

# Thompson Falls Public School District



## STATE OF THE DISTRICT

February 05, 2018

**VISION:** *Everything Revolves Around Learning*

**PURPOSE:** Students, teachers, parents, administrators, trustees, community members, affiliate organizations working together to guarantee that each student in Thompson Falls receives the best educational opportunity that can be provided with the resources provided to us by the taxpayers.

**MISSION:** To work together as a school and community to provide every child an educational experience that will empower them to grow as a person and discover their individual potential.

**CORE VALUES:** *Excellence, Unity, Compassion, Respect, and Integrity*

\*Our district is striving to be mission focused, student centered, value fortified, and goal driven. Our vision, mission, values, and goals are foundational components of the District and seminal to all decisions.

## GOALS:

### *Goal 1* Provide a safe, positive environment that is focused on learning

- Objective Maintain a high school graduation rate above 90%
- Objective Maintain District wide commitment to professional development by providing local training opportunities and allocating resources to send staff to workshops
- Objective Minimize classroom interruptions and focus on engaging students in their learning
- Objective Provide opportunity for staff collaboration by hosting grade, school, and district level team meetings
- Objective Improve emergency preparedness by providing CPR/First aid training to staff, conducting routine safety drills, and communicating with local authorities

ATTITUDE

AIM HIGH

### *Goal 2* Set high expectations for learning and behavior

- Objective Students will meet or exceed projected growth targets during the school year as determined by local assessments and schools will meet or exceed state averages and national norms for like schools
- Objective Increase student academic performance and preparation for postsecondary education
- Objective Evaluation will be focused on continual improvement, using the McREL evaluation instrument
- Objective Prioritize curriculum and plan instruction to meet state standards at each grade level, in all subjects
- Objective Incorporate character building and social skills into the school environment

RESPONSIBILITY

### *Goal 3* Use data to target needs, develop interventions, and increase achievement

- Objective Data will be used at all levels as part of the decision making process
- Objective Schedule time for staff to use data in a formative manner, collaborate, and develop instructional plans
- Objective Use data to target needs, develop interventions, monitor/communicate progress, and adapt practice

COMMUNICATION

### *Goal 4* Increase awareness of the great things happening in our schools

- Objective Reach out to the community to inform people about the good things happening in our schools
- Objective Increase students' and families knowledge of postsecondary options, preparation, and financing
- Objective Ongoing communication with parents about their child's learning and behavior



## We believe?

- .. students learn in different ways and at varying rates; we respect and support those differences.
- ..with the support of the community we can provide a respectful, safe, and caring school environment.
- ..certain district and societal rules require immediate student consequences.
- ..with appropriate adult guidance, discipline should be considered an opportunity for student personal growth.
- ..keeping in mind a student's self respect and dignity, a student should be provided an opportunity to learn to solve his/her own problem.
- ..in updating our district curriculum to keep pace with the changing world.
- ..in integrating technology within every academic area at all levels.
- ..in the school improvement process to maximize student learning.
- ..it is important to have ongoing training and in-service for staff so that educational practices will be based upon research, information, and proven procedures.
- ..with parent, community, and school support, students can become contributing members of society.
- ..learning is a life long process and is a key to success.
- ..the school must provide opportunities for students to develop critical thinking by respecting and concentrating on academic, cultural, and life skills as outlined under state standards.
- ..in celebrating success

- District Vision: K-12 educational synergy

- Mission: We serve a common mission and are student centered
- Values: We are fortified by values
- Goals: We are driven to accomplish short and long-term goals

## **STRATEGIC PLANNING: IS DIRECTLY RELATED TO THE STATE OF THE DISTRICT.**

Thompson Falls School District is moving into a strategic model of governance which includes ongoing strategic planning. The District Leadership Team is a voluntary team that is open to all stakeholders and is instrumental in the development of our strategic plan. Strategic planning begins with the development of a core ideology. Core ideology is the combination of core values and a core purpose.

**CORE IDEALOGY IS TIMELESS:** (Core Purpose + Core Values = Core Ideology)

### CORE PURPOSE:

Working together to provide each student in Thompson Falls the best educational opportunity possible with the resources provided to us by the taxpayers.

### CORE VALUES:

Excellence, Unity, Compassion, Respect, and Integrity

### ENVISIONED FUTURE:

Annual goals are shared with the board of trustees each summer. This usually occurs in the late summer months, (policy 1610). Report cards for each school are completed in June and are posted on the school website.

### FIVE YEAR GOALS:

What will Thompson Falls School District look like in five years?

To Be Determined....Education....Learning....Technology...

### BIG AUDACIOUS GOAL: *"Begin with the end in mind" Jim Collins and Stephen Covey*

Every student who attends Thompson Falls School District is inspired to seek out a positive future in a global world and move beyond our District with the essential academic and emotional tools to continue their search for success.

We adhere to a knowledge-based decision-making model that filters complex items through values, law, policy, and put the best interest of kids first. The goal being to make informed decisions that support our core ideology rather than being the result of politics, power, or persuasion.

# THE BLUE HAWK UNDERSTANDING

## -OUR MISSION-

***To work together as a school and community to provide every child an educational experience that will empower them to grow as a person and discover their individual potential.***

## -CORE VALUES-

***Excellence/Unity/Compassion/Respect/Integrity***

*Following are expectations for those who serve our mission and share our values*

### *From All Staff*

Excellence	Model professionalism Commit to continuous learning and growth Provide relevant, rigorous, & enriching curriculum
Unity	Support school and community Collaborate and communicate effectively Celebrate success
Compassion	Build positive relationships Be empathetic and supportive
Respect	Accept and appreciate others Be an active listener
Integrity	Show consistency in words and actions Model core values

### *From School Board and Administration*

Excellence	We put our schools before ourselves (kids first)
Unity	We commit to supporting schools and adopted policies
Compassion	We accept, listen, and respect all opinions
Respect	We respect the decision of the board, model core values, and treat others the way we would like to be treated
Integrity	We follow policy in a consistent manner

### *From Students*

Excellence	Work through challenges w/o giving up (grit) Be a positive role model
Unity	Help and trust each other regardless of background Invite others to participate
Compassion	Show sympathy and empathy Be a buddy, not a bully
Respect	Be well-mannered Abide by others' boundaries
Integrity	Match your behavior to core values Do what you're supposed to do when no one is looking

### *From Parents and Guardians*

Excellence	Encourage my child to do their best Be engaged in my child's education
Unity	Work together towards shared goals
Compassion	Foster an acceptance of others Acknowledge others' feelings
Respect	Treat others how you wish to be treated Exhibit patience and kindness
Integrity	Teach honesty and be true to your word Be a positive role model

### *From Administration Team*

Excellence	Model excellence in character
Unity	Create common ground to get people working towards shared goals
Compassion	Practice empathy and understanding of all people
Respect	Demonstrate strong work ethic and personal commitment to mission and goals
Integrity	Personally model expectations: walk the talk

## Strategic Thinking and Reasoning 2013-18

ENVIRONMENT	<i>Provide a safe, positive environment that is focused on learning</i>		
Priority #1: Safety	INITIATIVES	RESOURCES	STATUS
	District-wide update of safety plans	District	Update 2013-14 Ongoing
	Restructured Budget/ Financial Plan	District	Completed 2013-14
	Human Resource Audit	District	Completed 2014-15/Ongoing
	Reviewed and updated district policies	District	Completed 2017
	Board training provided by MTSBA	District	Ongoing
	Staff Mentor Program for new hires	Grant	Ongoing
	Administration Reorganization (JHST/JHAD)	District	2013-14, 2016-17
	Core Values Adopted, Public Declaration	District	Implemented 2013-14, 2017
	S.R.O., Grant renewed 2017	Grant/District	Implemented 2013-14, 2017
	Security Cameras	District	Completed 2013-14
	Love and Logic	Grant	Ongoing
	Olweus Bully Prevention Program (K-8)	District/ Grant	2013-14, Ongoing
	Technology Plan Implemented	District	2012-13, Ongoing
	New Technology Coordinator	District	2013-14
	Restructured Custodian FTE	District	2015-16
	High School Computer Lab/ Library remodel	District	2014-15
	Asbestos Inspection and Compliance	District	2014-15
	Septic System Mapped & Service Schedule created	District	2013-14,Ongoing
	New Phone System	District	2013-14
	Networked Campus/ Centralized Servers / Redesigned Local Area Network	District/E-Grant	2013-14
	Relocated Elementary Computer Lab	District	2014-15
	Fuel Reduction, (logging project)	District	2013-14
	Biomass Changes, New Mode of Operation for transportation + fuel source	District	2014-15
	Check in Check Out Program (9-12)	District	2012-13, Ongoing
ACADEMIC	<i>High expectations of learning and behavior/data driven decision making</i>		
	Title 1 Restructured (School wide)	District	Initiated 2013-14 Completed 2015-16/ Ongoing
	R.T.I. (Response to Intervention) Overhaul <b>*Begin work on (Behavioral Interventions)</b>	District	2013-14, Ongoing
	Joined Northwest Curriculum COOP	Grant	2014-15, Ongoing
	District Leadership Team	District	2013-14, Ongoing
	Strategic Plan on a Page	District	2014-15, Ongoing
	J.H. Distinguished School award and Blue Ribbon Nomination for Math and Reading		2017-18
	Educational Framework Project Operation Big Picture for Junior High	District	2015-16, Ongoing
	Summer School Program, (Grant Funded) Elementary and High School	Grant	2013-14, Ongoing
	Restructured Art Program (5-12)	District	2014-15
	Restructured Music Program (5-12)	District	2015-16



	Restructured Secretary Duties	District	2013-14, Ongoing
	Restructured Library Assignments	State Variance	2015-16
	Restructured Drivers Education Returned to Summer Program	District	2014-15 2016-17
	Restructured REACH Program	District	2014-15
	MAP Assessment	District	Implemented 2012-13, Ongoing
	McREL Evaluation Instrument	District	2012-13, Ongoing
	Professional Learning Communities K-8 Collaboration / Summit Meetings	District	2013-14, Ongoing
	Reading/E.L.A. Curriculum Adopted Journey's / Collections Series	District	2015-16 Ongoing
	Gear Up Grant renewed in 2017, (\$100,000)	Grant	2017-2024
	Graduation Matters, State support ended (2017)	Grant/District	2012-13, Ongoing priority
	Robotics (District wide)	Grant	Initiated 2012-13 Ongoing
	Type to Learn, (Keyboarding)	Grant	2013-14, Ongoing
	Greenhouse/Outdoor classroom	Grant	2014-15
	Missoula Children's Theatre	Grant	Ongoing
<b>COMMUNITY</b>	<i>Increase awareness of the great things happening in our schools</i>		
	Annual school report cards	District	2016-17, Ongoing
	Unified Elementary Campus Boundaries	District	2013-14
	Art Night, Literacy Night, STEM Night, Etiquette Lunch, and Talent Shows	District	2012-13, Ongoing
	Restructured Websit	District	Ongoing
	Newsletters District & Elementary	District	2013-14, Ongoing
	Infinite Campus, (Student Information System)	District	2015-16, Ongoing
	Increased Off street parking at Elementary	District	2016-17
	Athletic Fundraiser	District	2015-16, Ongoing

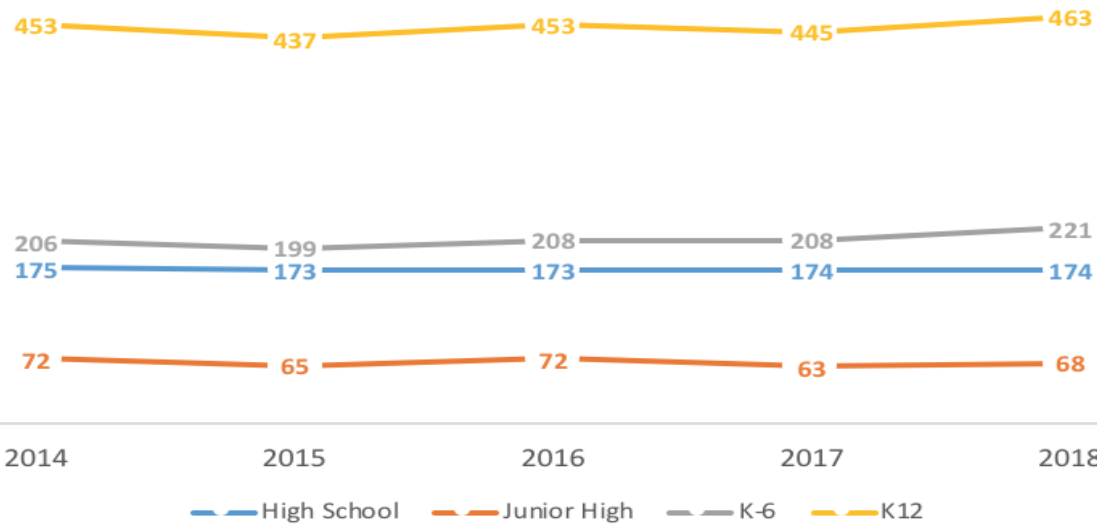
**FRAME OF REFERENCE:** *\*a set or system (as of facts or ideas) serving to orient or give particular meaning (Merriam-Webster)*

- The District uses local, regional, and state data to establish appropriate frames of reference for compensation, curriculum, and performance. Due to similarity in student population and geographic location, western "B" designated school systems in Montana are commonly used for these types of comparisons.

**ENROLLMENT DATA:**

- In recent years, the enrollment in Thompson Falls Schools has begun to stabilize. Today our combined K-12 student population is approximately 465 students. This is up 4% from the previous year due to mild growth in the elementary school. Thompson Falls Schools did experience a significant decline in student enrollment over the previous ten years. In 2007 the district reported 554 students compared to 445 in 2017. According to a demographic forecast our population should remain relatively stable over the next five years. Following is a line graph illustrating population trends.

## FIVE YEAR ENROLLMENT LINE CHART

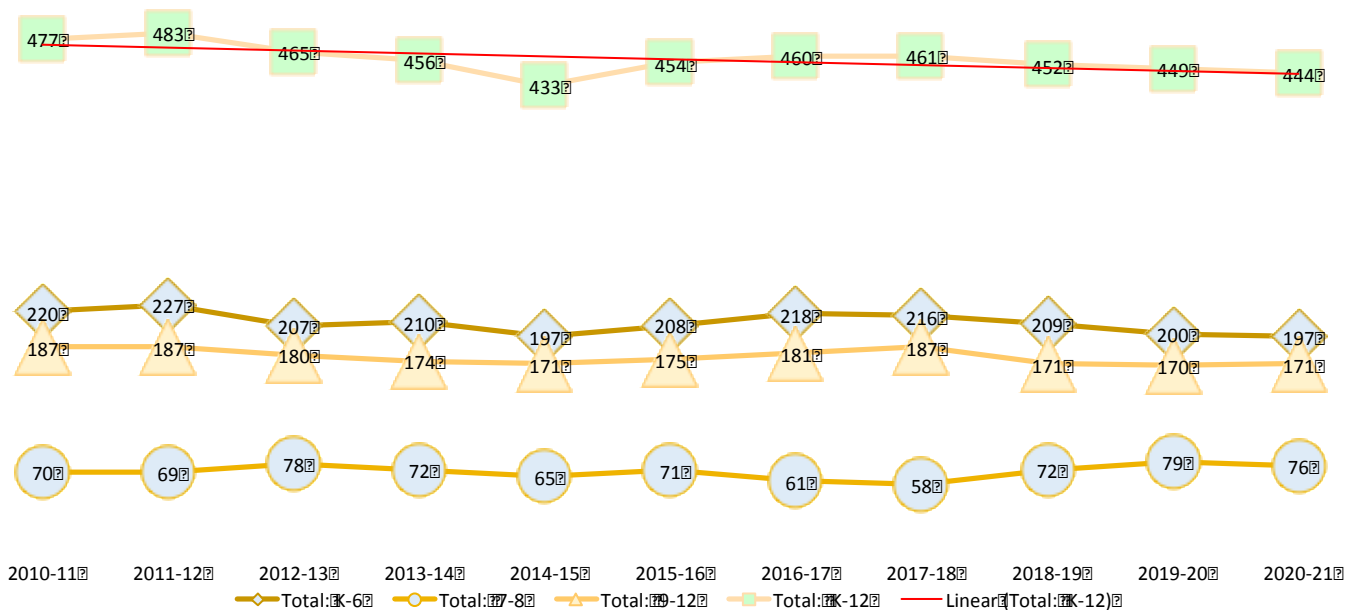


CURRENT STUDENT POPULATION													UPDATED JANUARY 2018
2016-17													
25	25	27	32	33	34	35	35	37	36	35	33	44	
KG	1	2	3	4	5	6	7	8	9	10	11	12	
2017-18													
31	28	24	31	31	37	37	34	29	41	41	60	46	
STATE ACCREDITATION STANDARD FOR EACH GRADE LEVEL (+5 with an aide)													
20	20	20	28	33	30	30	30	30	30	30	30	30	
KG	1	2	3	4	5	6	7	8	9	10	11	12	
15	17	17	15	17	18	18	16	16	43	43	43	55	
16		17	16	16	17	17	16	16					
RUNNING					K-6 = 208 MK 218			63 MK 61			9-12 = 182 MK 181		
30	23	25	32	32	39	37	37	32	37	39	38	53	
					K-6 = 218 (+10)			7-8 = 69 (+8)			9-12 = 167 (-14)		
FREE AND REDUCED					OCT K-6 = 222			OCT 7-8 = 65			OCT 9-12 = 176		
	2014-15	2015-16	2016-17	2017-18	SCHOOL DISTRICT GENERAL FUND ALLOCATIONS								
K-6	68%	58%	68%	65%				FISCAL YEAR	FY15-16	FY16-17	FY17-18	3YR AVE	
JH	70%	52%	57%	71%				ELEMENTARY	0.77%	1.54%	-0.13%	0.73%	
HS	66%	60%	64%	62%				HIGH SCHOOL	0.27%	0.14%	0.50%	0.30%	
COMBINED	68%	57%	63%	65%				COMBINED	0.54%	0.91%	0.15%	0.53%	
	FY14		FY15		FY16		FY17		FY18		FY19		
ELEMENTARY GENERAL	\$ 2,015,712.00		\$ 2,033,930.91		\$ 2,049,747.18		\$ 2,081,909.46		\$ 2,079,159.16				
HIGH SCHOOL GENERAL	\$ 1,736,533.00		\$ 1,718,815.33		\$ 1,723,410.14		\$ 1,725,846.53		\$ 1,734,494.36				
	\$ 3,752,245.00		\$ 3,752,746.24		\$ 3,773,157.32		\$ 3,807,755.99		\$ 3,813,653.52				
Average combined financial growth in the general fund over the past 3 years is less than 1 percent, (.53%).													
ENROLLMENT FROM HOME SCHOOL, OUT OF DISTRICT, OUT OF STATE						THOMPSON FALLS STUDENT POPULATION AVERAGES							
	2013-14	2014-15	2015-16	2016-17	2017-18	SCHOOL YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
ELEMENTARY						ELEMENTARY	206	206	199	208	221	215	
Home School	2	4	5	1	10	JUNIOR HIGH	78	71	65	63	68	67	
In State Trans	12	23	15	20	18	HIGH SCHOOL	184	173	173	174	174	174	
Out of State	13	16	19	16	17	K-12	468	450	437	444	463	456	
JUNIOR HIGH													
Home School	0	1	0	0	2								
In State Trans	8	9	7	5	4								
Out of State	11	5	9	7	8								
HIGH SCHOOL													
Home School	0	1	2	3	1								
In State Trans	8	9	17	13	6								
Out of State	36	38	33	46	17								



THOMPSON FALLS SCHOOLS ENROLLMENT FORECAST <small>(currently within .5 % of demographic forecast)</small>											
	PAST					PRESENT	FUTURE				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	26	34	31	24	29	28	27	27	28	30	29
1	34	26	26	30	26	28	27	26	26	27	28
2	33	39	29	32	32	28	30	29	28	28	29
3	21	28	32	36	31	31	27	29	28	27	27
4	31	23	28	35	37	32	32	28	30	29	28
5	33	27	22	30	34	36	31	31	27	29	28
6	29	33	29	21	29	33	35	30	30	26	28
<b>Total: K-6</b>	206	208	200	208	208	221	209	200	197	196	197
*According to this data we will continue to have challenging cohort sizes in grades K-6 for the next five years.											
7	37	32	36	36	24	33	38	40	34	33	29
8	41	40	29	35	37	25	34	39	42	36	35
<b>Total: 7-8</b>	78	72	66	72	63	68	72	79	76	69	64
*The Junior High School's population will remain relatively stable over the next five years.											
9	33	37	41	38	41	43	29	39	44	47	40
10	47	41	42	51	44	47	49	33	44	49	53
11	47	48	41	45	53	46	49	51	34	48	53
12	53	48	47	41	43	51	44	47	49	33	46
<b>Total: 9-12</b>	184	173	174	171	174	170	171	170	171	177	192
*The High School population will remain relatively stable the next five years.											
<b>Total: K-12</b>	468	453	440	451	445	459	452	449	444	442	453
*K-12 Thompson Falls School's student population is forecasted to remain relatively stable over the next five years.											

### Thompson Falls School District Population Projection 2015-16



## FUNDING DATA:

The state of Montana uses student count to determine the largest portion of school funding, (\$5,225 per elementary student and \$6,700 per junior high and high school student). Schools are funded based on the current year's enrollment or an average of the previous 3 years. The 3-year average is designed to smooth financial impact associated with population trends. Over the past ten years the District's enrollment has declined by approximately 20%. The financial impact associated with this loss of enrollment is estimated at over 1/2 of a million dollars in lost revenue. The District made several strategic adjustments to address the loss. These adjustments include creating a line item budget, transitioning into a school-wide Title 1 program, reassigning personnel to meet accreditation standards, and reducing staff through natural attrition. Our combined general fund revenue has been relatively static for the previous five years. Increased enrollment in the elementary school along with nearly a two percent inflationary increase from the legislature has resulted in an anticipated revenue increase for next year. Our community realized a significant increase in mills this year due to the state no longer funding school block grants. Due to a lack of revenue at the state level, local communities are being asked for more each year to support their local school systems.

## Thompson Falls General Fund:

In response to a law suite in 1993 the state developed our current school funding system under (House Bill 667). The system was intended to provide all schools a guaranteed tax base, establish maximum and minimum funding limits for all districts, and provide an equitable distribution of funds based primarily on student population and school accreditation. Thompson Falls is currently operating on the highest budget available without a vote.

FY17 ANB	FY18 ANB	Est FY19	3-Yr Ave ANB					
216	216	230	221		Disproportionate Cost Reimbursement	35,261.19	5,362.59	
-	-	-	-		FY18 Weighted GTB Subsidy Per Mill	985.00	9,108.00	
-	-	-	-		FY17 Full-Time Equivalent Educators	24,084	15,640	Enter LE# in Inputs!CS
-	-	-	-		FY17 Title I Allocation	134,059.00	80,793.00	Enter LE# in Inputs!CS
-	-	-	-		American Indian Students	21.59	14.72	Enter LE# in Inputs!CS
-	-	-	-		FY18 Adopted Budget (See PAR tab)	2,080,731.23	1,734,494.36	Enter LE# in Inputs!CS
-	-	-	-		Highest Levy DB Auth Or Imposed Between FY13 & FY17	409,120.01	360,161.30	-
FY17 ANB	FY18 ANB	Est FY19	3-Yr Ave ANB		2017 Taxable Value			
75	66	71	71		Total Unreserved Fund Balance Reappropriated	0.00	0.00	0.00
-	-	-	-		Prior Year Excess Reserves Funding Over-BASE	0.00	0.00	0.00
Elem budget driven by current year ANB					Number of Prior Yr BASE Mills Levied (Optional)	0.00	0.00	
					Number of Prior Yr Over-BASE Mills Levied (Optional)	0.00	0.00	0.00
FY17 ANB	FY18 ANB	Est FY19	3-Yr Ave ANB		Non-Levy Revenues (See Non-Levy Revenue Tab)			
179	182	177	180		Natural Resource Development Payment	0.00	0.00	Enter LE# in Inputs!CS
-	-	-	-		Actual General Fund Receipts (See Non-Levy Rev Tab)	0.00	0.00	0.00
HS budget driven by 3-year average ANB					Anticipated (estimated) (See Non-Levy Rev Tab)	0.00	0.00	0.00
					Other (estimated) (See Non-Levy Rev Tab)	0.00	0.00	0.00
If you have had an anticipated enrollment increase approved by the OPI in FY17 place a "X" in the blue cell					Tuition to Fund OverBASE (See Non-Levy Rev Tab)	0.00	0.00	0.00
					Oil & Gas to Fund the OverBASE (See Non-Levy Rev Tab)	0.00	0.00	0.00
Elem			HS or K12		Budget Summary			
If your LE(s) receives oil & gas revenue enter the total anticipated amount that you estimate you will be reporting on the TFS (Sum all Funds) in the cell(s) below. This is not your budget estimate for non-levy revenues.					BASE (Minimum) Budget:	1,781,947.49	1,391,366.46	0.00
					Maximum Budget:	2,227,153.03	1,733,799.77	0.00
					Highest Budget Without a Vote:	2,191,067.50	1,751,061.15	0.00
					Highest Budget With a Vote:	2,227,153.03	1,751,061.15	0.00
					PROPOSED ADOPTED BUDGET:	0.00	0.00	0.00
Thompson Falls Elem					Funded by Other Funds (See Impact of Tax Increase Tab)	0.00	0.00	0.00
Thompson Falls HS					Increase in Over-BASE levy (requires to voter approval)	NOT ACCEPTABLE	NOT ACCEPTABLE	0.00

## **EDUCATIONAL FRAMEWORK: K-6 Elementary School, 7-8 Junior High, 9-12 High School**

- Thompson Falls Schools consist of two districts and three schools. Our elementary district includes a K-6 elementary school and a 7-8 junior high school. K-6 currently has 221 students and the JH has 68. The elementary district has a combined enrollment of 289 students. Today, the high school has 170 students. Our K-12 initial enrollment is 2 students below the forecast conducted in 2013-14. Our current elementary enrollment of 221 is the highest in the past 5 years. The current junior high enrollment of 68 is the same as the average number of students enrolled over the past 5 years. The current high school enrollment of 170 is 1 student below the five-year average. Population research requires a minimum of 3 years of data to establish a trend. Our current numbers indicate that we are nearing the end of a ten-year decline in enrollment.
- The elementary school, junior high school, and high school all meet state accreditation standards. Our district has one variance to Montana standards; the variance is for a .1 FTE certified librarian in the junior high. This variance was approved by the board of public education and is in effect for the next two years. All schools are performing at or above Montana's average scores on standardized test. According to normative data collected through MAP and STAR assessment our district's overall performance has remained static or improved over the past three years.

### **STATE REQUIREMENTS:**

- MCA 20-1-301. School fiscal year. (1) The school fiscal year begins July 1 and ends on June 30. At least the minimum aggregate hours defined in subsection (2) must be conducted during each school fiscal year, *except that 1,050 hours of pupil instruction for graduating seniors may be sufficient.*

### **MINIMUM AGGREGATE HOURS REQUIRED BY GRADE:**

- ½ TIME KINDERGARTEN: 360 HOURS
- KG – 3<sup>rd</sup> GRADE: 720 HOURS
- GRADES 4-11: 1080 HOURS
- GRADE 12: 1050 HOURS

<b>MINUTES OF INSTRUCTION</b>							
<b>FULL</b>				<b>PARTIAL</b>			
	<b>HOURS</b>	<b>PASS</b>	<b>DAYS</b>	<b>HOURS</b>	<b>PASS</b>	<b>DAYS</b>	<b>AGG</b>
K-6	390	0	149	320	0	25	1101.83
7-8	365	20	149	300	16	25	1087.75
9-12	365	20	149	300	16	25	1087.75

## **STANDARDS OF ACCREDITATION ARM CHAPTER 55**

### **ACADEMIC REQUIREMENTS**

#### **10.55.901 Basic Education Program: Elementary (K-3)**

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions. (MCA 2013)

#### **10.55.902 Basic Education Program: Middle Grades (4-9)**

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

Rev. 2013

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

- (i) English language arts--1 unit;
- (ii) social studies--1 unit;
- (iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

- (i) visual arts--1/2 unit;
- (ii) music--1/2 unit;
- (iii) career and technical education--1/2 unit; and
- (iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

#### **10.55.904 Basic Education Program Offerings: High School**

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

- (a) 4 units of English language arts;
- (b) 3 units of mathematics;
- (c) 3 units of science;
  
- (d) 3 units of social studies;
- (e) 2 units of career and technical education;
  
- (f) 2 units of arts;
- (g) 1 unit of health enhancement;
- (h) 2 units of world languages; and

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(i) 2 units of electives. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

#### **10.55.905 Graduation Requirements**

(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:

- (a) 4 units of English language arts; (b) 2 units of mathematics;
- (c) 2 units of social studies;
- (d) 2 units of science;

(e) 1 unit of health enhancement, with 1/2 unit each year for two years;

(f) 1 unit of arts; and

(g) 1 unit of career and technical education.

(3) Units of credit earned in any Montana high school accredited by the Board of Public

Education shall be accepted by all Montana high schools.

(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3- 106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

### **10.55.906 High School Credit**

(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.

(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year.

(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.

(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.

(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the