

***BOARD OF PUBLIC EDUCATION
SPECIAL MEETING***

NOVEMBER 27, 2023

1:00 PM

ZOOM ONLY

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

November 27, 2023
Zoom

Board of Public Education meetings are open to the public electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the zoom link for the meeting. To watch the meeting streamed live, please visit the Montana Board of Public Education [Youtube](#).

Monday, November 27, 2023
1:00 PM

CALL TO ORDER

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

ADOPT AGENDA

❖ LICENSURE COMMITTEE – Susie Hedalen (Item 1)

Item 1 **ACTION ON EDUCATOR LICENSURE FEES PERTAINING TO EMERGENCY
AUTHORIZATION FEES IN 20-4-111, MCA – 30 Minutes**
Susie Hedalen

❖ MSDB LIAISON – Renee Rasmussen (Item 2)

Item 2 **MSDB REPORT – 30 Minutes**
Paul Furthmyre

ACTION ITEMS:

- Action on Policy 2050 Second Reading
- Action on Transformational Learning Application

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.)

ADJOURN

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

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

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

CALL TO ORDER

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

❖ **LICENSURE COMMITTEE – (Item 1)**

Susie Hedalen

ITEM 1

**ACTION ON EDUCATOR LICENSURE
FEES PERTAINING TO EMERGENCY
AUTHORIZATION FEES IN 20-4-111, MCA**



**BOARD OF PUBLIC EDUCATION TIMELINE
 PEDUCATOR LICENSURE FEES PERTAINING TO
 EMERGENCY AUTHORIZATION FEES IN 20-4-111, MCA**

20-4-111. Emergency authorization of employment.

(2) Emergency authorization of employment of a person is valid for the school fiscal year identified on the authorization and may be renewed in accordance with the board of public education policies. A fee not to exceed \$6 and, if no teacher or specialist certificate or emergency authorization of employment has ever been issued for the person, a filing fee of \$6 must be paid for the issuance of an emergency authorization of employment. The superintendent of public instruction shall deposit the fees with the state treasurer to the credit of the general fund.

License Type	5 Year License Avg	Proposed Fee	Estimated Revs
Class 1 - Professional Teaching	1,332	\$85	\$113,220
Class 2 - Standard Teaching	2,426	\$70	\$169,834
Class 3 - Administrator	369	\$85	\$31,382
Class 5 - Alternative License	213	\$70	\$14,924
Class 6 - Specialist	161	\$85	\$13,685
Class 7 - Native American Language & Culture	26	\$70	\$1,848
Class 8 - Dual Credit - Only Postsecondary Faculty	18	\$70	\$1,232
Class 4A - CTE License	42	\$70	\$2,926
Class 4B - CTE License	26	\$70	\$1,792
Class 4C - CTE License	20	\$70	\$1,400
Class 5A - Alternative License - All Expect Praxis	53	\$70	\$3,696
Class CI 6 PS - School Psychologist	0	\$85	\$17
Class CI 6 SC - School Counselor	0	\$85	\$34
Class 5B A	2	\$70	\$140
Class 5B S	6	\$70	\$434
Class 5C	17	\$70	\$1,190
Class 5C A	2	\$70	\$126
Class 5C S	0	\$70	\$14
Emergency Authorization	126	\$30	\$3,792
Internships - New	169	\$85	\$14,365
Emergency Authorization (App Fee)	149	\$6	\$894
Internships - New (App Fee)	140	\$10	\$1,400
New Teacher Licenses (App Fee)	1,207	\$10	\$12,070
New Administrators (App Fee)	255	\$10	\$2,550
Total Teacher Licenses/Est. Licenses Revenues	5,009		\$376,051
Total License Applications/Est. Application Revenue	1,751		\$16,914
Total Technology Fees/Est. Technology Fees	4,559	\$25	\$113,975
Total Estimated Revenues			\$506,940

❖ **MSDB LIAISON – (Item 2)**

Renee Rasmussen

ITEM 2

MSDB REPORT

ACTION ITEMS:

- **Action on Policy 2050 Second Reading**
- **Action on Transformational Learning Application**

**Montana School for the Deaf and the Blind
Board of Public Education Report
Special Board Meeting
November 27, 2023**

Agenda Action Items:

1. [Approval of Policy 2050 \(2nd Reading\)](#)
2. [Approval Transformational Learning Application](#)

Additional Documents

- [Future Ready Mustangs' 2034](#)
- [MSDB 2022-2025 Strategic Plan](#)
- [MSDB 2034-2024 Annual Implementation Plan](#)
- [Policy 2100](#)

Montana School for the Deaf and the Blind
INSTRUCTION

Student Instruction

2050
Page 1 of 3

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy “aggregate hours of instruction” within the meaning of that term in Montana law, the term “instruction” shall be construed as being synonymous with and in support of the broader goals of “learning” and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students’ interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year. Offsite delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students on a case-by-case basis for those students who have successfully completed the ten day observational period as outlined in Policy 3110.

The Board of Trustees authorizes the district administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

Legal Reference: Article X, Section 1, Montana Constitution
Section 20-1-101, MCA Definitions
Section 20-1-301, MCA School Fiscal Year
Section 20-7-118, MCA Offsite Provision of Educational Services
Section 20-7-1601, MCA Transformational Learning –Legislative Intent
ARM 10.55.906(4) High School Credit

Cross Reference: Policy 2100
Policy 3110

School Calendar
Referral Procedures for Placement and Admission and
Transfer Procedures

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:



OPI – Transformational Learning Application

Fiscal Year 2025

**Application Window: Opens Monday, December 4, 2023 at 8am MST
and closes January 8, 2024 at 5pm MST**

Guidance: The application has the following requirements that you will be required to meet.

1. The application is a fillable form that you can complete, download and save to your computer.
2. The application checklist must have all of the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has three upload requirements: (a) the completed application checklist with your board chair's signature, (b) your district's strategic plan as it refers to transformational learning, and (c) description of district's plan for implementation.
5. The submission of the application will be a digital upload on the OPI Transformational Learning web page, using the submit button that you will see on the page by 8:00am MST on December 4th, 2023.
6. Districts with more than one LEA number under a single governing board can submit a single combined application.

Submitter Name:

District Name: Email:

LEA Name & Number:

FTE dedicated to your district's transformational learning program:

2nd LEA Name & Number:

FTE dedicated to your 2nd district's transformational learning program:

The Local Education Agency (LEA) name and number(s) have been entered above. The district's board of trustees shall submit an application that has been approved by motion of the board of trustees and signed by the presiding officer.

Identify the number of FTE educators meeting the criteria of 20-9-327(3) who will participate in the district's transformational learning program.

The LEAs identified above have a fully-implemented proficiency-based learning system. This means an education system, found in district policies, in which student progress is based on a student's demonstration of competence rather than on the basis of seat time or the age or grade level of the student, in which proficiency measures the competence that is demonstrated through application in a performance assessment.

Include in your district's strategic plan, your transformational learning plan with appropriate planning horizons for implementation. For example, the eligibility plan, measurable objectives and planned strategies that lead to:

A transformational learning plan for each participating student that honors individual interests, passions, strengths, needs and culture. The plan shall be rooted in relationships with teachers, family, peers, and community members.

Embedded community-based, experiential, online and work-based learning opportunities that incorporate blended learning.

- Effective professional development to assist employees in transitioning to a transformational learning model.
- Equality of educational opportunity for participation by all pupils of the district.

The school district's board chair signature affirms that the application has been completed and approved by the Board of Trustees. It is acknowledged that the full application will be kept at the district site. The checklist and attached documents are affirmation that the required elements of SB 8 are part of the application's supporting documents.

Dr. Tim Tharp

School District Board Chair Printed Name

School District Board Chair Signature

November 27, 2023

Date

Future Ready Mustangs' 2034

The following plan will outline how The Montana School for the Deaf and the Blind (MSDB) plans to systemically transform the current educational system to an individual focused educational system. Within the plan, the school has identified the main milestones to make this a reality. In addition to the milestones, the desired completion date and funding sources are identified.

The plan highlights previous initiatives at MSDB and how they align to the current direction. The same information can be found within the schools three (3) year strategic plan and current year implementation plan. The school has Policy 2100 – School Calendar, Length of School Year, and Required School Vacations and Policy 2050 – Student Instruction that allow for this shift in practice.



In the spring of 2021, The Montana School for the Deaf and the Blind (MSDB) began a strategic journey to develop a direction for the school. Through this process, the school utilized surveys (staff, parent/guardians, community, and most important students), focus groups, document reviews, and student assessment data to develop the “State of the School” current reality. At the same time, data was collected about what stakeholders were wanting to see changed at the school. That was the starting point of a future focused mentality at MSDB. We then proceeded to look at future trends and how that will affect our instruction, learning, and students. As a result of identifying the current state of the school and possible future implications of various items; the school redefined its mission, vision, and belief statement.

Vision: To be Montana’s leading resource for the stakeholders of MSDB by providing supports and services that empower individuals to attain their highest potential.

Mission: To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become successful citizens.

Belief: All children are capable and confident and will receive an education through the whole-child education philosophy, which includes sensory specific access to communication and curriculum in safe learning and living environments.

A team of stakeholders then proceeded to develop a three (3) year strategic plan that would help MSDB align school initiatives to meet the new direction. The school is currently in the second year of the plan and has had many challenges and successes the past eighteen (18) months. The theme for the first year was “Oh the places we will go” followed this year with “Embrace the squiggle.” As the school has worked on its priorities, the school has grown tremendously and is having a positive effect on the students served. The strategic plan has identified four (4) Priority Statements. They include:

- Organizational Effectiveness
- Communication and Engagement
- Instructional and Functional Effectiveness
- Transformation Learning

The first task at hand was to develop leadership opportunities for staff and students to help lead the school towards its new focus. As a result, in November 2023 the school has three (3) main leadership teams and a group of students that have become our student ambassadors. In addition to building a shared leadership model, the school began to provide professional development to the staff on the new direction of the school. These built in systems include having a professional learning community (PLC+) designed to meet future needs and also is in the process of developing individual staff professional development plans. It has been intentional to build an organizational learning environment that builds on collective efficacy of the staff. A school that once was built on isolation is now starting to show the capabilities of the staff as a whole. This organizational alignment is critical to setting up a future focused educational program for the students.

As stated above, transformational learning was identified as a key focus for the next three (3) years. This was a result of the data analysis in the spring of 2021. It was identified that the assessment system utilized by MSDB was not effective and itself was very isolated to certain individuals. An assessment committee was developed to begin to work on addressing the gap between current practice and what a future focused assessment would look like. At the end of year one of the strategic plan, the committee identified two important areas that needed to be addressed; Portrait of a Learner (POL) and Multi-Tiered System of Support (MTSS). The POL would give a focus on what competencies a graduate from MSDB should possess upon graduating from the school. The MTSS program was needed to develop supports for the students that are not meeting the proficiency level of the standards. To help guide the school with implementing these two transformative activities, the school has hired consultants to work with the school in both areas. Battelle for Kids is currently working with the assessment committee on utilizing stakeholder engagement to help design the POL. The American Institutes of Research (AIR) is in its second year of a three (3) year contract helping MSDB successfully implement a MTSS system. Both of these activities will help MSDB reach its goal of creating an individual plan for all students at the school.

One focus of MSDB while creating its new direction is redefining “community.” For many schools, this is simply the community in which the school is located. However for MSDB, that is not possible. The school itself is located in Great Falls but in reality the community is the entire State of Montana. Our graduates come from all corners of the state as we are a residential school. This is important for MSDB to understand in order to have the POL reflect the competencies of all students association with MSDB. Therefore, during the current school year stakeholders will be asked to participate in four (4) meetings that will help identify the competencies of our graduates. The stakeholders will also be asked to help us define each competency. This work will be completed by June 2024.

To prepare for the next step in developing a future focused program, MSDB has had four staff members (including the superintendent) take the Competency-Based Education classes offered by Montana State University. As a result, MSDB will be utilizing the final POL to identify and create benchmarks that students will meet throughout their education journey. Assessments will be created for each benchmark that will help MSDB identify the strengths and weakness of the student. The assessment data will help create a learning plan utilizing EdHub that will outline the expectations of the student. The expectations will be aligned to content standards and any needed MTSS supports for the student to

meet those standards. It is the schools desire to have students meet these competency benchmarks utilizing a proficiency assessment scale. We envision that when a student meets a certain benchmark, they will move onto working at meeting the next benchmark developed. MSDB is looking to begin this process in the fall of 2025.

MSDB will embark on a three to four (3-4) year journey to refine the benchmarks aligned to the POL. This will include developing a curriculum scope and sequence and adjusting grading practices to ensure successful student learning with proficiency based programming. With both the backwards design and developing the scope and sequence, MSDB will be looking for funding to accomplish these tasks. We will search for appropriate consultants that have designed proficiency based learning environments. The challenge for MSDB will be to find a consultant that understands our unique student cultures. MSDB is hopeful to have funding and a consultant secured by the spring of 2025. This will allow us to complete some baseline work during the summer of 2025.

Meanwhile, MSDB will continue to build on its MTSS program with AIR. The school is currently in its final year of receiving funding to implement research-based literacy practices at MSDB. As a result of the literacy grant, the MTSS model has been built for literacy. MSDB spent two years developing a Tier I program for the school and this year focusing on finalizing the Tier III supports. We are hopeful to have all Tiers completed for literacy MTSS by the summer of 2024. MSDB then hopes to add to the MTSS system of supports focusing on one area of the POL competencies at a time. This includes supports for Expanded Core Curriculum (ECC) by summer 2025, Social Emotional Skills (SEL) by 2026, math skills by 2027, and behavior interventions by 2028. Of course, the identified skill areas will be changed to reflect the developed POL. The speed of which the systemic supports are implemented will depend on many factors including; POL, funding, curriculum scope and sequence, and assessment creation.

Summary of Timeline and Funding

To create the desired learning environment for MSDB students graduating in 2034, it will take creative thinking, risks, funding, and patience. We will need to continue working on building collective efficacy skills of both the staff and ultimately the students. This will be a work in progress.

A majority of all funding is spend on hiring the correct consultants to work with our staff and staff pay. A shift of this type requires staff to have the opportunity and time to understand the complexity of the system and to develop the appropriate educational materials. Most of the work will be done over the school summer months.

Activity	Estimated Amount	Time Line	Funding Source
Professional Development on MTSS – Consultant and Staff Pay	\$25,000 per year	Start: Fall 2022 Finish: Spring 2025	ESSER II Grant ESSER III Grant General Fund
Development of Profile of a Learner – Consultant, Staff Pay, Stakeholder Pay	\$35,000 one time	Start: Fall 2023 Finish: Spring 2024	ESSER III Grant General Fund
Professional Development on POL – Staff Pay	\$5,000 one time	Start: Fall 2024 Finish: Spring 2025	General Fund
Competency Assessment Benchmarking and Creation – Consultant, Staff Pay	\$75,000 per year	Start: Fall 2025 Finish: Spring 2028	Unknown Funding General Fund

Curriculum Scope and Sequence Creation – Consultant, Staff Pay	\$25,000 per year	Start: Fall 2026 Finish: Spring 2029	Unknown Funding General Fund
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The following Critical Initiatives of our Strategic Plan align to this process:

Organizational Learning

- Mentoring Program
- Professional Learning Community

Communication and Engagement

- Identify and Build Relationships with Key Stakeholders

Instructional and Functional Effectiveness

- Provide Professional Development
- Implement a high-quality comprehensive program for student community involvement

Transformational Learning

- Collect and Analyze Assessment Information
- Develop Clear and Concise Scope and Sequence of Student Learning Competencies
- Include key team members in identifying student needs

MSDB 2022-2025 MSDB Strategic Plan

<p>Vision</p> <hr/> <p>To be Montana’s leading resource for the stakeholders of MSDB by providing supports & services that empower individuals to attain their highest potential.</p>	<p>Mission</p> <hr/> <p>To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become successful citizens.</p>	<p>Beliefs</p> <hr/> <p>All children are capable and confident and will receive an education through the whole-child education philosophy, which includes sensory specific access to communication and curriculum in safe learning & living environments.</p>
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<p>Org'l Effectiveness</p>	<p>Communicat'n & Engagement</p>	<p>Inst & Func Effectiveness</p>	<p>Transformational Learning</p>
<p>Objectives</p>	<p>Objectives</p>	<p>Objectives</p>	<p>Objectives</p>
<ul style="list-style-type: none"> • Create and sustain an organizational culture that fosters new learning by all staff. • Create and sustain a maintenance program that will promote proactive maintenance. (State) 	<ul style="list-style-type: none"> • Communicate pertinent information to and engage stakeholders consistently. 	<ul style="list-style-type: none"> • Improve instructional practices and outcomes for students. 	<ul style="list-style-type: none"> • Determine schoolwide and individual learning goals connected with meaningful assessment.
<p>Critical Initiatives</p>	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>
<ul style="list-style-type: none"> • Advance the organizational mentoring program. • Refine the leadership structure that continues employee leadership opportunities @ MSDB. • Build a collaborative staff environment through PLCs. • Maximize effectiveness of the Outreach Program in order to meet the needs of all students in Montana (State). • Implement Maintenance Software to track work orders, inventory, and preventative maintenance. • Realign maintenance staff to fit cleaning and work order needs. 	<ul style="list-style-type: none"> • Identify and build relationships with key stakeholders. • Create and utilize a communication system to enhance stakeholder involvement. • Enhance sponsored family engagement activities. (State) 	<ul style="list-style-type: none"> • Provide professional development specific to MSDB population including SPED, VI, DHH, curriculum, and instruction. • Extend/enhance services within our current family advisor program for early intervention (State). • Implement a high-quality comprehensive program for student community involvement. • Set and communicate clear expectations related to both academic and functional instruction and teacher feedback. • Establish processes related to staffing and student placement based on instructional and functional levels. • Enhance collaboration for specified staff needs. 	<ul style="list-style-type: none"> • Collect and analyze assessment information to create a list of sensory specific assessments to be conducted at a predetermined frequency. • Develop a clear and concise scope and sequence of student learning competencies including academic, life, functional, social, work-based and expanded core skills. Portrait of a Graduate/Learner. • Develop and Implement an MTSS system to support all learners at MSDB. System will be aligned to competencies of the POG. • Include key team members (family, community, school) in identifying student needs, development of student goals, monitoring, and reporting of student progress to support student learning plan.

Critical Initiatives

Critical Initiatives

Critical Initiatives

- Establish a process for students to be able to explain and showcase their present level of academic and functional performance.
- Develop a system for EOY reporting that will aid the team for the next school year.

Key Measures

Key Measures

Key Measures

Key Measures

- Teacher-Staff Survey Results
- Staff Retention Rate
- External Reviewer Rubric Scores
- Annual evaluation of improvement plan initiatives
- Parent surveys
- Student survey results
- Outreach Parent Surveys
- Outreach Public School Surveys
- EdHub Reports of Families Served and Frequency
- Documented Completed Work Orders
- Develop monthly maintenance checklist
- Create list of needed maintenance
- Document of Long Range Project Needs
- Maintenance Compliance Reports
- Schedule of areas to clean by staff positions
- List of daily, weekly, monthly activities

- Teacher-Staff Survey Results
- Parent surveys
- Student survey results
- Extended/Updated Stakeholder Database
- Community survey results
- Increased Newsletter Audience
- Observational walkthrough data results
- Guest check-in log

- Teacher-Staff Survey Results
- Student survey results
- PD specific survey
- Observational walkthrough data results
- PD List of Opportunities and Attendees
- PD Growth Inventory
- Outreach consultant data
- Family Advisor Data
- EdHub Reports of Families Served and Frequency
- Otrch Mtg Min,Agendas,Attendance Intake Procedures
- Student participation data
- Recrtion/Voluntr wrk opps in all areas/age groups
- Academic/functional assessments
- Milestone/Benchmark achievement
- Faculty Handbook
- Curriculum or Standards Guide

- Academic/functional assessments
- Milestone/Benchmark achievement
- Teacher-Staff Survey Results
- Parent surveys
- Student survey results
- Annual evaluation of improvement plan initiatives
- EDHub Learning Plans

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Org'l Effectiveness

Critical Initiative

Advance the organizational mentoring program.

Objective:

Create and sustain an organizational culture that fosters new learning by all staff.

Activity

Refine mentor activities for education staff

Person responsible: Mentoring Lead,
Superintendent, OE lead

Launch Date: 08/15/2023

Required Resource(s):

Financial Resource: \$2500.00

Other Resource: Program 4-Educ/State;
Need to monitor 23-24; Funding to pay for
after hours work

Source of Funding: State General Fund

Activity Measure(s)

Document all activities done with
mentors/mentees throughout the
year.

Benchmark(s)

Benchmark: Develop
Pre/post checklist of target
skills **Date:** 09/29/2023

Benchmark: Document
scope/sequence for new
education staff. **Date:** 10/02/2023

Benchmark: All new
education staff complete
pre target skills list. **Date:** 10/18/2023

Benchmark: All new
education staff complete
post target skills list. **Date:** 04/18/2024

Benchmark: Conduct
mentor/mentee program
evaluation. **Date:** 05/03/2024

Activity

Implement activities for education outreach staff

Person responsible: Mentoring Lead

Launch Date: 09/11/2023

Required Resource(s):

Financial Resource: \$10000.00

Source of Funding: State General Fund

Other Resource: Program 4 - Outreach/State; Need to Monitor 23 - 24; pay for out of contract meeting times

Activity Measure(s)

Benchmark(s)

Identify Leads from Both Outreach Departments to work with Mentoring Lead

Benchmark: Identify Outreach Staff for Collaboration

Date: 09/18/2023

Benchmark: Create Scope and Sequence for the Year

Date: 09/25/2023

Benchmark: Set Dates for Mentor Lead and OR Consultants to Meet

Date: 09/25/2023

Activity

Implement activities for cottage staff

Person responsible: Mentoring Lead

Launch Date: 09/11/2023

Required Resource(s):

Financial Resource: \$10000.00

Source of Funding: State General Fund

Other Resource: Program 3 - Students Services/State; Need to monitor 23-24; provide for out of contract meeting time

Activity Measure(s)

Benchmark(s)

Identify Leas from Cottage to work with Mentoring Lead

Benchmark: Identify Cottage Staff

Date: 09/18/2023

Benchmark: Set Dates for Mentor Lead and Cottage to Meet

Date: 09/25/2023

Benchmark: Create Scope and Sequence for the year

Date: 09/25/2023

Activity

Develop personl growth plans for new staff members

Person responsible: Mentoring Lead, Superintendent, OE lead

Launch Date: 08/21/2023

Required Resource(s):

Financial Resource: \$1000.00

Source of Funding: State General Fund

Other Resource: Program 4 - Education/School; Pay for development of growth plan

Activity Measure(s)

Each new staff member has a professional growth plan.

Benchmark(s)

Benchmark: Develop professional growth plan template.

Date: 08/17/2023

Benchmark: All new staff will have drafted a professional growth plan.

Date: 10/02/2023

Benchmark: New staff have final professional growth for remainder of year 1.

Date: 11/01/2023

Benchmark: New staff have final professional growth plan for year 2.

Date: 03/29/2024

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Org'l Effectiveness

Critical Initiative

Refine the leadership structure that continues employee leadership opportunities @ MSDB.

Objective:

Create and sustain an organizational culture that fosters new learning by all staff.

Activity

Refine flow chart of information to/from leaders

Person responsible: Superintendent,
Cognia Lead

Launch Date: 09/18/2023

Required Resource(s):

Financial Resource: \$9732.00

Other Resource: Program 4 -
Education/School; Funded via organizational
lead having class period to complete work.

Source of Funding: State General Fund

Activity Measure(s)

Flow Chart Showing Structure and
Communication Channels

Benchmark(s)

Benchmark: Update Flow
Chart to Show Current
Reality **Date:** 09/22/2023

Benchmark: Identify Staff
Members who currently fill
roles **Date:** 09/22/2023

Benchmark: Add channels
of communication to chart **Date:** 09/29/2023

Benchmark: Survey staff
on communication
effectiveness **Date:** 10/27/2023

Benchmark: Survey staff
on communication
effectiveness **Date:** 11/24/2023

Activity

Develop system to facilitate work of teams

Person responsible: Superintendent

Launch Date: 09/01/2023

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: State General Fund

Other Resource: Program 1 - Administration; duty day time to develop system of communication

Activity Measure(s)

Utilize Google Classroom to collect information from team members, develop meeting agendas, provide template to send to all staff on monthly meetings

Benchmark(s)

Benchmark: Green Team Classroom Set Up

Date: 09/01/2023

Benchmark: Life Line Team Classroom Set Up

Date: 09/08/2023

Benchmark: Set Date and Times for Monthly Meetings

Date: 09/01/2023

Benchmark: Survey Green Team on Agenda Form

Date: 09/15/2023

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Org'l Effectiveness

Critical Initiative

Build a collaborative staff environment through PLCs.

Objective:

Create and sustain an organizational culture that fosters new learning by all staff.

Activity

Provide PD to ensure PLC+ implemented correctly

Person responsible: PLC Lead,
Superintendent

Launch Date: 09/13/2023

Required Resource(s):

Financial Resource: \$13000.00
Other Resource: Program 4 - Education;
Money for activator training; Money for
PLC+ implementor training

Source of Funding: General Fund; Possible ESSER III Funding

Activity Measure(s)

Provide training activities to ensure
PLC+ implemented correctly

Benchmark(s)

Benchmark: Provide
activator training to school,
outreach, and cottage staff

Date: 10/06/2023

Benchmark: Train 3 - 6 staff
members to implement
PLC+ (Train the trainer PD)

Date: 11/24/2023

Benchmark: Provide
collective efficacy PD for
certified PLC staff

Date: 04/26/2024

Activity

Implement topics for PLC+ Consideration

Person responsible: PLC Lead

Launch Date: 09/13/2023

Required Resource(s):

Financial Resource: \$5000.00

Source of Funding: State General Fund

Other Resource: Program 4 -
Education/School; Pay for extra hour duty
to develop activities and training

Activity Measure(s)

Benchmark(s)

Structure created to promote timely
collaboration between staff

Benchmark: Implement
PLC+ topics for school staff

Date: 09/13/2023

Benchmark: Implement
2nd 9 week topic for school
staff

Date: 11/08/2023

Benchmark: Implement
PLC+ topics for cottage
staff

Date: 01/03/2024

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Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Org'l Effectiveness

Critical Initiative

Maximize effectiveness of the Outreach Program in order to meet the needs of all students in Montana (State).

Objective:
Create and sustain an organizational culture that fosters new learning by all staff.

Activity

Implement developed database

Person responsible: Outreach Director		Launch Date: 10/16/2023	
Required Resource(s):		Source of Funding: State General Fund	
Financial Resource: \$10000.00 Other Resource: Program 4 - Education/Outreach; Pay for outreach consultants to entire information to database.			
Activity Measure(s)		Benchmark(s)	
Enter all outreach student data;		Benchmark: All consultants have data in system	Date: 09/15/2023
Implement data making system with outreach data		Benchmark: Outreach administration to make sure data correct and clean	Date: 09/29/2023
		Benchmark: Database entry demonstrated to entire admin team	Date: 10/13/2023
		Benchmark: Database entry demonstrated to BPE	Date: 10/27/2023
		Benchmark: Outreach administration trained on data retrieval	Date: 10/23/2023
		Benchmark: All educational admin trained on database information retrieval	Date: 12/29/2023

Activity Measure(s)

Benchmark(s)

Benchmark: Monthly report template develop by outreach admin

Date: 01/26/2024

Benchmark: Monthly outreach reports provided to stakeholders

Date: 03/01/2024

Activity

Implement Outreach Caseload Tool

Person responsible: Outreach Director, Superintendent

Launch Date: 08/21/2023

Required Resource(s):

Financial Resource:

Other Resource: Program 4 - Outreach

Source of Funding: State general fund

Activity Measure(s)

Utilize developed outreach case load tool as presented to 23 legislature

Benchmark(s)

Benchmark: Admin present tool outreach with importance of it

Date: 08/25/2023

Benchmark: Develop system to collect data from outreach personnel

Date: 09/29/2023

Benchmark: Develop quarterly reporting template

Date: 10/27/2023

Benchmark: Begin presenting quarterly report to stakeholders

Date: 12/08/2023

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Org'l Effectiveness

Critical Initiative

Implement Maintenance Software to track work orders, inventory, and preventative maintenance.

Objective:
 Create and sustain a maintenance program that will promote proactive maintenance. (State)

Activity

Implement work order program

Person responsible: Maintenance Supervisor		Launch Date: 08/30/2023
Required Resource(s):		
Financial Resource:	Source of Funding: State general fund	
Other Resource: Program 2 - General services		
Activity Measure(s)	Benchmark(s)	
Create a system to receive workorders through software program	Benchmark: Make sure all school staff receive training on program	Date: 09/06/2023
	Benchmark: Make sure all cottage staff receive training on program	Date: 09/06/2023
	Benchmark: Workorders are assigned to appropriate staff members	Date: 09/06/2023
	Benchmark: Provide administration with summary of monthly work orders	Date: 09/29/2023

Activity

Implement preventative maintenance work order syst

Person responsible: Maintenance Supervisor

Launch Date: 01/01/2024

Required Resource(s):

Financial Resource:

Other Resource: Program 2 - General services

Source of Funding: State general fund

Activity Measure(s)

Identify all maintenance activities that need to be done to prevent problems

Benchmark(s)

Benchmark: Establish list of all preventative maintenance activities for all campus buildings

Date: 03/29/2024

Benchmark: Match preventative maintenance activities with calendar of when maintenance should take place

Date: 04/30/2024

Benchmark: Make sure all identified preventative activities identified are entered into software program

Date: 05/31/2024

Activity

Enter maintenance inventory into software program

Person responsible: Maintenance Supervisor

Launch Date: 09/06/2023

Required Resource(s):

Financial Resource:

Other Resource: Program 2 - General Services

Source of Funding: State general fund

Activity Measure(s)

List all HB5 inventory since 2019

Benchmark(s)

Benchmark: Identify all HB inventory that needs to be inventoried

Date: 10/06/2023

Benchmark: Enter inventory into program

Date: 11/03/2023

Benchmark: Provide inventory list to administration

Date: 12/29/2023

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08/01/2023 - 06/30/2024

Org'l Effectiveness

Critical Initiative

Realign maintenance staff to fit cleaning and work order needs.

Objective:

Create and sustain a maintenance program that will promote proactive maintenance. (State)

Activity

Develop campus cleaning schedule

Person responsible: Maintenance Supervisor

Launch Date: 09/04/2023

Required Resource(s):

Financial Resource:

Other Resource: Program 2 - General services

Source of Funding: State general fund

Activity Measure(s)

Create cleaning schedule for school buildings

Benchmark(s)

Benchmark: Identify areas in all campus buildings that need to be regularly cleansed

Date: 09/15/2023

Benchmark: Assign maintenance staff to areas to be cleaned

Date: 09/22/2023

Benchmark: Develop protocol for substitutes to clean

Date: 09/29/2023

Benchmark: Provide administration with list of cleaning schedule

Date: 10/06/2023

Benchmark: Provide maintenance staff with feedback about their assignment

Date: 10/06/2023

Benchmark: Provide training to any staff needing improvement

Date: 10/27/2023

Activity

Ensure cleaning equipment efficient

Person responsible: Maintenance Supervisor

Launch Date: 09/04/2023

Required Resource(s):

Financial Resource:

Other Resource: Program 2 - General Services

Source of Funding: State general fund

Activity Measure(s)

Benchmark(s)

List developed showing status of current equipment used to clean facilities

Benchmark: List of current equipment developed

Date: 09/29/2023

Benchmark: Replacement cost for any equipment of found efficient

Date: 10/27/2023

Benchmark: Develop a wish list of equipment for cleaning facilities

Date: 11/24/2023

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Communicat'n & Engagement

Critical Initiative

On Track

Identify and build relationships with key stakeholders.

Objective:

Communicate pertinent information to and engage stakeholders consistently.

current dtbase of stkhldrs created. Potential stkhldrs being detrm'd. St Ambas prog started. Needs: develop list potential stkhldrs, who start PTHA

Activity

Collect current stakeholder list-create database

Person responsible: Stakeholder Liaison

Launch Date: 05/31/2022

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Complete database

Benchmark(s)

Benchmark: Complete the database

Date: 09/01/2023

Activity

Explore hiring liaison for communication efforts

Person responsible: Superintendent, new hire

Launch Date: 07/01/2022

Required Resource(s):

Financial Resource: \$30000.00

Other Resource:

Source of Funding: state funding - stipend or salary

Activity Measure(s)

Liaison hired

Benchmark(s)

Benchmark: Ask Superintendent about legislative sessions/decisions

Date: 07/25/2022

Benchmark: Liaison hired

Date: 01/09/2023

Activity

Develop list of potential stakeholder relationship

Person responsible: Stakeholder Facilitator

Launch Date: 08/15/2022

Required Resource(s):

Financial Resource:

Other Resource: Living database

Source of Funding:

Activity Measure(s)

Living database updated frequently

Benchmark(s)

Benchmark: Attend Great Falls Association Meetings

Date: 01/09/2023

Activity

Determine who has access to the stkhldr database

Person responsible: Stakeholder Facilitator

Launch Date:

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Document has been shared with the appropriate staff.

Benchmark(s)

Benchmark:

Date:

Activity

Develop a student ambassador program

Person responsible: Student Ambassador Facilitator

Launch Date: 08/28/2023

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding: General Fund Program 4

Activity Measure(s)**Benchmark(s)**

List of students enrolled in the program, meeting agendas

Benchmark:

Date:

Activity

Determine who will develop PTHA

Person responsible: TBD - Superintendent**Launch Date:****Required Resource(s):****Financial Resource:****Source of Funding:** General Fund Program 4**Other Resource:****Activity Measure(s)****Benchmark(s)****Activity**

Develop connection - secondary schl for dual cr op

Person responsible: LEAP Coordinators/Transition Coordinator**Launch Date:****Required Resource(s):****Financial Resource:****Source of Funding:****Other Resource:****Activity Measure(s)****Benchmark(s)**

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Communicat'n & Engagement

Critical Initiative

On Track

Enhance sponsored family engagement activities. (State)

Objective:

Communicate pertinent information to and engage stakeholders consistently.

List of edu activities -done. Gov. & Leg. gave funding. Need to - devl & send survey to fam abt involmt actvts, write grant, fam engage calendar

Activity

List all educational outreach activities.

Person responsible:

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: Possible: HB 2-2023

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Ask Gov. & Leg. to fund all current activities

Person responsible: Superintendent

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding: State

Other Resource:

Activity Measure(s)

Benchmark(s)

Increased funding for family engagement activities.

Benchmark:

Date:

Activity

Survey the families abt activities want considered

Person responsible: Family Engagement Coordinator

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

Survey results regarding level of interest and type of activities families want to be involved in

Benchmark:

Date:

Activity

Write grant to meet needs of families not hosted

Person responsible:

Launch Date:

Required Resource(s):

Financial Resource:

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

ID staff member to work on family engagement

Person responsible: Superintendent

Launch Date: 08/28/2023

Required Resource(s):

Financial Resource:

Source of Funding: State

Other Resource:

Activity Measure(s)

Benchmark(s)

Identify person - B. Warren

Benchmark:

Date:

Activity

Dev fam engage calendar for both campus & outreach

Person responsible: Family Engagement
Coordinator

Launch Date:

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Benchmark(s)

completed calendar of family
engagement activities.

Benchmark:

Date:

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Montana School for the Deaf and Blind

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Inst & Func Effectiveness

Critical Initiative

Provide professional development specific to MSDB population including SPED, VI, DHH, curriculum, and instruction.

Objective:

Improve instructional practices and outcomes for students.

Activity

Define PD:types/expct/roles-cult. of cont. growth

Person responsible: Admin & program facilitators

Launch Date: 08/28/2023

Required Resource(s):

Financial Resource: \$35000.00

Other Resource: All Programs - HB2 Professional Development money Time – during school day or before/after (stipend)

Source of Funding: State General Fund

Activity Measure(s)

List of PD Staff attended throughout the year.

List of base-line competencies.

List of provided PD opportunities, including free PD webinars/seminars.

Benchmark(s)

Benchmark: Meet with admin to determine and identify expectations related to school PD by staff position

Date: 09/15/2022

Benchmark: Create a list of baseline skills required for different staff positions/student populations

Date: 10/31/2022

Benchmark: Identify the available trainings related to baseline skills – who will provide them (staff, online, etc

Date: 01/15/2023

Activity Measure(s)**Benchmark(s)**

Benchmark: Meet with admin to determine a timeline for completion of required trainings and scheduled opportunities to complete

Date: 02/15/2023

Activity

Clarify, document, communicate PD process/needs.

Person responsible: Admin, SI IF Leads

Launch Date: 08/29/2023

Required Resource(s):

Financial Resource: \$5000.00

Other Resource: Program 3/4 - Cottage/Education-School

Source of Funding: State General Fund

Activity Measure(s)**Benchmark(s)**

Committee created

Benchmark: Create PD CMTE

Date: 09/15/2022

Survey created

Draft of recurring PD schedule/frequency (annually, biennial, etc)

Benchmark: CMTE creates needs survey

Date: 10/15/2022

Benchmark: Committee create PD rotation around staff evals and needs

Date: 11/15/2022

Benchmark: Identify a person to take on the role of PD liason

Date: 08/31/2022

Benchmark: Determine who will monitor PD

Date: 01/15/2023

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Inst & Func Effectiveness

Critical Initiative

Extend/enhance services within our current family advisor program for early intervention (State).

Objective:

Improve instructional practices and outcomes for students.

Activity

Identify family needs and wants

Person responsible: Outreach Personnel,
Education Admin

Launch Date: 09/01/2023

Required Resource(s):

Financial Resource: \$42000.00

Other Resource: EdHub Subscription, Staff
Wages, Materials (brochures)

Source of Funding: State General Fund

Activity Measure(s)

Data from EdHub which includes families that receive services and have declined services.

Benchmark(s)

Benchmark:

Date:

Record of Outreach meetings regarding intake procedures, agendas, and attendance.

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Transformational Learning

Critical Initiative

Collect and analyze assessment information to create a list of sensory specific assessments to be conducted at a predetermined frequency.

Objective:

Determine schoolwide and individual learning goals connected with meaningful assessment.

Activity

Rev current: what, who, why, how, disability spcfc

Person responsible: Assessment Committee Members

Launch Date: 08/15/2022

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Completion of Assessment reviews

Benchmark(s)

Benchmark: Create form to be filled out to log current assessments in use

Date: 12/22/2022

Benchmark: Determine what assessments each department is using

Date: 01/15/2023

Benchmark: Create form to get feedback on current assessments used

Date: 01/30/2023

Benchmark: Meeting to review assessments and determine gaps

Date: 02/17/2023

Activity

Explore other assessment options

Person responsible: Assessment Committee Members

Launch Date: 08/15/2022

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Documented committee meeting notes showing all assessment options have been reviewed

Benchmark(s)

Benchmark: Create form to be filled out for each assessment

Date: 03/15/2023

Benchmark: Meeting to review all assessments

Date: 04/12/2023

Benchmark: Make a recommendation to admin of assessments to be used by whom and how often

Date: 04/30/2023

Activity

Use new assessments

Person responsible: Assessment Coordinator

Launch Date: 01/16/2023

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding:

Activity Measure(s)

Benchmark(s)

Benchmark: Choices made from administration

Date: 05/30/2023

Benchmark: Order assessments

Date: 08/15/2023

Benchmark: Training provided

Date: 12/08/2023

2022-2025 MSDB Strategic Plan - Year 2

Montana School for the Deaf and Blind

08/01/2023 - 06/30/2024

Transformational Learning

Critical Initiative

Develop a clear and concise scope and sequence of student learning competencies including academic, life, functional, social, work-based and expanded core skills. Portrait of a Graduate/Learner.

Objective:

Determine schoolwide and individual learning goals connected with meaningful assessment.

Activity

Engage in Development of Portrait of a Graduate

Person responsible: Assessment Committee Lead and Committee

Launch Date: 08/21/2023

Required Resource(s):

Financial Resource: \$30000.00

Other Resource: Staff pay- General Fund, Battelle for Kids

Source of Funding: ESSER III

Activity Measure(s)

Benchmark(s)

Benchmark: Contact w/consultant to help guide Portrait of a Graduate implementation.

Date: 09/29/2023

Benchmark: Recruit Representation From Student Voice and Transition Program

Date: 10/13/2023

Benchmark: Assessment Committee meeting with Battelle for Kids Consultant

Date: 10/27/2023

Benchmark: Create POG Steering Committee with MSDB Stakeholders

Date: 11/17/2023

Benchmark: Provide PD to admin. & staff in DHH & VI Departments

Date: 01/26/2024

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Transformational Learning

Critical Initiative

Develop and Implement an MTSS system to support all learners at MSDB. System will be aligned to competencies of the POG.

Objective:

Determine schoolwide and individual learning goals connected with meaningful assessment.

Activity

Find appropriate consultant

Person responsible: Superintendent

Launch Date: 08/21/2023

Required Resource(s):

Financial Resource: \$30000.00

Source of Funding: ESSER III

Other Resource: AIR Contract/Consultant

Activity Measure(s)

Contract Secured

Benchmark(s)

Benchmark: Contract with AIR for MTSS

Date: 09/29/2023

Activity

Develop MTSS model for MSDB

Person responsible: Assessment Team Lead / Supt

Launch Date: 08/21/2023

Required Resource(s):

Financial Resource: \$10000.00

Source of Funding: State General Fund

Other Resource: Staff time

Activity Measure(s)

Master Schedule, Progress Monitoring Data

Benchmark(s)

Benchmark: Meet with AIR Consultant to Review Past Activities

Date: 11/03/2023

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Transformational Learning

Critical Initiative

Include key team members (family, community, school) in identifying student needs, development of student goals, monitoring, and reporting of student progress to support student learning plan.

Objective:

Determine schoolwide and individual learning goals connected with meaningful assessment.

**Montana School for the Deaf and the Blind
INSTRUCTION**

School Calendar, Length of School Year, and Required School Vacations_

2100

School Calendar

Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the people who live within the boundaries of the school district.

School Calendar Considerations

1. Yearly calendar may be adjusted to coincide with the school calendar adopted by Great Falls School District #1.
2. Require that all children residing in the school cottages go to their respective homes or to other destinations specified by their parents or guardians for all residential closings during the year.

School Year

At least the minimum number of aggregate hours must be conducted during each school fiscal year. The minimum aggregate hours required by grade are:

- (a) 720 hours for grades kindergarten through 3;
- (b) 1,080 hours for grades 4 through 11; and
- (c) 1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4) (d), MCA.

In addition, five (5) pupil instruction-related days may be scheduled for the following purposes:

1. Pre-school staff orientation for the purpose of organization of the school year;
2. Staff professional development programs (minimum of three (3) days);
3. Parent/teacher conferences; and
4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the school district's yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Policy History:

Adopted on: 10-14-92

Revised on: 11-15-23