Sample Accreditation Information

Assurance Standards:

A. Integrated Strategic-Action Plan Process: Stakeholder Engagement and CNA - (District)

ISAP Question:

1. Provide a list of the identified areas of need and the improvement priorities generated from your district's comprehensive needs assessment.

(Written Response)

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2. Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.

(Written Response)

Choose File — No file chosen — Upload

3. Demonstrate evidence of meaningful stakeholder engagement to complete your comprehensive needs assessment, such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners.

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B. Integrated Strategic Action Plan: Goals - (District)

ISAP Questions:

1. List 2 to 3 evidence-based educational goals that will positively impact student learning based on your district's needs assessment, which includes analysis of student learning data. Be sure each goal uses the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) format.

(Written Response)

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2. Identify what strategies/action steps will be used to support the achievement of the educational goals at your district.

(Written Response)

Choose File | No file chosen | Upload

3. Explain what instruments or methods will be used to monitor the progress of the goals and determine if the educational goals are met.

(Written Response)

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4. Provide the timeline established to meet your educational goals. Identify who is responsible to ensure the strategies/action steps are implemented, measured and determined if completed, revised, or abandoned.

(Written Response)

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5. Describe specific strategies that align to your three educational goals that will increase success for the following student populations: Gifted and Talented Students, Special Education Students, English Learner Students, At-Risk Students.

(Written Response)

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6. Describe how the district will meet state and federal grant requirements.

Select the ISAP Goal and correspond with the program tag for federal funding/grants that were used to support the implementation of the plan.

C. Integrated Strategic Action Plan-Graduate Profile - (District)

ISAP Question:

1. Provide evidence of action steps that the district has taken to begin developing a Graduate Profile.

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D. District Assurances - (District)

Curriculum and Assessment

(Reference: ARM 10.55.603) Does the school district have a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions?

    ___Yes   ___ No

Board of Trustees Policies

(Reference: ARM 10.55.701(2)(b)) Does the Board of Trustees sequential curriculum for each program area that aligns to the content standards, specific grade level learning progressions, and program area standards?

    ___Yes   ___ No

(Reference: ARM 10.55.701(2)(c))Does the Board of Trustees have written policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning, specifying how and when data are to be collected, analyzed, and reported?

    ___Yes   ___ No

(Reference: ARM 10.55.701(2)(d)) Does the Board of Trustees have written policies that delineate the responsibilities of the local board of trustees, superintendent, and personnel employed by the school district?

    ___Yes   ___ No

(Reference: ARM 10.55.701(2)(e)) Does the Board of Trustees have a written policy addressing grievances for students, families, staff, and stakeholders?

    ___Yes   ___ No

(Reference: ARM 10.55.701(2)(f)) Does the Board of Trustees have other policies required by state or federal law?

    ___Yes   ___ No

Teacher Involvement

(Reference: ARM 10.55.706(2)) Does the district allow for teachers to be involved in curriculum development, student assessments and the promotion of a school climate that enhances student learning, achievement, and well-being?

    ___Yes   ___ No

Professional Development Committee and Plan Policy

(Reference: ARM 10.55.714(3))Did the Board of Trustees establish an advisory committee, evaluate the school district`s school year professional development plan, and adopt a professional development plan for the school year based on the recommendation of the advisory committee?

    ___Yes   ___ No

Substitute Teachers

(Reference: ARM 10.55.716) Does the district comply with the rules and regulations for hiring and employing substitute teachers?

    ___Yes   ___ No

Assignment of Persons Providing Instruction to Braille Students

(Reference: ARM 10.55.717) Does the district certify that it would follow ARM 10.55.717 if it had to assign a person to provide instruction for braille students?

___Yes   ___ No

Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf or Hard of Hearing

(Reference: ARM 10.55.717) Does the district certify that it would follow ARM 10.55.718 if it had to assign a person to provide sign language interpreting for students who are deaf or hard of hearing?

___Yes   ___ No

Student Protection Procedures

(Reference: ARM 10.55.719) Does the Board of Trustees have written policies designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason?

___Yes   ___ No

Suicide Prevention and Response

(Reference: ARM 10.55.720) Has the Board of Trustees adopted a policy, procedures, or plan related to suicide prevention and response?

___Yes   ___ No

Hazard Emergency Plan

(Reference: ARM 10.55.721) Has the Board of Trustees adopted a policy addressing a school safety plan or emergency operations plan?

___Yes   ___ No

Mentorship and Induction

(Reference: ARM 10.55.723) Has the Board of Trustees adopted a mentorship and induction program?

___Yes   ___ No

Evaluation

(Reference: ARM 10.55.724) Has the Board of Trustees ensured the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract?

___Yes   ___ No

School Climate

(Reference: ARM 10.55.801) Does the Board of Trustees have written policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel?

___Yes   ___ No

Opportunity and Educational Equity
(Reference: ARM 10.55.802) Does the district guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law, without prejudice of any kind?

___Yes   ___ No

Learner Access
(Reference: ARM 10.55.803) Does the local board of trustees have processes to ensure each learner has access to the following: high quality instruction; standards that align curriculum and instructional materials; technology hardware and software appropriate to support individual learning; time for learning that includes opportunities for multiple modalities, collaboration, and student discussion; supportive learning environment; and other resources?

___Yes   ___ No

Gifted and Talented
(Reference: ARM 10.55.804 (3)) Does the district provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and provide a framework for considering a full range of alternatives for addressing student needs?

___Yes   ___ No

Special Education
(Reference: ARM 10.55.805) Does the district provide educational programs and services to students eligible to receive special education services as identified under IDEA, comply with all federal and state laws and regulations addressing special education, and provide structured support and assistance to regular education teachers in identifying and meeting the diverse needs of students receiving special education services?

___Yes   ___ No

English Learners
(Reference: ARM 10.55.806) Does the district provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach, comply with all federal and state laws and regulations addressing English learners, and identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program?

___Yes   ___ No

Graduation Requirements/High School Credit - Districts with High Schools Only
(Reference: ARM 10.55.905 & 10.55.906) Does the district have requirements for graduation shall include a total of 20 units of study, defined in 10.55.906, that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning that includes the specific 13 units outlined in 10.55.905?

___Yes   ___ No   ___N/A

School Facilities

(Reference: ARM 10.55.908) Does the local board of trustees provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state and federal accessibility standards?

___Yes   ___ No

Student Discipline Records

(Reference: ARM 10.55.910) Does the district ensure that each school maintains a record of any disciplinary action that is educationally related, with explanation, taken against a student?

___Yes   ___ No

Official High School Transcript - Districts with High Schools Only

(Reference: ARM 10.55.911) Does the district maintain the official academic records for each student?

___Yes   ___ No   ___N/A

Program Standards

(Reference: ARM 10.55.1001) Does the local board of trustees ensure the district's curricula align with the state content standards and content-specific grade-level or grade-band learning progressions?

___Yes   ___ No

Program Foundation Standards

(Reference: ARM 10.55.1003) Does the local board of trustees meet the following conditions: ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas; ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none; maintain high expectations for student performance, behavior, and lifelong learning; and encourage collaboration among school personnel to plan, assess, and support instruction?

___Yes   ___ No

E. Assignment and Licensure of Staff - (School)
- **Pulled from Infinite Campus**

F. Teacher Load and Class Size - (School)
- **Pulled from Infinite Campus**

G. Professional Development Schedule - (District)
- **Pulled from Infinite Campus**

H. Family and Community Engagement - (District)

ISAP Questions:

1. Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress.

    Choose File   No file chosen   Upload

2. Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

    (Written Response)

    Choose File   No file chosen   Upload

3. Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions. **Not applicable to K-8 or elementary districts.**

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I. Basic Education Program Offerings - (School - *High School & Middle School Only*)
- **Pulled from Infinite Campus**

J. Indian Education for All - (District)

ISAP Questions:
1. Provide evidence of how your district's education program recognizes the distinct and unique cultural heritages of American Indians.

Choose File | No file chosen | Upload

K. Indian Education for All - (School)

As the authorized representative , [District Official's Name], on behalf of (District Name), I am providing assurances that our district is committed to the successful implementation of the Montana Indian Education for All (IEFA) as outlined in the OPI IEFA Framework. We recognize the significance of incorporating American Indian content, perspectives, and cultural understanding into our curriculum and school community and are committed to compliance with MCA 20-1-501 AND 20-1-503 as amended by HB 338 in the 2023 Montana Legislature.

I assure that:

☐ **IEFA instruction provided to certified personnel and students meets the requirements of MCA 20-1-501. (Check box)**

☐ **IEFA instruction was developed cooperatively with the advice and assistance of Montana Tribes as pursuant to Title 20, Chapter 1, part 5 (HB 338). (Check box)**

District Signature

The Montana Legislature provides IEFA funding to school districts and requires school districts to report IEFA expenditures to the Montana Office of Public Instruction (OPI). In the (2023-24) school year, (District Name) has allocated our IEFA funds for the following IEFA supports: (Check all that apply).

To find more information about your district's IEFA funding and expenditure report from the previous year: Click here.

☐ Developing lessons, curriculum, and other resources that are standards aligned and augment infusion of the Essential Understandings into content areas in cooperation and with the advice and assistance of Montana tribes.

☐ Providing school staff with professional development opportunities that strengthen their knowledge of American Indian studies, augment their inclusion of IEFA into their teaching, and build their background IEFA knowledge.

☐ Procurement and utilization of quality materials that are tribally specific, culturally authentic, and historically accurate.

☐ Consultation and/or training with a qualified IEFA specialist

☐ Guest lecture, lesson, or learning activity provided by a tribal knowledge keeper, elder, or other tribal member

☐ Staff time devoted to development of inquiry-based depth of study units regarding Montana and American Indians

☐ Staff professional development regarding strategies for understanding and teaching about bias and stereotypes in text and the media, historical inaccuracies, and Indigenous perspectives

☐ IEFA related Initiative, special event, or field trip

☐ Support or development of an American Indian Studies course or other IEFA exploratory offering

☐ Instruction in a Montana tribal language taught by a certified Class 7 Instructor

☐ General IEFA support and coordination. *i.e.* FTE dedicated to district and or school IEFA coordination

Student Performance Standards:

A. Student Learning Outcomes - (School)

How is the school ensuring all students are learning in Math? *(Middle School and Elementary School) *Schools with a total enrollment of less than 10 students will answer text box only.*

(Written Response)

Choose File   No file chosen   Upload

B. Student Learning Outcomes - (School)

How is the school ensuring all students are learning in ELA? *(Middle School and Elementary School) *Schools with a total enrollment of less than 10 students will answer text box only.*

(Written Response)

Choose File   No file chosen   Upload

C. College and Career Readiness - (School)

How is the school ensuring that students graduate college and career ready? *(High School)*

(Written Response)

Choose File   No file chosen   Upload