

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF PUBLIC HEARING ON
RULES I through IX, the amendment	)	PROPOSED ADOPTION,
of ARM 10.53.101 through 10.53.103	)	AMENDMENT, AND REPEAL
and 10.54.2501, and the repeal of	)	
ARM 10.54.2810 through 10.54.2813,	)	
10.54.2820 through 10.54.2823,	)	
10.54.2830 through 10.54.2833,	)	
10.54.2840 through 10.54.2843,	)	
10.54.2850 through 10.54.2853,	)	
10.58.2860 through 10.54.2863, and	)	
10.54.2887 through 10.54.2898	)	
pertaining to K-12 arts content	)	
standards	)	

TO: All Concerned Persons

1. On June 27, 2016, at 11:00 a.m., the Board of Public Education will hold a public hearing in room 172 of the Montana Capitol Building, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 20, 2016, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I ARTS CONTENT STANDARDS (1) The content areas covered by the arts standards include:

- (a) visual arts;
- (b) media arts;
- (c) theatre arts;
- (d) music; and
- (e) dance.

(2) When a district incorporates or integrates arts content into district curriculum or offers an elective course in the arts, the following content standards apply.

- (3) At each grade level a student will be able to:
  - (a) generate and conceptualize artistic ideas and work;
  - (b) organize and develop artistic ideas and work;

- (c) refine and complete artistic work;
- (d) select, analyze, and interpret artistic work for presentation;
- (e) develop and refine artistic techniques and work for presentation;
- (f) convey meaning through the presentation of artistic work;
- (g) perceive and analyze artistic work;
- (h) construct meaningful interpretations of artistic works;
- (i) apply criteria to evaluate artistic work;
- (j) synthesize and relate knowledge and personal experiences to create art;

and

(k) relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-1-501, 20-2-121, 20-3-106, 20-7-101, 20-9-309, MCA

## NEW RULE II ARTS CONTENT STANDARDS FOR KINDERGARTEN

(1) The media arts content standards for kindergarten are that each student will:

- (a) explore ideas for media artworks using play and experimentation;
- (b) explore ideas to form models for media arts productions;
- (c) combine arts and media content to form media artworks;
- (d) choose varied art forms and other content in media artwork;
- (e) identify skills and roles used to create media arts presentations;
- (f) share reactions to the presentation of media artworks;
- (g) recognize messages in media artworks;
- (h) identify a variety of media artworks;
- (i) identify qualities and possible changes in media artworks;
- (j) use personal experiences and choices in making media artworks; and
- (k) share ideas relating media artworks to everyday life.

(2) The visual arts content standards for kindergarten are that each student will:

- (a) engage in creative play with art materials;
- (b) create artworks or designs that represent natural and constructed objects;
- (c) explain the artistic process while making artworks;
- (d) choose art objects for a personal portfolio and display;
- (e) explain the purpose of a portfolio or collection;
- (f) explain the purpose of an art museum;
- (g) identify uses of artwork within one's personal environment;
- (h) identify subject matter and details in artworks;
- (i) explain reasons for selecting a preferred artwork;
- (j) create art that tells a story about a personal experience; and
- (k) identify a purpose of an artwork.

(3) The theatre arts content standards for kindergarten are that each student will:

- (a) identify ways in which movement may be used to create or retell a story;

- (b) express original ideas in guided creative drama;
  - (c) identify plot details in guided creative drama;
  - (d) use facial expressions to communicate character and emotions in guided creative drama;
  - (e) identify various design elements in guided creative drama;
  - (f) use voice and sound in guided creative drama;
  - (g) describe a response to characters in guided creative drama;
  - (h) describe a setting in creative drama;
  - (i) identify design elements in guided creative drama;
  - (j) identify similarities between characters and oneself in guided creative drama; and
  - (k) identify similarities and differences in stories from multiple cultures.
- (4) The music content standards for kindergarten are that each student will:
- (a) explore and experience musical concepts;
  - (b) demonstrate a musical idea;
  - (c) identify changes in musical ideas;
  - (d) identify expressive qualities in musical selections;
  - (e) rehearse to improve performances;
  - (f) perform music with expression;
  - (g) discuss preferences in musical selections;
  - (h) discuss expressive qualities of music;
  - (i) identify preferences in evaluating music;
  - (j) identify emotions when experiencing music; and
  - (k) identify connections between music, arts, and daily life in a variety of contexts.
- (5) The dance content standards for kindergarten are that each student will:
- (a) respond in movement to a variety of sounds;
  - (b) explore dances with beginning, middle, and end;
  - (c) use improvised movement to change dance sequences;
  - (d) explore different movement qualities;
  - (e) coordinate dance movements with other dancers;
  - (f) identify production elements of a dance for and with others;
  - (g) identify a movement that repeats in a dance;
  - (h) observe movement and describe it;
  - (i) identify criteria to describe movement in dance;
  - (j) identify an emotion expressed in a dance; and
  - (k) replicate movement in dances.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE III ARTS CONTENT STANDARDS FOR FIRST GRADE

- (1) The media arts content standards for first grade are that each student will:
- (a) express ideas for media artworks through traditional and nontraditional media;
  - (b) express ideas to form plans and models for media arts productions and products;

- (c) identify the effects of making changes to the content form or presentation of media artworks;
  - (d) combine art forms and media content to form media artworks;
  - (e) demonstrate skills and roles in media arts presentations;
  - (f) discuss the presentation of media artworks and identify reactions;
  - (g) identify components and messages in media artworks;
  - (h) describe the meanings of a variety of media artworks;
  - (i) identify qualities of media artworks considering audience;
  - (j) use personal experiences, interests, and models in creating media artworks; and
  - (k) discuss uses of media artworks in everyday life.
- (2) The visual arts content standards for first grade are that each student will:
- (a) engage and collaborate in creative investigation of art materials;
  - (b) create artwork that identifies uses of everyday objects;
  - (c) use art vocabulary to describe choices while creating art;
  - (d) explain why objects, artifacts, and artwork are valued differently by different audiences;
  - (e) identify how artwork should be prepared for a presentation;
  - (f) identify the roles and responsibilities of people who visit and work in museums;
  - (g) select and describe artworks that illustrate daily life comparing different images that represent the same subject;
  - (h) describe characteristics of artworks;
  - (i) classify artwork based on reasons for preferences;
  - (j) identify reasons to create art outside of school; and
  - (k) describe the reasons that people from different places and times create artwork.
- (3) The theatre arts content standards for first grade are that each student will:
- (a) identify ways in which gestures and movement may be used to create or retell a story;
  - (b) contribute to the development of a sequential plot in guided creative drama;
  - (c) contribute to the adaptation of the plot in guided creative drama;
  - (d) use body, face, gesture, and voice to communicate character and emotions in guided creative drama;
  - (e) experiment with design elements in creative drama;
  - (f) use movement and gesture to communicate emotions in guided creative drama;
  - (g) discuss an emotional response to guided creative drama;
  - (h) discuss how setting can influence character actions in creative drama;
  - (i) describe design elements in guided creative drama;
  - (j) describe similarities between characters and oneself in a guided creative drama; and
  - (k) describe similarities and differences in stories from multiple cultures.
- (4) The music content standards for first grade are that each student will:
- (a) create musical ideas for a purpose;

- (b) identify expressive intent of musical ideas;
- (c) discuss changes in musical ideas;
- (d) describe the purpose of a variety of musical selections;
- (e) rehearse to revise musical performances;
- (f) perform music for a purpose;
- (g) identify influences in making musical selections;
- (h) identify expressive qualities of music;
- (i) describe preferences while evaluating music;
- (j) describe emotions when experiencing music; and
- (k) describe connections between music, arts, and daily life in a variety of contexts.

- (5) The dance content standards for first grade are that each student will:
- (a) experiment with movement inspired by a variety of sounds;
  - (b) improvise a dance with beginning, middle, and end;
  - (c) apply changes to movement in dance sequences;
  - (d) identify movement qualities using simple dance vocabulary;
  - (e) demonstrate a range of movements while coordinating with other dancers;
  - (f) use production elements in a dance for and with others;
  - (g) identify a movement that repeats in a dance to make a pattern;
  - (h) discuss selected movements from a dance using dance vocabulary;
  - (i) use criteria to identify and demonstrate movements in dance;
  - (j) identify the movements in a dance that relate to a familiar experience; and
  - (k) demonstrate and describe movements in dances.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE IV ARTS CONTENT STANDARDS FOR SECOND GRADE

- (1) The media arts content standards for second grade are that each student will:
- (a) use resources to generate creative ideas for media artworks;
  - (b) use ideas to create plans and models for media arts productions;
  - (c) describe expressive effects in altering, refining, and completing media artworks;
  - (d) combine a variety of art and media content into unified media artworks;
  - (e) use experimentation skills and various roles in creating media arts presentations;
  - (f) identify and describe the experience of presenting media artworks;
  - (g) describe the components and messages in media artworks;
  - (h) define the purposes and meanings of media artworks;
  - (i) discuss the effectiveness of and improvements for media artworks;
  - (j) create media artworks and discuss their meaning and purpose; and
  - (k) identify how media artworks and ideas relate to everyday life and culture.
- (2) The visual arts content standards for second grade are that each student will:
- (a) discover multiple approaches and solutions to an art or design problem;

- (b) demonstrate personal interest in an artwork or design using various materials, tools, and everyday objects;
- (c) discuss choices made in creating artwork;
- (d) categorize artwork based on a theme or concept for an exhibit;
- (e) describe different materials or artistic techniques for preparing artwork for presentation;
- (f) describe how exhibited art, in a variety of venues, contributes to communities;
- (g) describe aesthetic characteristics of the natural world and constructed environments based on expressive properties;
- (h) describe the mood suggested by an artwork;
- (i) use art vocabulary to express preferences about artwork;
- (j) create artworks about events in home, school, or community life; and
- (k) discuss cultural uses of artwork from different times and places.

(3) The theatre arts content standards for second grade are that each student will:

- (a) identify ways in which voice and sounds may be used to create or retell a story;
- (b) develop dialogue in creative drama;
- (c) contribute to the adaptation of dialogue in a creative drama;
- (d) alter voice and body to expand and articulate character in creative drama experiences;
- (e) identify the basic design elements in creative drama experiences;
- (f) contribute original ideas or choices to group creative drama experiences;
- (g) describe the artistic choices made in creative drama experiences;
- (h) describe how setting influences character actions and consequences in creative drama;
- (i) discuss design elements in guided creative drama;
- (j) compare character experiences to personal experiences in creative drama; and
- (k) compare similarities and differences in stories from multiple cultures through creative drama experiences.

(4) The music content standards for second grade are that each student will:

- (a) explore rhythmic musical ideas for a purpose;
- (b) discuss the expressive intent of patterns and ideas for music;
- (c) interpret changes in musical ideas;
- (d) identify expressive qualities and the purpose of musical selections;
- (e) evaluate the expressiveness of musical performances;
- (f) perform music with expression and technical accuracy;
- (g) explain responses to musical selections;
- (h) explain how expressive qualities support intent in music;
- (i) discuss personal preferences in evaluating musical selections;
- (j) discuss emotions when experiencing music; and
- (k) describe musical expressions in terms of patterns and connections to daily life.

(5) The dance content standards for second grade are that each student will:

- (a) explore movement inspired by a variety of sources;

- (b) create a dance sequence with a beginning, middle, and end;
- (c) make choices to change movement in a dance sequence;
- (d) correlate movement to music;
- (e) coordinate body movements and alignment with other dancers;
- (f) integrate basic production elements to perform a dance sequence for and with others;
- (g) identify movements in a dance that develop a pattern;
- (h) identify meaning and intent from the movement in a dance;
- (i) use criteria to describe dance movements from a specific genre;
- (j) create and perform a dance that expresses personal meaning; and
- (k) discuss dances and the relationship between the types of movement and the dancers.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE V ARTS CONTENT STANDARDS FOR THIRD GRADE

(1) The media arts content standards for third grade are that each student will:

- (a) develop ideas for media artworks using a variety of tools, methods, and materials;
- (b) make plans and models for media arts productions;
- (c) demonstrate how the use of different elements alters media artworks;
- (d) integrate varied art forms and media content into media artworks;
- (e) exhibit a variety of skills and roles to create new content in media arts presentations;
- (f) discuss ways to improve media artworks presentations;
- (g) describe how messages are created by components in media artworks;
- (h) discuss the purposes and meanings of media artworks;
- (i) identify basic criteria to evaluate media artworks;
- (j) demonstrate how media artworks influence popular media; and
- (k) explain how media artworks and ideas can influence everyday life.

(2) The visual arts content standards for third grade are that each student will:

- (a) apply knowledge of available resources to enhance personal ideas through the art-making process;
- (b) create artwork using a variety of artistic processes and materials;
- (c) elaborate on artwork by adding details to enhance meaning;
- (d) research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork;
- (e) prepare artworks for presentation;
- (f) explain how and where different cultures record and illustrate stories and history of life through art;
- (g) identify processes an artist uses to create artwork;
- (h) discuss the use of media to create subject matter, form, and mood in artwork;
- (i) evaluate artwork based on criteria;

(j) develop artwork based on observations and details of surroundings; and  
(k) compare how responses to art change based on knowledge of the artwork's cultural and historical context.

(3) The theatre arts content standards for third grade are that each student will:

- (a) experiment with character choices in creative drama;
- (b) devise original ideas for a creative drama experience;
- (c) collaborate to revise ideas of creative drama;
- (d) determine how movement and voice are incorporated into creative drama experiences;
- (e) describe design elements in a creative drama experience;
- (f) rehearse and discuss reflections about a drama experience;
- (g) discuss artistic choices and how they shape reactions to drama and theatre works;
- (h) discuss ways to develop a character for a creative drama;
- (i) compare design elements in creative drama;
- (j) discuss personal experiences and knowledge to make connections to community and culture in creative drama; and
- (k) describe how stories are adapted from literature to become drama or theatre works.

(4) The music content standards for third grade are that each student will:

- (a) identify the connection between rhythmic and melodic ideas;
- (b) identify expressive intent of selected musical ideas;
- (c) explain revisions to musical ideas;
- (d) discuss how intent is conveyed through expressive qualities;
- (e) evaluate the effectiveness of musical performances;
- (f) perform music for a purpose with expression and technical accuracy;
- (g) evaluate responses to musical selections;
- (h) describe how expressive qualities determine intent in music;
- (i) identify criteria to evaluate musical performances;
- (j) explain emotions experienced when creating, performing, and responding to music;

(k) discuss patterns and connections between music, arts, and daily life.

(5) The dance content standards for third grade are that each student will:

- (a) experiment with movement using a variety of sources;
- (b) identify movement patterns and sequences;
- (c) describe differences in movement changes in dance sequences;
- (d) choose specific movements to express intent in a dance sequence;
- (e) identify technical dance skills that coordinate with other dancers;
- (f) create production elements for a dance performance;
- (g) discuss a movement pattern that creates a dance sequence;
- (h) explain how specific movements relate to the main idea of a dance;
- (i) use criteria to identify characteristic movements in dances from a variety of genres;
- (j) create movement based on an event or issue; and
- (k) explain what the movements of a dance may communicate about culture.



AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI ARTS CONTENT STANDARDS FOR FOURTH GRADE

(1) The media arts content standards for fourth grade are that each student will:

- (a) develop original media artworks using a variety of creative methods;
- (b) discuss, test, and assemble models for media arts productions;
- (c) demonstrate intentional effect in refining media artworks;
- (d) demonstrate how a variety of forms and content can be mixed and coordinated into media artworks;
- (e) apply a variety of skills and knowledge to solve problems while creating media arts presentations;
- (f) explain results of and improvements for presenting media artworks;
- (g) explain how various forms, methods, and styles influence the message of a media artwork;
- (h) explain reactions to a variety of media artworks considering their purpose and context;
- (i) apply basic criteria to evaluate and improve media artworks and production processes;
- (j) examine how media artworks affect meanings, situations, and cultural experiences in popular media; and
- (k) demonstrate how media artworks and ideas relate to everyday life and culture.

(2) The visual arts content standards for fourth grade are that each student will:

- (a) collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork;
- (b) apply research to art-making for the purpose of communicating about constructed environments;
- (c) revise artwork on the basis of insights gained through discussion;
- (d) describe how past, present, and emerging technologies impact the preservation and presentation of artwork;
- (e) analyze considerations for presenting and protecting artworks;
- (f) compare purposes of art museums, art galleries, and other venues with the types of experiences they provide;
- (g) compare components of visual imagery;
- (h) analyze subject matter, form, and use of media in artwork;
- (i) apply criteria to analyze artworks;
- (j) create artworks that reflect community cultural traditions; and
- (k) interpret artworks through observation and information about context.

(3) The theatre arts content standards for fourth grade are that each student will:

- (a) design technical elements that support the story and drama experiences;
- (b) develop original ideas for characters and plot in a theatre performance;
- (c) revise an improvised or scripted theatre work;
- (d) make physical and vocal choices to develop a character in a drama

experience;

- (e) discuss the use of technical elements to enhance a drama experience;
- (f) perform small-group drama and theatre works to an audience;
- (g) identify artistic choices made through participation in and observation of drama and theatre works;
- (h) compare character qualities in drama or theatre works;
- (i) propose criteria to evaluate drama and theatre works;
- (j) identify the ways drama and theatre work reflect the perspectives of a community or culture; and
- (k) discuss cross-cultural approaches to storytelling in drama and theatre works.

(4) The music content standards for fourth grade are that each student will:

- (a) explain the connection between rhythmic, melodic, and harmonic ideas;
- (b) organize musical ideas for an express purpose;
- (c) identify revisions for personal musical ideas;
- (d) identify the structure and elements in music selected for performance;
- (e) evaluate accuracy and expressiveness of musical performances;
- (f) perform music with expression, technical accuracy, and interpretation;
- (g) explain connections to responses, musical structure, and elements;
- (h) explain how expressive qualities help performers interpret music;
- (i) use established criteria to evaluate musical works and performances;
- (j) convey personal emotions using elements of music; and
- (k) demonstrate understanding of the connection between music and its historical and cultural context.

(5) The dance content standards for fourth grade are that each student will:

- (a) use elements of dance to create a series of movements;
- (b) plan a dance sequence with a variety of movement patterns and structures;
- (c) revise and explain choices made in movement changes within dance sequences;
- (d) demonstrate shapes and expand the range of movements in a dance sequence;
- (e) demonstrate technical dance skills that coordinate with other dancers;
- (f) use a variety of production elements to create a formal dance performance space;
- (g) compare movement patterns within a genre or style;
- (h) identify intent of a dance by relating the movements, ideas, and context using dance vocabulary;
- (i) discuss and demonstrate the movement characteristics of a dance;
- (j) explain how the main idea of a dance is similar to or different from personal experience; and
- (k) describe how specific movements of a dance relate to culture and time period.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VII ARTS CONTENT STANDARDS FOR FIFTH GRADE

- (1) The media arts content standards for fifth grade are that each student will:
- (a) demonstrate original ideas and innovations for media artworks using personal and community experiences;
  - (b) develop, present, and test ideas, plans, models, and proposals for media arts productions;
  - (c) determine how elements and components can be altered for clear communication and intentional effects in media artwork;
  - (d) create media artworks through the integration of multiple contents and forms;
  - (e) perform a variety of roles while solving problems to create media art presentations;
  - (f) compare results of and improvements for presenting media artworks;
  - (g) differentiate how message and meaning are created by components in media artworks;
  - (h) compare personal and group interpretations of a variety of media artworks considering their intention and context;
  - (i) apply criteria to evaluate media artworks and production processes, considering context and practicing constructive feedback;
  - (j) demonstrate how media artworks affect meanings, situations, and cultural experiences; and
  - (k) research how media artworks and ideas relate to personal, social, and community life and culture.
- (2) The visual arts content standards for fifth grade are that each student will:
- (a) combine diverse concepts and artistic methods to choose an approach and create an artwork;
  - (b) create artworks that document places or objects of personal significance;
  - (c) create artist statements using art vocabulary to describe personal choices in art-making;
  - (d) explain the role of a curator;
  - (e) discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork;
  - (f) cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic;
  - (g) compare personal interpretations of artwork to others' interpretations;
  - (h) analyze use of structure, context, and visual elements to convey ideas and mood in artworks;
  - (i) evaluate artworks based on styles, genres, and media;
  - (j) apply formal and conceptual knowledge of art and design to make artwork;
- and
- (k) identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society.
- (3) The theatre arts content standards for fifth grade are that each student will:
- (a) implement design ideas that support the story in a drama or theatre work;
  - (b) participate in specific responsibilities required to present a drama or theatre work informally to an audience;

- (c) evaluate choices to improve an improvised or scripted drama or theatre work;
  - (d) experiment with physical and vocal choices to create meaning in drama and theatre works;
  - (e) demonstrate the use of technical elements in drama and theatre works;
  - (f) present drama and theatre works informally for an audience;
  - (g) explain personal reactions to artistic choices made in drama and theatre works;
  - (h) explain how cultural perspectives influence personal responses to characters in drama and theatre works;
  - (i) implement criteria to evaluate drama and theatre works;
  - (j) explain how drama and theatre work connects one to a community or culture; and
  - (k) investigate historical, global, and cultural issues in drama and theatre works.
- (4) The music content standards for fifth grade are that each student will:
- (a) improvise rhythmic, melodic, and harmonic ideas for a specific purpose;
  - (b) develop musical ideas for an express purpose;
  - (c) describe revisions to personal musical ideas;
  - (d) compare the structure and elements of music in works selected for performance;
  - (e) evaluate the accuracy, effectiveness, and expressiveness of musical performances;
  - (f) perform music with expression, technical accuracy, and interpretation that conveys the composer's intent;
  - (g) cite evidence that connects musical selections to specific experiences;
  - (h) describe how performers interpret expressive intent in music;
  - (i) use established criteria to evaluate the quality of musical works and performances;
  - (j) demonstrate how a musical experience forms an emotional, physical, and cultural connection; and
  - (k) compare connections between music and historical and cultural context.
- (5) The dance content standards for fifth grade are that each student will:
- (a) use elements of dance to create a movement series;
  - (b) create a dance sequence that communicates an idea;
  - (c) revise and explain choices made to refine movement changes in dance sequences;
  - (d) perform dance sequences using a variety of rhythms;
  - (e) execute a series of dance sequences using technical dance skills;
  - (f) collaborate to adapt dance to performance venues;
  - (g) analyze characteristics of diverse dance genres and styles;
  - (h) explain how movement can communicate meaning and intent in a dance using dance vocabulary;
  - (i) use criteria to compare characteristic movements in dances from a variety of genres and styles;
  - (j) analyze dances with contrasting themes; and
  - (k) describe how specific movements or qualities of a dance communicate

the ideas and perspectives of culture.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII ARTS CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES

(1) The media arts content standards for sixth through eighth grades are that each student will:

- (a) produce ideas, goals, and solutions for original media artworks;
- (b) analyze ideas, plans, prototypes, and creative processes for media arts productions;
- (c) improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place;
- (d) integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives;
- (e) demonstrate a range of skills and roles in creating and performing media arts presentations;
- (f) analyze results of and improvements for presenting media artworks;
- (g) evaluate the qualities of and relationships between the components and style in media artworks;
- (h) compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own culture and other cultures;
- (i) compare and contrast media artworks and production processes to context and artistic goals;
- (j) analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events; and
- (k) compare how media artworks and ideas relate to various contexts, purposes, and values.

(2) The visual arts content standards for sixth through eighth grade are that each student will:

- (a) design project steps and criteria to reach an identified goal and investigate personally relevant content for art-making;
- (b) demonstrate awareness of issues and ethics of appropriation as they create artworks and design;
- (c) apply criteria to plan revisions for artwork or design;
- (d) compare similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork;
- (e) evaluate methods for preparing and presenting artwork based on criteria;
- (f) explain and cite evidence about how exhibits reflect history and values of a community;
- (g) explain how a person's aesthetic choices are influenced by culture and environment;
- (h) collaborate to interpret artworks;
- (i) develop criteria to evaluate artwork;
- (j) use art to express ideas and current interests; and
- (k) distinguish different ways that artworks represent, establish, reinforce, and reflect group identity.

(3) The theatre arts content standards for sixth through eighth grades are that each student will:

- (a) develop a character in a drama or theatre work;
- (b) demonstrate leadership and collaboration when developing a drama or theatre work;
- (c) analyze scripted drama and theatre works;
- (d) identify the essential events in a story or script that make up the dramatic structure;
- (e) analyze how technical elements enhance drama and theatre works;
- (f) perform a rehearsed drama or theatre work for an audience;
- (g) evaluate the artistic choices in drama and theatre works;
- (h) analyze how cultural perspectives influence the evaluation of drama and theatre work;
- (i) evaluate drama and theatre works using supporting evidence;
- (j) research how cultural perspectives, community ideas, and personal beliefs impact a drama or theatre work; and
- (k) use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues.

(4) The music content standards for sixth through eighth grades, when a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology, or music theory, are that each student will:

- (a) generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments;
- (b) select musical ideas for arrangements, songs, and compositions;
- (c) evaluate personal musical ideas;
- (d) evaluate the structure of contrasting pieces of music selected for performance;
- (e) rehearse and determine when music is ready to perform;
- (f) perform music with technical accuracy, expression, and culturally respectful practices to convey the composer's intent;
- (g) compare connections between musical selections for a specific purpose;
- (h) compare how composers and performers interpret expressive qualities of music to create performances;
- (i) develop criteria to evaluate musical works and performances;
- (j) evaluate how personal connections inform creation, performance, and response to music; and
- (k) evaluate connections between music and historical and cultural context.

(5) The dance content standards for sixth through eighth grade are that each student will:

- (a) create an original dance;
- (b) create an original dance that communicates an idea;
- (c) revise movements in dance sequences based on artistic criteria;
- (d) present dance sequences from a variety of genres and styles;
- (e) execute and coordinate technical dance skills in performance;
- (f) collaborate with others to design and execute a dance production;
- (g) explain how the elements of dance are used to communicate intent in a

variety of genres or styles;

- (h) explain relationships among the elements of dance that support intent;
- (i) use criteria to determine what makes an effective performance;
- (j) create a movement sequence of two contrasting ideas; and
- (k) analyze how dances from a variety of cultures and time periods reveal ideas and perspectives.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX ARTS CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES (1) The media arts content standards for ninth through twelfth grades are that each student will:

- (a) integrate ideas, develop artistic goals, and problem solve in media arts creation processes;
- (b) apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes;
- (c) enhance and modify media artworks, honing aesthetic quality;
- (d) synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience;
- (e) demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations;
- (f) evaluate impact and implement improvements in presenting media artworks considering personal, local, and social impacts;
- (g) synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion;
- (h) analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts;
- (i) analyze critiques of media artworks and production processes;
- (j) demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences; and
- (k) analyze how media artworks and ideas relate to various contexts, purposes, and values.

(2) The visual arts content standards for ninth through twelfth grades are that each student will:

- (a) develop plans for creating art and design works using various materials and methods from traditional and contemporary practices;
- (b) create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works;
- (c) complete artworks or designs incorporating relevant criteria as well as personal artistic vision;
- (d) curate artifacts and artworks for presentation and preservation;
- (e) apply appropriate methods or processes to display artwork in a specific place;
- (f) analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings;

(g) evaluate the effectiveness of an artwork as perceived by a variety of audiences;

(h) defend an interpretation of an artwork or collections of artworks;

(i) analyze a collection of artwork based on sets of criteria;

(j) incorporate knowledge of personal, social, cultural, and historical life to create artworks; and

(k) compare uses of art in a variety of personal, societal, cultural, and historical contexts.

(3) The theatre arts content standards for ninth through twelfth grades are that each student will:

(a) examine the roles of character, story, playwright, theatre tradition, and genre in a drama or theatre work;

(b) analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work;

(c) refine design choices to support the story and impact of devised or scripted drama and theatre works;

(d) apply a variety of acting techniques in the rehearsal and performance of drama and theatre works;

(e) apply technical elements to enhance the production of drama and theatre works;

(f) perform a rehearsed scripted drama or theatre work for a specific audience;

(g) synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices;

(h) analyze how artistic choices are developed from personal experiences in drama and theatre works;

(i) analyze a drama or theatre work using personal aesthetics and artistic criteria;

(j) collaborate on drama or theatre work that examines a critical issue using various perspectives; and

(k) analyze the social, historical, and cultural contexts of drama and theatre works.

(4) The music content standards for ninth through twelfth grades, when a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology, or music theory, are that each student will:

(a) analyze rhythmic, melodic, and harmonic phrases and harmonic accompaniments for expressive intent;

(b) assemble and organize sounds or short musical ideas for express purposes;

(c) analyze and revise the technical and expressive aspects of personal musical ideas;

(d) analyze how the elements of a musical performance relate to style and mood;

(e) analyze ways a performance conveys the elements of music, style, and mood;

(f) analyze musical performances to explain how the elements of music are



used to convey intent;

(g) analyze elements of music in selected works for specific responses;

(h) analyze composers' and performers' expressive intent in interpretations of music;

(i) develop criteria to analyze the technical and expressive qualities of music and performances;

(j) analyze how interests, knowledge, and skills relate to intent when creating, performing, and responding to music; and

(k) analyze relationships between music, arts, society, and cultures.

(5) The dance content standards for ninth through twelfth grades are that each student will:

(a) analyze established dance forms to inform their own original dances;

(b) analyze dance patterns and sequences;

(c) analyze and evaluate the impact of choices made in revising dance sequences;

(d) present an expanded repertoire of movement and dance compositions;

(e) use technical dance skills to perform in a variety of dance genres;

(f) collaborate with others to produce a dance production that reflects the artistic intent of a dance performance;

(g) compare and contrast movement patterns and the elements of dance in a variety of genres and styles;

(h) analyze and interpret how elements of dance contribute to artistic expression across genres and styles;

(i) analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary;

(j) perform a dance inspired by a topic of interest; and

(k) analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.53.101 EXPLANATION OF THE CONTENT STANDARDS (1) The content standards shall be used by school districts to develop local curriculum and assessment in all the content areas including:

~~(a) English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices. proficiency;~~

(b) English language arts and literacy;

(c) mathematics; and

(d) arts.

(2) The K-12 content standards describe what students shall know, understand, and be able to do in these content standards. These K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no

later than the end of high school.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.102 INDIAN EDUCATION (1) Curriculum and instruction of the content standards ~~ARM 10.53.101~~ under this chapter shall incorporate the distinct and unique cultural heritage of Montana American Indians pursuant to Article X, ~~Section~~ section 1(2) of the Constitution of the state of Montana and 20-1-501 and 20-9-309(2)(c), MCA.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-1-501, 20-2-121, 20-3-106, 20-7-101, 20-9-309, MCA

10.53.103 DEFINITIONS (1) "Content standard" means what all students should know, understand, and be able to do in ~~English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices~~ in each of the content areas in this chapter.

(2) "Mathematical practices" describe processes and proficiencies students use as practitioners of the discipline of mathematics.

(3) The symbol "+" denotes science, technology, engineering, mathematics (STEM) standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics.

(4) The symbol "\*" denotes specific modeling standards appearing throughout the high school mathematics standards.

(5) "Literacy in history/social studies, science, and technical subjects" means instruction in reading, writing, speaking, listening, and language use is a shared responsibility by teachers of English language arts and other content areas.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in ~~all the~~ content areas including: ~~communication arts (reading, literature, writing, speaking and listening, and media literacy); arts; health enhancement; library media; mathematics; science; social studies; technology; world languages; workplace competencies; and career and vocational/technical education.~~ The K-12 content standards describe what students shall know, understand, and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at

the four performance levels: advanced, proficient, nearing proficiency, and novice.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

5. The board proposes to repeal the following rules:

10.54.2810 ARTS CONTENT STANDARD 1, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2820 ARTS CONTENT STANDARD 2, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2830 ARTS CONTENT STANDARD 3, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2840 ARTS CONTENT STANDARD 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2850 ARTS CONTENT STANDARD 5, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2860 ARTS CONTENT STANDARD 6, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

6. Statement of Reasonable Necessity: The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to arts content standards pursuant to ARM 10.54.2503 Standards Review Schedule and 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of Senate Bill 152 of the 2005 Legislative Session it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of 20-7-101, MCA.

Using a negotiated rulemaking process involving stakeholder groups, Superintendent of Public Instruction Denise Juneau has developed recommendations for the revision of the Montana Arts Content Standards. The current arts standards were adopted in 1999. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in artistic literacy. The proposed standards include

five disciplines of arts education including dance, music, theatre, visual arts, and media arts, and address the ability of students to create, perform, present, critique, and connect the arts to their lives and the world around them.

The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board "to exercise general supervision over the public school system." This inclusion would recognize the board's constitutional authority to conduct rulemaking.

7. Economic impact statement summary: The Office of Public Instruction (OPI) surveyed school districts in January 2016 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-one percent of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the current standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in the arts and/or finding instructional materials.

The OPI has identified \$52,945 to support the implementation of the proposed arts standards. This funding will provide for face-to-face trainings in nine regions throughout the state in addition to online professional development opportunities. The OPI will also develop a model curriculum guide to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. Given the supports that will be provided at the state level, the OPI estimates that school districts will be able to absorb, in their existing budgets, the cost of modifying their current arts curriculum to align with the proposed standards.

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that the school district expenditures required under the proposed standards are insubstantial expenditures that can be readily absorbed into the budgets of existing district programs.

8. The proposed effective date of these rules is July 1, 2017.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov) and must be received no later than 5:00 p.m., July 1, 2016.

10. Peter Donovan has been designated to preside over and conduct this hearing.

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 9 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

13. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

14. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption, amendment, and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ Peter Donovan  
Peter Donovan  
Rule Reviewer

/s/ Sharon Carroll  
Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State May 23, 2016.