assessments MAP, SBAC Interim |
| c. School Assessments for Progress Pre, Formative and Summative STAR, EDIFY, DIBBLES |

Attached - School Reports

2. Graduation Rate

3. Drop Out Rate

4. Attendance Rate

5. Discipline Referral Count

6. Teacher Discipline Count

7. Discipline by Location, Month, Time

8. Intervention Plans, Intervention Results, Progress Monitors

9. Awards or Achievements

10. Achievement Gap of Any Type

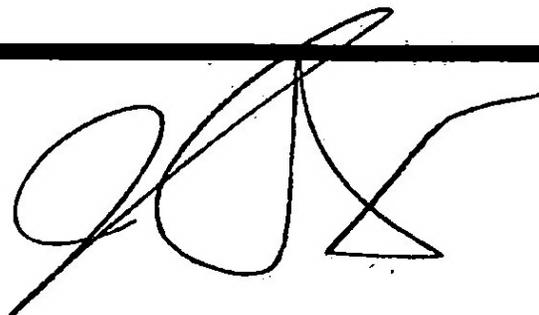
11. Student-Led Conferences or Parent Teacher Participation Percent

12. Student, Teacher and Parent Surveys Complete Google Survey

Other Data for Measurable Success:

School ranking is based on the total effort of implementation of multiple tiered and best practice systems of the school or district. This framework is a guide for best practice that will provide the best approach for any school or district interested in multi-tiered systems approach to education.

<input checked="" type="checkbox"/>	Platinum	3.7-4.0	2021-2022
<input type="checkbox"/>	Gold	3.4-3.6	
<input type="checkbox"/>	Silver	3.0-3.3	
<input type="checkbox"/>	Bronze	2.5-2.9	



All Districts and/or Schools are encouraged to use research-based programs to support Positive Systems and Interventions.

Examples:

Positive Behavioral Intervention Systems (P.B.I.S)

Response to Interventions (R.T.I.)

Professional Learning Community (P.L.C.)

Differentiated Instruction (D.I.)

Silverback Learning

Leveled Literacy Intervention (L.L.I)

Renaissance Learning and STAR

Dibbles

Fundamental 5, Great 8

Daily 5, Daily 3

Other:

School District #28, St. Ignatius, MT

Jason Sargent, Superintendent

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
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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 **A⁺**



June 3, 2021

Jason Sargent, Superintendent
St. Ignatius K-12 Schools
PO Box 1540
St. Ignatius, MT 59865

Dear Superintendent Sargent:

The Board of Public Education met on May 14, 2021 and approved your application for a variance to standard ARM 10.55.709, Library Media Services, K-12 for St. Ignatius Middle School. The 2019 renewal variance application is retroactive to the 2020-2021 school year.

This renewal variance is for three years and will expire June 30, 2023. It will be important to collect the data that was identified in the application to present results if you apply for an additional renewal of the variance in the future.

Congratulations on your successful application.

Sincerely,

Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator

cc: Peter Matt, Board Chairperson

School District #28
St. Ignatius, MT
Five Year Plan
2021-2026



Adopted 2021-2022

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Core Values of the St. Ignatius Public Schools

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Big Audacious Goal

Vision

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Goal Area 4: Community / Communications

Goal Area 5: Student Centered Positive Climate and Culture

Goal Area 6: Resources Accountability and Certainty

Approved by the St. Ignatius School Board #28 on November 17, 2015

STRATEGIC PLANNING

Overview

The St. Ignatius Public School District (St. Ignatius Public Schools) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, St. Ignatius Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as St. Ignatius Public Schools moves into the future. This Strategic Plan is intended to help St. Ignatius Public Schools in focusing its resources in a manner that will best benefit the students enrolled in St. Ignatius Public Schools.

The St. Ignatius Board of Trustees, Staff Leadership Team, staff and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.

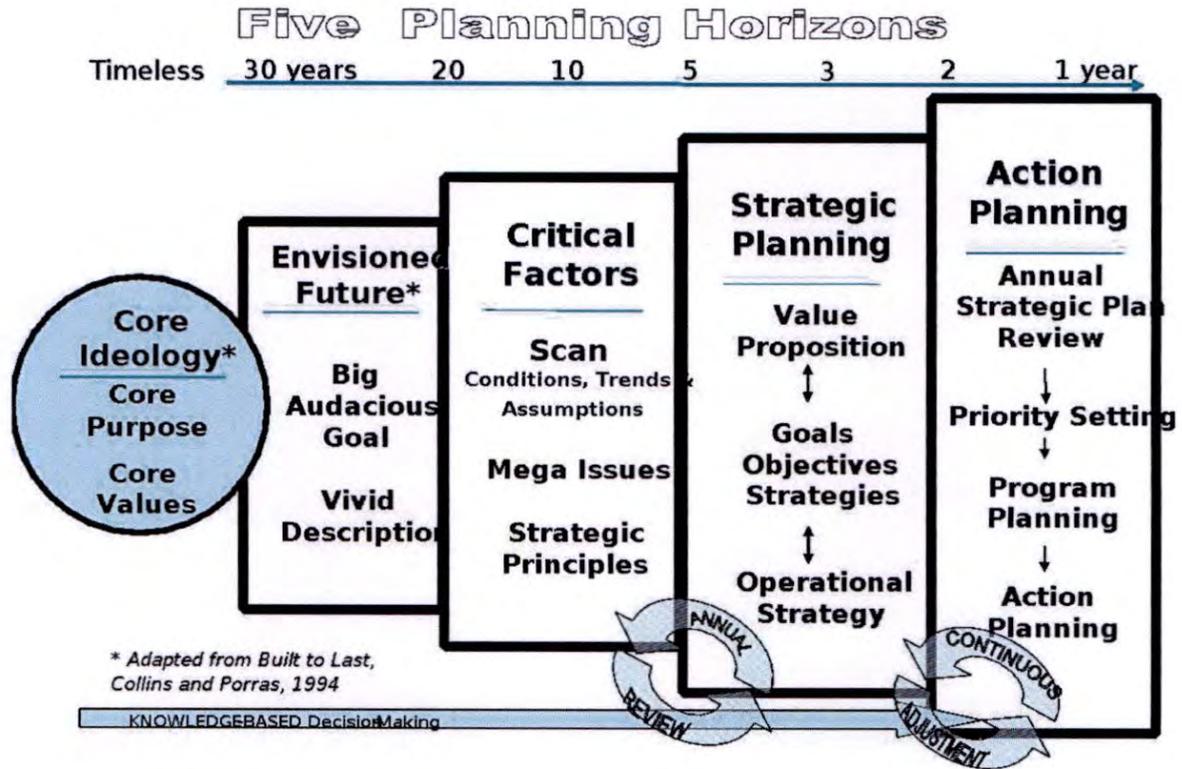
As part of its preparation for planning strategically, St. Ignatius Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On August 16, 2011, the St. Ignatius School District Board of Trustees formally adopted its new strategic plan.

St. Ignatius Public Schools view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by St. Ignatius Public Schools.

STRATEGIC PLANNING FRAMEWORK

The framework used by the St. Ignatius Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of "Built to Last" and "Good to Great." The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the St. Ignatius Public Schools

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose of the St. Ignatius Public Schools

The Core Purpose of St. Ignatius Public Schools is to provide a quality education within a safe, caring environment that provides students with the necessary tools to be successful in their future roles in life with a sense of purpose.

- *We are committed to prepare students to think critically, solve problems creatively and communicate effectively by offering high quality curriculum, programs and services.*
- *We meet the needs of students and enhance their skills through individualized instruction with an emphasis on development of each student's potential.*
- *We instill a love for lifelong learning.*
- *We teach and model the importance of pride, respect, responsibility, integrity and excellence.*

Core Values of the St. Ignatius Public Schools

The Core Values of St. Ignatius Public Schools are:

- ***Pride** – St. Ignatius Public Schools values taking pride and honor in our accomplishments and our endeavors, whether those accomplishment/endeavors are academic, athletic, other extra-curricular activities or other achievements of our students, staff, district and community. We remain loyal to the cause and have unfettered conviction in pursuit of setting a standard of excellence for our District.*
- ***Integrity**- St. Ignatius Public Schools values integrity. We believe that honesty is the best policy. We believe in showing respect and professionalism towards others even in situations where there are strong differences of opinion, values or views.*
- ***Trust** – St. Ignatius Public Schools values trust, cooperation and fairness. We believe that a culture of openness, tolerance and acceptance of others is vital to our success.*
- ***Positive Environment** – St. Ignatius Public Schools values a positive environment for all that is safe, supporting, welcoming and that provides student, staff and community members with a sense of belonging, caring and compassion. We believe that students need a positive environment if they are to succeed.*
- ***Communication** – We value the input and involvement of our stakeholders (parents, community members, staff, and the Board). We believe it is important to both recognize and celebrate our successes. We believe that strong leadership is critical to the success of our students.*

20 YEAR PLANNING HORIZON

Envisioned Future of the St. Ignatius Public Schools

Big Audacious Goal

- **St. Ignatius Public Schools is regarded as “the crown jewel” of public schools.**

Vision

- **Setting the Standard**
 - We set the standard by which other schools of similar size are measured.

- We come together each day to improve the lives of our students, staff and community.
- 100% of our students graduate and continue pursuing their life interests and goals.
- Our campus atmosphere is a safe and inviting where everyone feels welcome.
- We have a waiting list of students and staff who want to be a part of our educational experience.
- **Quality Education and Programming for the Benefit of our Students**
 - We provide a superior learning environment by which curricula is executed through consistent individualized instruction with rigor, diligence and fidelity.
 - We offer differentiated instruction to the maximum the potential of each student.
 - We have created an individualized learning plan for each student that encompasses their strengths, struggles/needs and long-term goals.
 - We have instilled in our students the value of competition and preparing for the challenges and successes in life.
 - We have programs and services that flow effortlessly and consistently through each grade level.
 - We offer opportunities for students to be positively involved in activities and carrying that forward into the future.
 - We have phenomenal arts, music, and language programs.
 - We have a successful speech and debate team.
 - We have excellent vocational programming for students.
 - We have successful athletic programs.
 - We use data and measurable testing standards that prove our students are succeeding.
 - Our students are well prepared for their career/life choices.
- **Well-educated and well-Prepared Staff**
 - Our staff facilitates the exchange of knowledge and information to our students.
 - We have research based training for our staff.
- **Pride and Involvement of our Parents and Community**
 - We have created an environment where students, staff and our community want to come and in which everyone takes great pride.
 - Our parents and community members are highly involved in our school and school activities.
 - Every person in the community takes responsibility for the students' success.
 - The Indian Education Committee is actively assisting parents in school involvement.
 - We regularly review our strategic plan and update it annually with input from parents, the community, staff and students.
- **Facilities**
 - We have state-of-the-art facilities that meet the future needs of our students.
 - Our master building plan has been implemented, including a new gym and auditorium.

5-10 YEAR PLANNING HORIZON

Assumptions Regarding the Relevant Future

In order to make progress against the 20 year Envisioned Future, St. Ignatius Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help St. Ignatius Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of

these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the St. Ignatius School Board, Staff Leadership Team, staff and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of St. Ignatius Public Schools' Strategic Plan.

Assumptions about the future

❖ Demographics

- Enrollment will remain stable.
- Economic disparity will continue to exist.
- Educational opportunities for the tribal community will lead to greater student enrollment.
- Graduation rates will continue to as parental involvement continues.
- The population in the community will stay stable.
- Growth in the valley will continue. Growth will come from people who have jobs elsewhere, but hopefully, they will live here and enroll their kids
- Tribal Government support for students will increase.
- The home school population will remain the same.
- There will see a transition in teaching staff due to retirement.
- There will be an increase in diverse student population.

❖ Business/Economic Climate

- Existing farmland will be subdivided into residential developments.
- With online opportunities, people will be able to live in the community and work from anywhere.
- Unless county planning helps to encourage planned growth, we're going to stay in an economically depressed area. If we don't have infrastructure, we won't have the opportunities.
- There will be increased opportunities, but it is unknown as to whether St. Ignatius will benefit from these opportunities.
- The skilled labor force will fluctuate in the community.
- Land will continue to be expensive. As a result, we won't have the housing availability similar to Missoula and Polson.

❖ Legislation/Regulation

- Educational funding at the state and federal level will need to be restructured.
- Federal government will continue to lag behind on the distribution of impact aid funds.
- There will be a statewide re-distribution of coal, timber and oil and gas revenue.
- There will continue to be mandates and strings attached to funding.
- The "Band-Aid" mentality will continue until the next major crisis.

- Educators and trustees will be the ones that will fix the funding and educational problems. This will also take community involvement.
- There will be a trend towards nationalization of standards.
- We will continue to see unfunded mandates.
- School funding will continue to plague us.

❖ Technology /Science

- Technology changes will continue at a rapid pace.
- There will be a movement towards one to one computing.
- Technology will continue to impact the STEM (Science, Technology, Engineering and Math) field of science.
- The District will need to look at providing more technology course to meet the emerging trends.
- There will be a movement away from traditional textbooks.

❖ Politics and Social Values

- Social networking and technology will provide students with information that will impact the political process.
- Social networks are emerging as a basic form of communication.
- We will continue to see limited parental involvement.
- Parents will continue to rely on the schools to care for their children
- We will continue to see social issues that negatively impact students, including but not limited to, drug problems, poverty, teenage pregnancy, etc.
- Parents will continue to put their standard of living as a priority leaving little time for community/school involvement.

5-10 YEAR PLANNING HORIZON

Mega Issues

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to St. Ignatius Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Note: The mega-issue questions are not necessarily arranged in priority order.

❖ Mega-Issue Questions for consideration by the District:

- How can we effectively engage the support of the community to enhance parental support of the educational system and subsequently improve student outcomes?

- How can we broaden the awareness to all employees of the District the importance of delivering a consistent, high quality education to the students regardless of background or capabilities?
- What can we do to encourage and support at-risk students to become fully engaged in (completing) their educational program?
- How do we instill the value of education?
- What can we do to decrease the use of alcohol, tobacco and other drugs (ATODs)?
- As a district, what do we need to do to stay in front of the continued advancements in technology and science as it pertains to the culture of our students?
- How do we adjust with the continued uncertainty of funding?
 - MEGA ISSUES: Reviewed and updated on November 4, 2015.

Knowledge-Based Decision Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

FIVE YEAR PLANNING HORIZON

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which St. Ignatius Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the St. Ignatius School Board, Staff Leadership Team, and faculty.

Goals of the St. Ignatius Public School District

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Strategic Objectives – Two Year Plan:

1. We will vertically align the K-12 core (math, language and science) curriculum. With math beginning 2015/16.
2. We will continue to horizontally align by building and courses (K-5, 6-8, 9-12).
3. We will continue to coordinate all school schedules for enhancement of teaching and learning.
4. We will make AYP District-wide.
5. We will utilize formative assessment tools.
6. Our Smarter Balance Scores will be at or above state average.
7. We will continue to monitor and refine the Strategic Plan.
8. We will research best practices student achievement.
9. We will ensure that we are offering co and extra-curricular activities that provide students with positive experiences to enhance our overall programming.
10. Emphasize District resources to ensure that every student can read by 3rd grade.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives – Two Year Plan:

1. The Leadership Team will continue to report back to the board monthly on the progress toward goals.
2. We will continue implementing district-wide shared leadership, including researching best practices for enhancing student achievement.
3. We will implement a professional development plan for the Board,
4. We will develop a systematic program of gathering feedback from graduates and existing students on whether student needs are being met.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the-art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Strategic Objectives – Two Year Plan:

1. The Buildings and Grounds committee will identify and prioritize the current and anticipated needs of the district.
2. We will continue to develop partnerships with outside entities/individuals to assist with the facilities/equipment needs of the District through financial support or volunteerism.
3. We will assess the facility needs of the District on an ongoing basis.

Both Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives – Two Year Plan:

1. We will continue with a program of improved, effective communications with the community.
2. We will continue our strategies to mobilize the community and get them more involved in our school and our programming.
3. We will create an inviting environment that encourages volunteerism and people visiting our schools.
4. We will research what other Montana districts have done to engage the community and parents, including the possibility of parent resource centers, outreach programs, home visits, etc.
5. We will implement co and extra-curricular programs that enhance the lives of our students.
6. We will continue to organize community activities that attract the community and parents to our schools for activities and events.
7. We will take the initiative to develop stronger relationships and greater collaboration with the IEC/Tribal Education Department.
8. We will research avenues to enhance the Adult Ed program.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives – Two Year Plan:

1. We will ensure that we are continually creating an environment where students feel a sense of belonging.
2. We will create a safe and welcoming school for students, staff, parents and the community.
3. We will take measures to improve staff morale.
4. We will continue with MBI/Graduation Matters process and initiatives district wide.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives – Two-Year Plan:

1. We will continue to analyze the amount of money that needs to be set aside to ensure that our facilities meet the ongoing needs of our students and staff.
2. We will conduct ongoing analysis of anticipating trends that might impact the financial future condition of the District.
3. We will provide annual training for the Board on school finance and building a school budget.
4. We will examine other sources of funding and/or human resources.

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: [ARM 10.55.604\(4\)](#) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Yellowstone

DISTRICT: Elysian School District #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Elysian Middle School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

Information regarding the renewal application for variance of standards for ARM 10.55.709 Library Media Services, K-12 is posted on our district website.

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

Administrators, teachers and classified staff were provided opportunity to discuss and make recommendations concerning requested renewal variance on March 1, 2023 at regular scheduled staff meeting.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

The initial variance detailed the efficiency and ongoing function of the Library to maintain and improve the overall performance of student knowledge related to reading and Library Media Standards.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Our Elysian students continue to show growth and progress on standard district and state assessments as measured by MAPs and SBAC. This variance allows for our Para to do managerial and organizational tasks in the Library allowing our Certified Teacher (Librarian) to design and deliver quality instruction relating to Reading and Library Media Standards.

- c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

The design in place to have a Para designated for specific duty to the Library will remain and has allowed a consistent coverage and help.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

Reading is the foundational backbone for all other learning. It continues to be one of the top educational priorities at Elysian. This renewed variance allows for managerial and clerical tasks to be done by a para allowing our certified teacher to focus on instruction and the lessons being delivered relating to Reading and Library Media standards.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

The renewed variance will allow for the Library schedule to stay in place allowing all students access to the resource weekly as detailed in our master schedule. It will provide our Certified Librarian time to plan and execute her instruction to those students weekly addressing Reading, writing, and Media Literacy standards. These results will be measured on our students performance on district and state assessments.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

The districts yearly results on district and state reading assessments will be reviewed and monitored. Grade level lessons will be reviewed regularly by administration. The schedule will be updated yearly to provide time for our Elementary and Middle Schools to access the Library resources.

9. In what way does this variance meet the specific needs of the students in the school(s)?

The variance will allow students in our elementary and middle school to have access to a well maintained library that is capable of meeting their academic needs and also meet the state program delivery standards.

10. Describe how and why the proposed variance would be:

a. Workable

Due to the fact that Elysian Elementary and Elysian Middle School are housed in the same building and under the same roof, we are able to schedule a .02 FTE Para time in the Library. This will allow the Library to remain open to assist students as needed. It will allow our Librarian time to plan and deliver instruction to our students on Reading and Library Media standards.

b. Educationally sound.

The variance allows for students to have access to a full functioning Library and all its resources. It provides for weekly lessons centered around literacy and media as outlined by State Standards to be provided by our certified teacher.

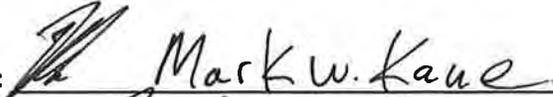
- c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

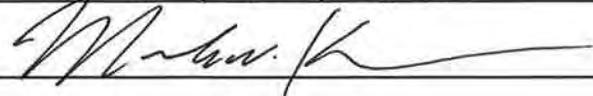
The renewed variance will allow Elysian to continue to meet the Library standards. Working as a team, Elysian's Administration, Librarian, and teachers will be able to improve Elysian's current library through its access to resources for student check-out, projects and delivery of instruction.

- d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

By following the Montana literacy / Library Media content standards this variance will allow students to access and evaluate information and gain an appreciation and respect for diverse ideas and creative expression using literacy skills in all aspects of learning and assist student to become life long learners. These standards will be aligned under (ARM 10.54.6510-6513 through ARM 10.54.6601-6660)

Required school district signatures:

Board Chair Name:  Mark W. Kane

Board Chair Signature:  Date: 3/7/23

Superintendent Name: Lucie Shelton

Superintendent Signature:  Date 3/6/23

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____
 Approve Deny

Board of Public Education Chair _____ Date _____
 Approve Deny

Elysian Elementary School
Board of Trustees
March 7, 2023

Vice Board Chair, Mark Kane, called to order at 6:00PM the regular meeting of the Board of Trustees of School District #23, Yellowstone County, Montana. Trustees present were Vice Chair Mark Kane, Trustee Jake Frank and Trustee Shanna Herrick. Chair Monica Zieske and Trustee Ben Reichenbach were absent. Superintendent Luke Shelton, Principal Ryan Truscott, Dean Jennifer Sundsted and Clerk Laurie Hickethier were present. Guest present were Nurse Jaime Martian, Heather Haynes, Lisa Pepper, Michael Moots, Traci Fitzgerald, Anna Vickers and Renae Heisler (land planners from IMEG).

All present recited the Pledge of Allegiance.

Public Comment

Michael Moots spoke to the board in regards to instituting a way for parents of students as well as the teaching and support staff to have a regular, recurring opportunity to provide feedback and evaluation on how things are working. Principal Truscott stated that a Leader in Me Survey started last year, and a new survey with a broader goal went out a couple weeks ago. The survey results will be distributed to the board at the May meeting.

Anna Vickers, a land planner from IMEG, presented to the board updated information in regards to the proposed zoning around Elysian School. After the presentation, a potential community meeting will be scheduled on March 23rd at Elysian School. The community meeting notices will be sent to all landowners surrounding Elysian School and will have the potential developers at the school as well to discuss the potentials for the land. After that community meeting, the hope is to have a meeting with City Commissioners to discuss the proposed zone changes. Information on the upcoming meetings will be shared as soon as details are finalized.

Vice Chair Kane stated that a Uniform Complaint Form has been received and it has been passed on to the appropriate personal under Policy 1700.

Nurse Jaime Martian stated that she is in support of the County High School and supports the board funding a feasibility study for a county high school. Nurse Jaime also stated she also agrees a survey allows for great ideas and community feedback. She would like some changes to the Leader in Me Survey to allow for which student that you are answering about in the survey and maybe allow for parents with multiple students at the school to fill out the survey based on that student.

Heather Haynes also agreed with changing the survey to allow for parents with multiple students at Elysian to answer based on each student. Heather also stated it would be nice to have a portion where you can just write in comments as well.

Principal Truscott stated he will check with Leader in Me to see if those changes are available.

Correspondence

Supt. Shelton gave the board three letters of resignation; one from Shyla Hutchinson, Elysian School’s Elementary Title Teacher, Claire Oravsky, a 2nd grade Teacher at Elysian School, and Ashlie Love, a Para at Elysian School.

Consent Agenda

Jake Frank motioned to approve the consent agenda. Second from Shanna Herrick, all trustees present voting yes, motion passed. Consent agenda items were the minutes from the February 7th Board Meeting, Warrants 23026802 – 23026821 (February 7th); Warrants 23026822 - 23026834 (February 21st), Expenditure Report as of January 31, 2023, and Activity Account Balances as of March 3, 2023.

New Paraprofessional – Melissa Mormile (replaces Ashlie Love)

Shanna Herrick motioned to approve Melissa Mormile as an 8 hour per day Paraprofessional. Second to the motion was Jake Frank, all trustees present voting yes, motion passed.

SB307 (School Facilities) – Consideration and Adoption of Resolution Estimating Changes in revenues / mills from Tuition, Adult Education, Building Reserve, Transportation levies for school fiscal year 2023-2024

Jake Frank motioned, seconded by Shanna Herrick, to adopt the B307 School Facilities resolution estimating the changes in revenues/mills from Permissive Levies at Elysian School. The following is the resolution:

Model Resolution Under SB 307

As an essential part of its budgeting process, the Elysian Board of Trustees is authorized by law to impose levies to support its budget. The Elysian Board of Trustees estimates the following increases/decreases in revenues and mills for the funds noted below for the next school fiscal year beginning July 1, 2023, using certified taxable valuations from the current school fiscal year as provided to the district:

Fund Supported	Estimated Change in Revenues	Estimated Change in Mills	Est. Impact	Est. Impact
			\$100,000 Home	\$200,000 Home
Transportation	\$55,340	1.87	\$2.53	\$5.05
Tuition	\$11,204	0.38	\$0.51	\$1.02
Adult Education	\$0	0.00	\$0.00	\$0.00
Building Reserve	\$2,341	0.08	\$0.11	\$0.21
Total	\$68,885	2.33	\$3.14	\$6.29

Regarding the increase in the building reserve levy referenced above, the following are school facility maintenance projects anticipated to be completed at this time:

1. Future Construction, Equipping and Maintaining of Existing Facilities
2. Reconstruct Sewer Line in old building
3. Roof Maintenance

All Trustees present voting yes, motion passed.

Curriculum Adoption – Social Study Curriculum

Supt. Shelton stated to the board that Savvas and McGraw Hill will be at Elysian School to present their Social Study Curriculum to the Curriculum committee on April 4th and 5th. The recommendation from the committee will be presented to the board at the April board meeting.

1st Reading Review Policy 3416 – Administering Medicines to Students

Shanna Herrick motioned to approve the 1st Reading of Policy 3416 – Administering Medicines to Students with a correction on a spelling error on page 2. Second to the motion was Jake Frank. All Trustees present voting yes, motion passed.

Library Variance Renewal 2023-2024 through June 2027

Superintendent Shelton presented to the board information in regards to state accreditation standards. The state accreditation standards currently require 1.001 FTE to meet our elementary and middle school library needs at Elysian. Mr. Shelton has submitted a variance of standards application in accordance with ARM 10.55.604.1 to the Board of Public Education requesting a .001 variance. This variance will allow Elysian School to appoint a Para-Professional to the .001 requirement in the library. Shanna Herrick motioned to approve this request for variance in regards to the library needs at Elysian. Second to the motion was Mark Kane. All Trustees present voting yes, motion passed.

Corrected TR5 1st Semester

Business Manager stated that because the TR4 was not approved until the January 3, 2023 board meeting, the TR5 can only contain the 8 days for the remaining of 1st semester instead of the 28 days from when the student was transported to YBGR. Jake Frank approve the corrected TR5 for 1st Semester, with Shanna Herrick seconding the motion. All Trustees present voting yes, motion passed.

Elysian ARP ESSER Plan – Safe Return to School Update

Superintendent Shelton stated the ARP ESSER Plan is up to date online and has been submitted to OPI.

Build Committee Update

Superintendent Shelton stated he has met multiple times with the Architects and the General Contractor in regards to the multi-purpose field. Initially the cost of the multi-

purpose field was over budget by about 1.6 million dollars. Changes have been made and the cost is about \$300,000 over budget at this time. Supt. Shelton stated that he is holding firm and he wants to make sure that the Multi-purpose field that was presented to the public is what will be delivered.

Clerk's Report

Clerk Hickethier did not have anything to present to the board.

Principal Truscott's Report

Principal Truscott stated the following to the Board:

- March is a great month and there are only a couple weeks before the end of 3rd Quarter.
- The Student Led Parent Teacher conferences are coming up soon. Supt. Shelton and Principal Truscott will be grilling for the parents, students and staff at the conferences.
- The 31st is a day off of school
- March 15th is the School Board Member Day for the members of the school board to travel the school during the day and see all of the good things happening at Elysian School.
- There were 5 staff members today – and by 5am I already had about 40 text messages from our Paraprofessionals figuring out how to move around to cover for the day. Our Paraprofessionals at Elysian are amazing!

Superintendent Shelton's Report

Superintendent Shelton stated the following to the Board:

- Supt. Shelton stated he agrees our staff is amazing. On a day that we had so many teachers out sick, he still had an evaluation to do in a classroom that was short staffed. The evaluation was amazing to see and the staff did an amazing job hopping between the students and had everything very well organized. We are extremely luck at Elysian School to have the staff we do!
- With the resignations coming up, those positions have been first offered internally. With that, Mrs. Tolton will be moving from Middle School Title and some math and advisory positions that she currently teaches to Elementary Title. Mrs. Pepper will become full-time next year and will do .5 Kinder along with ½ day of Middle School Title. Mrs. Ingraham will teach the other half of Mrs. Tolton's schedule which includes some middle school science and will keep .5 day of Technology classes. We are currently advertising for a Middle School Math teacher, an Elementary position and a K-8 Art Teacher.
- The High School Expansion group met at Elysian School a couple weeks ago. They presented to the group the results of the survey that was sent out. Mr. Shelton stated he would feel more comfortable if a survey was sent out to reach the full community that a high school would effect not just the parents that currently have students at each school. The High School Expansion group asked that each school look at splitting a cost of a feasibility and demographic study at a cost of approximately \$15,000 to \$20,000 divided between the 4

county schools. Another proposal to look at is a House Bill that is currently being presented at the legislature, HB707. This Bill would allow the 4 schools to build a high school without the need to consolidate the elementary schools. This bill has passed the house and is going to the senate.

There being no further business to come before the Board at this time, Vice Chair Mark Kane called to adjourn. This meeting adjourned at 7:46PM.

Approved: _____

Date: _____

ATTEST: _____

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Flathead

DISTRICT: Bigfork

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Bigfork Middle School

-
1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

Library and Media Standards as defined in 10.55.709

RECEIVED
JAN 19 2023
SUPERINTENDENT
OF PUBLIC INSTRUCTION

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

Please see attached letters.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

Please see attached letters.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.
5. Reflection upon initial variance:

- a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

Bigfork Elementary and Middle School combined campus has a 1.0 FTE librarian. Combined enrollment numbers put us about 111 student over the 1.0 FTE for Library and Media standards requirements. We are requesting approval for a .5 FTE Library and Media variance from the standard defined in 10.55.709.

Approving the variance would allow for the combined continuation of instructional technology/media arts 1.5 FTE, leveled reading material and Wonders "walk-to-read" supports for every K-5th student 1.0 FTE (equivalent of 2.5 instructional paraprofessionals) and librarian services (1.0 FTE) to remain in the K-8 rotation."

Additionally, Bigfork High School serves just over 350 students 9th-12th grade on the same campus as the Bigfork Elementary and Middle School. Although Bigfork High School is at the lower end of the student requirement, 1.0 FTE is employed for Library and Media Services. We believe the total 2.0 FTE librarians as well as the combined supports mentioned above more than satisfy the spirit of the requirements.

- b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Please see Principal letters.

- c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

Please see the attached letters.

6. Provide a statement of the mission and goals of this proposed renewal variance.

It is our intent to ensure students are fulfilling the Montana Content Standards for Library Media and Information Literacy through a collaborative approach including grade level access and instruction, technology/media instruction and a comprehensive literacy program facilitated by homeroom teachers.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

*K- 4th grade students will be scheduled for library services on a rotation to consist of no less than 25% of total electives opportunities.

*5th - 8th grade students will be scheduled for library services through grade level master scheduling or consist of no less than 15% of total elective opportunities.

*6th grade students will receive (2) two periods of ELA services with (1) period having a specific literacy focus.

*5th and 8th grade students will have weekly access time available to both the K-8th library, as well as the high school library.

*K through 5th grade students will participate in Wonders "walk-to-read" programs ensuring they have continual access to leveled resources and assessment.

*K-4th grade students will be scheduled for technology/media services on a rotation to consist of no less than 25% of total electives opportunities.

*5th-8th grade students will be scheduled for library services through grade level master scheduling to consist of no less than 20% of total elective opportunities.

*3rd-8th grade students will be provided Chromebooks at a 1:1 ratio, so that homeroom and core course teachers can incorporate media literacy standards across curriculum.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

Elementary and Middle School master schedules and rotation schedules will be reviewed annually to ensure measurable objectives for each grade level are fulfilled.

Cross curricular inquiry/research standards will be evaluated by content department and reflected in curriculum development documents as well as individual evaluations.

9. In what way does this variance meet the specific needs of the students in the school(s)?

Please see attached letters.

10. Describe how and why the proposed variance would be:

a. Workable

The vast majority of our proposed variance objectives are established practices or norms within each course or grade level. Adjustments have been discussed, reviewed and edited in fulfillment of the variance application process.

b. Educationally sound.

The additional supports defined in this request more than offset any limitation possibly incurred through the .5FTE shortage. Specifically, ARM 10.55.1801 (1) (a) (i-iii) speaks to the importance of flexibility and collaboration of staff while modeling and supporting appropriate and ethical use of information. The fact our plan to compensate the .5FTE shortages requires these standards and sub-standards be a central focus only enhances the realities will be fulfilled.

- c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

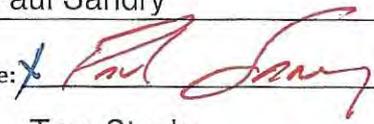
The vast majority of the Library Media Program Delivery Standards defined in ARM 10.55.1801 and outlined in the basic program description will continue to be fulfilled by our 2.0 FTE librarians.

- d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

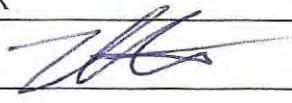
N/A

Required school district signatures:

Board Chair Name: Paul Sandry

Board Chair Signature:  Date: 1/11/2023

Superintendent Name: Tom Stack

Superintendent Signature:  Date: 1-17-23

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve Deny

Board of Public Education Chair _____ Date _____

Approve Deny

Mr. Stack and et. al.,

RE: Variance to Standards Review Board-2023

I have been the librarian at Bigfork Schools for 18 years. During my tenure, I've made it my goal to have the library be the learning hub for the community within our schools. Being at the helm for so long I can attest to how we, the two librarians, are meeting the needs of all of our students K-12th grade. Bigfork Schools is one beautiful campus with two buildings, therefore, two libraries. We are currently split into K-8 and 9-12 respectively. It is my understanding that the state sees our schools at 3 schools: K-6, 7-8 and 9-12. Currently the K-6 school has 467 students, the 7-8 school has 148 students and the 9-12 school has 346 students respectively, that being said, it looks like the 7-8 school is the school in need. It is always the 7-8 school that vacillates in numbers, usually between 130 to now our highest at 148. The need for a middle school librarian is shown by our middle school being over by 22 students. Mrs. Bonner sees the Kinders through 4th graders daily for specials and the 5th-8th graders on a weekly basis. While I normally only see 9-12th grade students, two years ago we made arrangements for 8th graders to have access to the high school library on a weekly basis as well. This was due to the fact that we are currently in a growth period, but over the last 20+ years, Bigfork has gone up and down in enrollment. It is this very reason that the Library Variance was implemented, and I feel very fortunate the state recognizes libraries and their importance, but also realizes that sometimes staffing a .5 person has its limitations.

While I would never discourage my school district from staffing our libraries to meet accreditation, I am fully confident that Mrs. Bonner and I are working within our best interest for the school and staff to meet the needs of our growing student population. Mrs. Bonner and I continually develop and evaluate our programs. We continually collaborate with classroom teachers and technology specialists to make sure we are meeting our standards. Therefore, please grant us another three-year variance where at that further date our school can make appropriate staffing accommodations and adjustments.

Sincerely,

Scarlett Sherman



Scarlett Sherman

Librarian | Bigfork High School

site: mtsc.ent.sirsi.net/client/en_US/BFHS

email: scarletts@bigfork.k12.mt.us

To Whom it may concern,

On behalf of the proposed library variance for Bigfork Schools. As you can see through our application and past variances, we at Bigfork Schools take library and media services and standards very seriously. Not only do we achieve the intent, we surpass the standards through several technology and media related classes, which encourages collaboration and allows Bigfork Elementary and Middle School students to experience learning opportunities within the Library and Media Standards. Additionally, we have been able to expand opportunities for Middle School library access and support through shared high school resources and staff. Because we believe the technology/media opportunities we have are meeting the spirit of the Library Media FTE standard, and because we believe the high level of staffing committed to Library and Media standards would exceed the expectations established through 10.55.709, we are in support of a continued variance for .5 FTE Librarian at Bigfork Schools.

Thank you,

Brenda Clarke Elementary Principal

Charles Appleby Middle School Principal

Mark Hansen High School Principal

Julie Bonner, Teacher Librarian

This is my eighth year as teacher librarian in the Bigfork School District. After classroom teaching for over 20 years, I completed a Masters degree in Curriculum and Instruction and also obtained a Library Media Endorsement through Montana State University.

The elementary students in our schools receive library instruction as a special and additionally, computers from a Technology Specialist. We collaborate to ensure standards are met and meet to plan lessons and discuss student needs.

In addition, I work closely with the middle school English teachers to ensure our middle school students receive opportunities to access the library. I assist in book selection and am able to recommend books and share resources with our high school librarian as well. Because we are part of the MSC (Montana Shared Catalog) students are able to search for a book and see if it is available at our high school or nearby public library location. Our campus lends itself to students traveling between the high school and elementary/middle school campuses as needed.

Teachers and students also have access to a large Leveled Library housed within our library. Students in grades four through seven, are encouraged to participate in Montana Battle of the Books which allows them access to a variety of genres and supports their growth as readers. We hold an on site competition and winners go on to compete in Missoula with other schools in our state.

Time is given for collaboration with teachers to assist struggling or advanced students. Small groups may visit the library to move into varied sections of the library or a book club may be recommended. Meeting students' needs as readers is an emphasis in our school and in our library we hope to foster a love for reading and being curious learners.

December 16, 2022

To Whom It May Concern:

As a parent of two Bigfork Elementary students, it is my strong belief that our school library exceeds all expectations when it comes to providing students with learning opportunities and exposing them to the resources within a school library. In the few years that my children have been in school, they have grown to have such a love of books and reading, and so much of this is because of our school library. Students rotate to library as part of a "specials" rotation once a week. The excitement my children have on library days to explore books and learn about their school library never fails to put a smile on my face. A school library is not only a place for students to find great mystery and adventure through the pages of a book, but is also a place to provide them with endless educational resources!

Sincerely,

Tabatha Venezio

Julie Kreiman
185 Bear Hollow Dr.
Bigfork, MT 59911
julie4bigfork@gmail.com

January 3rd, 2023

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

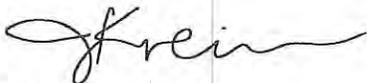
To Whom It May Concern:

I am writing as both a Bigfork School District trustee and the parent of three students, grades 3 through 7, that attend Bigfork Middle and Elementary Schools. I am in full support of the continued variance that allows us one full-time librarian at the elementary and middle school campus. My view is based on my observations as a parent over the past six years, the full-time elementary computer teacher that we have on staff, and the unique collaboration that we have with our high school campus and its proximity to the elementary and middle school campus.

For years I have had the pleasure of knowing Mrs. Bonner who serves as the K-8 Librarian. I have volunteered to help at the bookfair annually, and the structure and materials the library provides students with is remarkable. Mrs. Bonner is extraordinary and gets to know all the students and builds a rapport with them. During the spring of 2020 when schools closed, she even mailed individualized letters to each student. My kids have library weekly and are always bringing home a variety of grade appropriate books that they have checked out. In addition to the library staff, K-5 students also rotate to computers as one of their regular specials. I have been impressed with the projects that my kids have completed in computers, and they enjoy working on the coding activities that they have learned at school from home. Finally, Bigfork School District is fortunate to have its high school and elementary campuses next door to one another and as a result the staff collaborate to meet the educational needs of students. My seventh-grade student attends one of his courses on the high school campus daily. Our two full-time librarians similarly collaborate to ensure that our middle school and high school students have access to adequate library resources.

I encourage you to approve the variance that is already in place and working well. It allows us to prioritize staffing where it is needed.

Sincerely,



Julie Kreiman

THE REGULAR MEETING of the BOARD OF TRUSTEES of Bigfork Elementary School and Bigfork High School, District No 38, Flathead and Lake Counties, was called to order by Chairperson Sandry on January 11, 2023, at 5:00 pm in the high school library.

Trustees in attendance: Field, Woods, Relyea, Sandry, Anderson, Elwell & Kreiman

Trustees absent: none

Also in attendance were Superintendent Tom Stack, Business Manager Lacey Porrovecchio, Principals Mark Hanson, Brenda Clarke and Charlie Appleby, Activities Director/Special Education Director Matt Porrovecchio, staff members and community members.

Pledge of Allegiance

There were no comments on non-agenda items.

A motion to approve the agenda was made by Trustee Relyea, seconded by Trustee Woods, and approved by unanimous vote of the elementary and high school trustees.

A motion to approve the consent agenda was made by Trustee Kreiman, seconded by Trustee Elwell, and approved by unanimous vote of the elementary and high school trustees.

- Consideration of Board Meeting Minutes for December 14, 2022
- Consideration of All Bill Approval Lists
- Consideration of District Donations
 1. Glacier Bank Donation to Payoff Reduced Lunch Balances, \$1500.00
 2. Bigfork Innovations Group Donation to Swim Program, \$2000.00
 3. Bigfork Innovations Group Donation to Cave Club, \$1000.00
- Consideration of Student Activity Report for November, 2022
- Consideration of Out of District Students
- Consideration of Surplus Property Disposal – 2000 Ford Expedition
- Consideration of Personnel – *Any offer of employment is contingent upon receipt of satisfactory criminal history background check and for some positions receipt of satisfactory pre-employment screening.*
 1. Substitute Personnel Recommended for Consideration
 - a. Jeannine Reichenbach, 5-12 Substitute Teacher
 - b. Rob Tracy, 5-12 Substitute Teacher
 2. Extra-Curricular Volunteers Recommended for Consideration
 - a. Brigand Kline, 8th Grade Girls Assistant

NEW BUSINESS

- A. Electric Bus Purchase – Mr. Walker told trustees the district was awarded approximately \$400,000 for the purchase of an electric bus and charging infrastructure. He received three quotes. He recommended moving forward with Lion Electric for \$375,000. The district will receive \$20,000 for the charging station which covers almost the entire cost. The charging station will be installed near the bus barn. Bus 12 will be scrapped as part of the grant award. Board discussion followed.

A motion to approve the Electric Bus Purchase as recommended was made by Trustee Anderson, seconded by Trustee Relyea, and approved with unanimous votes of the elementary and high school trustees.

B. District Projects

1. Elementary & High School Sewer Line Repairs – Mr. Stack explained there were sewer line issues last spring. The company doing the repairs offered to come back and examine more lines over Christmas break. They found problem lines in the elementary and three breaks in the high school lines. The breaks under the high school are at the spots where old pipes connect to new pipes. Mr. Casalegno met with the contractor as well. Repairs have been

started. The cost is approximately \$37,000 in the high school and \$13,000 in the elementary. Once the contractor examines all lines, more repairs may be necessary. Board discussion followed. Mr. Stack will contact the district insurance company as well to see if a claim should be submitted.

A motion to approve the elementary & high school sewer line repairs was made by Trustee Relyea, seconded by Trustee Woods, and approved with unanimous votes of the elementary and high school trustees.

2. HS Cleaning Contract- Mr. Stack explained the district already entered into a cleaning contract due to an employee shortage. He told the board he is seeking approval now because the district may be able to use ESSER funds. The cleaning contract goes until June 30, 2023 and is approximately \$12,000 per month. Board discussion followed.

A motion to approve the HS cleaning contract was made by Trustee Anderson, seconded by Trustee Kreiman, and approved with unanimous votes of the elementary and high school trustees.

C. Potential District Projects

1. Elementary Building Boiler Replacement- Mr. Stack asked trustees to approve moving forward with an RFP to replace the two elementary boilers. They are almost 20 years old. He is hoping to get approval from OPI to use ESSER funds. Two initial quotes came in at \$106,000 and \$134,000.
2. Elementary Building Elevator Replacement- Mr. Stack said the kindergarten elevator is out of date. If trustees approve the RFP process, he will seek to use ESSER funds as well.

A motion to approve moving forward with the RFP process for the elementary boilers and elevator was made by Trustee Anderson, seconded by Trustee Relyea and approved with unanimous votes of the elementary trustees.

3. District Window Coverings- Mr. Stack explained the window treatments are part of overall district safety. The one-way coverings would be installed in select areas. Initial quotes were around \$5,000 per building. ESSER funds could potentially be used.

A motion to approve the window covering RFP was made by Trustee Woods, seconded by Trustee Relyea, and approved with unanimous votes of the elementary and high school trustees.

D. Board Policies, First Reading

1. Policy 3416 Administering Medication to Students- Mr. Stack told trustees he worked with Nurse Knopik and Mr. Hansen. There's an increase in students who need medications and some need to carry the medications and administer them. The policy replaces the existing one which was revised in 2013. Mr. Hansen said the biggest change is the new policy allows students to administer their own medication with parental approval. Board Chair Sandry said this is the first reading.
2. Policy 3305 Use of Restraint, Seclusion, and Aversive Techniques for Students- Mr. Stack told the board this will be a new policy. He explained certain staff will be trained in de-escalation strategies, including physical restraint, and with that, comes liability. The policy came from Montana School Board Association. Board discussion followed.

- E. Elementary Library Variance – Mr. Stack said the district has been asking for a library variance for quite a few years. Standards say the district needs 2.5 FTE and we currently have 2 FTE. He worked with the librarians and administrators and once the board approves it, the application will go to OPI. He said with some of the standards being hot topics in the state, there is a possibility it could be denied.

A motion to approve the elementary library variance was made by Trustee Anderson, seconded by Trustee Kreiman, and approved with unanimous votes of the elementary trustees.

COMMITTEE REPORTS

None

PRINCIPALS' REPORTS

Mr. Hansen talked about ASVAB testing, the end of the semester, job fair planning and 23-24 class registration.

Mr. Appleby reported on Pancakes with Parents, upcoming ski trips and working on school vision and mission.

Mrs. Clarke read an email she received commending the bus drivers. She said the drivers and Mrs. Venegas work well together. She talked about winter benchmark assessments and working with Mr. Appleby, Mr. Hansen and Eric Nelson on the district vision.

Mr. Porrovecchio gave a brief report on winter activities.

SUPERINTENDENT REPORT

Mr. Stack said two students that graduated last year connected with the high school cleaning company at the job fair held on campus. He talked about the importance of student attendance. He handed out preliminary calendar options for next school year. Two are from the certified union and one is similar to this school year. He asked for feedback over the next couple of weeks. The calendar will be on the February or March agenda for approval.

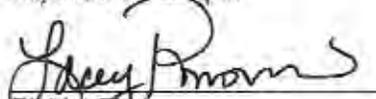
FUTURE MEETING SCHEULE

All School Board meetings are held at 5 pm in the high school library, unless otherwise noted.

- o Wednesday, February 8, 2023
- o Wednesday, March 8, 2023
- o Wednesday, April 12, 2023
- o Wednesday, May 10, 2023

A motion to adjourn was made by Trustee Anderson, seconded by Trustee Elwell, and **approved** by unanimous vote of the elementary and high school trustees.

Adjourned: 5:51 pm


District Clerk


Chairperson

VARIANCES TO STANDARDS APPLICATION CHARTER - Renewal Application (three years)

Purpose **10.55.604(4)**: “Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.”

DUE DATE:

First Monday in March

COUNTY: Gallatin County

DISTRICT: Bozeman Elementary District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Bozeman Charter School (BoCS)

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery/content standard, be sure to list it as well, e.g., 10.55.1801.

The initial charter application for the Bozeman Charter school included variance requests for ARM 10.55.710 Assignment of School Counseling Staff, ARM 10.55.709 Library Media Services, ARM 10.55.705 Administrative Personnel: Assignment of School Administrators, and ARM 10.55.711 Class Size and Teacher Load.

During the presentation to and discussion with the Board of Public Education it was noted that the approval of the Charter School itself was the “uber variance” and that approval of individual variances was not necessary. The Board of Public Education in approving the initial charter tasked Bozeman Public Schools with meeting the educational needs of the students and families in the Bozeman Charter School and providing documentation of the success of that effort.

If the “uber variance” of approving the Charter School truly doesn’t require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the “Public Charter School Variance.” If approval of individual variances are required the district would request approval of the initial list of variances previously requested in the original application. ([See Attachment A](#)).

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

2022-2023 School Year

- Parent Advisory Council (PAC) meeting 1.17.2023
The BoCS Principal discussed and received feedback regarding the charter renewal application from the Bozeman Charter School Parent Advisory Council (PAC) on 1.17.2023. (See [Attachment B](#))
- Board of Trustees Meeting 2.13.2023 (Discussion)
The Board of Trustees discussed the Bozeman Charter School renewal application at their regularly noticed and scheduled meeting on 2.13.2023. (See [Attachment C](#)) A public comment period was part of the discussion.
- Parent Advisory Council (PAC) meeting 2.14.2023
The Superintendent, Casey Bertram, and BoCS Principal, Jennifer Westphal, discussed the charter renewal application with the BoCs Parent Advisory Council (PAC) on 2.14.2023. The PAC was supportive of the new goal areas for 2023-2024. (See [Attachment D](#))
- Board of Trustees Meeting 2.27.2023 (Singular Action Item)
The Board of Trustees approved the final charter renewal application via the elementary district consent agenda on 2.27.2023. (See [Attachment E](#)) Minutes were approved at the regular board meeting on 3.6.2023. A public comment period was part of consent approval for both the charter approval action item and the approval of the minutes.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

2022-2023 School Year

- BoCS Board of Trustees Luncheon 1.31.2023
The BSD7 Board of Trustees, Central Office Administrators, BoCS Principal, BoCS Parent Advisory Council, and BoCS staff and students came together for the annual board luncheon on 1.31.2023. The charter application renewal was discussed as well as an overall presentation given by Principal, Jennifer Westphal, that included data, celebrations, challenges, as well as an opportunity to observe BoCS staff working with students during the afternoon in-person portion of the program. (See [Attachment F](#))
- BoCS Staff Charter Renewal Meeting 2.1.2023
The BSD7 Superintendent, HR Director, and BoCS Principal discussed the charter renewal process with the current BoCS staff at their regularly held staff meeting on 2.1.2023. Discussion included the following topics: hopes/dreams for the future of BoCS, charter renewal process, open enrollment bill, BSD7 policy on open enrollment, enrollment caps in BoCS, suggestions and feedback on next steps for the BoCS.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

The BSD7 Board of Trustees discussed the Bozeman Charter School renewal application at their meeting on 2.13.2023. [\(See Attachment C\)](#)

The BSD7 Board of Trustees considered approval of the Bozeman Charter School renewal application at their meeting on 2.27.2023. The Board of Trustees approved the minutes of the 2.27.2023 meeting on 3.6.2023. [\(See Attachment E\)](#).

5. Reflection upon initial variance:

- a. Describe the specific goals, measurable objectives, and rationale that describe the initial variance and how the proposed variance was to meet or exceed the results under the current standard(s). Include how the variance was workable and educationally sound.

Objective 1- Know Our Impact: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's effectiveness related to student achievement and growth both academically and socially-emotionally.

1. Who: BOCS administrator and district administrators.
2. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
3. Measurement: A scheduled plan for program evaluation has been developed that includes what data will be collected for the purpose of program evaluation, predetermined dates for data collection, and predetermined dates for data analysis.

Objective 2- Compare Our Impact: Data collected for the purpose of evaluating the effect of BOCS related to student achievement and growth both academically and social-emotionally will be compared to other schools in the district to help understand the relative effect size between models of instruction.

1. Who: BOCS administrator and district administrators.
2. When: Annually at the end of each semester
3. Measurement: Utilizing common data points between district schools, the BoCS will compare its results in these areas to better understand the BoCS's own impact on student learning relative to other areas in the district.

Objective 3- Develop a Positive Climate and Culture: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's climate and culture.

1. Who: BOCS administrator.
2. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
3. Measurement: A scheduled plan for school climate and culture evaluation has been developed that includes what data will be collected and how, predetermined dates for data and survey response collection, and predetermined dates for analysis.

Objective 4- Audit Content Standards: The BoCS will ensure that all applicable content and program standards are being directly instructed towards and assessed for learning. Additionally, as the BOCS will be a competency-based educational model, it will be important that analysis is directed at seeing which program and content standards are students meeting proficiency in and which ones are not as a way to further inform our MTSS process.

1. Who: BOCS administrator and staff.
2. When: At the end of each grading period.
3. Measurement: The BOCS staff will look at standards progress reports for all subject areas within the BOCS at the end of each grading period.

b. How were these goals and objectives met or exceeded? (Implementation)

Objective 1- Know Our Impact (Implementation)

The Bozeman Charter School is included in and accountable to BSD7's Long Range Strategic Plan (LRSP) annual goal setting and accountability process.

For the 2021-2022 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, and Social Emotional Learning. To view the completed 2021-2022 LRSP Goals/Action planning document for the BoCS see [attachment G](#). It is important to note that the BoCS did not meet the attendance threshold for the statewide SBAC assessment in the spring of 2022. There were parents with COVID concerns who did not allow their students to attend any of the in-person components of the BoCS, including state testing. There is currently no option in the state assessment plan to allow for remote participation in the SBAC assessment. Per OPI policy the number of students necessary to achieve the attendance threshold automatically received novice scores on the SBAC assessment. Thus the district benchmark assessment scores (STAR, Acadience, and DESSA) are more accurate indicators of student achievement for the 2021-2022 school year.

A summary of the Bozeman Charter School academic achievement for 2021-2022 is below. To access the full BSD7 LRSP Accountability Document for the BoCS see [attachment G](#).

Reading:

K-5 School wide proficiency increased from fall (56%) to spring (69%). Acadience Reading Assessment
6-8 School wide proficiency decreased from fall (67%) to spring (55%). STAR Reading Assessment

Math:

K-5 School wide proficiency increased from fall (68%) to spring (74%). Star Math Assessment
6-8 School wide proficiency increased from (43%) to spring (65%). Star Math Assessment

For the 2022-2023 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, Social Emotional Learning, and Graduation. A summary of the progress to date (Fall to Winter) is below. To access the full BSD7 LRSP Accountability Document for the BoCS and [see attachment H](#).

Reading:

Baseline Data - Fall

Second grade: 80% benchmark and above

Third grade: 100% benchmark and above

Fourth grade: 70% benchmark and above

Fifth grade: 78% benchmark and above

Sixth grade: 66% benchmark and above

Seventh grade: 22% benchmark and above

Eighth grade: 0% benchmark and above

Mid-Year Progress - Winter

Second Grade: 75% at benchmark or above (-5)
Third Grade: 100% at benchmark or above
Fourth Grade: 60% at benchmark or above (-10)
Fifth Grade: 78% at benchmark or above
Sixth Grade: 100% at benchmark or above (+34)
Seventh Grade: 44% at benchmark or above (+22)
Eighth Grade: 33% at benchmark or above (+33)

Math:

Baseline Data - Fall

Second grade: 20% at benchmark and above
Third grade: 80% at benchmark and above
Fourth grade: 70% at benchmark and above
Fifth grade: 55% at benchmark and above
Sixth grade: 33% at benchmark and above (out of 3 students)
Seventh grade: 55% at benchmark and above (out of 9 students)
Eighth grade: 0% at benchmark and above (out of 3 students)

Mid-Year Progress - Winter

Second Grade: 66% at benchmark or above (+46)
Third Grade: 80% at benchmark or above
Fourth Grade: 62% at benchmark or above (-8)
Fifth Grade: 41% at benchmark or above (-14)
Sixth Grade: 75% at benchmark or above (+42)
Seventh Grade: 78% at benchmark or above (+23)
Eighth Grade: 100% at benchmark or above (+100)

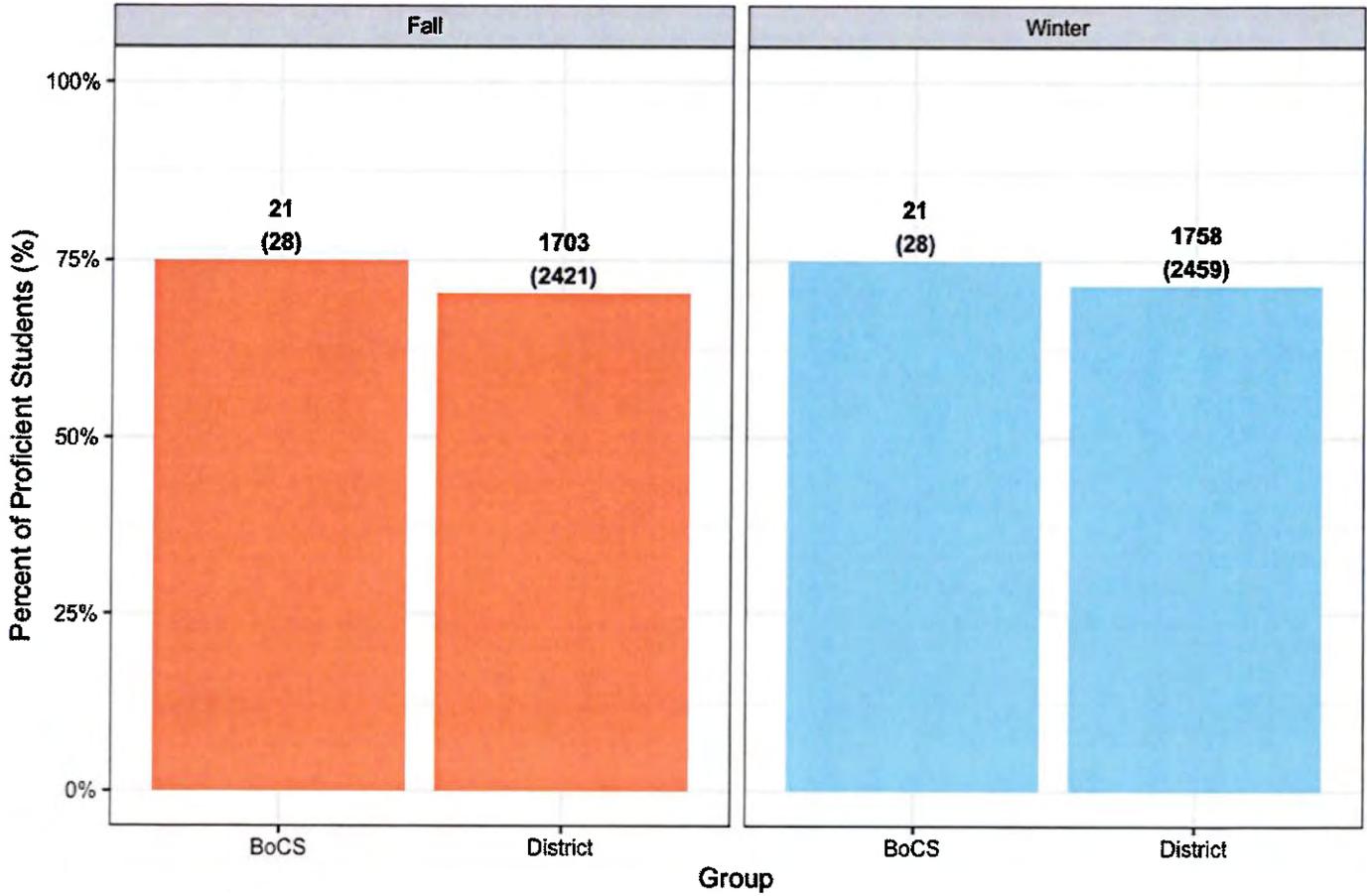
Objective 2 - Compare Our Impact (Implementation)

The Bozeman Charter School serves a very small population of students. Currently there are 44 students combined in grades 2-8. With that being said it is important that readers use caution when comparing the BoCs to other schools in the district. **Overall, we are seeing positive student achievement results in the BoCS. Below you will find the most recent comparison data in Math, and ELA showing the BoCS in comparison to other BSD7 schools at that grade band. You will notice that the BoCS shows higher proficiency levels at mid-year (winter benchmark) than our brick and mortar school sites in both elementary and middle school level reading and math.**

2nd-5th Grade Acadience Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores (Bocs vs. District Average)

BoCS 2022-23 Acadience Proficiency for Grades 2-5

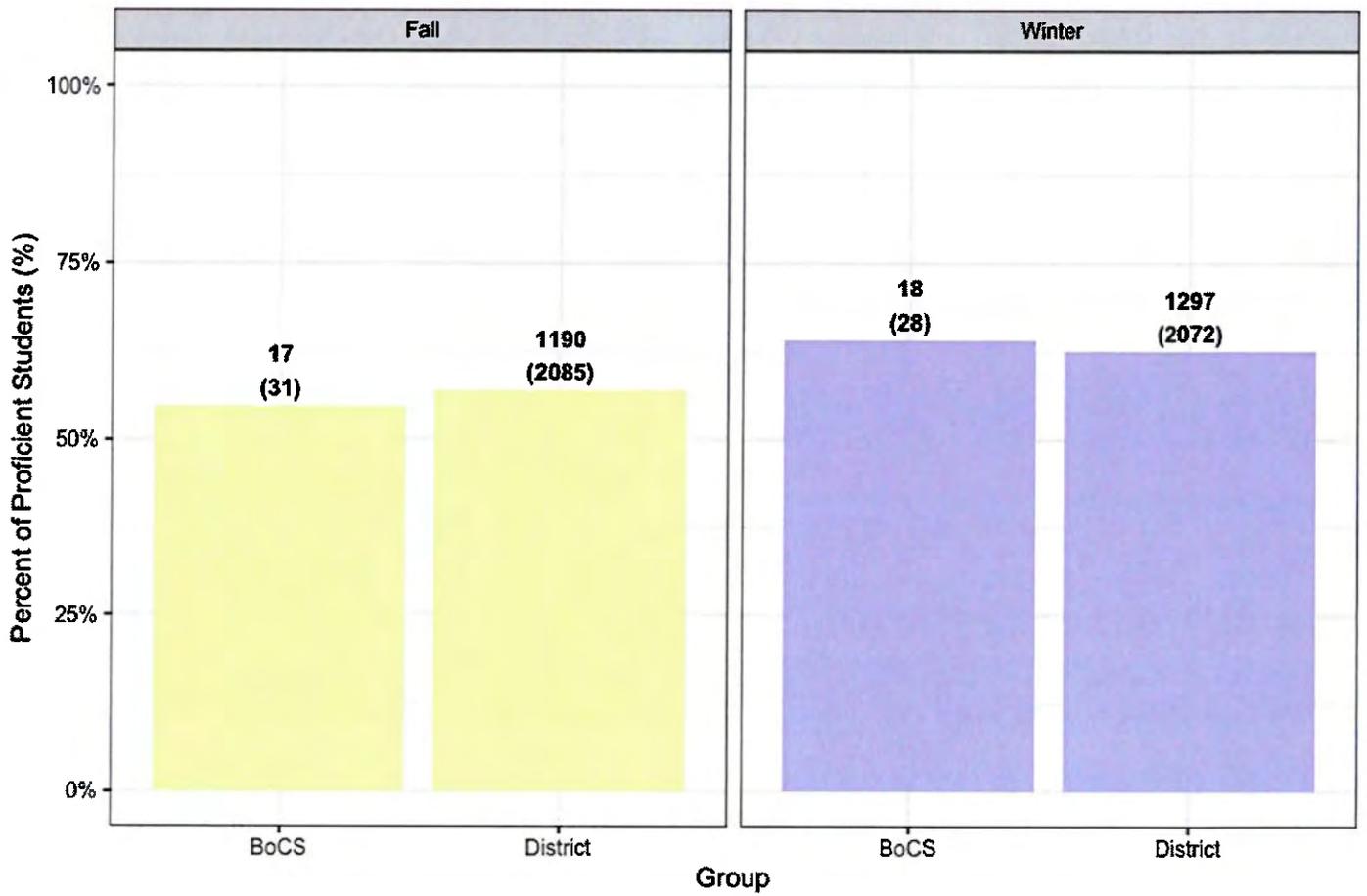
Total Students Noted in Parentheses



2nd-5th Grade Star Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores (BoCS vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 2-5

Total Students Noted in Parentheses

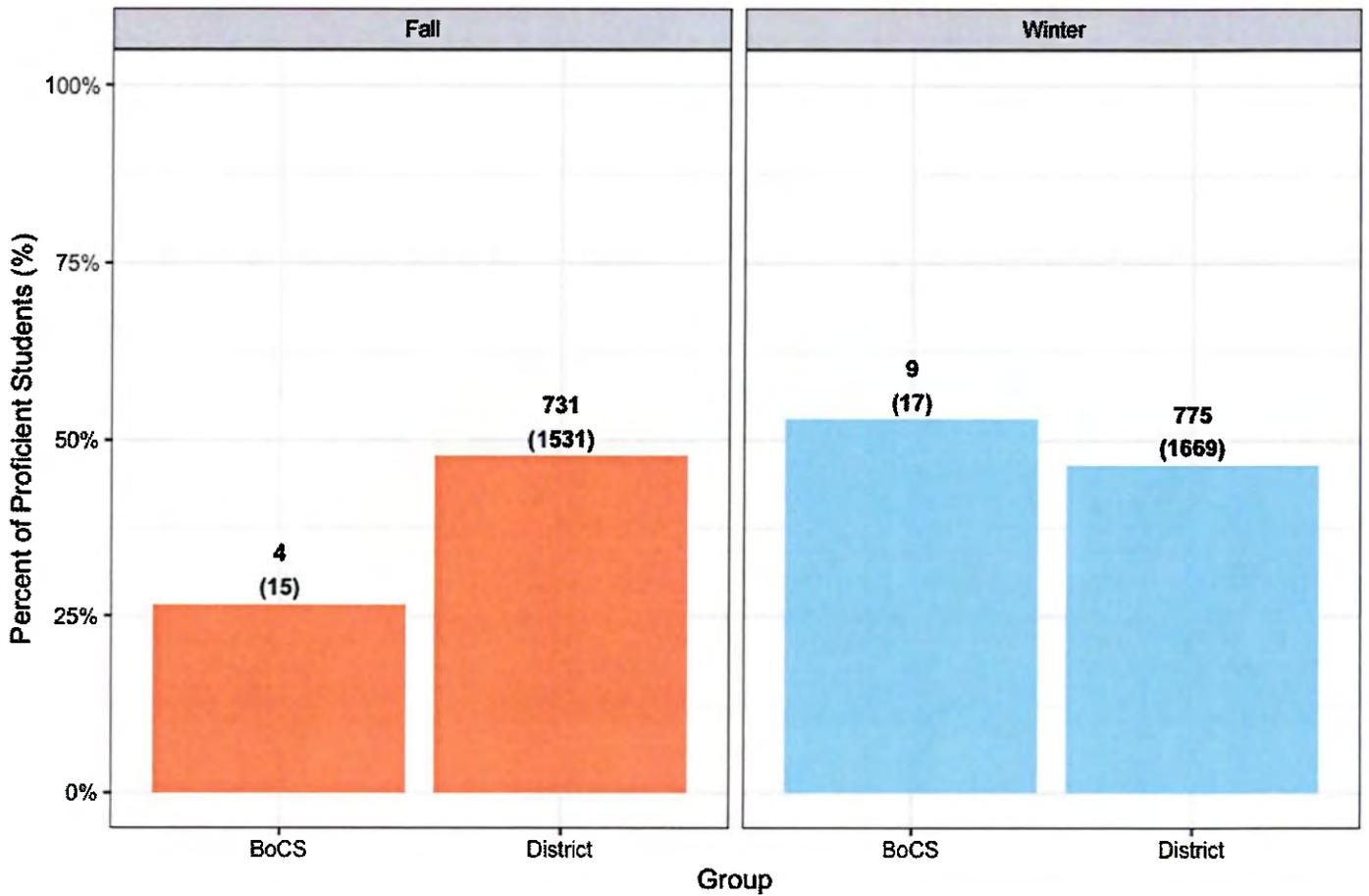


Proficiency is counted as having a Percentile Rank of 60 or above

6th - 8th Grade STAR Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores (Bocs vs. District Average)

BoCS 2022-23 STAR Reading Proficiency for Grades 6-8

Total Students Noted in Parentheses

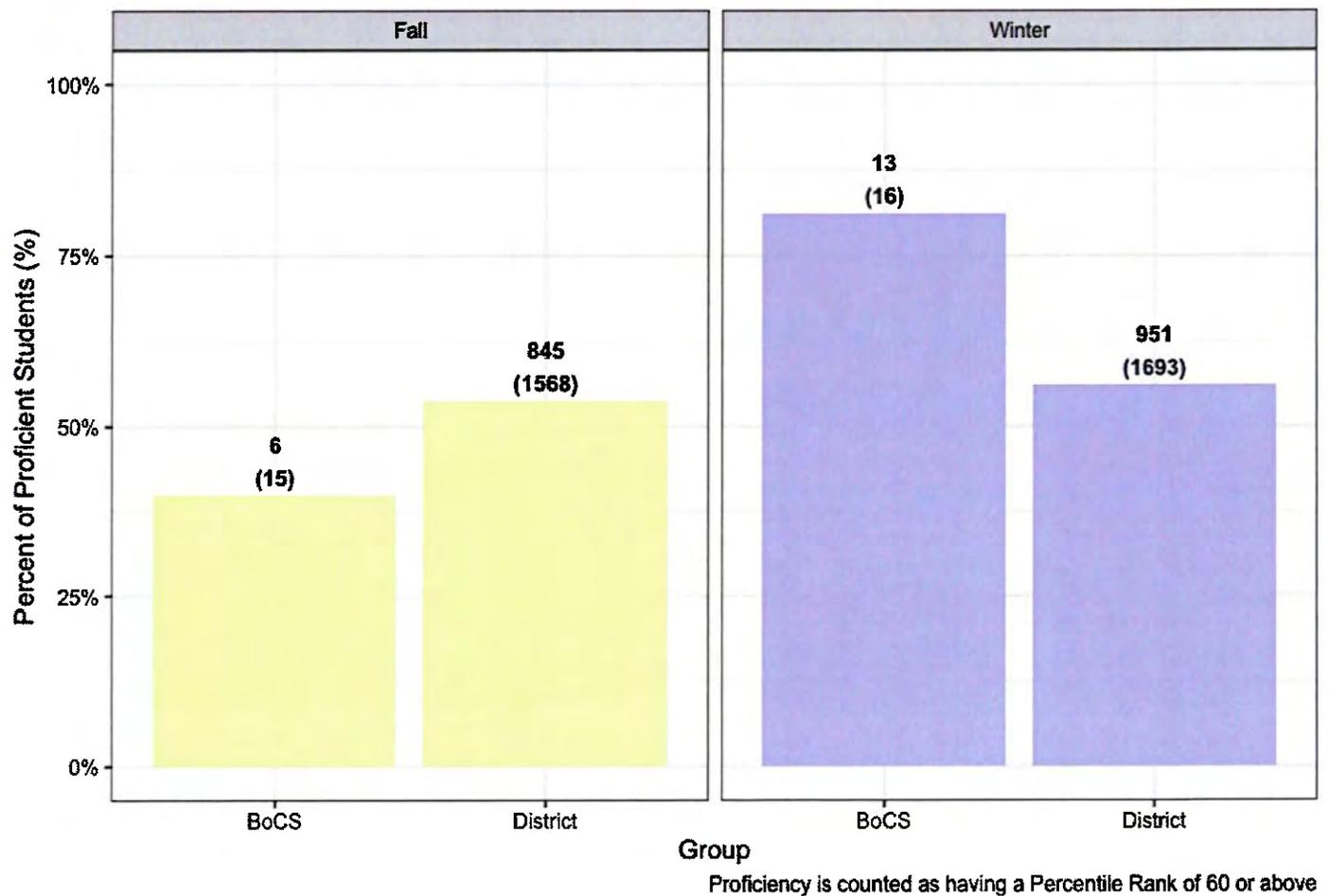


Proficiency is counted as having a Percentile Rank of 60 or above

6th - 8th Grade STAR Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores (Bocs vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 6-8

Total Students Noted in Parentheses



Objective 3- Develop a Positive Climate and Culture (Implementation)

In general, the team at the Bozeman Charter School reports that building relationships with students and working on social, emotional, behavioral skill deficits is much easier to accomplish for those students who regularly attend the in-person components of the program. The district uses the Devereux Student Strengths Assessment (DESSA) as the benchmark tool for social emotional learning. The BoCS team set the following goals after the 2021-2022 school year around the SEL portions of the program:

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.
- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.

Those goals have largely been accomplished. The counselor in the BoCS has fully built-out SEL lessons available to online only students as well as teaching some of those lessons in the afternoons to the in-person students. BoCS has worked hard to connect with all students and families and the most recent DESSA data for 2022-2023 shows that only

one student was flagged in the needs category.

Objective 4- Audit Content Standards: (Implementation) The BoCS staff has made great progress in implementing a truly competency based model in core academic areas. Students are working at their own pace and the structure allows for both interventions and extensions tailored to individual student needs. The district is prioritizing professional development for the BoCS team for 2023-2024 specific to growing their collective expertise in delivering a competency based program. The BoCS team is also flexible in its approach to providing families with options for elective programming (HE, art, music, library, etc.) Students have options in BSD7 brick and mortar schools, options for online programming via MTDA and EdGenuity at the middle school level, as well as student specific options directed by parents. The BoCS team has been able to make strong curricular connections to the weekly expeditionary learning opportunities provided to all students in the BoCS. Those expeditions have included the following trips:

Bumblewood Thicket Fairy Villages

Headwaters State Park

Lindley Park

Tinsley House at Museum of the Rockies

MSU Recreation Center

OWLS (Outdoor Wilderness Living School)

Bozeman Fish Technology Center

Tipi Pole Harvest

Bear Biology with FWP

American Indian Hall at MSU

Emerson Center for the Arts and Culture Schools in the Gallery

Museum of the Rockies MOR Apsáalooke Women and Warriors & Paugh History Hall

Gallatin Valley Food Bank

Skating at Gallatin Ice

Crosscut Mountain

Bozeman Public Safety Center and Fire Department

SPIRE Climbing Club

BHS Coding Club

Bozeman Bike Kitchen

- c. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard. (Examples may include, but are not limited to: student performance trends, if applicable, specific goals being addressed through AdvancED, etc. Do not include lesson plans, library monthly checkout logs, or calendars).

The data in the section above show that the BoCS is meeting the needs of students and families in a flexible model that includes a competency based approach, core instruction delivered remotely, in-person opportunities for SEL, interventions/extensions, and weekly expeditionary learning. Bozeman Public Schools is working through budgetary challenges and the sustainability of the BoCS was part of budget reduction conversations. As part of that process we heard from many parents in the BoCS who articulate powerful stories of student success that are hard to capture in the assessment data numbers. [See attachment I](#) for testimonials from BoCS families.

- d. What evidence, do you anticipate, will be collected for the renewal application's goals/ objectives

The district will continue to hold the BoCS accountable via the Long Range Strategic Plan (LRSP) site goals and accountability structures. In short, that process includes each school site setting measurable goals, tied to district goals, in the areas of ELA, Math, SEL, and Graduation. Each school site shares their progress annually with the board of trustees in the public board luncheon at each school site. Principals meet with central office administration three times a year, following benchmark assessment periods, to discuss progress towards goals and associated action plans. The process culminates in a transparent board discussion and action items where all building goals and actions plans as well as the board luncheon presentations are transparently posted on the district website. For example, Click [HERE](#) for the 2021-2022 BSD7 LRSP Annual Report.

6. After reflection of the evidence/data gathered on the initial variance, what is the status of your renewal application?

Continue with current goals and measurable objectives (state)

Propose new goals and measurable objectives for renewal application (state)

Throughout the process of collecting input from community and school stakeholders three specific areas of focus have been established as part of the continuous improvement process for the Bozeman Charter School (BoCS).

1. Firm up program requirements. Erring on the side of parental choice and flexibility, there are some students and families that pick and choose what components of the program they participate in. The BoCS would like to firm up program requirements, consistent with an MTSS approach, to move away from A-La-Carte and ensure the program is meeting the needs of students and guarantees student success. The BoCS will remain flexible but will roll out the following parameters:
 - Remote Core Instruction Daily = Required component for all students
 - In-Person Component = Required for some students via a tiered MTSS process. If the student is struggling with making progress toward grade level core standards, or IEP/504 goals, the afternoon in-person component will be required. Additionally, if the student is struggling with social, emotional, behavioral issues the BoCS staff will work with the family and require in-person support.
 - Expeditionary Learning = Students will opt in or out to this part of the curriculum and won't be allowed to pick and choose. The BoCS works hard to spiral and integrate the expeditions with learning from the core program, thus it is difficult to plan these opportunities never knowing how many students will attend.
 - Firming up these requirements will ensure the BoCS is able to meet the needs of all students and also helps to ensure stable state funding in the BoCS. Because the BoCS doesn't include the requisite hours in MCA 20-9-311 Bozeman Public Schools cannot count for ANB purposes students in the BoCS who are not proficient as defined in BSD7 Board Policy.
2. Explore/Pursue Full Day Options For Students. From an equity lens the current program delivery model in the BoCS requires flexible parents/guardians who can support students at home during the remote component, and also provide transportation to the in-person components. The district will be exploring options to provide a hybrid approach and/or a supervised classroom setting for students to access bussing in the morning to come to the BoCS site for the online instruction component, and then stay for access to school lunch, the afternoon in-person programming, and bussing home.
3. Support Open Enrollment As A Strategy To Grow Enrollment: Open enrollment is seemingly inevitable in the 2023 legislative session. The BSD7 Board of Trustees will be considering a policy change opening up the BoCS

to students outside of the district, on a space and staffing available basis. This strategy will help to grow and solidify enrollment in the BoCS, thus making it a budgetarily sustainable model in Bozeman Public Schools.

__ Adjustments to implementation need to be made to meet or exceed standard (state)

Required school district signatures:

Board Chair Name: Greg Neil

Board Chair Signature: Greg Neil Date: 3/6/2023

Superintendent Name: Casey Bertram

Superintendent Signature: Casey Bertram Date: 3/6/2023

Mail the signed form to:

Accreditation and Educator Preparation Division Office of Public Instruction

PO Box 202501

Helena, MT 59620-2501

Attachment A

If the “uber variance” of approving the Charter School truly doesn’t require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the “Charter School Variance”. If approval of individual variances are required the district would request approval of the following variances to standards:

ARM 10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.

1. The BOCS will implement a comprehensive school counseling program designed to meet standards and is educationally sound by implementing the BSD7 Board adopted ASCA Mindsets and Behavior Standards. Core and supplemental materials aligned with the standards will be used in the BOCS, similar to their use in other District schools. Assessment of the standards will include the use of the Devereux Student Strengths Assessment (DESSA), completed during the same benchmark assessment window as other District schools.
2. The BOCS seeks a slight modification to the accreditation standard, in order to assist with the consistent staffing, assignment of a school counselor and to ensure this role is workable for the needs of the BOCS. Instead of a fully prorated assignment, the BOCS seeks to assign a school counselor at the following ratio:
 - .2 FTE when enrollment is up to 159 students
 - .4 FTE when enrollment is between 160-239 students
 - .6 FTE when enrollment is between 240-319 students
 - .8 FTE when enrollment is between 320-399 students
 - 1.0 FTE when enrollment is 400 students.

ARM 10.55.709 LIBRARY MEDIA SERVICES (1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist.

1. The BOCS will primarily be on-line and will not have a standalone building by which to house a library. BOCS students will have access to library materials and resources through the eight elementary libraries and two middle school libraries within the district in a way that is designed to meet standards. Access to these resources will be based on availability and the capacity to provide those resources to the number of students requiring them at any given time.
2. As there cannot be a physical library in the remote school, the job requirements of a library media specialist would look vastly different. The BOCS would seek a modification to this accreditation standard that would better reflect how to best utilize a library media specialist in this remote schooling environment in a way that is workable in the given context and remains educationally sound in supporting the BOCS students. BOCS seeks to assign a library media specialist at the following ratio:
 - .2 FTE when enrollment is up to 200 students
 - .4 FTE when enrollment is between 201-400 students
 - .6 FTE when enrollment is between 401-600 students
 - .8 FTE when enrollment is between 601-800 students
 - 1.0 FTE when enrollment is between 801-1000 students.

ARM 10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (2) The Assignment of licensed principals shall be based upon student enrollment and prorated as applicable.

1. Due to the nature of remote schooling, the supervision duties of the school administrator will look very different than that of an in-person administrator. The BOCS will not require noon-aides, custodians, or kitchen staff; nor is there a physical building or grounds to be overseen in this remote model. Furthermore, student discipline is

greatly reduced in the remote environment and does not require this level of supervision. However, the start up and maintenance of a new remote program like this will require more of a school administrator in this role apart from the enrollment numbers, and is designed to meet standards.

2. The BOCS would seek a modification to this accreditation standard that is workable and educationally sound in how to best utilize a school administrator in this remote schooling environment and not be as directly tied to student enrollment numbers as current ARM standards describe. BOCS seeks to assign a school administrator at the following ratio:
 - .5 FTE when enrollment is up to 250 students
 - 1.0 FTE when enrollment is between 251-700 students
 - 2.0 FTE when enrollment is between 701-1400 students

ARM 10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (Elementary and Middle School)

1. With the remote school environment physical space is not a barrier that limits the number of students.
2. With the flexibility offered through competency-based learning and remote learning, class sizes will vary based on what learning students need, how much support they require, and how fast they are moving through the assigned learning objectives. The BOCS would seek a modification to this accreditation standard that is workable, educationally sound, designed to meet standards, and better reflects the realities of the BOCS structure and model, and ask that elementary class size maximums be increased by 5 students for each grade level and that middle school class size maximums be increased by 8 students.

Attachment B

January 17, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:30-3:15 at the Irving School or

Google Meet

Video call link: meet.google.com/huh-rsen-tdc

- **Principal's Report**
 - BoCS renewal variance application
 - **Variances**
 - Counseling sessions are in person for middle school and remote for elementary
 - Library .2, in person for elementary
 - Music and Health shared with Irving
 - K-1 20-24 +5
 - 3-4 28-32 +5
 - 5 30-34 +5
 - Middle school 30-34 +8
 - Combos are capped at 24
 - **Know your data**
 - **Compare your data**
 - **Positive Climate and Culture**
 - **Audit**
 - **Data**
 - DESSA
 - Acadience
 - STAR Math
 - STAR Reading
 - Attendance
- **President's Report**
 - K-1 for next year
 - State annual report \$20
 - Sled Fest - February 8
 - Article - Montana Parent
 - Enrollment up to ~100
 - Open enrollment bill - will allow any student within the state of Montana wants to attend a school, they can
- **Treasurer's Report**
 - Balances

Attachment C

Board of Trustees Meeting Agenda 2.13.2023



BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- February 13, 2023 -- 5:45 PM

Regular Board Meeting

- 5:45
1. **Call to Order -- Roll Call -- Pledge of Allegiance** Red = Not an Agenda Item (Placeholder)
 2. **BSD7 Experience** Black = Agenda Item
 - 2.1 Student Representatives Report
 - 2.2 Board Education - Building Reserve
The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - 2.3.1 2022-23 Gatorade Montana Girls & Boys Cross Country Players of the Year
 - 2.3.2 ASBO Meritorious Budget Award for the 2022-23 Budget
 3. **Action Items -- Consent**
 - 3.1 **Policy 2nd Reading**
 - 3.2 Minutes
 - 3.2.1 Consider Approval of Board Meeting Minutes
 - 3.3 High School District
 - 3.3.1 Consider Calling for May 2, 2023 School Election - High School District
 - 3.4 Both Districts
 - 3.4.1 Consider Approval of Personnel Actions
 - 3.4.2 Consider Approval of Financial Reports, Warrant Approval, and Donations
 - 3.4.3 Consider Approval of 2022-2023 Superintendent Evaluation
 - 3.4.4 Consider Approval of Superintendent Contract
 - 3.5 Elementary District
 - 3.5.1 Consider Calling for May 2, 2023 School Election - Elementary District
 4. **Action Items -- Singular**
 - 4.1 **Both Districts**
 - 4.2 **High School District**
 - 4.3 **Elementary District**
 5. **Board Discussion**
 - 5.1 **Policy 1st Reading**
 - 5.2 Middle School Schedule Consensus Discussion
 - 5.3 Committee Reports
 - 5.4 Legislative Update
 - 5.5 Discuss Strategy and Partnership with Bozeman Schools Foundation to Enhance Privately Funded Positions/Programs
 - 5.6 Preliminary 2023-24 Budget Report
 - 5.7 Bozeman Charter School Renewal

6. Public Comment on Non-Agenda Items

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

7. Reports

7.1 Executive Cabinet Report

7.2 Board of Trustees

Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

_____ ADJOURN



Meeting Date:	February 13, 2023
Category:	Discussion
Agenda Item #:	5.7
Originated By:	Mike Van Vuren, Deputy Superintendent
Others Involved:	Jennifer Westphal, BoCS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Bozeman Charter School Renewal

Discussion:

1. In the Spring of 2021, the Bozeman School District made an initial application to create a charter school. This request was approved by the Board of Trustees at the February 17, 2021 Board meeting. The application was forwarded to the Office of Public Instruction using the process outlined in ARM 10-55-604. The application for the creation of a charter school was approved by the Montana Board of Public Education in March 2021. That initial approval was valid for a period of 2 years and expires at the end of the 2022-2023 school year.
2. This is the first renewal application for Bozeman Charter School (BoCS).
3. As per the charter renewal process, the Board of Trustees must adopt the application for renewal of the charter program prior to submission to the Board of Public Education.
4. The charter renewal process requires evidence that local school and community stakeholders were involved in the consideration and development of the charter renewal application.
5. A discussion with the Board of Trustees is scheduled for February 13, 2023. The final application will appear for Board approval as an agenda item on February 27, 2023. Submission deadline for the Charter application is Monday, March 6, 2023.
6. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Attachment D

February 14, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:00-3:00 at the Irving School or

Google Meet

Video call link: meet.google.com/huh-rsen-tdc

- Casey charter renewal presentation
 - Describe variances
 - School stakeholder input
 - Describe if you have any new goals of program
 - Jennifer and Staff
 - Firming up program requirements
 - Required aggregate hours in Montana (not required if student making progress toward end goals)
 - Looking at a full day option equity concerns, transport to/from school, Make program more efficient
 - Open enrollment bill - ask Board of Trustees revise enrollment policy for BoCS jump in year early
 - Out of district would charge parents tuition - March 6
 - Lincolns for Levys
- Principal's Report
- President's Report
 - Sled Fest recap \$4405
 - End of Year picnic date to reserve Pavillion - June 7?
 - Celebration?
 - Money to teachers (\$200/primary teacher)
 - Grants
 - Levy
- Treasurer's Report
 - Expenses - board luncheon
 - Balances
- Ideas
 - Camp out at Lewis and Clark
 - Banking expedition
 - Jump time
 - HRDC volunteer
- Other
 - Carpooling

Attachment E

Approved Minutes of 2.27.2023 Board of Trustees Meeting, approved on 3.6.2027;
Board of Trustees Meeting Agenda 2.27.2023 and Consent Action Item

BOARD MEETING, BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 7 AND HIGH SCHOOL DISTRICT

Open Session

DATE: February 27, 2023

TIME: 5:45 p.m.

PLACE: Willson Board Room

MEMBERS

PRESENT: Greg Neil, Chair
Tanya Reinhardt, Vice Chair
Lei-Anna Bertelsen
Kevin Black
Lauren Dee
Douglas Fischer
Gary Lusin

MEMBERS

ABSENT: Sandra Wilson

STAFF

PRESENT: Casey Bertram, Superintendent
Lacy Clark, Director of Business Services/District Clerk
Marilyn King, Deputy Superintendent
Pat Strauss, Director of Human Resources
Mike Van Vuren, Deputy Superintendent
Mike Waterman, Executive Director of Business and Operations
Lori Ross, Executive Assistant

VISITORS: Approximately 80

Call to Order

The meeting was called to order at 5:45 p.m. by Chair Neil. Following the Roll Call and the Pledge of Allegiance, Neil welcomed visitors and explained the purpose of the meeting and procedures to be followed.

BSD7 Experience

2.3.1 Montana Thespian Recognition

Trustee Dee recommended that the Board of Trustees adopt the following resolution. Trustee Fischer seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: Montana Thespians, an affiliate of the Educational Theatre Association, strives to positively impact the lives of youth in Montana through Theatre education, advocacy, networking opportunities, and community building resources; and

WHEREAS: Bozeman High School and Gallatin High School participated in the Montana Thespian Festival and brought home 5 awards,

Bozeman High School and Gallatin High School:

Best Comedy: *The Play That Goes Wrong* ONE BOZEMAN cast and crew

Best Director: Hugh Burroughs BHS

Best Tongue Twister: Quinn Fastnow BHS

Best Supporting Actor: McCants Meinders GHS

Best Walk On by an Actor: Elizabeth McLean GHS; and

WHEREAS: Sparta Evans, BHS was also named Ribbon Hoarder of the Order;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Hugh Burroughs, Sparta Evans, Quinn Fastnow, Elizabeth McLean, McCants Meinders, and the full cast and crew of ONE BOZEMAN'S *The Play That Goes Wrong* with these honors.

2.3.2 DECA State Career Development Conference Awardees and Officer Recognition

Trustee Bertelsen recommended that the Board of Trustees adopt the following resolution. Trustee Reinhardt seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: DECA, an Association of Marketing Students, is a student organization designed for students interested in careers or advanced education in the areas of marketing, management, and entrepreneurship; and

WHEREAS: Students from Bozeman High and Gallatin High attended the state DECA conference on February 5 - February 7, 2023, which featured events in Marketing, Hospitality, Finance, Management, and Business Administration; and

WHEREAS: Bozeman High took 1st place in four events, 2nd place in five events, and 3rd place in two events; and

WHEREAS: The following BHS students received 1st place awards:
International Business Plan - Aika Lanes, Elsa Austin & Tristan Klem
Travel and Tourism Team Decision Making - Henry Riendeau & Leland Lammers
Independent Business Plan - Abbott Brechbuhler
Community Awareness Project - Aika Lanes, Elsa Austin & Tristan Klem; and

WHEREAS: Coen Bensley, Ellie Boyd, Maddy Coombs, Olivia Davis, Griffin Fosdal, and Olivia Hall were recognized for Gold Certified School Store; and

WHEREAS: Bozeman High School received the Largest Percentage Growth Award; and

WHEREAS: Gallatin High had 15 1st place finishes, 12 2nd place finishes, and three 3rd place finishes; and

WHEREAS: The following GHS students received 1st place awards:
Retail Merchandising - Maiya Stohlman
Hospitality Services Team Decision Making - Natalia Antonnuci & Halle Taylor
Human Resource Management - Riley Munson
Business Law and Ethics Team Decision Making - Carmen Kessenich & Jade Huynh
Financial Services Team Decision Making - Ravenor Davion & Cole Woodward

Principles of Finance - Ravenor Davion
Business Solutions Project - Tess Catron & Tai Carr
Integrated Marketing Campaign Product - Emery Streets & Lyla Streets
Buying and Merchandising Operations Research - Jackson Butler & Alyssa Lehrkind
Accounting Applications - Keelan Gaines
Integrated Marketing Campaign Event - Riley Munson
Franchise Business Plan - Ava Shepherd & Cole Woodward
Career Development Project - Auna Flohr, Lily Barnes, & Keira Appleton
Personal Financial Literacy Project - Bailey Kumlien
Hospitality Professional Selling - Ava Shepherd; and

WHEREAS: Cole Woodward was elected as a 2023-24 State Officer; and

WHEREAS: Jillian Bottcher, Tai Carr, Tess Catron, and Ava Shepherd, were recognized for Gold Certified School Store;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the DECA teams of both schools.

Consent Agenda Minutes, Elementary, High School District, and Both Districts

Trustee Fischer moved that the Board of Trustees approve items #3.3.1, 3.5.1, and 3.5.2. Trustee Reinhardt seconded the motion. Motion carried 6-0. (Trustees Bertelsen and Wilson absent).

3.3.1 Consider approval of the revised requests for high school out-of-state field trips

3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS)

3.5.2 Consider Approval of requests for middle school out-of-state field trips

4.2.1 Consider Citizen's Request for Reconsideration of Materials - Appeal to Board of Trustees

Superintendent Bertram introduced this item. The Complainant, a parent at Gallatin High School, submitted a formal request to GHS Principal Erica Schnee to remove The Marrow Thieves from the 9th Grade English curriculum at Gallatin High School on September 28, 2022.

The Marrow Thieves is an approved core instructional resource. A primary core material is a major instructional resource integral to a given course that is approved by the Board of Trustees on an annual basis. The book was approved by the Board for the first time for the 2020-21 school year but has been used as an alternative to The Absolutely True Diary of a Part-Time Indian.

Principal Schnee met with the complainant on October 10, 2022 to discuss the concerns.

Principal Schnee formally reviewed The Marrow Thieves and responded to the complainant on October 21, 2022 that she was not supportive of removing The Marrow Thieves as a core instructional resource in the English Department at GHS.

Per policy #2314 the complainant appealed the decision to the Superintendent on October 30, 2022.

Consistent with policy #2314 Superintendent Bertram appointed a learning materials review committee to make a formal recommendation regarding the appeal within the established timelines in policy.

The Learning Materials Review Committee included eight members representing the following areas: (1) Building Administrator/Committee Chair; (1) 9-12 Teacher Librarian; (1) 9-12 English Teacher; (1) 6-8 ELA/SS Teacher; (1) Bozeman Public Library Librarian/Community Member; (3) Community Members.

The Learning Materials Review Committee, convened on January 3, 2023, from 4 - 7 pm, to discuss the appeal to remove the book, The Marrow Thieves, from the English curriculum at Gallatin High School. The meeting was noticed on January 1, 2023.

All committee members read the book The Marrow Thieves, the original Request for Reconsideration, Principal Erica Schnee's initial response, and published reviews of The Marrow Thieves.

The Committee meeting included testimony from the complainant, public comment, and discussion about the book, i.e., purpose, appropriateness, connection to the curriculum, literary quality, etc. by the committee.

The Committee's unanimous recommendation was: To not support the appeal to remove The Marrow Thieves as a core material in the English department at Gallatin High School.

The Committee Chair, Will Dickerson, provided the complainant and the Superintendent with the final written recommendation of the Committee on January 3, 2023.

Consistent with SB99 both annual and 48 hours' notice to parents was provided prior to instruction of The Marrow Thieves. Teachers and principals work with families to provide alternative texts, if asked.

The Learning Materials Review process, as outlined in District Policy #2314, was followed.

Trustee Reinhardt moved that the Board of Trustees Board accept the Superintendent's recommendation that the Board of Trustees deny the appeal to remove The Marrow Thieves as a core instructional material in the English department at Gallatin High School. Trustee Fischer seconded the motion.

Public Comment:

- Heather Higgs
- Cheryl Tusken
- Bryant Higgs
- Patti Steinmuller
- Stephanie Lurie
- Heather Musselman
- Katy Osterloth
- Troy Bertelsen
- David Wooten

Motion carries 7-0. (Trustee Wilson absent).

5.2 Committee Reports

- None

5.3 Legislative Update

Superintendent Casey Bertram and the Executive Cabinet team provided Trustees with updates and led discussion on Montana and Congressional legislation that may affect the operation of the District.

Bertram and Waterman answered Trustees' questions.

6. **Public Comment on Non-Agenda Items**

- None

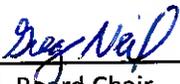
7.1 **Executive Report**

- Superintendent Bertram reported on the hiring timeline for the Sacajawea Middle School Principal position and the High School Guiding Coalition training taking place this week.

7.2 **Board of Trustees**

- Trustee Neil reminded Trustees of the Day of Advocacy on March 13.

Meeting adjourned at 7:05 PM



Greg Neil, Board Chair



Lacy Clark, District Clerk

3/6/23



Special Board Meeting

- 5:45
1. Call to Order -- Roll Call -- Pledge of Allegiance
 2. BSD7 Experience
 - 2.1 Student Representatives Report
 - 2.2 Board Education
 - The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - 2.3.1 2023 Montana Thespian Recognition
 - 2.3.2 DECA State Career Development Conference Awardees and Officer Recognition
 3. Action Items -- Consent
 - 3.1 Policy 2nd Reading
 - 3.2 Minutes
 - 3.3 High School District
 - 3.3.1 Consider approval of the revised requests for high school out-of-state field trips based on considerations related to covid or other safety issues
 - 3.4 Both Districts
 - 3.5 Elementary District
 - 3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS).
 4. Action Items -- Singular
 - 4.1 Both Districts
 - 4.2 High School District
 - 4.2.1 Consider Citizen's Request For Reconsideration of Materials - Appeal
 - 4.3 Elementary District
 5. Board Discussion
 - 5.1 Policy 1st Reading
 - 5.1.1 Discussion revision to policy #3115 Out-of-District Attendance with Discretionary Approval
 - 5.2 Committee Reports
 - 5.3 Legislative Update
 6. Public Comment on Non-Agenda Items

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.
 7. Reports
 - 7.1 Executive Cabinet Report
 - 7.2 Board of Trustees
 - Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting



Meeting Date:	February 27, 2023
Category:	Action Item - Consent - Elementary District
Agenda Item #:	3.5.1
Originated By:	Marilyn King and Mike Van Vuren, Deputy Superintendents
Others Involved:	High School Principals, Director of Music and Fine Arts

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of renewal application for the Bozeman Charter School (BoCS)

Facts & Discussion:

1. The Board of Public Education met on May 14, 2021 and approved the district application to create a charter school under ARM 10.55.604(11) for Bozeman Online Charter School (BOCS).
2. The approval was effective beginning the first semester 2021-2022. The school code (SC) of 1867 was established.
3. The initial approval was for two years and will expire June 30, 2023.
4. The charter school was renamed Bozeman Charter School (BoCS) for the 2022-2023 school year.
5. The Board of Trustees discussed the BoCS renewal application on February 13, 2023. The Board showed support for the focus areas and new goal areas to be included in the charter renewal application.
6. As per the charter renewal process, the Board of Trustees must formally approve the application for renewal of the charter program prior to submission to the Board of Public Education.
7. Community and school stakeholders were engaged in the renewal application process.
8. The charter renewal application is due the first Monday in March (March 6, 2023).
9. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Fiscal Impact:

N/A

Recommendation:

The Superintendent recommends that the Board of Trustees approve the renewal application for the Bozeman Charter School (BoCS).

Other Alternatives:

1. Do not approve.

Attachment F

Bozeman Charter School Board Luncheon - 1.30.2023

Click [HERE](#) - or follow link to view presentation

<https://docs.google.com/presentation/d/16rrWFzjGyvyz6Nakzfp-OpGWz6MRLAMfck2MM3MtH4S4/edit?usp=sharing>

Attachment G

2021-2022 Bozeman Charter School (BoCS) LRSP Implementation Framework



**Bozeman School District
Long-Range Strategic Plan: 2021-2022 Implementation Framework**

Introduction

Bozeman Public Schools' Long Range Strategic Plan process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP for the 2021-2022 school year.

This implementation framework is divided into three areas:

Section A: District Goals (20 year and 5 year)

Section B: School-Wide Instructional Focus (Three Critical Areas)

Section C: Building/Principal Professional Goal

Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

Section A: District Goals

District Goals (20 year and 5-10 year)

Big Audacious Goal:

Long term, 20-year planning horizon

The Bozeman Public School District is student-centered and known as a vibrant, flexible, purposeful, and progressive educational system that values diversity, models community engagement, provides numerous opportunities to generate individual student growth, and engage students to succeed and positively contribute in a global community.

Focus Goals:

Short term, 5-10 year planning horizon

Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

For More Information Regarding The District LRSP Five Year Plan and Goals - [CLICK HERE](#)

Section B: School-Wide Instructional Focus 2021-2022

Three Critical Areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL)

School teams will develop a school-wide instructional focus action plan using the planner below:

ELA/Literacy Measurable Goal/s

(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap:(Acadience)

	Fall	Winter	Spring
Kindergarten	44%	56%	67%
1st	33%	38%	47%*
2nd	86%	88%	100%
3rd	46%	46%	77%
4th	82%	82%*	80%
5th	73%	73%*	45%*
<i>School-Wide Proficiency:</i>	56%	59%*	69%

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

*These scores may be affected by instructor error while administering the Acadience test as this was the first year using Acadience.

Reading Growth: Typical Progress or Better

K: 43%

1: 67% (73%)*

2: 86%

3: 85%

4: 40%

5: 40%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
6th	64%	75%	50%
7th	60%	55%	50%
8th	77%	67%	65%
<i>School-Wide Proficiency</i>	<i>67%</i>	<i>66%</i>	<i>55%</i>

MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

**MTSS (Tiers I,II,III)
Action Plan To Support ELA/Literacy Goal/s**

Tier 1

- Super Kids + Top 10 Tools
- "Site" visit w/ Dr Nell
- BOCS Competency-Based Model (Yr. 1)
- Raz Kids (Elem Only)

Tier II

- In-person mornings (MS) and afternoons (Elem)
- 1-1 meetings and small group (remote and in-person)

Tier III

- Specialized instruction / case management

**Professional Learning Communities (PLC)
Action Plan To Support ELA/Literacy Goal/s**

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

**Other
Action Plan To Support ELA/Literacy Goal/s**

What, if any, additional resources are needed to achieve the goal?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s:

- Gaps remain, especially with those in the pre-reader stages
- Students who were utilizing the hybrid approach did better

End of Year Progress Toward Goal/s:

At the elementary, we made some important gains, despite some human error by the principal in administering the acadience.

At the middle school we continued to see drops.

Math Measurable Goals:

(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
Kindergarten	N/A	N/A	N/A
1st	N/A	88%	86%
2nd	86%	80%	71%
3rd	73%	83%	77%
4th	64%	73%	62%
5th	56%	50%	71%
School-Wide Proficiency:	68%	75%	74%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

Student Growth Percentile (median):

- 1st: 39th
- 2nd: 4th
- 3rd: 38th
- 4th: 77th
- 5th: 18th

	Fall	Winter	Spring
6th	58%	88%	67%
7th	50%	56%	64%
8th	27%	70%	65%
School-Wide Proficiency:	43%	70%	65%

Student Growth Percentile (median):

6th- 48th

7th- 74th

8th- 76th

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

**MTSS (Tiers I,II,III)
Action Plan To Support Math Goal/s**

Tier 1

- Bridges
- BOCS Competency-Based Model (Yr. 1)

Tier II

- Bridges Intervention Kit
- In-person mornings (MS) and afternoons (Elem)
- 1-1 meetings and small group (remote and in-person)

Tier III

- Specialized instruction / case management

**Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s**

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

**Other
Action Plan To Support Math Goal/s**

What, if any, additional resources are needed to achieve the goal ?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s: While I was not able to look at "statistically significance" related to the data, we made massive growth. However, in some cases, this could be more related to measurement error in fall data.

Of note, the impressive math growth was seen at all levels in the BoCS, and was stronger with our fully remote students than our hybrid students.

End of Year Progress Toward Goal/s:

Again, my initial goal of utilizing effect size as a measurable goal did not pan out. Again, our numbers in math remained strong. While there was some drop from our winter scores, the overall growth throughout the year was very positive.

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:

(measurable, based upon benchmark data compared to norm sample - target areas for growth)

Fall

Elem. Baseline Data/Identification of Achievement Gap: 9% in "need"

MS. Baseline Data/Identification of Achievement Gap: 20% in "need"

Elem. Measurable Goal/s to Target Achievement Gap: Reduce to 5%

MS. Measurable Goal/s to Target Achievement Gap: Reduce to 10%

Spring

Elem. Data/Identification of Achievement Gap: 12% in "need"

MS. Data/Identification of Achievement Gap: 31% in "need"

**MTSS (Tiers I,II,II)
Action Plan To Support SEL Goal/s**

T1

- Grade Band Team meetings to review and plan strategies
- Counselor led presentations and activities w/ students

T2/3

- Counselor interface (review concerns with teachers, identifies primary concerns, reaches out to students)
- Grade Band Team meetings to review and plan strategies (consider Parent Liaison)
- Admin. Follow up with families

Professional Learning Communities (PLC)
Action Plan To Support SEL Goal/s

1. Ongoing identification of SEL needs
2. Communication of needs to counselor, admin. And appropriate team members
3. Track through MTSS sheets

Other
Action Plan To Support SEL Goal/s

What, if any, additional resources are needed to achieve the goal?

-

Mid-Year Progress Toward Goal/s:

- We are having a hard time getting the remote students to interface with the counselor. Most contact has been with the core teachers, who provide weekly updates on student engagement.

End of Year Progress Toward Goal/s:

We went the opposite direction from our goals. In interviews with the teachers after showing them the data, they related that many of the questions did not have a "N/A" option, as some of them were not applicable to students in a fully remote environment. In instances like this, they rated them with a lowest score. They did not feel the current scores were an accurate depiction of what was taking place in the BoCS.

Many students, they feel, were actually making progress, as evidenced in participation, work completion, and email communication.

However, they do believe that there are students who this data would represent (in the sense of a regression). In this case it became a matter of attendance, as well as the challenge of supporting students and families with the remote components of the model.

The school counselor did have success late in the year with connecting with middle schools students remotely and saw very high participation rates.

5/27/22 Meeting with Mike Ruyle included focus on this aspect of schools and importance in our work. Team seemed energized to focus on this area.

For 22/23

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.

- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.
-

Section C: Building/Principal Professional Goal

2021-2022 Goal = MTSS Resource Mapping

Action Plan:

1. Overview and Communicating the Why
 - a. **Completed with all team members on 8/24 through 8/27**
2. BOCS Personnel Resource Mapping
 - a. **Completed with all team members on 8/25**
3. BOCS Facilities Usage Map
 - a. **Completed on 10/30**
4. BOCS Time Allocation Resource Mapping
 - a. **Completed on 1/04**
5. BOCS Data Sources Resource Mapping
 - a. **Completed on 6/1/22**
6. BOCS Curriculum and Instruction Resource Mapping
 - a. **Completed on 6/3/22**

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s: Resource Mapping is progression on schedule

End of Year Progress Toward Goal/s: More summary than the meaningful resource mapping I had intended.

Section D: Reporting on the LRSP

Board Luncheons and School Visits:

Starting in October and continuing through February 2021, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the three critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL). Additionally, presentations should include information related to the MTSS and PLC work associated with the critical area.

Luncheon Schedule: March 1st, 2022

Presentations: The presentation from the school Principal or Director should include the following information:

- School LRSP goal/s and progress for one of the critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

School Reports: School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the three critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning).

Principal Goals Meeting With Central Office: Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the three critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page beginning 2021-2022, consistent with pre-Covid expectations. [HERE](#)

Attachment H

2022-2023 Bozeman Charter School (BoCS) LRSP Implementation Framework



DRAFT

Bozeman School District

Long Range Strategic Plan: 2022-2023 Implementation Framework

Introduction

Bozeman Public Schools' Long Range Strategic Plan (LRSP) process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP *Academic Performance* goals for the 2022-2023 school year.

This implementation framework is divided into four areas:

Section A: Core Purpose and District Academic Goals

Section B: School-Wide Instructional Focus (Four Critical Areas)

Section C: Building/Principal Professional Goal

Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

Section A: Core Purpose and District Academic Goals

Core Purpose -

"Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community."

District Goals -

Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

Graduation Goal: By 2025, 95% of BSD7 students in each graduation cohort will earn a regular high school diploma in four years or fewer.

For More Information Regarding The District LRSP Five Year Plan and Goals - [CLICK HERE](#)

Section B: School-Wide Instructional Focus 2022-2023

School teams will develop a school-wide instructional focus action plan using the planning template below. The template identifies four critical areas of focus: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), and Graduation. Additionally, the planning template specifically addresses MTSS and PLC's as foundational components of the teaching and learning model in Bozeman Public Schools. Those areas are intertwined with the four critical areas to ensure they are not addressed in isolation, but rather braided together in the efforts to address the four critical areas of focus.

ELA/Literacy Measurable Goal/s

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

Second grade: 80% benchmark and above

Third grade: 100% benchmark and above

Fourth grade: 70% benchmark and above

Fifth grade: 78% benchmark and above

Sixth grade: 66% benchmark and above

Seventh grade: 22% benchmark and above

Eighth grade: 0% benchmark and above

Measurable Goal/s to Target Achievement Gap: In each grade level, 90% of students will reach a reading composite score of "at benchmark" or "above benchmark" on the Spring Acadience assessment.

For Middle School students, 90% of students will reach a score of Proficient or above on the Spring STAR Benchmark.

MTSS (Tiers I,II,III) Action Plan To Support ELA/Literacy Goal/s

Tier II:

-Adjust our .5 intervention teacher's schedule to accommodate traveling to Willson to provide supports to any middle school student that is at-risk academically.

-One-on-one meets with students that are at-risk with the teachers.

Professional Learning Communities (PLC) Action Plan To Support ELA/Literacy Goal/s

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.

-Teams will begin reading "Learning By Doing" and complete activities within the book.

Other Action Plan To Support ELA/Literacy Goal/s

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the Literacy MTSS Tiered Intervention Matrix).

All grades:

-Follow MTSS process for at-risk students.

-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal?

Mid-Year Progress Toward Goal/s:

Second Grade: 75% at benchmark or above (-5)

Third Grade: 100% at benchmark or above

Fourth Grade: 60% at benchmark or above (-10)

Fifth Grade: 78% at benchmark or above

Sixth Grade: 100% at benchmark or above (+34) - 4 students

Seventh Grade: 44% at benchmark or above (+22) - 9 students

Eighth Grade: 33% at benchmark or above (+33) - 3 students

Mid-Year Course Corrections Based Upon Data: **Look at individual students that are still below benchmark and make sure that they are getting the targeted interventions that they need. Administer diagnostics to guide this process.**

End of Year Progress Toward Goal/s:

Math Measurable Goals:

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

Second grade: 20% at benchmark and above

Third grade: 80% at benchmark and above

Fourth grade: 70% at benchmark and above

Fifth grade: 55% at benchmark and above

Sixth grade: 33% at benchmark and above (out of 3 students)

Seventh grade: 55% at benchmark and above (out of 9 students)

Eighth grade: 0% at benchmark and above (out of 3 students)

Measurable Goal/s to Target Achievement Gap: **85% of students will make adequate growth on the STAR Math Benchmark from Fall to Spring (25 SGP or more for students at Benchmark or above on the Fall STAR Math benchmark and 50 SGP or more for students below benchmark on the Fall STAR Math).**

MTSS (Tiers I,II,III)
Action Plan To Support Math Goal/s

Tier II:

-One-on-one meets with students that are at-risk with the teachers.

**Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s**

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.
-Teams will begin reading "Learning By Doing" and complete activities within the book.

**Other
Action Plan To Support Math Goal/s**

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the limited diagnostic math assessments available - Bridges Intervention Assessment).

All grades:

-Follow MTSS process for at-risk students.
-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal? **Quality diagnostic assessments for math to identify skills in which students need to improve.**

Mid-Year Progress Toward Goal/s:

**Second Grade: 66% at benchmark or above (+46)
Third Grade: 80% at benchmark or above
Fourth Grade: 62% at benchmark or above (-8)
Fifth Grade: 41% at benchmark or above (-14)**

**Sixth Grade: 75% at benchmark or above (+42)
Seventh Grade: 78% at benchmark or above (+23)
Eighth Grade: 100% at benchmark or above (+100)**

50% of students that were below benchmark on the Fall STAR Math made growth with an SGP of 50 or higher on the Winter Benchmark.

81% of students that were at benchmark on the Fall STAR Math made growth with an SGP of 25 or higher on the Winter Benchmark.

Mid-Year Course Corrections Based Upon Data: Administer diagnostic assessments to pinpoint areas where students are still struggling. Provide intervention to those students below benchmark and not making growth.

End of Year Progress Toward Goal/s:

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:

(measurable, based upon benchmark data compared to norm sample - target areas for growth)

Baseline Data/Identification of Achievement Gap: **1 student scored "at-risk" on the DESSA assessment rating.**

Measurable Goal/s to Target Achievement Gap:

-No increase in the number of students scoring "at-risk" on the DESSA in the Spring.

MTSS (Tiers I,II,III)
Action Plan To Support SEL Goal/s

- Monthly counseling lessons taught by the school counselor
- One-on-one support provided by the school counselor for students in need

Professional Learning Communities (PLC)
Action Plan To Support SEL Goal/s

- PLC teams will devote time regularly to discuss "at-risk" students and strategies for those students

Other
Action Plan To Support SEL Goal/s

- Home visits for students that are not engaging in the lessons and/or displaying signs of need

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

Mid-Year Course Corrections Based Upon Data: **N/A**

End of Year Progress Toward Goal/s:

Graduation Measurable Goal/s:

(measurable, based upon available Attendance, Behavior, or Coursework data within Unified Insights identifying students who are at risk of dropping out.)

Baseline Data/Identification of at-risk students:

Of the 7 students that are at-risk academically, 1 student has a 504 plan.

Of the 7 students that are at-risk academically, 1 does not attend in person at all and 3 attend in person sporadically.

<p>Measurable Goal/s to target success of at-risk students:</p> <p>At least 3 of the 4 that are not attending consistently in person will start attending in person regularly. Students that are coming in person are receiving support 4 days a week with the intervention teachers at Irving.</p>
<p style="text-align: center;">MTSS (Tiers I,II,II) Action Plan To Support Graduation Goal/s</p>
<p>-Frequent communication with parents/guardians regarding the need to attend in person -incentives to increase attendance -Parent Liaison to reach out to families with ideas/resources</p>
<p style="text-align: center;">Professional Learning Communities (PLC) Action Plan To Support Graduation Goal/s</p>
<p style="text-align: center;">Other Action Plan To Support SEL Goal/s</p>
<p>What, if any, additional resources are needed to achieve the goal ?</p>
<p>Mid-Year Progress Toward Goal/s:</p> <p>8 students are at-risk academically (one student started after the fall benchmark). Of the 8 students at-risk academically, 1 student has a 504 plan. Of the 8 students at-risk academically, 1 does not attend in person at all and 2 attend in person sporadically. Attendance has improved for at least one of the academically at-risk students.</p>
<p>Mid-Year Course Corrections Based Upon Data:</p> <p>Schedule meeting with parent of middle school student that does not attend in person at all to discuss attendance, placement and academic progress.</p>
<p>End of Year Progress Toward Goal/s:</p>

<p>Section C: Building/Principal Professional Goal</p>
<p>2022-2023 Goal = <i>The Motive & The Advantage</i> Instructional Cabinet Leadership Discussions</p> <p>Personal Leadership Goal and Action Plan: Improve upon developing leadership within staff.</p>

-Have more coaching conversations which may include difficult conversations.

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

-I have been having more difficult conversations amongst staff members.

-BoCS staff members are taking on more leadership roles.

End of Year Progress Toward Goal/s:

Section D: Reporting on the LRSP

Board Luncheons and School Visits:

Starting in November and continuing through May 2023, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the four critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), or Graduation. Additionally, presentations should include information related to the school wide MTSS and PLC work associated with the critical area.

Luncheon Schedule: Click [HERE](#)

Presentations: The presentation from the school Principal or Director should include the following information:

- School LRSP goal/s and progress for one or more of the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

School Reports: School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

Principal Goals Meeting With Central Office: Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page after the LRSP annual report is approved by the Board. [HERE](#)

Attachment I

Bozeman Charter School (BoCS) Parent/Guardian Testimonials

"Our 12 year old daughter has thrived at BOCS. She has a diagnosis of generalized anxiety disorder that has grown substantially worse since Covid started. She sees 3 professionals to help. She can panic in crowds. The BSD document stating that BOCS students will be 'absorbed' back into the school system shows a lack of understanding of the mental and emotional health issues facing our daughter and families like ours. Middle school is challenging enough for students w/o mental health challenges. School districts are legally required to accommodate students with mental health issues and have great systems in place to do this within the school. However, they do not have a good system in place for students who can not go back due to fear of people and Covid. or for immunocompromised students or children of immunocompromised parents. BOCS is the only accredited online school program in Montana according to OPI leaving us with no good choices. Therefore, I ask that the Board strongly consider delaying the closing of BOCS for one year to give our family and others time to find alternatives or write grant proposals to keep BOCS solvent. Thank you for considering this request."

"Every time I think of what my son's life would look like without his school, the BoCS, I'm overcome. This model works for him and works well! His story is his own, but know it is not an exaggeration for me to say the BoCS community and teachers have both saved and changed his life. Instead of school refusal and withdrawing from other students as was previously the case in public school settings, my son actually runs into the Willson every day. What other middle schooler do you know does that? And he smiles! The BoCS is a place where he has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a human being confident in his own abilities. The idea that it may be lost is wrenching."

"I have 3 kids in Bozeman Schools, 2 attend Morningstar and my oldest, _____, attends BoCS. We have been so thankful to have BoCS as an option for him, we believe it is a major factor in his positive attitude towards school. _____ has ADHD and possibly Aspergers. A traditional classroom with ~25 students, lots auditory and visual stimulation is overstimulating and overwhelming. At the end of a traditional school day in 3rd grade he was exhausted and irritable. He would have frequent anger outbursts and meltdowns. Attending BoCS since 4th grade has been a gift to him and our family. He can do the majority of his learning in a low-stimulating environment, he can move around during online class without disturbing others and he also gets the benefit of engaging in person with peers for part of the day. The most stressful parts of his day are kept to a minimum, allowing him to learn most effectively. He is a brilliant boy and bright kids can be the hardest to keep motivated and engaged in school. BoCS is doing that for him and many others."

"Not only has BoCS has allowed my child to excel academically, but grow into a very strong, capable and confident person. My child has gone from being "at risk" or "intervention" and being lost in the class to excelling in both language and math, thanks to the teaching style and dedication of the teachers. My child has also been afforded the time and guidance from teachers to grow socially and has been recognized as a quiet leader (leader by participation) within the middle school. We are so thankful for BoCS, the staff and their dedication and support of our student."

"Its a wonderful environment for learning and has been immense help. Its reputation and size will only grow over time."

"My child really, really struggled in traditional in-person schooling. BoCS is the first time it feels like they have really thrived at school."

“BoCS provides an incredibly supportive and responsive learning environment that meets students where they are and helps ensure their success. My son is thriving in the BoCS learning environment.”

“We love the flexibility this program gives our child and feel she is excelling in many ways.”

“We are so grateful for the Bozeman Charter School and the life-altering effects it has had on our student! The BoCS is our school. It is our child's community. A community in which he is thriving and that cannot be recreated anywhere else within Bozeman public schools. The BoCS is a place where my son has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a student confident in his own abilities.”

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve _____ Disapprove

Board of Public Education Chair _____ Date _____

Approve _____ Disapprove

ITEM 19

**PRESENTATION ON THE ACCREDITATION
CORRECTIVE ACTION PLANS**

Ellery Bresler

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	2022-2023 Corrective Plans
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; 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 2022-2023.
Requested Decision(s)	Informational Only
Related Issue(s)	None
Recommendation(s)	None



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

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
02	02	Big Horn	0214	0214	Pryor Public Schools	1668	1668	Pryor 7-8	M	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
02	02	Big Horn	0216	0216	Hardin Public Schools	1315	1315	Fort Smith School	E	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
02	02	Big Horn	0216	0216	Hardin Public Schools	0032	0032	Hardin Intermediate	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
02	02	Big Horn	0216	0216	Hardin Public Schools	0036	0036	Hardin Middle School	M	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
02	02	Big Horn	0216	0216	Hardin Public Schools	0031	0031	Hardin Primary	E	DEFICIENCY	DEFICIENCY	N/A		YES
02	02	Big Horn	0219	0219	Wyola Elementary	1583	1583	Wyola 6-8	M	DEFICIENCY	DEFICIENCY	ADVICE		YES
02	02	Big Horn	9001	9001	Northern Cheyenne Tribal Schools	9946	9946	Northern Cheyenne Tribal 7-8	M	ADVICE	ADVICE	N/A		YES
02	02	Big Horn	9001	9001	Northern Cheyenne Tribal Schools	9369	9369	Northern Cheyenne Tribal Elementary	E	DEFICIENCY	DEFICIENCY	N/A		YES
02	02	Big Horn	9001	9001	Northern Cheyenne Tribal Schools	9370	9370	Northern Cheyenne Tribal High School	H	ADVICE	ADVICE	N/A		YES
03	03	Blaine	0221	0221	Chinook Public Schools	1798	1798	Chinook 7-8	M	ADVICE	ADVICE	ADVICE		YES
03	03	Blaine	0221	0221	Chinook Public Schools	0047	0047	Chinook High School	H	ADVICE	ADVICE	REGULAR		YES
03	03	Blaine	0221	0221	Chinook Public Schools	0046	0046	Meadowlark School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
03	03	Blaine	0222	0222	Harlem Public Schools	1643	1643	Harlem 7-8	M	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
03	03	Blaine	0222	0222	Harlem Public Schools	0048	0048	Harlem Elementary School	E	DEFICIENCY	DEFICIENCY	ADVICE		YES
03	03	Blaine	0222	0222	Harlem Public Schools	0049	0049	Harlem High School	H	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
03	03	Blaine	0234	0234	Turner Public Schools	1670	1670	Turner 7-8	M	ADVICE	ADVICE	REGULAR		YES
03	03	Blaine	0234	0234	Turner Public Schools	0070	0070	Turner High School	H	ADVICE	ADVICE	N/A		YES
03	03	Blaine	0234	0234	Turner Public Schools	0069	0069	Turner School	E	ADVICE	ADVICE	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
03	03	Blaine	1048	1048	North Harlem Colony Elementary	1565	1565	North Harlem Elementary	E	DEFICIENCY	DEFICIENCY	N/A		YES
04	04	Broadwater	1051	1051	Townsend K-12 Schools	0076	0076	Cecelia Hazelton School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
04	04	Broadwater	1051	1051	Townsend K-12 Schools	1671	1671	Townsend 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
05	05	Carbon	0245	0245	Bridger K-12 Schools	0085	0085	Bridger Elementary School	E	ADVICE	ADVICE	REGULAR		YES
05	05	Carbon	0245	0245	Bridger K-12 Schools	0086	0086	Bridger High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
05	05	Carbon	0253	0253	Roberts K-12 Schools	1673	1673	Roberts 7-8	M	ADVICE	ADVICE	ADVICE		YES
05	05	Carbon	0253	0253	Roberts K-12 Schools	0096	0096	Roberts High School	H	ADVICE	ADVICE	REGULAR		YES
06	06	Carter	0259	0259	Hawks Home Elementary	0131	0131	Hawks Home School	E	DEFICIENCY	DEFICIENCY	N/A		YES
06	06	Carter	1052	1052	Ekalaka Public Schools	0133	0133	Carter County High School	H	ADVICE	ADVICE	REGULAR		YES
06	06	Carter	1052	1052	Ekalaka Public Schools	1676	1676	Ekalaka 7-8	M	ADVICE	ADVICE	REGULAR		YES
07	07	Cascade	0278	0278	Great Falls Public Schools	1855	1855	Giant Springs Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
07	07	Cascade	0278	0278	Great Falls Public Schools	0134	0134	Great Falls High School	H	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
07	07	Cascade	0278	0278	Great Falls Public Schools	0143	0143	Longfellow School	E	ADVICE	REGULAR	ADVICE		YES
07	07	Cascade	0278	0278	Great Falls Public Schools	0154	0154	Whittier School	E	ADVICE	REGULAR	ADVICE		YES
07	07	Cascade	0282	0282	Centerville Public Schools	1677	1677	Centerville 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
07	07	Cascade	0301	0301	Vaughn Elementary	1679	1679	Vaughn 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
07	07	Cascade	0301	0301	Vaughn Elementary	0183	0183	Vaughn School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
07	07	Cascade	0305	0305	Ulm Elementary	1680	1680	Ulm Junior High	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
07	07	Cascade	0305	0305	Ulm Elementary	0188	0188	Ulm School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
07	07	Cascade	9089	9089	Montana School for the Deaf and Blind	9368	9368	MT School for the Deaf & Blind Elementary	E	DEFICIENCY	REGULAR	DEFICIENCY		YES
07	07	Cascade	9487	9487	Great Falls Central Catholic High School	9976	9976	Great Falls Central Catholic High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0307	0307	Fort Benton Public Schools	0191	0191	Fort Benton 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0307	0307	Fort Benton Public Schools	0192	0192	Fort Benton High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0310	0310	Big Sandy Public Schools	1607	1607	Big Sandy 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0310	0310	Big Sandy Public Schools	0195	0195	Big Sandy High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0310	0310	Big Sandy Public Schools	0197	0197	F E Miley School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
08	08	Chouteau	0317	0317	Highwood Public Schools	0205	0205	Highwood High School	H	ADVICE	ADVICE	REGULAR		YES
08	08	Chouteau	0317	0317	Highwood Public Schools	1681	1681	Highwood Middle School	M	ADVICE	ADVICE	REGULAR		YES
08	08	Chouteau	0317	0317	Highwood Public Schools	0204	0204	Highwood School	E	ADVICE	ADVICE	REGULAR		YES
09	09	Custer	0342	0342	Miles City Public Schools	0238	0238	Washington 6-8	M	ADVICE	ADVICE	REGULAR		YES
09	09	Custer	0357	0357	Kinsey Elementary	0259	0259	Kinsey School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
10	10	Daniels	0363	0363	Scobey K-12 Schools	1650	1650	Scobey 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
10	10	Daniels	0363	0363	Scobey K-12 Schools	0268	0268	Scobey High School	H	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
10	10	Daniels	0363	0363	Scobey K-12 Schools	0267	0267	Scobey School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
11	11	Dawson	0382	0382	Lindsay Elementary	0295	0295	Lindsay School	E	DEFICIENCY	DEFICIENCY	N/A		YES
11	11	Dawson	0393	0393	Richey Public Schools	1686	1686	Richey 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
11	11	Dawson	0393	0393	Richey Public Schools	0311	0311	Richey High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
11	11	Dawson	0393	0393	Richey Public Schools	0310	0310	Richey School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
12	12	Deer Lodge	0401	0401	Anaconda Public Schools	1589	1589	Anaconda Jr High School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
12	12	Deer Lodge	0401	0401	Anaconda Public Schools	0326	0326	Anaconda Sr High School	H	DEFICIENCY	DEFICIENCY	ADVICE		YES
12	12	Deer Lodge	0401	0401	Anaconda Public Schools	0322	0322	Fred Moodry Intermediate	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
12	12	Deer Lodge	0401	0401	Anaconda Public Schools	0321	0321	Lincoln Primary	E	ADVICE	ADVICE	N/A		YES
13	13	Fallon	0418	0418	Plevna K-12 Schools	1687	1687	Plevna 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
13	13	Fallon	0418	0418	Plevna K-12 Schools	0352	0352	Plevna High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
13	13	Fallon	0418	0418	Plevna K-12 Schools	0351	0351	Plevna School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
14	14	Fergus	0420	0420	Lewistown Public Schools	0358	0358	Fergus High School	H	ADVICE	ADVICE	REGULAR		YES
14	14	Fergus	0420	0420	Lewistown Public Schools	0357	0357	Garfield School	E	DEFICIENCY	DEFICIENCY	N/A		YES
14	14	Fergus	0420	0420	Lewistown Public Schools	0355	0355	Highland Park School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
14	14	Fergus	0420	0420	Lewistown Public Schools	0356	0356	Lewis & Clark School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
14	14	Fergus	0429	0429	Grass Range Public Schools	1795	1795	Grass Range 7-8	M	ADVICE	ADVICE	REGULAR		YES
14	14	Fergus	0429	0429	Grass Range Public Schools	0368	0368	Grass Range High School	H	ADVICE	ADVICE	N/A		YES
14	14	Fergus	0429	0429	Grass Range Public Schools	0367	0367	Grass Range School	E	ADVICE	ADVICE	REGULAR		YES
14	14	Fergus	0433	0433	Moore Public Schools	0373	0373	Moore High School	H	ADVICE	ADVICE	N/A		YES
14	14	Fergus	0438	0438	Roy K-12 Schools	1689	1689	Roy 6-8	M	DEFICIENCY	DEFICIENCY	N/A		YES
14	14	Fergus	0438	0438	Roy K-12 Schools	0379	0379	Roy High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
14	14	Fergus	0447	0447	Winifred K-12 Schools	1691	1691	Winifred 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
14	14	Fergus	0447	0447	Winifred K-12 Schools	0391	0391	Winifred School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	0463	0463	Deer Park Elementary	1693	1693	Deer Park 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
15	15	Flathead	0463	0463	Deer Park Elementary	0409	0409	Deer Park School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	0464	0464	Fair-Mont-Egan Elementary	1802	1802	Fair-Mont-Egan Middle School	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0464	0464	Fair-Mont-Egan Elementary	0410	0410	Fair-Mont-Egan School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0465	0465	Swan River Elementary	1694	1694	Swan River 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	0465	0465	Swan River Elementary	0411	0411	Swan River School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	0466	0466	Kalispell Public Schools	0415	0415	Cornelius Hedges School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0466	0466	Kalispell Public Schools	0414	0414	Elrod School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0466	0466	Kalispell Public Schools	1835	1835	Glacier High School	H	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0466	0466	Kalispell Public Schools	1509	1509	Kalispell Middle School	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0471	0471	Cayuse Prairie Elementary	1695	1695	Cayuse Prairie 7-8	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0474	0474	Helena Flats Elementary	1696	1696	Helena Flats 7-8	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0474	0474	Helena Flats Elementary	0432	0432	Helena Flats School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0477	0477	Kila Elementary	1818	1818	Kila 7-8	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0477	0477	Kila Elementary	0435	0435	Kila School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0478	0478	Smith Valley Elementary	0444	0444	Smith Valley 7-8	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0478	0478	Smith Valley Elementary	0436	0436	Smith Valley Primary School	E	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0484	0484	Bigfork Public Schools	1660	1660	Bigfork 7-8	M	ADVICE	ADVICE	REGULAR		YES
15	15	Flathead	0493	0493	Marion Elementary	1697	1697	Marion 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	0493	0493	Marion Elementary	0455	0455	Marion School	E	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
15	15	Flathead	1027	1027	West Valley Elementary	1692	1692	West Valley Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
15	15	Flathead	1027	1027	West Valley Elementary	1305	1305	West Valley School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
16	16	Gallatin	0501	0501	Bozeman Public Schools	1463	1463	Chief Joseph Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0501	0501	Bozeman Public Schools	1864	1864	Gallatin High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0501	0501	Bozeman Public Schools	1839	1839	Hyalite Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0501	0501	Bozeman Public Schools	0470	0470	Longfellow School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0501	0501	Bozeman Public Schools	1822	1822	Sacajawea Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0506	0506	Springhill Elementary	0479	0479	Springhill School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0509	0509	Three Forks Public Schools	1658	1658	Three Forks 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0509	0509	Three Forks Public Schools	0483	0483	Three Forks High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0510	0510	Pass Creek Elementary	0484	0484	Pass Creek School	E	DEFICIENCY	DEFICIENCY	N/A		YES
16	16	Gallatin	0515	0515	LaMotte Elementary	0489	0489	LaMotte School	E	ADVICE	ADVICE	REGULAR		YES
16	16	Gallatin	0516	0516	Belgrade Public Schools	0491	0491	Belgrade High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0516	0516	Belgrade Public Schools	1575	1575	Belgrade Middle School	M	ADVICE	ADVICE	REGULAR		YES
16	16	Gallatin	0516	0516	Belgrade Public Schools	1833	1833	Ridge View Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0516	0516	Belgrade Public Schools	1846	1846	Saddle Peak Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0516	0516	Belgrade Public Schools	1866	1866	Story Creek Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0521	0521	Big Sky K-12 Schools	1837	1837	Lone Peak High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0521	0521	Big Sky K-12 Schools	1817	1817	Ophir 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	0522	0522	Amsterdam Elementary	0498	0498	Amsterdam School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
16	16	Gallatin	9022	9022	Manhattan Christian High School	9027	9027	Manhattan Christian High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

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17	17	Garfield	0537	0537	Sand Springs Elementary	0527	0527	Sand Springs School	E	ADVICE	ADVICE	N/A		YES
18	18	Glacier	0546	0546	Cut Bank Public Schools	0545	0545	Anna Jeffries Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
18	18	Glacier	0546	0546	Cut Bank Public Schools	0544	0544	Cut Bank Middle School	M	ADVICE	ADVICE	REGULAR MD		YES
18	18	Glacier	0546	0546	Cut Bank Public Schools	0546	0546	H C Davis Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
18	18	Glacier	0547	0547	East Glacier Park Elementary	0548	0548	East Glacier Park School	E	DEFICIENCY	REGULAR	DEFICIENCY		YES
19	19	Golden Valley	0552	0552	Lavina K-12 Schools	0555	0555	Lavina Elementary	E	ADVICE	REGULAR	ADVICE		YES
19	19	Golden Valley	0552	0552	Lavina K-12 Schools	0556	0556	Lavina High School	H	ADVICE	ADVICE	N/A		YES
20	20	Granite	0556	0556	Philipsburg K-12 Schools	0565	0565	Granite High School	H	ADVICE	ADVICE	REGULAR		YES
20	20	Granite	0556	0556	Philipsburg K-12 Schools	1708	1708	Philipsburg 7-8	M	ADVICE	ADVICE	REGULAR		YES
20	20	Granite	0556	0556	Philipsburg K-12 Schools	0560	0560	Philipsburg School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
21	21	Hill	0564	0564	Box Elder Public Schools	1710	1710	Box Elder 7-8	M	DEFICIENCY	DEFICIENCY	ADVICE		YES
21	21	Hill	0564	0564	Box Elder Public Schools	0570	0570	Box Elder School	E	DEFICIENCY	DEFICIENCY	ADVICE		YES
22	22	Jefferson	0585	0585	Whitehall Public Schools	1570	1570	Whitehall 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
22	22	Jefferson	0589	0589	Cardwell Elementary	0612	0612	Cardwell School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
23	23	Judith Basin	0593	0593	Stanford K-12 Schools	1716	1716	Stanford 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
23	23	Judith Basin	0597	0597	Hobson K-12 Schools	1717	1717	Hobson 6-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
23	23	Judith Basin	0597	0597	Hobson K-12 Schools	0622	0622	Hobson School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
23	23	Judith Basin	0600	0600	Geyser K-12 Schools	1718	1718	Geyser 7-8	M	DEFICIENCY	DEFICIENCY	N/A		YES
23	23	Judith Basin	0600	0600	Geyser K-12 Schools	0627	0627	Geyser High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
23	23	Judith Basin	0600	0600	Geyser K-12 Schools	0626	0626	Geyser School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES

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24	24	Lake	0601	0601	Arlee Public Schools	0629	0629	Arlee High School	H	ADVICE	ADVICE	ADVICE		YES
24	24	Lake	0603	0603	Polson Public Schools	0633	0633	Polson High School	H	ADVICE	ADVICE	REGULAR		YES
24	24	Lake	0605	0605	St Ignatius K-12 Schools	0642	0642	St Ignatius Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
24	24	Lake	0605	0605	St Ignatius K-12 Schools	0643	0643	St Ignatius High School	H	DEFICIENCY	REGULAR	DEFICIENCY		YES
24	24	Lake	1037	1037	Ronan Public Schools	0640	0640	Ronan High School	H	ADVICE	ADVICE	ADVICE		YES
24	24	Lake	1042	1042	Charlo Public Schools	1602	1602	Charlo 6-8	M	ADVICE	ADVICE	REGULAR		YES
24	24	Lake	9068	9068	Two Eagle River Schools	9405	9405	Two Eagle River High School	H	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
25	25	Lewis & Clark	0611	0611	Helena Public Schools	1547	1547	Capital High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
25	25	Lewis & Clark	0624	0624	Lincoln K-12 Schools	1610	1610	Lincoln High School	H	ADVICE	ADVICE	ADVICE		YES
25	25	Lewis & Clark	0625	0625	Augusta Public Schools	0677	0677	Augusta High School	H	ADVICE	ADVICE	N/A		YES
25	25	Lewis & Clark	9073	9073	Department of Corrections-Youth	9415	9415	Pine Hills Youth Correctional Facility High School	H	ADVICE	REGULAR	ADVICE		YES
26	26	Liberty	1066	1066	Liberty Elementary	1648	1648	Liberty Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
26	26	Liberty	1073	1073	Chester-Joplin-Inverness Public Schools	1723	1723	Chester-Joplin-Inverness 7-8	M	ADVICE	ADVICE	REGULAR MD		YES
26	26	Liberty	1073	1073	Chester-Joplin-Inverness Public Schools	0687	0687	Chester-Joplin-Inverness High School	H	ADVICE	ADVICE	REGULAR		YES
26	26	Liberty	1073	1073	Chester-Joplin-Inverness Public Schools	0684	0684	Chester-Joplin-Inverness School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
27	27	Lincoln	0639	0639	Troy Public Schools	0697	0697	Troy High School	H	ADVICE	ADVICE	ADVICE		YES
27	27	Lincoln	0645	0645	Eureka Public Schools	1724	1724	Eureka Middle School 5-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES

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27	27	Lincoln	0645	0645	Eureka Public Schools	0711	0711	Lincoln County High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
27	27	Lincoln	0651	0651	Trego Elementary	0717	0717	Trego School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
28	28	Madison	0654	0654	Sheridan Public Schools	1725	1725	Sheridan 7-8	M	ADVICE	ADVICE	REGULAR		YES
28	28	Madison	0654	0654	Sheridan Public Schools	0721	0721	Sheridan Elementary School	E	ADVICE	ADVICE	REGULAR		YES
28	28	Madison	0654	0654	Sheridan Public Schools	0722	0722	Sheridan High School	H	ADVICE	ADVICE	REGULAR		YES
28	28	Madison	0657	0657	Harrison K-12 Schools	0727	0727	Harrison High School	H	ADVICE	ADVICE	N/A		YES
28	28	Madison	0659	0659	Ennis K-12 Schools	1728	1728	Ennis 7-8	M	ADVICE	ADVICE	REGULAR		YES
28	28	Madison	0659	0659	Ennis K-12 Schools	0731	0731	Ennis High School	H	ADVICE	ADVICE	REGULAR		YES
28	28	Madison	0659	0659	Ennis K-12 Schools	0729	0729	Ennis School	E	ADVICE	ADVICE	REGULAR		YES
29	29	McCone	0660	0660	Circle Public Schools	1406	1406	Bo Peep School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
29	29	McCone	0660	0660	Circle Public Schools	0733	0733	Circle High School	H	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
29	29	McCone	0660	0660	Circle Public Schools	1800	1800	Redwater 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
29	29	McCone	0660	0660	Circle Public Schools	0732	0732	Redwater School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
29	29	McCone	0678	0678	Vida Elementary	0755	0755	Vida School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
30	30	Meagher	0681	0681	White Sulphur Springs Public Schools	1729	1729	White Sulphur Springs 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
30	30	Meagher	0681	0681	White Sulphur Springs Public Schools	0758	0758	White Sulphur Springs Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
30	30	Meagher	0681	0681	White Sulphur Springs Public Schools	0759	0759	White Sulphur Springs High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

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31	31	Mineral	0687	0687	Alberton K-12 Schools	1730	1730	Alberton 7-8	M	ADVICE	ADVICE	ADVICE		YES
31	31	Mineral	0687	0687	Alberton K-12 Schools	0765	0765	Alberton School	E	ADVICE	REGULAR	ADVICE		YES
31	31	Mineral	0688	0688	Superior K-12 Schools	1731	1731	Superior 7-8	M	ADVICE	ADVICE	REGULAR MD		YES
31	31	Mineral	0688	0688	Superior K-12 Schools	0767	0767	Superior Elementary	E	ADVICE	ADVICE	REGULAR		YES
31	31	Mineral	0688	0688	Superior K-12 Schools	0768	0768	Superior High School	H	ADVICE	ADVICE	ADVICE		YES
31	31	Mineral	0690	0690	St Regis K-12 Schools	1732	1732	St Regis 7-8	M	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1592	1592	Big Sky High School	H	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1819	1819	Chief Charlo School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0773	0773	Franklin School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0787	0787	Hawthorne School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1432	1432	Hellgate High School	H	ADVICE	ADVICE	REGULAR MD		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1443	1443	Jeannette Rankin Elementary	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0774	0774	Lewis & Clark School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0775	0775	Lowell School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1491	1491	Meadow Hill Middle School	M	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0776	0776	Paxson School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	1486	1486	Porter Middle School	M	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0785	0785	Rattlesnake Elementary School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0778	0778	Russell School	E	ADVICE	ADVICE	REGULAR		YES

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32	32	Missoula	0692	0692	Missoula Co Public Schools	1434	1434	Seeley-Swan High School	H	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
32	32	Missoula	0692	0692	Missoula Co Public Schools	0779	0779	Washington Middle School	M	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0703	0703	Clinton Elementary	0799	0799	Clinton School	E	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	0704	0704	Swan Valley Elementary	0800	0800	Swan Valley School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
32	32	Missoula	0706	0706	Frenchtown K-12 Schools	0802	0802	Frenchtown Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
32	32	Missoula	0706	0706	Frenchtown K-12 Schools	0803	0803	Frenchtown High School	H	ADVICE	ADVICE	REGULAR		YES
32	32	Missoula	9034	9034	Loyola-Sacred Heart High School	9040	9040	Loyola-Sacred Heart High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
32	32	Missoula	9282	9282	Valley Christian High School	9710	9710	Valley Christian High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
33	33	Musselshell	0711	0711	Roundup Public Schools	1644	1644	Roundup 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
33	33	Musselshell	0711	0711	Roundup Public Schools	0811	0811	Roundup High School	H	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
33	33	Musselshell	0712	0712	Melstone Public Schools	0813	0813	Melstone High School	H	ADVICE	ADVICE	N/A		YES
33	33	Musselshell	0712	0712	Melstone Public Schools	1742	1742	Melstone Middle School	M	ADVICE	ADVICE	REGULAR		YES
33	33	Musselshell	0712	0712	Melstone Public Schools	0812	0812	Melstone School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
34	34	Park	0716	0716	Livingston Public Schools	0822	0822	B A Winans School	E	DEFICIENCY	DEFICIENCY	N/A		YES
34	34	Park	0716	0716	Livingston Public Schools	0817	0817	East Side School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
34	34	Park	0716	0716	Livingston Public Schools	0823	0823	Park High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
34	34	Park	0716	0716	Livingston Public Schools	1490	1490	Sleeping Giant Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
34	34	Park	0718	0718	Gardiner Public Schools	1743	1743	Gardiner 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
34	34	Park	0718	0718	Gardiner Public Schools	0824	0824	Gardiner High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

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34	34	Park	1068	1068	Shields Valley Public Schools	1797	1797	Shields Valley 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
36	36	Phillips	0748	0748	Dodson K-12	0862	0862	Dodson School	E	DEFICIENCY	REGULAR	DEFICIENCY		YES
36	36	Phillips	0757	0757	Malta K-12 Schools	1505	1505	Malta 6-7-8	M	ADVICE	ADVICE	REGULAR		YES
36	36	Phillips	0757	0757	Malta K-12 Schools	0875	0875	Malta High School	H	ADVICE	ADVICE	REGULAR		YES
36	36	Phillips	0757	0757	Malta K-12 Schools	1504	1504	Malta K-5	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
37	37	Pondera	0771	0771	Conrad Public Schools	1546	1546	Meadowlark School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
38	38	Powder River	0799	0799	Broadus Public Schools	1751	1751	Broadus 7-8	M	ADVICE	ADVICE	REGULAR		YES
38	38	Powder River	0802	0802	South Stacey Elementary	0934	0934	South Stacey School	E	DEFICIENCY	DEFICIENCY	N/A		YES
39	39	Powell	0805	0805	Deer Lodge Elementary	0937	0937	E F Duvall 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
39	39	Powell	0805	0805	Deer Lodge Elementary	0939	0939	O D Speer School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
39	39	Powell	0806	0806	Powell County High School	0953	0953	Powell County High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
40	40	Prairie	0818	0818	Terry K-12 Schools	0958	0958	Terry High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
40	40	Prairie	0818	0818	Terry K-12 Schools	1752	1752	Terry Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
41	41	Ravalli	0824	0824	Hamilton K-12 Schools	1427	1427	Hamilton Middle School	M	ADVICE	ADVICE	REGULAR		YES
41	41	Ravalli	0824	0824	Hamilton K-12 Schools	0969	0969	Washington School	E	DEFICIENCY	DEFICIENCY	N/A		YES
41	41	Ravalli	0826	0826	Victor K-12 Schools	1753	1753	Victor Middle School	M	ADVICE	REGULAR	ADVICE		YES
41	41	Ravalli	0827	0827	Darby K-12 Schools	1608	1608	Darby 7-8	M	ADVICE	ADVICE	REGULAR		YES
41	41	Ravalli	0829	0829	Florence-Carlton K-12 Schools	0976	0976	Florence-Carlton Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0831	0831	Sidney Public Schools	0979	0979	Central Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0831	0831	Sidney Public Schools	0981	0981	Sidney High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

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42	42	Richland	0831	0831	Sidney Public Schools	1619	1619	Sidney Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0831	0831	Sidney Public Schools	1446	1446	West Side Elementary	E	DEFICIENCY	DEFICIENCY	N/A		YES
42	42	Richland	0832	0832	Savage Public Schools	1754	1754	Savage 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0832	0832	Savage Public Schools	0983	0983	Savage High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
42	42	Richland	0832	0832	Savage Public Schools	0982	0982	Savage School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0837	0837	Rau Elementary	0990	0990	Rau School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
42	42	Richland	0851	0851	Lambert Public Schools	1005	1005	Lambert School	E	ADVICE	ADVICE	REGULAR MD		YES
43	43	Roosevelt	0856	0856	Frontier Elementary	1757	1757	Frontier 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
43	43	Roosevelt	0856	0856	Frontier Elementary	1411	1411	Frontier School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
43	43	Roosevelt	0857	0857	Poplar Public Schools	1550	1550	Poplar 7-8	M	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
43	43	Roosevelt	0860	0860	Wolf Point Public Schools	1022	1022	Northside School	E	DEFICIENCY	DEFICIENCY	ADVICE		YES
43	43	Roosevelt	0860	0860	Wolf Point Public Schools	1020	1020	Southside School	E	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
43	43	Roosevelt	0861	0861	Brockton Public Schools	1025	1025	Barbara Gilligan School	E	DEFICIENCY	DEFICIENCY	DEFICIENCY		YES
43	43	Roosevelt	0863	0863	Froid Public Schools	1761	1761	Froid 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
43	43	Roosevelt	0863	0863	Froid Public Schools	1029	1029	Froid Elementary School	E	DEFICIENCY	DEFICIENCY	ADVICE		YES
43	43	Roosevelt	0863	0863	Froid Public Schools	1030	1030	Froid High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
44	44	Rosebud	0866	0866	Forsyth Public Schools	1535	1535	Forsyth 7-8	M	ADVICE	ADVICE	REGULAR		YES
44	44	Rosebud	0866	0866	Forsyth Public Schools	1033	1033	Forsyth Elementary School	E	ADVICE	ADVICE	REGULAR		YES
44	44	Rosebud	0866	0866	Forsyth Public Schools	1034	1034	Forsyth High School	H	ADVICE	ADVICE	REGULAR MD		YES

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44	44	Rosebud	0869	0869	Rosebud Public Schools	1762	1762	Rosebud 7-8	M	DEFICIENCY	DEFICIENCY	N/A		YES
44	44	Rosebud	0869	0869	Rosebud Public Schools	1038	1038	Rosebud High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
44	44	Rosebud	0869	0869	Rosebud Public Schools	1470	1470	Rosebud School	E	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
44	44	Rosebud	0870	0870	Colstrip Public Schools	1040	1040	Colstrip High School	H	ADVICE	REGULAR	ADVICE		YES
44	44	Rosebud	9040	9040	St Labre Schools	9059	9059	St Labre Catholic High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
45	45	Sanders	0874	0874	Plains Public Schools	1045	1045	Plains Elementary School	E	ADVICE	ADVICE	REGULAR		YES
45	45	Sanders	0874	0874	Plains Public Schools	1046	1046	Plains High School	H	DEFICIENCY	REGULAR MD	DEFICIENCY		YES
45	45	Sanders	0875	0875	Thompson Falls Public Schools	1764	1764	Thompson Falls 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
45	45	Sanders	0877	0877	Trout Creek Elementary	1820	1820	Trout Creek 7-8	M	ADVICE	ADVICE	ADVICE		YES
45	45	Sanders	0877	0877	Trout Creek Elementary	1050	1050	Trout Creek School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
45	45	Sanders	0880	0880	Noxon Public Schools	1054	1054	Noxon School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
45	45	Sanders	0882	0882	Hot Springs K-12	1058	1058	Hot Springs High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
46	46	Sheridan	0885	0885	Westby K-12 Schools	1767	1767	Westby 7-8	M	DEFICIENCY	DEFICIENCY	N/A		YES
46	46	Sheridan	0885	0885	Westby K-12 Schools	1062	1062	Westby High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
46	46	Sheridan	0885	0885	Westby K-12 Schools	1061	1061	Westby School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
46	46	Sheridan	0891	0891	Plentywood K-12 Schools	1768	1768	Plentywood 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
46	46	Sheridan	0891	0891	Plentywood K-12 Schools	1071	1071	Plentywood High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
47	47	Silver Bow	0902	0902	Butte Public Schools	1085	1085	Emerson School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
47	47	Silver Bow	0904	0904	Ramsay Elementary	1770	1770	Ramsay Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES

2022-2023 Corrective Plan List														
CO	CO1	County	SS	SS1	System	SC	SC1	School	Grade Level	Accreditation Status	Assurance Level	Performance Level	Comprehensive or Targeted	Corrective Plan
47	47	Silver Bow	0904	0904	Ramsay Elementary	1105	1105	Ramsay School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
47	47	Silver Bow	9043	9043	Butte Central High School	9319	9319	Butte Central High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
48	48	Stillwater	0908	0908	Park City Public Schools	1110	1110	Park City High School	H	ADVICE	ADVICE	REGULAR MD		YES
48	48	Stillwater	0908	0908	Park City Public Schools	1109	1109	Park City School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
48	48	Stillwater	0909	0909	Columbus Public Schools	1111	1111	Columbus Elementary School	E	ADVICE	ADVICE	REGULAR		YES
48	48	Stillwater	0910	0910	Reed Point Public Schools	1114	1114	Reed Point High School	H	ADVICE	ADVICE	N/A		YES
48	48	Stillwater	0919	0919	Absarokee Public Schools	1775	1775	Absarokee 6-8	M	ADVICE	ADVICE	REGULAR		YES
48	48	Stillwater	0919	0919	Absarokee Public Schools	1125	1125	Absarokee School	E	ADVICE	ADVICE	REGULAR		YES
50	50	Teton	0940	0940	Choteau Public Schools	1777	1777	Choteau 7-8	M	ADVICE	ADVICE	REGULAR		YES
50	50	Teton	0940	0940	Choteau Public Schools	1148	1148	Choteau High School	H	ADVICE	ADVICE	REGULAR		YES
50	50	Teton	0940	0940	Choteau Public Schools	1147	1147	Choteau School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
50	50	Teton	0949	0949	Golden Ridge Elementary	1160	1160	Golden Ridge School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
50	50	Teton	0953	0953	Greenfield Elementary	1814	1814	Greenfield 7-8	M	ADVICE	ADVICE	REGULAR		YES
50	50	Teton	0953	0953	Greenfield Elementary	1165	1165	Greenfield School	E	ADVICE	ADVICE	REGULAR		YES
50	50	Teton	1072	1072	Dutton/Brady K-12 Schools	1156	1156	Dutton/Brady Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
50	50	Teton	1072	1072	Dutton/Brady K-12 Schools	1157	1157	Dutton/Brady High School	H	ADVICE	ADVICE	N/A		YES
50	50	Teton	1072	1072	Dutton/Brady K-12 Schools	1750	1750	Dutton/Brady Middle School	M	ADVICE	ADVICE	REGULAR		YES
51	51	Toole	0955	0955	Sunburst K-12 Schools	1781	1781	Sunburst 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
51	51	Toole	0955	0955	Sunburst K-12 Schools	1167	1167	Sunburst Elementary	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
53	53	Valley	0975	0975	Glasgow K-12 Schools	1618	1618	Glasgow Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR		YES

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53	53	Valley	0975	0975	Glasgow K-12 Schools	1198	1198	Irle Elementary School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
53	53	Valley	0976	0976	Frazer Public Schools	1205	1205	Frazer Elementary	E	DEFICIENCY	REGULAR	DEFICIENCY		YES
53	53	Valley	0980	0980	Hinsdale Public Schools	1784	1784	Hinsdale 7-8	M	DEFICIENCY	DEFICIENCY	N/A		YES
53	53	Valley	0980	0980	Hinsdale Public Schools	1213	1213	Hinsdale High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
53	53	Valley	0980	0980	Hinsdale Public Schools	1212	1212	Hinsdale School	E	DEFICIENCY	DEFICIENCY	ADVICE		YES
53	53	Valley	0981	0981	Opheim K-12 Schools	1215	1215	Opheim High School	H	ADVICE	ADVICE	N/A		YES
53	53	Valley	0982	0982	Nashua K-12 Schools	1219	1219	Nashua High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
53	53	Valley	0986	0986	Lustre Elementary	1223	1223	Lustre School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
53	53	Valley	9048	9048	Lustre Christian High School	9320	9320	Lustre Christian High School	H	DEFICIENCY	DEFICIENCY	N/A		YES
54	54	Wheatland	0990	0990	Harlowton Public Schools	1230	1230	Harlowton High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
54	54	Wheatland	0992	0992	Judith Gap Public Schools	1788	1788	Judith Gap 7-8	M	ADVICE	ADVICE	N/A		YES
54	54	Wheatland	0992	0992	Judith Gap Public Schools	1233	1233	Judith Gap High School	H	ADVICE	ADVICE	N/A		YES
55	55	Wibaux	0997	0997	Wibaux K-12 Schools	1789	1789	Wibaux 7-8	M	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1250	1250	Billings Sr High School	H	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1251	1251	Billings West High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1307	1307	Boulder School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1645	1645	Riverside Middle School	M	DEFICIENCY	DEFICIENCY	REGULAR MD		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1268	1268	Rose Park School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1007	1007	Billings Public Schools	1628	1628	Skyview High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1008	1008	Lockwood Public Schools	1862	1862	Lockwood High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

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56	56	Yellowstone	1010	1010	Canyon Creek Elementary	1279	1279	Canyon Creek School	E	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	1011	1011	Laurel Public Schools	1284	1284	Laurel High School	H	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1011	1011	Laurel Public Schools	1282	1282	West School	E	ADVICE	ADVICE	N/A		YES
56	56	Yellowstone	1014	1014	Custer K-12 Schools	1792	1792	Custer 7-8	M	ADVICE	REGULAR	ADVICE		YES
56	56	Yellowstone	1017	1017	Broadview Public Schools	1793	1793	Broadview 7-8	M	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1017	1017	Broadview Public Schools	1293	1293	Broadview High School	H	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1017	1017	Broadview Public Schools	1292	1292	Broadview School	E	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1019	1019	Elysian Elementary	1831	1831	Elysian Middle School	M	ADVICE	ADVICE	REGULAR		YES
56	56	Yellowstone	1020	1020	Huntley Project K-12 Schools	1298	1298	Huntley Project High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES
56	56	Yellowstone	9057	9057	Billings Central High School	9028	9028	Billings Central Catholic High School	H	DEFICIENCY	DEFICIENCY	REGULAR		YES

FUTURE AGENDA ITEMS

July 13-14, 2023
Helena, MT

Strategic Planning Meeting
CSPAC Annual Report
MACIE Update
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update