



MEETING PROJECT NAME: Education Advocates Meeting

DATE OF MEETING: December 17, 2019

TIME: 9:00 AM – 10:20 AM

LOCATION: OPI – 1201 11th Avenue Conference Room

ATTENDEES:

PRESENT

Tim Davis, Water Quality Division Administrator, Department Environmental Quality (DEQ)

Pete Donovan, Executive Director, Board of Public Education (BOPE)

Pad McCracken, Legislative Services

McCall Flynn, Education Policy Advisor, Governor's Office

BJ Biskupiak, School Health & Asthma Program Manager, Department of Public Health & Human Services (DPHHS)

Robert Lishman, Attorney (DPHHS)

Morgan Taylor, Acting Deputy Director (DPHHS)

Stacy Campbell, Chronic Disease Prevention & Health Promotion Bureau Chief (DPHHS)

Todd Harwell, Public Health & Safety Division Administrator (DPHHS)

Dennis Parman, Executive Director, Montana Rural Education Association (MREA) (via phone)

Dan Rask, Executive Director, Montana Small School Alliance (MSSA) (via computer)

Stevie Schmitz, Montana Council of Deans of Education (MCDE) (via phone)

OPI STAFF

Elsie Arntzen, State Superintendent

Tracy Moseman, Health Enhancement & Safety Division Administrator

Julia Swingley, Chief Legal Counsel

Jason Butcher, Assistant Deputy Superintendent

Dylan Klapmeier, Director of Communications and Federal Regulations (via phone)

John Perkins, Director of Policy & Planning

Sharyl Allen, Transformational Learning Manager

Paul Taylor, Budget Analyst

Terri Barclay, Montana Comprehensive Literacy Program Director

RECORD KEEPER

Virginia Díaz, Administrative Clerk, Office of Public Instruction

TOPIC & PRESENTER INFO

DPHHS Rules, *BJ Biskupiak, Morgan Taylor, Todd Harwell, Stacy Campbell of DPHHS and, Tim Davis of DEQ*

- Overview discussion on School ARMS Changes in Response to Public Comment (document follows)
 - DPHHS plans to file an Adoption Notice with the Secretary of State on January 7, 2020
 - Superintendent Arntzen requested a working group after January 7, 2020 to include DPHHS, the OPI and the Education Advocates with the purpose of addressing questions/comments that will arise from the Rules such as:
 - What will forms/reports look like?
 - Ensure that forms look more like an awareness type of form rather than a regulatory form
 - What will be done when a report is received from a school?
 - Acting Deputy Director Taylor assured that DPHHS is committed to finding all the answers and being able to give clear direction, and that they are open to participating in a working group.
 - DPHHS would like to know more about the health/safety issues that are in schools so that they can help/support the schools in fixing those issues.
 - Please consider DPHHS as a resource.
 - Dennis Parman mentioned that the SAMPLE forms provided by DPHHS seem to have the intent to encourage schools to take some time to survey different areas of the school and property and then take care of any preventative maintenance that may need to be done before something becomes a health/safety situation. Clear forms will work best, with clear expectations of what to do if and any reporting will be required.
- SAMPLE Air Quality Monitoring & Control Policy was shared (document follows)
 - Document can be shared with schools to show an example, so that they don't need to start their documents from scratch
- EPA Indoor Air Quality Walkthrough Inspection Checklist was shared (document follows)

TOPIC & PRESENTER INFO

A discussion on the Legislative Finance Committee, Education Subcommittee, *Paul Taylor*

- Can be listened to on the recorded version from 00:56:40 to 01:02:45

TOPIC & PRESENTER INFO

Legislative Week, *John Perkins, Pad McCracken*

- Can be listened to on the recorded version from 01:02:46 – 01:09:20 (documents follow)

TOPIC & PRESENTER INFO

Transformational and Advanced Opportunities Updates, *Sharyl Allen*

- Can be listened to on the recorded version from 01:09:21 – 01:11:45 (document follows)

TOPIC & PRESENTER INFO

New Literacy Grant Details, *Terri Barclay*

- Can be listened to on the recorded version from 01:11:45 – 01:19:50 (documents follow)

[Full Education Advocates meeting can be listened to at this link.](#)



Education Advocates Meeting

AGENDA

December 17, 2019 at 9:00 AM

OPI – 1201 11th Ave Conference Room

- DPHHS Rules – Julia Swingley, Tim Davis, Robert Lishman
- A discussion on the Legislative Finance Committee, Education Subcommittee – Paul Taylor
- Legislative Week –John Perkins
- Transformational and Advanced Opportunities Updates - Sharyl Allen
- New Literacy Grant Details – Terri Barclay
- Other business

Roundtable Discussion

BOPE (Board of Public Education)

Governor's Office

LFD (Legislative Fiscal Division)

LSD (Legislative Services Division)

MASBO (Montana Association of School Business Officials)

MCDE (Montana Council of Deans of Education)

MFPE (Montana Federation of Public Employees)

MQEC (Montana Quality Education Coalition)

MREA (Montana Rural Education Association)

MSSA (Montana Small Schools Alliance)

MTSBA (Montana School Board Association)

OCHE (Office of the Commissioner of Higher Education)

SAM (School Administrators of Montana)

Others

Montana Administrative Rules

Proposed Rule Adoption, Amendments, and Repeals

37.111.8: Schools

This document provides an overview of the proposed changes to the DPHHS administrative rules 37.111.8 and the changes made in response to public comment.

Proposed New Rules

New Rule I: INDOOR AIR QUALITY

Implications for Schools

- Air filters in school HVAC systems must meet minimum industry efficiency standards
- Ventilation systems must undergo annual internal inspections
- Annual indoor air quality inspections must be conducted

Changes in Response to Public Comment

- The Department clarified that schools must maintain IAQ inspection records for no less than three years.
- The Department included a recommendation that new constructions use radon prevention strategies.

New Rule II: OUTDOOR AIR QUALITY

Implications for Schools

- Schools must reference outdoor air quality and activity guidelines developed by DPHHS, DEQ, and OPI when determining to delay or cancel school sponsored events during times of poor air quality. Schools are responsible for making the final decision.
- Schools must have a written protocol for minimizing the infiltration of outdoor air into school buildings to the best of their ability during poor outdoor air quality conditions. Examples of strategies to include in written protocols will be shared by the Department.

Changes in Response to Public Comment

- Schools are required to consult the outdoor air quality and activity guidelines as part of their decision-making process to determine whether outdoor events should proceed or be cancelled/rescheduled.

New Rule III: SCIENCE LAB, INDUSTRIAL ART, AND ART LAB SAFETY

Implications for Schools

- Schools containing science labs, industrial arts classrooms/buildings, and art labs must maintain a Chemical Hygiene Plan (CHP) and designate a school Chemical Hygiene Officer (sCHO).
- The school Chemical Hygiene Officer must oversee implementation and enforcement of the CHP.
- Safety Data Sheets (SDS) for all materials in science labs, industrial arts classrooms/buildings, and art labs must be stored in those rooms and accessible at all times. Duplicates must also be stored in another location.
- Unused hazardous chemicals must be disposed of properly according to DEQ regulations.

Changes in Response to Public Comment

- A delayed implementation date gives schools until September 1, 2021 to name a sCHO and establish a CHP.
- Language allowing the Department to work with the DLI to determine if stop work orders are necessary was removed.



Signification Changes to Existing Rules

Subsection: 37.111.801 DEFINITIONS

- The definition of “school” was edited to remove the condition that the building or structure be occupied or used at least 180 days per year.
- LEA, pest, and radon were added to the definition section.

Subsection: 37.111.804 PRECONSTRUCTION REVIEW

- Language requiring the following built environment changes was moved to this section from other subsections of the rules.
 - o Topography must permit good drainage of surface water away from the school building.
 - o Janitorial storage spaces must be lockable, include storage area for equipment and chemicals, and must be vented to the outside of the building.
 - o Hot and cold water must be provided to handwashing sinks and shower facilities.
- The department added a recommendation that schools use radon prevention strategies in new constructions.


Subsection: 37.111.805 EXISTING BUILDING: CHANGE OF USE

- The Department clarified that the use of modular or mobile buildings are subject to the requirements of the pre-construction review section, but schools may be granted a one-year exemption in response to temporary or permanent closure of the existing school facility or section thereof.

Subsection: 37.111.810 INSPECTION

- Local health authority inspection reports must document deficiencies, but the reports will not need to include written citations for rule violations.

Subsection: 37.111.811 PHYSICAL REQUIREMENTS

- Janitorial facility requirements were moved to the pre-construction section
 - A delayed implementation date gives schools until September 1, 2021 to establish written policies and procedures regarding the storage, administration, and lawful disposal of medication.
 - Medication storage requirements were updated allow emergency medication to be stored outside of locked, non-portable containers.
 - Language was added prohibiting food storage in refrigeration units with medications.
 - Schools will not be required to provide private and secure rooms for mothers who need to breastfeed, express breast milk, or attend to other matters related to breastfeeding. Language was changed requiring schools to provide access to “a place that is shielded from view and free from intrusion from the public, students, and other staff, to express breast milk or breastfeed an infant child”.
 - Language was added requiring that in schools where livestock and poultry are approved to be in classrooms or offices, animals must not have contact with eating or serving surfaces.
- 



Subsection: 37.111.812 SAFETY REQUIREMENTS

- Handwashing sink requirements and topography/drainage requirements were moved to the pre-construction section of the rules.
- Playground inspection results must be made available to the local health authority or the Department only upon request.


Subsection: 37.111.825 HEALTH SUPERVISION AND MAINTENANCE

- Language was changed requiring school officials to consult with a physician, other qualified health professional, or the local county health department to determine if symptoms resembling a reportable communicable or infectious illness should be reported to the local health officer.
- CPR and first aid certifications may be obtained from the American Heart Association, American Health and Safety Institute, or an equivalent first course.
- Tobacco/electronic cigarette signage requirements were changed so that signage is only required at school building entrances. Language was also updated prohibiting tobacco/electronic cigarette use in school vehicles at all times.

Subsection: 37.111.832 WATER SUPPLY SYSTEM

- Lead testing requirements underwent multiple changes to provide flexibility and reduce the potential burden on schools.
 - Schools have until December 31, 2021 to collect initial samples.
 - Schools must test all drinking fountains and sinks used for food preparation. All other potential HCF must be sampled, unless the school or school district submits a testing plan to the DEQ to test a representative sample of potential HCFs in the school.
 - Remediation timelines were removed. Instead, schools may not use HCF testing above the established threshold until remediation has occurred. Schools may continue to use fixtures testing between 5ug/L and 15 ug/L until remediation has occurred if a daily flushing program is implemented.
 - The size of the samples was reduced significantly from 1 liter to 250 milliliters, bringing down potential shipping costs associated with testing.
 - A delayed implementation date gives schools until September 1, 2021 to establish a flushing program or apply to DEQ for a waiver based on plumbing materials and inventory.
 - Schools may submit a waiver to DEQ to conduct future sampling on an alternative frequency based on test results and inventory.

Subsection: 37.111.846 NOXIOUS PLANT AND ANIMAL CONTROL

- A delayed implementation date was established giving schools until September 1, 2021 to establish and implement Integrated Pest Management programs.
 - Pesticide application records must be made available to the local health authority, the Department, or the public for review upon request only.
- 

Air Quality Monitoring & Control Policy

_____ School/District

- 1.** Determine outdoor air quality using the DEQ PM 2.5 readings and/or Air Quality and Activity Guidelines. If there is uncertainty about the air quality in the area, the school may contact the local county air quality specialist if available or the DEQ Air Quality Monitoring Section (406-444-6695) for assistance.
- 2.** Teachers and staff will be asked to close classroom windows to prevent smoke from easily entering the building through these openings.
- 3.** Signage will be placed on exterior doors with instructions to keep doors closed as much as possible and discourage propping doors open during times of poor outdoor air quality.
- 4.** HVAC system will be switched to recirculate.
- 5.** HVAC system filters will be changed to efficiency MERV 13 or greater depending on system capabilities.
- 6.** Individual air conditioning units will be switched to recirculate if possible. If recirculate option is not available, the units will be closed to outside air.
- 7.** HEPA air purifier units will be placed in rooms with sensitive individuals (i.e. students with asthma and other lung or heart conditions).
- 8.** A clean air space will be established where sensitive individuals can go for relief from elevated levels of PM 2.5. (A clean indoor air space is a room with little to no outdoor air infiltration. HEPA air purifiers can help clean the air in these spaces).
- 9.** Passive vents allowing outdoor air to infiltrate the building will be shut if possible.
- 10.** School officials will notify parents of the precautions taken to maintain the cleanest indoor air possible.

(Replace with school logo)



School Indoor Air Quality Walkthrough Inspection Checklist

Name: _____	
School: _____	
Room or Area: _____	Date(s) Completed: _____
Signature: _____	

Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
 - Make comments in the “Notes” section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.



1. GROUND LEVEL

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 1a. Ensured that offices are dusted and vacuumed regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1a. Ensured that ventilation units operate properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Ensured there are no obstructions blocking air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c. Checked for nests and droppings near outdoor air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Determined that dumpsters are located away from doors, windows, and outdoor air intakes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e. Checked potential sources of air contaminants near the building (chimneys, stacks, industrial plants, exhaust from nearby buildings)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Ensured that vehicles avoid idling near outdoor air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Minimized pesticide application..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1h. Ensured that there is proper drainage away from the building (including roof downspouts) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Ensured that sprinklers spray away from the building and outdoor air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1j. Ensured that walk-off mats are used at exterior entrances and that they are cleaned regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. ROOF

While on the roof, consider inspecting the HVAC units (use the Ventilation Checklist).

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Ensured that the roof is in good condition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Checked for evidence of water ponding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Checked that ventilation units operate properly (air flows in)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Ensured that exhaust fans operate properly (air flows out)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Ensured that air intakes remain open, even at minimum setting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2f. Checked for nests and droppings near outdoor air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Ensured that air from plumbing stacks and exhaust outlets flows away from outdoor air intakes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. ATTIC

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3a. Checked for evidence of roof and plumbing leaks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Checked for birds and animal nests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. GENERAL CONSIDERATIONS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 4a. Ensured that temperature and humidity are maintained within acceptable ranges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b. Ensured that no obstructions exist in supply and exhaust vents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. GENERAL CONSIDERATIONS (continued)

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 4c. Checked for odors..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4d. Checked for signs of mold and mildew growth..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4e. Checked for signs of water damage..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4f. Checked for evidence of pests and obvious food sources..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4g. Noted and reviewed all concerns from school occupants..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



5. BATHROOMS AND GENERAL PLUMBING

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 5a. Ensured that bathrooms and restrooms have operating exhaust fans..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Ensured proper drain trap maintenance: | | | |
| Water is poured down floor drains once per week (approx. 1 quart of water).... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Water is poured into sinks at least once per week (about 2 cups of water)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toilets are flushed at least once per week..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. MAINTENANCE SUPPLIES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 6a. Ensured that chemicals are used only with adequate ventilation and when building is unoccupied..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b. Ensured that vents in chemical and trash storage areas are operating properly..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. Ensured that portable fuel containers are properly closed..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d. Ensured that power equipment, like snowblowers and lawn mowers, have been serviced and maintained according to manufacturers' guidelines..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. COMBUSTION APPLIANCES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 7a. Checked for combustion gas and fuel odors..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. Ensured that combustion appliances have flues or exhaust hoods..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. Checked for leaks, disconnections, and deterioration..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d. Ensured there is no soot on inside or outside of flue components..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. OTHER

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 8a. Checked for peeling and flaking paint (if the building was built before 1980, this could be a lead hazard)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8b. Determined date of last radon test..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES



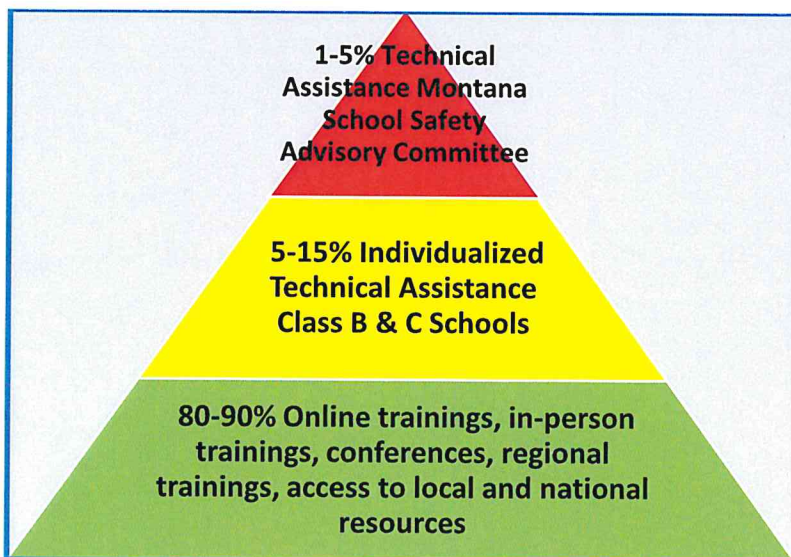


Students, Teachers, and Officers Preventing (STOP) School Violence Grant

[Emergency Planning & Safety](#)

The STOP School Violence Grant aids schools in the preparation for responding to incidents ranging from natural hazards to school shootings. The multi-tiered assistance focuses on assessing physical security, incident response practices and conducting threat assessments and providing evidence-based programs to prevent school violence. The below webpages on the OPI website can be accessed by using the search bar at opi.mt.gov

Current Funding	Programs & Practices	Objectives
<ul style="list-style-type: none"> • STOP School Violence Grant- Department of Justice ends 9/30/2022 \$497,479 • Montana Disaster and Emergency Services Grant ends 9/30/2021 \$80,000 	<ul style="list-style-type: none"> • Emergency Operations Planning • Threat Assessment • Second Step School Curriculum 	<ul style="list-style-type: none"> • Develop a solid foundation of knowledge and best practices • Increase collaboration with federal, state and local partners (e.g, educators, law enforcement, behavioral health and safety experts) to create a comprehensive school safety framework



(3) Tier Assistance

Youth Risk Behavior Survey	2015	2017	2019
Percentage of high school students who did not go to school because they felt unsafe at school or on their way to or from school (past 12 months)	5.0	8.0	9.3
Percentage of high school students who were bullied on school property (past 30 days)	25.3	21.6	22.0

Youth Risk Behavior Data



Title IV Part A and Mental Health in Montana Schools

Title IV, Part A: Student Support and Academic Enrichment

The below webpages on the OPI website include information for Montana school districts on how they can access and utilize their federal Title IV Part A Student Support and Academic Enrichment (SSAE) funds. The SSAE program is intended to improve students' academic achievement by increasing the capacity of the OPI, local education agencies (LEAs), and local communities to provide all students access to a well-rounded education, improve school conditions for student learning, and support safe and healthy students. Funds can also be used to improve the use of technology and digital literacy of all students. School climate and safety are priorities in Montana and the OPI encourages all districts to use their Title IV Part A funds to ensure their students are learning in safe, positive school environments. The below webpages can be accessed by using the search bar at opi.mt.gov

Supporting Safe Students and Schools

- Bullying & violence prevention
- Child sexual abuse and sex trafficking awareness and prevention
- Emergency operations planning and school safety
- Re-entry and transition protocols for youth involved in juvenile justice programs
- Restorative discipline practices and trauma-informed approaches

Supporting Mental Health

- Comprehensive school mental health
- Mentoring and school counseling
- Schoolwide positive behavioral interventions and supports
- Substance & tobacco use prevention
- Training on trauma-informed practices
- Suicide prevention for all
- Violence prevention

Office of Public Instruction (SEA) Title IV-A Professional Development and Training

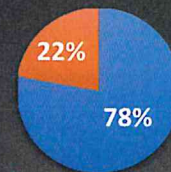
Conferences (School Safety Summit, Childwise, Summer Institute)

- Suicide Prevention, Mental Health, Restorative Practice, Trauma-informed

Online Courses via the Teacher Learning Hub:

- At-Risk: Mental Health & Suicide Prevention Role Play Simulations
- Building Respect: Bullying Prevention
- Child Trafficking Awareness & Prevention
- Mandatory Reporting for Educators
- Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning
- Overview of Youth Suicide
- Step In Speak Up!
- Suicide Prevention in Schools: Part 1 Strategies and Part 2: Protocols
- Warning Signs: Child Sex Abuse

Number of Schools using Title IV-A Funds for Safe & Healthy Students*



■ Safe & Healthy Programs

■ Other Activities

**Of the LEAs who kept funds in Title IV-A.*



Mental Health, School Safety and the Montana Youth Risk Behavior Survey (YRBS)

Montana Youth Risk Behavior Survey

The below webpages on the OPI website include the 2019 Montana YRBS Reports, Detail Graphs, Special Reports and Infographics, Academic Achievement Series, Student Sub-Population Reports, Regional Data and information for accessing school-specific and county-specific results. The YRBS is a biennial survey that reports on health risk behavior trends that can result in morbidity and mortality; including unintentional injuries and violence, tobacco use, alcohol and other drug use, nutrition and dietary behaviors, sexual behaviors, and physical inactivity. The below webpages can be accessed by using the search bar at opi.mt.gov.

Montana Students and Mental Health

- An infographic that displays the mental health issues among Montana young people

Mental Health, School Safety and Academic Achievement

- YRBS results displaying the association between mental health, school safety, and academic achievement

Mental Health and School Safety YRBS Detail Graphs

- Detail graphs of data showing gender, grade level and race/ethnicity results

Montana YRBS Full Report

- Results from the 2019 YRBS presented as:
 - Frequency Distributions
 - Point of Interest Graphs
 - Trend Data and
 - Various Student Population Subsets

Montana YRBS Summary Report

- Montana YRBS data summarized by health risk behavior topic in a handy flip-chart format

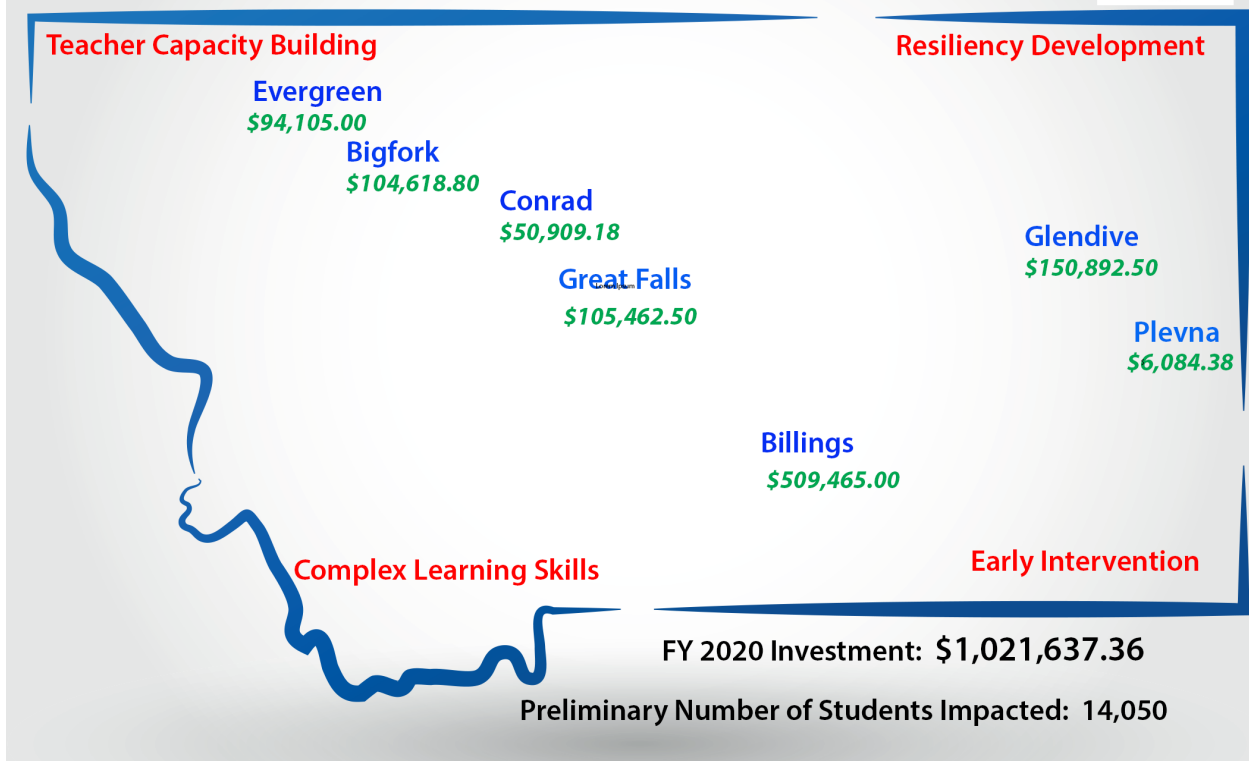
Suicide Report

- From the Special Report series, the Suicide Report cross-tabulates the data of students who attempted suicide during the past 12 months with other health risk behaviors

FY 2020 - Funded Districts

Transformational Learning - HB 351

Putting Montana Students First



F.Y.I.

- FY 2021 Window opens February 3, 2020 and closes February 21, 2020.
- There are 30 districts on the waiting list from the FY 2020 application period.
- These districts are eligible to revise their applications and still hold their spot on the waiting list.
- 11 districts on the waiting list should get funded dependent on revisions with potential partial funded.
- A special meeting of the BOPE is being requested to qualify districts for FY 2021 to include: new applicants, annual reports and revised applications.

MONTANA ADVANCED OPPORTUNITY ACT (HB 387)

- Alberton K-12 Schools
- Arlee Elem
- Arlee High School
- Billings H S
- Billings Elem
- Conrad Elem
- Conrad HS
- Darby K-12 Schools
- Dawson County H S
- East Helena K-12
- Fairfield Elementary
- Fairfield High School
- Fergus County HS
- Fromberg K-12
- Glendive Elem
- Great Falls Elem
- Great Falls H S
- Havre Elem
- Havre H S • Helena H S
- Hot Springs K-12
- Lewistown Elementary
- Missoula Elem
- Missoula H S
- Reed Point Elem
- Reed Point H S
- St Ignatius K-12 Schools
- Superior K-12 School

-
- 28 RECEIVED DISTRICT APPLICATIONS
 - 8 POTENTIALLY FUNDED WITH AN ADDITIONAL 1 PARTIAL FUNDING
 - BOPE SCHEDULED TO CONSIDER QUALIFICATION OF DISTRICTS ~ JANUARY 17, 20
 - PERMANENT FUNDING FOR STUDENT INDIVIDUALIZE CAREER PATHS (60% PARENT COSTS) AND CAREER & CTE COURSES (40%)

MONTANA COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM (MCLSDP)



The MCLSDP is about developing, implementing, and sustaining comprehensive, evidence-based literacy to advance Literacy Skills through Evidence-Based Strategies, Practice, and Interventions (pk-grade 12), Especially for Disadvantaged Children and Students.

ELIGIBILITY

One or more LEAs serving a high percentage of high needs schools as identified by 50% or more Free and Reduced Meal status (*or one or more LEAs with student populations in the top 15% in the state for Free and Reduced Meal status*).



OR

Are among the LEAs in the State with the highest percentage of students reading or writing below grade level as indicated by below proficient on state assessment (5th and 8th grade- Smarter Balanced) or below college and career ready on the ACT (high school) (*or one or more LEAs with student populations in the top 15% in the state reading or writing below grade level as indicated by below proficient on SBAC or below college and career ready on the ACT*).

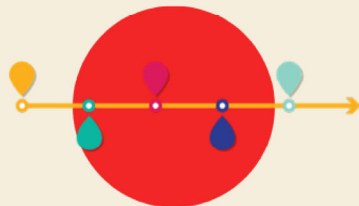
FUNDING

Ten Million Dollars per year for five years

- 95% of funding will be awarded to sub-grantees through a rigorous review process.
- 5% will support the OPI administrative costs for program implementation.
- Each sub-grantee will be awarded at the District level with funds distributed PK 15%, Elementary 40%, MS/HS 40%.



TIMELINE



December 2019: Eligibility List announced

January 2020: Guidance webinars created for eligible sub-grantees

February 2020: Sub-grantee Application webinars and regional workshops

March 2020: Eligible sub-grantee writing period

April 2020: Rigorous review process

May 2020: Sub-grantee awards

August 2020: Begin implementation

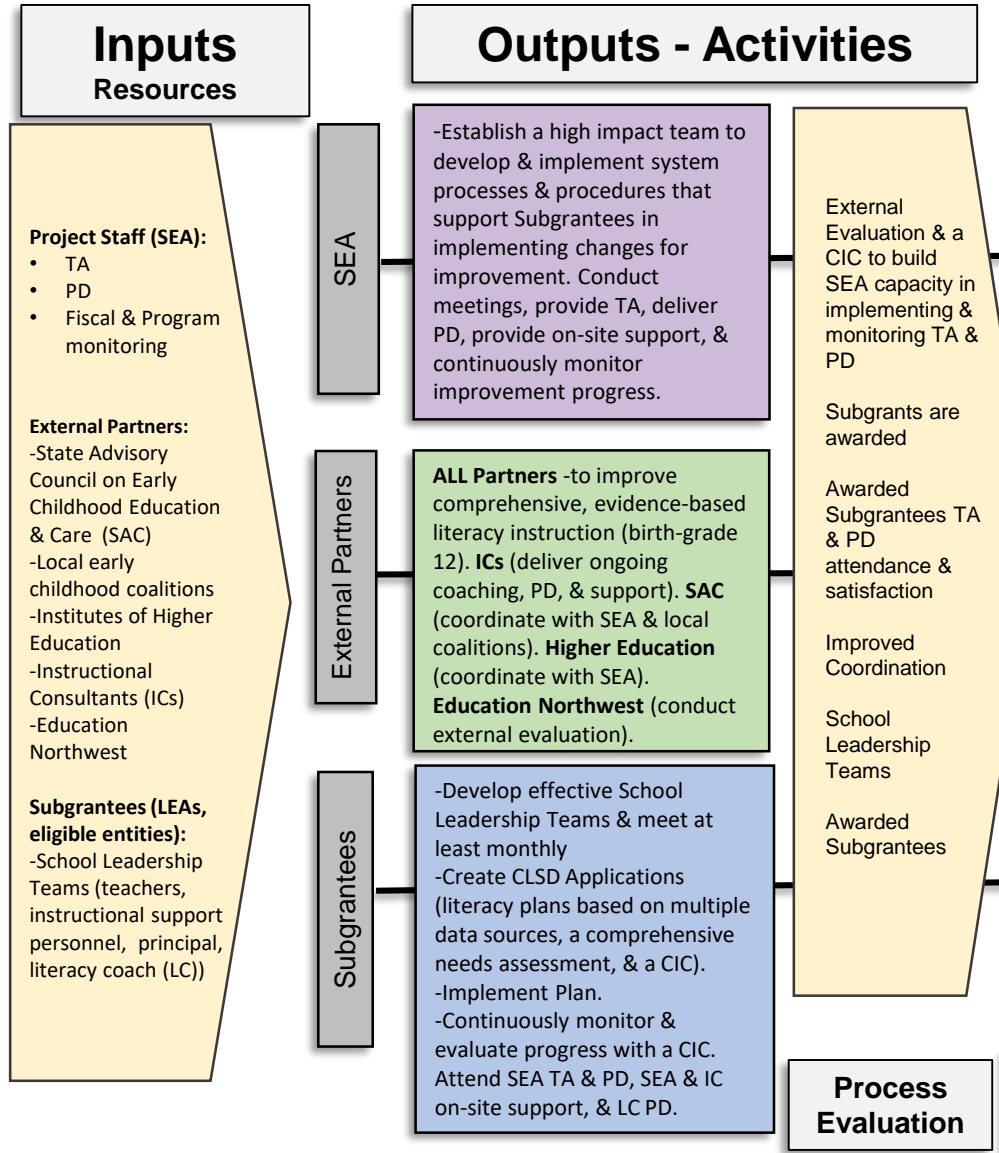
For additional information, follow the OPI Literacy Projects webpage on the OPI website.



Comprehensive, Evidence-Based Literacy- birth through grade 12 (Literacy) Continuous Improvement Cycle (CIC)
 Montana Comprehensive Literacy State Development Project (MCLSDP)
 Technical Assistance (TA), Professional Development (PD)
 State Advisory Council on Early Childhood Education & Care (SAC)

Outcomes - Impact: What we achieve...

Learning..... Actions.....



	2019-2020 Y1	2020-2021 Y2	2021-2023 Y3 Y4	2023-2024 Y5
SEA	SEA provides TA to eligible Subgrantees in developing Subgrant Applications using Application Modules & regional Application workshops, conducts peer review process & awards Subgrants. SEA uses a CIC to implement & monitor the MCLSDP.	SEA provides TA & PD to awarded Subgrantees to implement their Subgrants through regional meetings, online Implementation Modules, & on-site support.	SEA provides TA & PD to awarded Subgrantees to implement their Subgrants through regional meetings, online Implementation Modules, & on-site support.	SEA provides TA & PD to awarded Subgrantees to sustain their Subgrants through regional meetings, online Implementation Modules, & on-site support.
External Partners	ICs (peer reviewers) score Subgrant Applications. SAC & Higher Education develop coordination plans with SEA. Education Northwest develops external evaluation tools & gathers baseline data in spring of 2020.	ICs coordinate with SEA to support SL Teams to implement their Subgrants using a CIC, providing PD for all staff & literacy coach. SAC, Higher Education, & SEA implement coordination plans. Education Northwest conducts evaluation of MCLSDP (Y1/2).	ICs coordinate with SEA to support SL Teams to implement their Subgrants using a CIC, providing PD for all staff & literacy coach. SAC, Higher Education, & SEA implement coordination plans. Education Northwest conducts evaluation of MCLSDP (Y3/4)	ICs coordinate with SEA to support SL Teams to sustain their Subgrants using a CIC, providing PD for all staff & literacy coach. SAC, Higher Education, & SEA sustain coordination plans. Education Northwest conducts evaluation of MCLSDP (Y5)
Subgrantees	Establish School Leadership teams. Conduct needs assessment. Successfully complete Subgrant Applications.	SL Teams attend SEA TA & PD. SL Teams work with SEA & ICs to implement Subgrant Applications using a CIC. SL Teams provide ongoing PD for all staff (teachers, instructional support personnel, principals & literacy coach).	SL Teams attend SEA TA & PD. SL Teams work with SEA & ICs to implement Subgrant Applications using a CIC. SL Teams provide ongoing PD for all staff (teachers, instructional support personnel, principals & literacy coach).	SL Teams attend SEA TA & PD. SL Teams work with SEA & ICs to sustain Subgrant Applications using a CIC. SL Teams provide ongoing PD for all staff (teachers, instructional support personnel, principals & literacy coach).

Outcomes measured through Education Northwest External Evaluation (i.e, improvement of literacy proficiency, (GPRA & local assessments), improvement of services for LEAs, & better coordination with SAC & higher education for disadvantaged children & students.