

ACCREDITATION STANDARDS FOR HEALTH ENHANCEMENT PROGRAM

Health Enhancement teaches children the importance of personal and community health through the promotion of a responsible lifestyle. It helps them actively develop, maintain, and improve their health as well as an awareness of society's critical health issues.

Health Enhancement is a comprehensive program that combines the traditional disciplines of "health" and "physical education" in a more balanced program. Concepts learned in the classroom are reinforced and put into practice in the gymnasium. Healthy, well-nourished and physically fit children learn better, miss less school, and take a more active role in their own education. A healthy state transcends the physical and also includes the emotional, social and intellectual dimensions of health.

10.55.1301 Health Enhancement Program Delivery Standards

- (1) In general, a basic health enhancement program shall:
 - (a) meet the following conditions:
 - (i) maintain class size in accordance with other curriculum areas;
 - (ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;
 - (iii) integrate and include components of the traditional "health" and "physical education" disciplines;
 - (iv) maintain a program that meets the educational requirements of health enhancement; and
 - (v) maintain adequate first aid materials and communication device capabilities.
 - (b) include the following practices:
 - (i) make appropriate use of technology in the curriculum;
 - (ii) give students the decision-making tools to promote personal and community responsibility;
 - (iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and
 - (iv) promote physical activity as a means to a healthy lifestyle.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

10.55.1302 Health Enhancement Participation

(In accordance with ARM 10.55.603 and ARM 10.55.1001)

- (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89.)

ACADEMIC REQUIREMENTS

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.

10.55.901 Basic Education Program: Elementary

- (1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

10.55.902 Basic Education Program: Middle Grades

- (1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.
- (2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).
- (3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:
 - (a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:
 - (i) approach instruction, scheduling, and teaching in a variety of ways;
 - (ii) undertake interdisciplinary work; and
 - (iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.
 - (b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;
 - (c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;
 - (d) includes, at a minimum, the following program areas, required of all students yearly:
 - (i) English language arts;
 - (ii) mathematics;
 - (iii) physical and life sciences;
 - (iv) social studies; and
 - (v) health enhancement.

- (e) at a minimum maintains the following required program areas:
 - (i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;
 - (ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);
 - (iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and
 - (iv) world languages.
 - (f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.
- (4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.
- (a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.
 - (b) All students shall complete the following program areas each year:
 - (i) English language arts--1 unit;
 - (ii) social studies--1 unit;
 - (iii) mathematics--1 unit;
 - (iv) science--1 unit; and
 - (v) health enhancement--1/2 unit.
 - (c) All students must be allowed to elect from the following program area offerings:
 - (i) visual arts--1/2 unit;
 - (ii) music--1/2 unit;
 - (iii) career and technical education--1/2 unit; and
 - (iv) world languages and cultures--1/2 unit.
 - (d) A unit is defined as the equivalent of at least 8100 minutes for one school year.
 - (e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

Please review the accreditation standards below to familiarize yourself with the program delivery standards, high school requirements and technology-delivered programs.

10.55.904 Basic Education Program Offerings: High School

- (1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.
- (2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.
- (3) Minimum offerings shall include at least the following:
 - (a) 4 units of English language arts;
 - (b) 3 units of mathematics;
 - (c) 3 units of science;
 - (d) 3 units of social studies;
 - (e) 2 units of career and technical education;
 - (f) 2 units of arts;
 - (g) 1 unit of health enhancement;
 - (h) 2 units of world languages; and
 - (i) 2 units of electives. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

10.55.905 Graduation Requirements

- (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level learning progressions.
- (2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:
 - (a) 4 units of English language arts;
 - (b) 2 units of mathematics; (c) 2 units of social studies;
 - (d) 2 units of science;
 - (e) 1 unit of health enhancement, with 1/2 unit each year for two years;
 - (f) 1 unit of arts; and
 - (g) 1 unit of career and technical education.
- (3) Units of credit earned in any Montana high school accredited by the Board of Public Education shall be accepted by all Montana high schools.
- (4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

10.55.906 High School Credit

- (1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.
 - (a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year.
 - (b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.
- (2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.
- (3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.
- (4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses.

Acceptable programs must be consistent with the local board of trustees' policy.

- (a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

10.55.907 Distance, Online, and Technology Delivered Learning

- (1) This rule establishes requirements for distance, online, and technology delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.
- (2) School districts may receive and/or provide distance, online, and technology delivered learning programs.
 - (a) School districts receiving distance, online, and technology delivered learning programs to supplement instruction may utilize distance, online, and technology delivered learning as they would other supplementary resources without restriction.
 - (b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific grade-level learning progressions.
 - (c) Annually, by the first Monday in June, a school district shall provide a report to the Superintendent of Public Instruction documenting all distance, online and technology-delivered courses, student enrollments, and the digital content providers.

- (3) Except as provided in (3)(a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3). School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.
 - (a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3).
 - (b) When a teacher of distance, online, and technology delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.
 - (c) School districts receiving distance, online, and technology delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.
 - (d) The school district must ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction.
- (4) Montana school districts providing distance, online and technology delivered learning shall comply with the teacher load requirements of ARM 10.55.713(3).
- (5) Digital content providers serving Montana schools accredited by the Board of Public Education shall:
 - (a) annually, by the first Monday in August, register with the Office of Public Instruction;
 - (b) annually, by the first Monday in June, identify the Montana school districts served in the current school year by the digital content provider, including the courses and student enrollments for each school district served; and
 - (c) document the professional qualifications, including Montana teacher licensure and endorsement, of their teachers of distance, online, and technology-delivered programs and/or courses; by providing names and credentials of other licensing entities, when not licensed and endorsed in Montana. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1995 MAR p. 626, Eff. 4/28/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2004 MAR p. 719, Eff. 4/9/04; AMD, 2007 MAR p. 692, Eff. 5/25/07; AMD, 2008 MAR p. 2048, Eff. 9/26/08; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.