

---

ACCREDITATION STATUS  
CRITERIA REFERENCE GUIDE  
FY2025



Proposed FY2025 - Accreditation Status Criteria Reference Guide ..... 3

Overview of 2023-2024 Process.....4

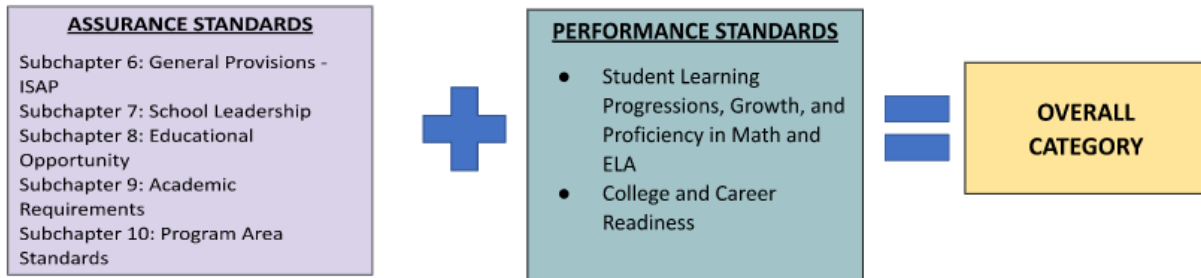
Overview of 2024-2025 Process.....5

Scoring Guide.....6

Evaluating Assurance Standards - Part 2 ..... 7

- L. Integrated Strategic Action Plan - Graduate Profile.....7
- M. Curriculum.....8
- N. Assessment Plan.....9
- O. Professional Development Plan..... 10
- P. Mentorship & Induction ..... 11
- Q. Evaluation ..... 12
- R. School Climate ..... 13

## Proposed FY2025 - Accreditation Status Criteria Reference Guide



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if</i> Assurance Standards	<i>and</i> Student Performance Standards	<i>then</i> Final Accreditation Status
Regular	Regular	<b>Regular</b>
Regular	Regular MD	<b>Regular</b>
Regular MD	Regular	<b>Regular</b>
Regular MD	Regular MD	<b>Regular with Minor Deviation</b>
Regular with Minor Deviation for three consecutive years		<b>Advice</b>
Advice in either Assurance or Student Performance Standards		<b>Advice</b>
Advice Status for two consecutive years		<b>Deficiency</b>
Deficiency in either Assurance or Student Performance Standards		<b>Deficiency</b>
Deficiency Status for two consecutive years		<b>Intensive Assistance</b>

## Overview of 2023-2024 Process

---

Do not re-submit areas unless seeking an improvement or required by a corrective plan in the previously scored sections, A-K. Assurance Rubric C will not be rescored for the 2024-2025 accreditation process.

2023-2024 Assurances - Part 1		
Standard	ARM	Value
A. Integrated Strategic Action Plan - Process (CNA)	<a href="#">10.55.601(3)</a>	4
B. Integrated Strategic Action Plan - Content (Goals)	<a href="#">10.55.601</a>	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	<a href="#">10.55.601</a>	4
D. District Assurances	<a href="#">10.55.603</a> , <a href="#">10.55.701</a> , <a href="#">10.55.706</a> , <a href="#">10.55.714</a> , <a href="#">10.55.716</a> , <a href="#">10.55.717</a> , <a href="#">10.55.718</a> , <a href="#">10.55.719</a> , <a href="#">10.55.720</a> , <a href="#">10.55.721</a> , <a href="#">10.55.723</a> , <a href="#">10.55.724</a> , <a href="#">10.55.801</a> , <a href="#">10.55.802</a> , <a href="#">10.55.803</a> , <a href="#">10.55.804</a> , <a href="#">10.55.805</a> , <a href="#">10.55.806</a> , <a href="#">10.55.905</a> , <a href="#">10.55.906</a> , <a href="#">10.55.908</a> , <a href="#">10.55.910</a> , <a href="#">10.55.911</a> , <a href="#">10.55.1001</a> , <a href="#">10.55.1003</a>	8
E. Assignment and Licensure of Staff	<a href="#">10.55.702</a> , <a href="#">10.55.703</a> , <a href="#">10.55.704</a> , <a href="#">10.55.705</a> , <a href="#">10.55.707</a> , <a href="#">10.55.708</a> , <a href="#">10.55.709</a> , <a href="#">10.55.710</a> , <a href="#">10.55.716</a>	4
F. Teacher Load and Class Size	<a href="#">10.55.712</a> , <a href="#">10.55.713</a>	4
G. Professional Development Schedule	<a href="#">10.55.714</a>	4
H. Family and Community Engagement	<a href="#">10.55.722</a>	4
I. Basic Education Program Offerings (High School and Middle School only)	<a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4
J. Indian Education for All	<a href="#">10.55.901</a> , <a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4
K. Indian Education for All	<a href="#">10.55.901</a> , <a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4

## Overview of 2024-2025 Process

Submissions for 2024-2025

2024-2025 Assurances - Part 2		
Standard	ARM	Value
L. Integrated Strategic Action Plan - Graduate Profile	<a href="#">10.55.601(4a)</a>	4
M. Proficiency-Based Learning Model - Curriculum	<a href="#">10.55.603(1, 4c, d)</a>	4
N. Proficiency-Based Learning Model - Assessment	<a href="#">10.55.603(5)</a>	4
O. Educator Effectiveness - Professional Development Plan	<a href="#">10.55.714(1&amp;3)</a>	4
P. Educator Effectiveness - Mentorship & Induction	<a href="#">10.55.723</a>	4
Q. Educator Effectiveness - Evaluation	<a href="#">10.55.724(1&amp;2)</a>	4
R. Educational Opportunity - School Climate	<a href="#">10.55.801</a>	4

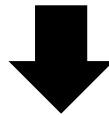
The Assurance Standards scores will be tabulated using the 2023-2024 Assurance scores (Part 1) plus the 2024-2025 Assurance scores (Part 2). Improvements to the 2023-2024 scores can be made by re-submitting the individual areas the district chooses for improvement or required by a corrective plan. Please do not resubmit the entire 2023-2024 process documents. Assurance Rubric C will not be rescored for the 2024-2025 accreditation process.

## Scoring Guide

Assurance Rubric Scoring - Areas A-K - Part 1			
	Elementary School	Middle School	High School
Regular	34-44	37-48	37-48
Regular MD	23-33	25-36	25-36
Advice	12-22	13-24	13-24
Deficiency	1-11	1-12	1-12



Assurance Rubric Scoring - Areas L-R - Part 2			
	Elementary School	Middle School	High School
Regular	22-28	22-28	22-28
Regular MD	15-21	15-21	15-21
Advice	8-14	8-14	8-14
Deficiency	1-7	1-7	1-7



Assurance Rubric Scoring- Areas A-R - Combined			
	Elementary School	Middle School	High School
Regular	55-72	58-76	58-76
Regular MD	37-54	39-57	39-57
Advice	19-36	20-38	20-38
Deficiency	1-18	1-19	1-19

Student Performance Rubric Scoring - Areas A-C - Part 1		
	Elementary/Middle School Score	High School
Regular	7-8	4
Regular MD	5-6	3
Advice	3-4	2
Deficiency	1-2	1

## Evaluating Assurance Standards - Part 2

Standard: General Provisions – Integrated Strategic Action Plan				
	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>L. Integrated Strategic Action Plan - Graduate Profile</p> <p><u>Guiding Question:</u></p> <p>Does the district have evidence of a completed publicly available graduate profile that was created with stakeholder input and feedback and has specific steps to achieve it?</p> <p><a href="#">(ARM 10.55.601(4a))</a></p>	<p><input type="checkbox"/> District has no evidence of a completed Graduate Profile</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>
<p><b><u>This applies to this year only; you cannot resubmit Rubric C</u></b></p>				
<p><b><u>DEFINITIONS</u></b></p> <p>"Graduate profile" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.</p>				
<p><b><u>GUIDANCE</u></b></p> <p>A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.</p>				
<p><b><u>SAMPLE EVIDENCE MAY INCLUDE</u></b></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Published Sample Evidence May Include</b> - website link <b>AND/OR</b> posted in handbook <b>AND/OR</b> published and shared with stakeholders in a manner that the district uses to communicate information.</p> <p><b>Shared Vision Sample Evidence May Include</b> - graduate profile planning documents <b>AND/OR</b> stakeholder input specific to graduate profile <b>AND/OR</b> graduate profile committee document</p> <p><b>Steps to Achieve Sample Evidence May Include</b> - meeting notes <b>AND/OR</b> schedule and timeline <b>AND/OR</b> outline of key steps <b>AND/OR</b> GANTT Chart (a project management tool that illustrates work completed over a period of time in relation to the time planned for the work) <b>AND/OR</b> implementation plan <b>AND/OR</b> work plan with action steps</p>				

Standard: General Provisions – Proficiency-Based Learning Model				
M. Curriculum	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have an implemented proficiency-based learning model that was cooperatively developed and has evidence that there is a process to review the curriculum to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians and has a schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule?</p> <p><a href="#">(ARM 10.55.603(1, 4c, d))</a></p>	<input type="checkbox"/> District has no evidence of a cooperatively developed and implemented proficiency-based learning model	<p><b>The district provided evidence:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model	<p><b>The district provided evidence:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model
			<p><b>AND</b></p> <input type="checkbox"/> A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum	<p><b>AND</b></p> <input type="checkbox"/> A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum
			<p><b>AND</b></p> <input type="checkbox"/> A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule	<p><b>AND</b></p> <input type="checkbox"/> A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule
<p><b>DEFINITIONS</b></p> <p>"<b>Learning model</b>" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.</p> <p>"<b>Proficiency-based learning</b>" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.</p> <p>"<b>Content standard</b>" means what all students should know, understand, and be able to do in a specific content area.</p>				
<p><b>GUIDANCE</b></p> <p><b>Content standard</b> - Montana content standards</p>				
<p><b>SAMPLE EVIDENCE MAY INCLUDE</b></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Cooperatively Developed and Implemented Sample Evidence May Include:</b> evidence of a curriculum review team <b>AND/OR</b> meeting notes from curriculum review session <b>AND/OR</b> evidence from consortium</p> <p><b>Process for Reviewing Sample Evidence May Include:</b> meeting notes from review session <b>AND/OR</b> agenda from review session <b>AND/OR</b> narrative of the process <b>AND/OR</b> evidence from consortium</p> <p><b>Schedule for Revising Curriculum Sample Evidence May Include:</b> evidence from consortium <b>AND/OR</b> scope and sequence includes what standards are being taught when <b>AND/OR</b> provide an example of one specific area <b>AND/OR</b> includes a scope and sequence for content areas and grade levels</p>				



**Standard: General Provisions – Proficiency-Based Learning Model**

N. Assessment Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?</p> <p><a href="#">(ARM 10.55.603(5))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence that it is developing an assessment plan that will be in place within two years</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p> <p><b>AND</b></p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p> <p><b>AND</b></p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p> <p><b>AND</b></p> <p><input type="checkbox"/> Uses <b>more than 1</b> measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas</p>

**DEFINITIONS**

"**Assessment**" means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.

"**Proficiency-based learning**" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

"**Student growth**" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

"**Learning progression**" means the specific performance expectations in each content area and grade level or grade band from kindergarten through grade 12.

"**Proficient**" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"**Measure**" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

**SAMPLE EVIDENCE MAY INCLUDE**

*A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.*

**Developed Assessment Plan Sample Evidence May Include** - plan district has developed

**Progression, Growth, and Proficiency Sample Evidence May Include** - NOT STUDENT PERFORMANCE DATA - tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place (*Elementary and Middle Schools - Review evidence of tools submitted for Student Performance Rubrics A & B from Part 1*)

**More than 1 Measure of Student Progress Sample Evidence May Include** - common assessments **AND/OR** ongoing assessments **AND/OR** teacher-made assessments **AND/OR** district assessments **AND/OR** state assessments **AND/OR** teaching strategies (formative assessments)

**Standard: School Leadership - Educator Effectiveness**

	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>O. Professional Development Plan</p> <p><u>Guiding Question:</u></p> <p>Does the district have a developed and publicly available professional development plan that an advisory committee conducted the development of and assures that the plan addresses all the areas in <a href="#">ARM 10.55.714(1)(a-n)</a>? <a href="#">(ARM 10.55.714(1&amp;3))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of a publicly available professional development plan.</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assures that the professional development covers all areas <a href="#">10.55.714(1)(a-n)</a></p>

**DEFINITIONS**

**[10.55.714\(1\) Professional Development Plan:](#)**

(a) shall be aligned with the district graduate profile and educational goals outlined in the district-integrated strategic action plan described in [ARM 10.55.601](#);

(b) shall be provided to address the safety, well-being, and mental health of students and staff;

(c) focuses on teachers as central to student learning and includes all other members of the school community;

(d) focuses on individual, collegial, and organizational learning, reflection, and growth;

(e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community by incorporating active learning and adult learning theory;

(f) reflects research and demonstrates models of effective practice in teaching, learning, and leadership;

(g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;

(h) offers opportunities for feedback and reflection;

(i) is ongoing and sustained;

(j) is planned collaboratively by those who will participate in and facilitate that development;

(k) requires substantial time, other resources, and where practical provides coaching and expert support;

(l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice;

(m) is driven by a coherent long-term plan; and

(n) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.

**SAMPLE EVIDENCE MAY INCLUDE**

*A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.*

**Developed and Publicly Available Evidence May Include:** posted in ISAP **AND/OR** copy in newsletter **AND/OR** link on website **AND/OR** board meeting agenda and minutes **AND/OR** consortium evidence about PD sessions

**Advisory Committee Evidence May Include:** committee agendas/minutes **AND/OR** a list of stakeholder positions within the advisory committee **AND/OR** consortium evidence - evidence that the district participated from the consortium

**Standard: School Leadership - Educator Effectiveness**

P. Mentorship & Induction	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a mentorship &amp; induction program for initial and incoming educators that is implemented for new teachers that have been hired and assures the program covers all the areas in <a href="#">ARM 10.55.723(1)</a>?</p> <p><a href="#">(ARM 10.55.723)</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of a mentorship and induction program for initial and incoming educators</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assuring the program covers all the areas in <a href="#">10.55.723(1)</a></p>

**DEFINITIONS**

**[10.55.723 \(1\) Mentorship and Induction](#)**

- (a) is research-based to ensure the inclusion of high-impact professional learning strategies;
- (b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in [ARM 10.55.724](#);
- (c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the program area and content standards and content-specific learning progressions;
- (d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and
- (e) encourages continuous learning, reflection, and growth

**GUIDANCE**

**The mentorship and induction program is implemented:** N/A for districts that do not have incoming teachers

**SAMPLE EVIDENCE MAY INCLUDE**

*A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.*

**Mentorship and Induction Program Evidence May Include:** upload the program/process information **AND/OR** use of external programs or networks **AND/OR** schedule of activities or meeting topics covered **AND/OR** documentation templates (be careful of personal information) **AND/OR** evidence from consortium or outside provider **AND/OR** CBA language

**Implementation Evidence May Include:** schedule of recommended activities **AND/OR** evidence from consortium or outside provider **AND/OR** new teacher orientation agenda **AND/OR** schedule of meeting dates and/or times **AND/OR** description of implementation **AND/OR** board meeting minutes **AND/OR** board meeting agenda

Standard: School Leadership - Educator Effectiveness				
Q. Evaluation	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><b>Guiding Question:</b></p> <p>Does the district have an evaluation instrument and a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract?</p> <p><a href="#">(ARM 10.55.724(1&amp;2))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of an evaluation instrument</p> <p><b>AND</b></p> <p><input type="checkbox"/> District has <b>no</b> evidence of a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>	<p><input type="checkbox"/> n/a</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> An evaluation instrument</p> <p><b>OR</b></p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> An evaluation instrument</p> <p><b>AND</b></p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>
<p><b>DEFINITIONS</b></p> <p>“Regularly employed” is considered .5 FTE or higher certified instructional staff</p>				
<p><b>SAMPLE EVIDENCE MAY INCLUDE</b></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Evaluation Instrument:</b> the instrument (tool) being used</p> <p><b>Process for Evaluations Sample Evidence May Include:</b> schedule for evaluation for certified instructional staff (teachers) <b>AND/OR</b> district policy <b>AND/OR</b> portion under the CBA <b>AND/OR</b> portion under the staff handbook <b>AND/OR</b> narrative of the process</p>				

Standard: Educational Opportunity				
R. School Climate	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><b>Guiding Question:</b></p> <p>Does the district have a valid and reliable school climate tool, uses the results to make data-driven decisions about programs and practices that could improve school climate, and assures the district has school policies, procedures, and rules address all areas in <a href="#">ARM 10.55.801(1)</a>? <a href="#">(ARM 10.55.801)</a></p>	<input type="checkbox"/> District has <b>no</b> evidence	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions <b>AND</b> <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions <b>AND</b> <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate <b>AND</b> <input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in <a href="#">10.55.801(1)</a>
<p><b>DEFINITIONS</b></p> <p><a href="#">10.55.801(1) SCHOOL CLIMATE</a></p> <p>(a) develop 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;</p> <p>(b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff;</p> <p>(c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none;</p> <p>(d) provide programs and services that meet the needs of students which the school has identified as at-risk;</p> <p>(e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities</p> <p>(f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;</p> <p>(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school</p> <p>(h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals</p>				
<p><b>GUIDANCE</b></p> <p><b>Climate Tool:</b> Review evidence of <b>tools</b> submitted for Assurance Rubrics A from part 1 - You can use the same tool as the CNA if it addresses school climate. Surveys may be given in conjunction with your accreditation cycle and are not expected to be completed annually.</p>				
<p><b>SAMPLE EVIDENCE MAY INCLUDE</b></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Climate Tool Evidence:</b> tool <b>AND/OR</b> tool results</p> <p><b>Data-Driven Decisions Sample Evidence May Include:</b> narrative <b>AND/OR</b> goal setting <b>AND/OR</b> action plans</p>				