



SPARTAN SCROLL



September 2020

These are the **UNOFFICIAL DRAFT MINUTES SUBJECT TO CHANGE AND BOARD APPROVAL**, 2-6-102,104 MCA of the August 10, 2020 Regular and August 10, 2020 Annual Budget Meetings:

The Board held a work session starting at 7:30 p.m. to ask questions regarding the budget presentation. At 8:00 p.m. Chairman Cole called the meeting to order.

Business Manager Colleen Drury presented proposed budget figures for fiscal year 2020-2021 with general discussion regarding the budgets.

Matt Stentoft moved to adopt FY 2020-2021 budgets and set the operating reserves as follows:

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|------------------|----------------|
| General | \$2,579,202.20 |
| Transportation | 340,000.00 |
| Bus Depreciation | 220,036.18 |
| Tuition | 28,451.77 |
| Retirement | 362,267.18 |
| Adult Education | 10,000.00 |
| Technology | 100,572.55 |
| Flex | 69,715.50 |
| Building Reserve | 198,598.89 |
| Debt Service | 150,700.00 |

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|---------------------|-----|
| General Fund | 10% |
| Transportation Fund | 10% |
| Retirement Fund | 15% |

DuWayne Wilson seconded and all present voted in favor.

There was no further business and the budget portion of the meeting was adjourn.

Chairman Jesse Cole called the meeting to order at 8:05 p.m. after the Annual Budget meeting adjourned.

Roll was taken and it was established that a quorum was present.

- Chairman Cole recognized Patrons & Visitors. Dana Fjeld addressed the board regarding his concerns about switching to a 4 day week.
- On motion by Matt Stentoft, seconded by Leif Handran, the minutes from the regular meeting on July 13, 2020, were approved unanimously as presented.
- The Superintendent's report was discussed and is attached and made a part of these minutes by reference.
- Committee Reports:
Negotiations: Met to confer about the terms and conditions in the Memo of Understanding for the school working conditions.
- Finance:
On motion by Tim Tande, and seconded by DuWayne Wilson, Claims #16880-16920 dated July 10, 2020 – August 5, 2020 in the amount of \$65,494.32, were approved unanimously as presented
- On motion by Matt Stentoft, and seconded by Tim Tande, the Activities Report for the month of July, 2020 was approved unanimously as presented.

New Business:

- Matt Stentoft moved to approve the Memo of Understanding regarding changes or adjustments to conditions of employment as presented. Leif Handran seconded and all present voted in favor.
- There was no action regarding the 4 day school week Memo of Understanding.
- Matt Stentoft moved to waive the Spartan Standards curfew rules for the August 14, 2020 cross country practice. Tim Tande seconded and all present voted in favor.

- DuWayne Wilson moved to revoke Open Campus Lunch and Honors Privileges for the 2020-2021 school year. Leif Handran seconded and all present voted in favor.
- Matt Stentoft moved to allow Scobey Booster Club to sell 50/50 tickets at home football games. Leif Handran seconded and all present voted in favor.
- Leif Handran moved to hire the following coaches for the fall seasons: High School Volleyball: Melissa Holum, Head Coach; Shalice Maldonado, Assistant Coach; Jr. High Volleyball: Dawn King; High School Football: Larry Henderson, Assistant Coach. Matt Stentoft seconded and all present voted in favor.
- Leif Handran moved to add the following people to the substitute list for the 2020-2021 school year:

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|----------------|-------------------|----------------|
| Teresa Bucklin | Mark Chabot | Holly Cole |
| Brenda Cook | LeeAnn Danelson | Jesse Drury |
| Nikki Grendal | Demi Henderson | Mike Hammerly |
| Shelly Handy | Linda Hersel | Staci Hughes |
| JoAnn Lekvold | Theresa Lundquist | Justin Machart |
| Melissa Maher | Alycia Nathe | Kurt Nelson |
| Norma Tade | Kierra Tuggle | Dani Urdahl |

| | | | |
|-----------------------|---------------|---------------|-------------|
| Bus Route Subs: | Connie Wittak | M. Fitch Hons | Eileen Sain |
| Activity Bus Drivers: | Terry Farver | Morgan Oie | Dale Ware |
| Volunteers: | Kris Baker | Linda Harmon | |

Matt Stentoft seconded and all present voted in favor.

- Matt Stentoft moved to approve the increase in Nancy Linnell's hourly wage to \$17.50/hour for the 2020-2021 school year. DuWayne Wilson seconded and all present voted in favor.
- DuWayne Wilson moved to increase Del Henderson's contracted hours to 6.0/day for the 2020-2021 school year. Matt Stentoft seconded and all present voted in favor.
- Matt Stentoft moved to close the Trophy Case student account and move the funds into the renamed Marquis account. Tim Tande seconded and all present voted in favor.
- DuWayne Wilson moved to approve the changes to the Board Covid #1900-1912 Policies and School Year Green/Yellow/Red Plan as presented. Leif Handran seconded and all present voted in favor.
- Matt Stentoft moved to waive Board Policy #7320 Purchasing – Authorization and Control spending limit for the specific spending of the Governor's CFR funds in the amount not to exceed \$120,964.00 and expiring on December 31, 2020. Tim Tande seconded and all present voted in favor.

There being no further business, the meeting was adjourned.

These are the **UNOFFICIAL DRAFT MINUTES SUBJECT TO CHANGE AND BOARD APPROVAL**, 2-6-102,104 MCA of the August 24, 2020 Special Meeting:

- Chairman Jesse Cole called the meeting to order at 8:05 p.m. after the Annual Budget meeting adjourned. Chairman Jesse Cole called the meeting to order at 7:00 a.m.. Roll was taken and it was established that a quorum was present.
 - DuWayne Wilson moved to approve the changes to Board Policy #1905 (Covid and Governor's mandate for Masks in school – Option 2 and Optional language) as presented. Tim Tande seconded and all present voted in favor.
 - Tim Tande moved to allow 6th grade girls to play on the Jr. High Volleyball team for the 2020 season. Matt Stentoft seconded and all present voted in favor.
 - Tim Tande moved to hire Teresa Bucklin as the testing administrator for the WC testing program for the 2020-2021 school year at \$20.00/hour not to exceed \$1,500.00. Matt Stentoft seconded and all present voted in favor.
 - Matt Stentoft moved to hire Brock Berryhill for Elementary Flag Football and Lawren Olson for Elementary Volleyball for the 2020 season. Tim Tande seconded and all present voted in favor.
 - DuWayne Wilson moved to hire Angel Lapke as at student janitor for the 2020-2021 school year and add Dale Utech to the substitute list for the 2020-2021 school year. Matt Stentoft seconded and all present voted in favor.
 - There was no action on the Tech Coordinator's resignation.
- There was no further business and the meeting was adjourned.

SEPTEMBER 2020

Breakfast/Lunch Menu

August 31 – September 4

- Mon- **Breakfast:** Breakfast fruit bar, cottage cheese, and fruit
Lunch: Calzones, corn, apricots, and chocolate pudding
- Tues- **Breakfast:** French toast sticks, sausage, and fruit
Lunch: Hot dogs, pretzels with nacho cheese, peaches, and baked beans
- Wed- **Breakfast:** Oatmeal breakfast bar, cheese stick, and hard boiled eggs
Lunch: Finger steaks, hash brown, apple sauce, and green beans
- Thur- **Breakfast:** Breakfast pizza and fruit
Lunch: Pulled pork sandwich, potato chips, pears, and peas & carrots
- Fri- **Breakfast:** Biscuits and gravy with juice
Lunch: Pizza, caesar salad, mandarin oranges, and corn

September 7-11

- Mon- **NO SCHOOL**
- Tues- **Breakfast:** Mini pancakes, sausage, and fruit
Lunch: Mini corn dogs, pretzels with nacho cheese, mixed fruit, and green beans
- Wed- **Breakfast:** Breakfast cookie, cheese sticks, and fruit
Lunch: Burritos, chips and salsa, chocolate chip bars, and corn
- Thur- **Breakfast:** pancake and sausage on a stick and fruit
Lunch: Beef stroganoff, cheesy breadsticks, pears, and broccoli
- Fri- **Breakfast:** Biscuits with gravy and fruit
Lunch: Chicken sandwich, fries, peaches, and peas

September 14-18

- Mon- **Breakfast:** Muffins, gogurt, and hard boiled eggs
Lunch: Sloppy Joes, fries, pears and corn
- Tues- **Breakfast:** Breakfast taco rollup and fruit
Lunch: Taco Tuesday, rice, mandarin oranges, and mixed vegetables
- Wed- **Breakfast:** Cinnamon rolls, cheese stick, and fruit
Lunch: Turkey wraps, potato chips, muffins, and carrots
- Thur- **Breakfast:** Breakfast sandwich and fruit
Lunch: Chicken chili, breadstick/corn muffin, mixed fruit, and corn
- Fri- **Breakfast:** Biscuits with gravy and juice
Lunch: Roast beef sub, potatoes, peaches, and green beans

September 21-25

- Mon- **Breakfast:** French toast sticks, sausage, and fruit
Lunch: Quesadillas, chips and salsa, pineapple, and corn
- Tues- **Breakfast:** Mini Pancakes, hard boiled eggs, and fruit
Lunch: Ham dinner with scalloped potatoes, pears, and green beans
- Wed- **Breakfast:** Breakfast potato casserole and fruit
Lunch: Chicken strips, fries, fruit crisp, and mixed vegetables
- Thur- **Breakfast:** Breakfast burritos and fruit
Lunch: Baked spaghetti, garlic bread, butterscotch pudding, and peas
- Fri- **Breakfast:** Biscuits and gravy
Lunch: Baked ham english muffin sandwich, fries, peaches, and corn

Sep 28-30

- Mon- **Breakfast:** Bagels with cream cheese, hardboiled eggs, and fruit
Lunch: Breaded pork chop sandwich, fries, apple sauce, and corn
- Tues- **Breakfast:** chicken and waffles, hard boiled eggs, and fruit
Lunch: Pitas, potato chips, muffins, and mixed vegetables
- Wed- **Breakfast:** Donuts, cheese sticks, and fruit
Lunch: Teriyaki chicken, rice, pineapple, and broccoli

Scobey Schools Dailey Health Screening

Parents/Guardians do **NOT** need to send this to school.

Daily Symptom Questionnaire- for parents to **PRESCREEN** their child(ren) prior to sending them to school. We appreciate your assistance.

Does your child have a fever of 100.4 or greater?

Yes _____ NO _____

Does your child have a sore throat?

Yes _____ NO _____

Does your child have an uncontrolled cough that causes difficulty breathing?

Yes _____ NO _____

Does your child have diarrhea, vomiting or abdominal pain?

Yes _____ NO _____

Does your child have a severe headache, especially with a fever?

Yes _____ NO _____

Does your child have a new loss of taste or smell?

Yes _____ NO _____



If yes to any of the above Questions **STOP!** DO not send your child to school!

If they do not have either of the conditions below, follow usual Sickness protocols.



If you are able to answer **NO** to all questions, send your child to school!

Answer the below (2) questions if you answered YES to any of the above questions.

Did your child have close contact with a person with a confirmed case of COVID-19?

Yes _____ NO _____

Does your child travel to an area where the local health department is reporting a large number of Covid-19 cases?

Yes _____ NO _____

If the answer is YES to either of the above two (2) questions, please call the Daniels County Health Department at 406-487-5560 to determine the next steps prior to your child returning to school.

4th ANNUAL SUICIDE RUN/WALK

By C. Wittak

– Sept 20th – Begins at the Park

Suicide Prevention Education and Awareness are vital to a healthy community. Our youth and members of the community are welcome to attend this event. Nemont is preparing the t-shirts, cost is \$6.00/shirt and school organizations are banding together to help increase awareness of this important topic. Frederick Lee, police officer in Roosevelt County, will be the guest speaker of the event. Officer Lee lost his son to suicide and speaks from the heart to make a difference with our students. Posters will further information and the start time will be placed in the next week. Thanks in advance for helping to make this year's event a memorable one.

District VIII FCCLA

By C. Wittak

Pre-planning Meeting is planned for Sept. 16th in Scobey Plentywood, Glasgow, Poplar and Nashua FCCLA Chapters are invited to attend a pre-planning meeting for the District Convention to be held at Scobey in November. Student Officers come together to plan the event for their District Convention to share ideas and work on leadership skills, a variety of planning activities and sharing duties to make the event a success. Students will be planning their projects to incorporate into their lives and community efforts this year. Scobey will be hosting this event at the Farver Farms Cookhouse this year and focus on leadership and entrepreneurship.

PROCEDURES FOR COACHES AND SPECTATORS

Spartan Extra Curricular Activities

Coaches/Spartan Athletes:

All students should enter the school through the "commons" door before practice and games. Please have a coach present to check temperatures and look for any signs of illness. If students show signs of illness or have a temperature of 100.4 or higher, please contact their parents and send them home as soon as possible. Please notify the school of who was sent home and why.

Locker rooms should be used for dressing only. Athletes should take their equipment home nightly to be cleaned properly. Before school, they may drop their practice gear off in the locker room. It is imperative that we keep our locker rooms clean, including nothing being left on the floor or on top of

lockers. You as coaches will be in charge of managing the locker rooms in a professional manner.

Governor Bullock put a mask mandate for all public buildings on 8-13-20 that requires masks to be worn if there are 4 or more active cases within their county. However, do to traveling and attendance of fans, we will require all students to wear a mask during sports, as well as social distance on the sidelines. Coaches will also be required to wear masks. A student-athlete who is participating in the game will not be required to wear a mask.

While traveling, please avoid stopping at convenience stores for food and snacks. If boosters provide food, please do not allow students to eat on the bus or share any food that has been touched by another student-athlete. I also encourage parents to pack food and drinks for their children to bring.

Each Student athlete will need to have their own water bottle. Students should not share water bottles or put them in reach of other water bottles.

Please have student-athletes wash their hands frequently or use hand sanitizer before entering or exiting any locker room or bus.

If a student-athlete gets sick at an away game, the best option is to send them home with a parent and notify the school. If a student gets sick on the bus ride home, they will be required to wear a mask and sit on the front seat, opposite the bus driver. Then please notify the school.

After all games, please have students drop their masks off in the washing machine. Wash masks before they are packed for the next game.

The School will provide a mask for every student-athlete. Hand sanitizer, disinfectant wipes, and foggers will travel with each team.

10.) The only option for "not wearing a mask" is if medical documentation is brought to the school and states why the individual cannot wear a mask.

11.) Lastly, we understand your frustration with these added rules and precautions that have been placed on you as coaches. However, do not forget the reason why you coach. Continue to be role models for your athletes and help provide them with the

guidance to be successful in the game of life. Thanks for all of your hard work that you put into our Scobey Spartans.

Home Fans:

Firstly, I would like to say that I *truly* believe we have some of the best fans in Class C sports. It is amazing to see our fan base travel and support our student-athletes. However, as you all know, we are living through a pandemic that has put a temporary wrench in how we live our daily lives. Unfortunately, Covid-19 has also affected the number of spectators allowed to watch in person. Keep in mind that these procedures are being put in place to keep kids safe as well as keep them on the field/hardwood/cross country trails.

- 1.) Each Scobey Spartan Athlete will be given 4 tickets per game. These 4 tickets will grant you access to watch the game in person. If you have two kids on the team you will still only receive 4 tickets. If a student-athlete is not using all of his/her tickets, he may give them away to be used by other student-athletes.
- 2.) Face coverings- All spectators will be required to wear masks as well as do their part to social distance. If a person refuses to wear a mask, they will not be granted admittance to the game or will be asked to leave.
- 3.) For all competitions held in our gym, Scobey fans will enter through the commons/cafeteria door. Your temperature will be taken, and if you have a 100.4 temperature or higher, you will be asked to go home. Please do not attend any games if you are feeling ill or have a temperature.
- 4.) We ask that you sanitize your hands at the stations provided when you walk into the building.
- 5.) Scobey fans will be asked to sit on the north side of the bleachers. Please maintain social distancing while sitting in the bleachers.
- 6.) After the competition has ended, please exit the same way you entered (through the commons/cafeteria doors).
- 7.) The only option for not wearing a mask is if you provide medical documentation stating why you cannot do so.

Visiting Fans/Players:

- 1.) Each player will only be allowed two tickets. If a visiting spectator does not have a ticket, they will not be allowed in.
- 2.) Every visiting student-athlete/spectator will be required to wear a mask for admittance to football, volleyball, and cross country events.
- 3.) Temperature checks will occur for all visiting student-athletes/spectators for admittance into the building. If you have a temperature of 100.4 or higher or are showing any signs of illness, you will not be allowed in the building or to play at any Scobey extra-curricular event that day. If you are feeling ill, please stay home.
- 4.) You will be asked to use hand sanitizer at the station provided.
- 6.) For building access, all visitors will enter and exit through the south doors.
- 7.) Unfortunately, due to cleaning requirements, we will not be using our old gym for warm ups. You are more than welcome to warm up in the back parking lot or on the football field.

Concessions: Due to Covid-19, we will only be selling pre-packaged goods. There will be no pretzels/hotdogs/popcorn etc.

- 1.) Please follow all signs and directions we have posted for concessions.

I would like to thank our community, as well as our neighboring communities for following the health department's recommendations for returning to sports during this pandemic. Our main goal is to not only give students the best chance to experience a sport's season, but to receive instruction from their teachers *in the classroom*. I look forward to the day when all fans are welcomed back and can demonstrate their pride and support our student-athletes.

Sincerely,
Greg Hardy
Superintendent of Scobey Schools.

Taking the ACT Test—State and District Testing Montana’s List of 23 Critical Non-Test Questions

Please refer to [ACT’s Montana Administration Supplement \(PDF\)](#) and the [Taking the ACT \(PDF\)](#) to understand these section and question references.

An asterisk (*) signifies the non-test question is not required to receive a score report and **bold** type font signifies these non-test questions are required to receive a score report.

| | | |
|--|--|---|
| Taking the ACT — Completing Your Non-Test Information (Pages 4–5): | | |
| <input type="checkbox"/> A Name and Mailing Address (required to receive a score report). <input type="checkbox"/> B Name (required to receive a score report). <input type="checkbox"/> D Date of Birth (required to receive a score report). <input type="checkbox"/> E Gender (required for record to be included in group reporting). <input type="checkbox"/> F Racial/Ethnic Background (required for record to be included in group reporting). <input type="checkbox"/> *E-Mail address (important for information from the Montana University System). <input type="checkbox"/> *H Telephone Number and Type (important for information from the Montana University System). <input type="checkbox"/> *Block L (EOS Box) (important for information from universities and scholarship organizations). <input type="checkbox"/> *Block M College Selection and sending scores (important for sending scores to universities). <input type="checkbox"/> N, O, P, R Mailing Address (required to receive a score report). | | |
| Taking the ACT — Student Profile Section (Page 6): | | |
| <input type="checkbox"/> *1 Admissions/Enrollment Information <input type="checkbox"/> *11 Intended College Major <input type="checkbox"/> *12 Occupation Choice <input type="checkbox"/> *18 Armed services interest | | |
| Taking the ACT — High School Information (Pages 8–9): | | |
| <input type="checkbox"/> *83 Program description of HS Courses <input type="checkbox"/> *84–91 Number of years in English, Math, Social Studies, Science, Foreign Language <input type="checkbox"/> *94–98 Advanced Placement Courses | | |
| Five State-Use Questions (Montana-Specific): | | |
| 1 | At the end of this school year what is the highest level of math you will have taken? | A. Pre-Algebra B. Algebra I C. Geometry D. Algebra II or above |
| 2 | Would you like to have your ACT score released to campuses within the Montana University System? | A. Yes B. No |
| 3 | Plans after high school: What do you plan to do in your first year after high school? | A. Attend a two-year college in Montana B. Attend a four-year college in Montana C. Attend a two-year college out of state D. Attend a four-year college out of state E. Not attend any college F. Work full-time at a job G. Work part-time at a job |

| | | |
|---|---|--|
| | | <p>H. Enter an apprenticeship program</p> <p>I. Join the military</p> <p>J. Something else</p> |
| 4 | What is the highest level of education that you PLAN to complete? | <p>A. I do not plan to complete high school</p> <p>B. GED or other high school equivalency test</p> <p>C. High school diploma</p> <p>D. Technical certificate (examples: certified nursing assistant, emergency medical technician, welding, cosmetology, automotive repair, etc.)</p> <p>E. Two-year college degree – A.A.</p> <p>F. Four-year college degree – B.A./B.S.</p> <p>G. Graduate degree – M.A., J.D., or Ph.D. (for careers such as teacher, psychologist, lawyer, doctor, professor)</p> <p>H. I am unsure of my plans</p> |
| 5 | Of the following options, which activity that you participated in during high school was the most beneficial? | <p>A. Create a career plan?</p> <p>B. Complete a career inventory (e.g., a series of questions about your career interests)?</p> <p>C. Write a resume?</p> <p>D. Complete a job application?</p> <p>E. Participate in a practice interview?</p> <p>F. Work toward or earn an industry certificate?</p> <p>G. Create a college plan?</p> <p>H. Attend a college fair?</p> <p>I. Visit a college campus?</p> <p>J. Learn about different college majors?</p> <p>K. Learn about the academic requirements for getting into different colleges?</p> <p>L. Learn about how much different types of colleges cost and about financial aid?</p> |

Note: Instruct students leave all other questions not specified in these instructions BLANK as they are not part of the state testing program.

PURPOSE

This guide explains participation policies and registration processes for the Montana Comprehensive Assessment System (MontCAS).

PARTICIPATION REQUIREMENT

Montana’s Comprehensive Assessment System (MontCAS):

MontCAS is a suite of statewide assessments that meets the testing requirements of the Elementary and Secondary Education Act (ESEA) of 1965, recently reauthorized in 2015 and known as the Every Student Succeeds Act (or ESSA). Specifically, ESSA requires that states test students in the content areas of reading/English Language Arts (ELA), mathematics, and science. Montana must also annually assess the English language proficiency of identified English Learners (ELs) and participate in the biennial grade 4 and 8 reading and mathematics assessments under the National Assessment of Educational Progress (NAEP).

ESSA requires testing in specific content areas and grades. ELA and mathematics must be assessed in grades 3–8 and once in high school. In Montana, we assess all students in grades 3–8, and grade 11 in ELA and mathematics. Science must be administered at least once in the elementary (grades 3–5), middle school (grades 6–9), and high school (grades 10–12). In Montana, we assess all students in science at grades 5, 8, and 11. ELs must be assessed annually in grades K–12 or until they reach proficiency.

Smarter Balanced Assessment Consortium (SBAC)

The SBAC test is used to determine student progress in grades 3–8 toward Montana’s Content Standards in ELA and mathematics. The test is administered online and is adaptive. This assessment has a ten-week test window that starts in March. It is important that registration information within AIM be as accurate and complete as possible for the inclusion of all eligible students for this important statewide accountability assessment. Student participation is mandatory for both federal and state compliance. Student performance within Montana’s accountability system will use results from this assessment for K–8 schools to calculate academic achievement and growth over time.

Multi-State Alternate Assessment (MSAA)

The MSAA is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to Montana’s Content Standards in ELA and mathematics. The MSAA is the alternate version provided in place of the SBAC test and the ACT for students with significant cognitive disabilities. This assessment contains many built-in supports that allow students to use materials they are most familiar with and communicate what they know and can do as independently as possible. The assessment is computer based with multiple options for student interaction. This assessment has a seven-week test window that starts in March. It is important that registration information within AIM be as accurate and complete as possible for the appropriate identification of students eligible for the alternate assessment. Student participation is mandatory for both federal and state compliance. Students eligible for the alternate assessment will be included within Montana’s accountability system for K–8 schools under the SBAC achievement categories and for high schools under the ACT achievement category.

Montana Science Assessment - Science

The Montana Science Assessment (MSA) is aligned to the Montana Content Standards in science (2016). The MSA is an online test adaptive test. This assessment has a eight-week test window that starts in March. It is important that registration information within AIM be as accurate and complete as possible for the inclusion of all eligible students for this important statewide accountability assessment. Student participation is mandatory for both federal and state compliance. Student performance within Montana's accountability system will use results from this assessment for K–8 schools to calculate the Science Technology Engineering Mathematics (STEM) indicator.

Alternate Montana Science Assessment (AMSA)

The AMSA is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to Montana's Content Standards in science (2016). The AMSA is the alternate version provided in place of the MSA for students with significant cognitive disabilities. This assessment contains many built-in supports that allow students to use materials they are most familiar with and communicate what they know and can do as independently as possible. The assessment is computer based with multiple options for student interaction. This assessment has a eight-week test window that starts in March. It is important that registration information within AIM be as accurate and complete as possible for the appropriate identification of students eligible for the alternate assessment. Student participation is mandatory for both federal and state compliance. Student performance within Montana's accountability system will use results from this assessment for K–8 schools to calculate the Science Technology Engineering Mathematics (STEM) indicator.

ACT plus Writing

The ACT with Writing assesses the content areas of English, writing, reading, science, and mathematics. This assessment is given to all grade 11 students as the statewide accountability assessment for mathematics, ELA, and science. The test is delivered via paper with ACT allowable accommodations and starting in 2019 the option for online testing. It is important that registration information within AIM be as accurate and complete as possible for the inclusion of all eligible students for this important statewide accountability assessment. Student participation is mandatory for both federal and state compliance. Student performance within Montana's accountability system will use results from this assessment for schools with grades 9–12 to calculate academic achievement.

English Language Proficiency Assessment for English Learners (ELs)

The ACCESS for ELLs (or WIDA) is a large-scale English language proficiency assessment aligned to the WIDA English language development standards (2011). Subtests include the domains of listening, speaking, writing, and reading. The ACCESS for ELLs is given annually to monitor EL progress in acquiring academic English. There is an Alternate ACCESS for ELLs for students who are ELs and have significant cognitive disabilities. It is important that registration information within AIM be as accurate and complete as possible for the appropriate identification of students eligible for this assessment. Student participation is mandatory for both federal and state compliance. Montana's accountability system uses results from this assessment for all schools with ten or more ELs to calculate the ESSA EL Progress. ELs take this assessment until they reach proficiency according to Montana's proficiency criteria: a minimum of a 4.0 on the literacy composite along with a minimum of 5.0 overall.

National Assessment of Educational Progress (NAEP)

NAEP better known as "Nation's Report Card" is the only national perspective on American education. NAEP is congressionally mandated project overseen by the National Center for Education Statistics (NCES) to monitor knowledge, skill, and performance of the nation's children and youth over time. NAEP measures and reports on a regular basis what America's students know and can do in core subjects like reading, mathematics, writing, and science. From 1969 through 2002, participation in NAEP was voluntary. As of the 2003 administration, participation in mathematics and reading at grades 4 and 8 became a requirement in all states and school districts receiving Title I funding. With over a decade of trend in these grades/subjects, the biennial NAEP state-level administration is a vital data collection for Montana and it helps inform policymakers of what Montana students know and can do in these various subjects/grades.

Table 1, provides an overview of content areas and tests that meet each requirement.

Table 1. MontCAS Assessments by Grades and Subjects

| Grade | ACCESS for ELLs (English Language Proficiency) | Alternate Montana Science Assessment (Alternate) | Montana Science Assessment (General) | MSAA (Alternate) | Smarter Balanced (General) | ACT with Writing [®] (General) |
|-------------------|---|---|--|---------------------|-------------------------------|--|
| Window Period | 8 weeks | 8 weeks | 8 weeks | 7 weeks | 10 weeks | 3 Opportunities |
| Test Window | Dec 4 – Jan 29 | Mar 16 – May 8 | Mar 16 – May 8 | Mar 16 – May 1 | Mar 9 – May 15 | Initial: March 24 Make-up: April 7 Emergency: April 21 |
| Required Subjects | ELP | Science | Science | Math and ELA | Math and ELA | Math, ELA, and Science |
| Grades Tested | K–12 | Grades 5, 8, 11 | Grades 5, 8 | Grades 3–8, 11 | Grades 3–8 | Grade 11 |

Participation Expectations and Special Circumstances

The expectation is that all students participate in statewide assessments, but there are some special unexpected circumstances, such as a major medical event, that might make it impossible for a student to participate. In these rare cases, the district must report non-participation and the reason to the Office of Public Instruction (OPI) using the [MontCAS Application](#). It is never allowable to exclude students based on expected performance, difficulty in administering the test, disability, or EL status.

For accountability, school districts must annually assess all students and in instances of special circumstance may not fall below the 95 percent threshold or 95 percent threshold for student subgroups. School districts must also adhere to the 1 percent of the total population student cap for students identified as eligible to participate in the alternate assessment(s). Students who meet participation requirements and who do not test are typically assigned a score of "Novice" and designated as a non-participant for accountability purposes.



Including Students with Disabilities

In addition to the ESSA participation requirements, the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997 requires that all students with disabilities be included in statewide assessments. This has prompted the creation of a range of test participation options, making it possible for students with even the most significant disabilities to be assessed on a test aligned with general education content standards.

Participation Options for Students with Disabilities

1. Participate in general population assessments without accommodations.
2. Participate in general population assessments with accommodations.
3. Participate in alternate assessments when the [participation criteria](#) are met.

Special Circumstances

| | |
|--|--|
| EL Students | <ul style="list-style-type: none">• Exempted from ELA portion of the challenging academic content subject assessments if enrolled within a US school for less than 12 months. |
| Part Time Students | <ul style="list-style-type: none">• Participate if enrolled at least quarter time (180 or more hours). |
| Digital Academy | <ul style="list-style-type: none">• Participate if enrolled at least quarter time. |
| Students in Treatment Centers or Montana Youth Challenge, and Job Corps | <ul style="list-style-type: none">• Participate if enrolled at least quarter time in the home district.• Participate if included in the home school data and reporting.• ACT: Students that are enrolled quarter time in the home district may arrange to take the ACT at the home district testing site. |
| Private Accredited School Students | <ul style="list-style-type: none">• Must participate in statewide assessments for accreditation purposes but are not included for accountability. |
| Home School Students | <ul style="list-style-type: none">• May only participate in assessments if the student is enrolled in the Achievement in Montana (AIM)/Infinite Campus statewide student information system and included into MAEFAIRS for purposes of determining the Average Number Belonging (ANB) but are not included for accountability. |
| Foreign Exchange Students | <ul style="list-style-type: none">• Participate if the student is enrolled in the Achievement in Montana (AIM)/Infinite Campus statewide student information system and included into MAEFAIRS for purposes of determining the Average Number Belonging (ANB) but are not included for accountability. |

REGISTRATION PROCESS

The OPI uses data from AIM/Infinite Campus to identify and register students for statewide assessments. Achievement in Montana (AIM) is the OPI state-wide student information system. This system allows school districts to submit required student information electronically. AIM provides the OPI, the State of Montana, federal entities, and the education community timely and accurate data about the progress of our students, schools, school districts and the state.

General Population Assessments (SBAC, ACT, MSA, and NAEP):

Students who are enrolled in the applicable grades are identified in AIM and a registration list is uploaded to online testing systems or securely transferred to test vendors by the OPI.

English Language Proficiency Assessment (ACCESS for ELLs 2.0):

Students who are identified in AIM as ELs by the program participation date, will be registered at the end of October. An additional upload will be completed by the OPI the week prior to the test window opening. Districts will be responsible for adding any newly identified students during the test window.

Alternate Assessments (MSAA and AMSA):

Alternate assessments allow students with the most significant cognitive disabilities to participate in statewide assessments. The decision to have a student participate in an alternate assessment is made by the IEP team and is based on Montana's alternate assessment participation criteria. The decision must be documented in the IEP. The OPI uses data from the statewide assessment section of the locked electronic IEP to identify students that need to be registered.

For more information on reporting in AIM/Infinite Campus, visit the [AIM User Guide page](#), [AIM Collection Schedule](#), and/or contact the AIM Help Desk at (877) 424-6681 or OPIAIMHelp@mt.gov.



Six Things Stakeholders Should Know About Participation and Testing in Montana

The purpose of this document is to ensure that readers are aware of the significant value to stakeholders (e.g., students, parents/guardians, teachers, school leaders, and others) of the information derived from participating in state-level tests.

I. Why Assess?

The state assessments provide a valuable picture of what skills and knowledge are needed at particular grade levels for a child to remain on course to be college and career ready at the time of graduation. Teachers use these assessments as one of several important tools to help identify and meet the needs of children in the classroom. It is a real disadvantage for parents and students to be unaware of their access to this important information. Assessment is a hot topic of conversation, with many diverse opinions on how, when, amount of time, what tests, and for what purpose we assess students. Here are important points all stakeholders should know about testing:

- State and federal laws require schools to assess student learning every year in specific grade levels and subjects.
- End-of-year state summative assessments serve as an evaluation tool to track progress toward education goals based on grade and content area standards.
- Assessment data enable us to put Montana students first through four key initiatives: [Montana Hope](#), [Montana Teach](#), [Montana Learn](#), and [Montana Ready](#).

II. Why Should Taxpayers Care?

Assessments are important, as they are a key indicator of whether state and federal monies for educational programs are being used effectively. Annual state assessments are the same for all Montana students, and they provide information about how students are progressing over time. This information assists the state with targeting supports and resources to the students and schools that need them most. The six required state summative assessments provide valuable information on how students are performing academically by grade and content area to help identify areas of success from which others can learn.

- Montana taxpayers provide a free public education to approximately 150,000 Montana students each year, and these assessments ensure all students are equitably receiving resources across the state.
- The assessment data are used to evaluate programs by providing annual snapshots of student progress toward learning Montana's Content Standards at the state-, district-, school-, and classroom-levels.
- State assessments provide only one measure of student learning, but when combined with grades, classroom activities and assessments, unit quizzes and tests, and district-level assessments, the annual state tests can provide a complete picture of a child's abilities and path toward academic success based on Montana's Content Standards.



III. What Is State Testing?

Montana mandates six statewide assessments to meet the federal law known as the *Every Student Succeeds Act (ESSA)*. Students in grades 4–12 are required to have a minimum of 1,080 hours of instruction. In the instance of state required testing, the average grade 5 student is estimated to spend 6–8 hours taking the Smarter Balanced assessment and to spend 1–2 hours taking the Montana Science Assessment (see Figure 1). In other words, the average child will spend 8–10 hours total, or less than one percent of instructional time, on the statewide assessments. All other assessments administered to students are determined at the school district and building level.

Figure 1

| State Tested Grades | | | | | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Academic Assessment Subjects | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Smarter Balanced (Mathematics (M)) | | | | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | | | 1 hrs | |
| Smarter Balanced (English Language Arts (R)) | | | | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | 3-4 hrs | | | 2 hrs | |
| Montana Science Assessment (Science (S)) | | | | | | 1-2 hrs | | | 1-2 hrs | | | 0.5 hrs | |
| ACT with Writing (M, R, and S) | | | | | | | | | | | | | |
| Anticipated Total Hours | | | | | | 8-10 | | | 8-10 | | | 3.5 | |

Note: only the general academic assessments are illustrated in this figure as both alternate assessments and the English Language Proficiency assessment are not shown. These non-illustrated assessments are expected only for students who are eligible to participate in them using the OPI's published student eligibility criteria.

1. **Smarter Balanced** is the general math and reading/language arts assessment for academic achievement reporting in Grades 3–8.
2. **ACT with Writing** is the general math, reading/language arts, and science assessment for academic achievement reporting in Grade 11.
3. **Multi-State Alternate Assessment** is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities.
4. **Montana Science Assessment** is the general science assessment for academic achievement reporting in Grades 5 and 8.
5. **Alternate Montana Science Assessment** is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.
6. **ACCESS for ELLs and WIDA Screener** is the English Language Proficiency assessment for academic achievement reporting for English Learners (EL) in Grades K–12.



IV. Why Is Participation Important?

Students, families, and educators rely on valid test scores to make decisions about student academic success. Participation rates provide validity, which is imperative to make accurate inferences about students' knowledge, skills, and abilities.

- Participation is one key indicator of student success within the Montana state accountability system, and high participation rates are essential for meaningful and accurate school score reports.
- Strong participation rates ensure accurate and reliable test scores that educators, students, parents, school boards, legislators, researchers, and the public use for informing programs and local decision-making efforts.

V. What Participation Is Required?

Participation is necessary to ensure the data are representative and reflective of the population. When participation rates fall below the state and federal requirements, bias can be introduced into the student knowledge, skill, and ability estimates, thus reducing the overall confidence we have in the data and ultimately interfering with the inferences that can be made about the data.

- In Montana, there is no "opt out" law, and both state law and accreditation rules require all students in public and accredited non-public schools to participate in state testing.
- The OPI recognizes there are circumstances beyond the control of the school that may result in non-participation. In those rare cases, the district must report the reason for non-participation to the OPI using the [MontCAS Application](#).
- School districts, school staff, parents, and students are critical partners for ensuring state testing is meaningful for the purposes of setting education policy, examining school and group performance, and making local decisions about curriculum and instruction.
- For the state and federal required subject areas and grade levels, schools must have:
 - 95 percent or more student participation in the statewide assessments either overall for all students or for any student subgroup consisting of 10 or more students.
 - 1.0 percent or less of all students with the most significant cognitive disabilities taking the alternate assessment based on alternative achievement standards.
- **Figure 2** below illustrates the calculation the OPI uses to determine the participation rates for testing that are displayed on the [Montana ESSA Report Card](#) and within the accountability differentiation process.
 - Per the OPI's policies and federal reporting, only students with "medical exemptions" can be removed from the denominator, meaning all other instances of non-participation (or absence) impact the school's participation rate.
 - The testing windows span from the first week of December to the second week of May; therefore, all students enrolled after the testing count date should be included to the fullest extent possible per [Chapter 56 Assessment](#) rules.

Figure 2

$$\boxed{\text{Participation Rate}} = \frac{\boxed{\begin{array}{l} \# \text{ Tested Students During the Testing Windows and} \\ \# \text{ Students Enrolled on the Test Window Count Dates} \end{array}}}{\boxed{\begin{array}{l} \# \text{ Students Enrolled on Test Window Count Dates and} \\ \# \text{ Tested Students During the Testing Windows and} \\ \# \text{ Students Absent on Test Window Count Dates} \end{array}}}$$

VI. What Funding and Programs Rely on State Testing?

The following programs rely on assessment results to make determinations on schools and in some cases to allocate funding to provide equitable services to students. Schools not meeting the required participation rates may have sanctions applied to one or more of the following programs:

1. Title Assurances
2. Accreditation
3. Special Education
4. ESSA Accountability
5. Federal Reporting

Where Do I Find More Information or Ask Additional Questions?

You can explore historical participation rates for your school on the state longitudinal data system (GEMS). For any technical questions about the calculations for participation rates included in the data warehouse, contact the GEMS Help Desk. You can also explore annual participation rates for your school using the Montana Report Card. For technical questions about participation rates shown in the Montana Report Card, contact the GEMS Help Desk at (406) 444-5222 or e-mail them at opigemshelpdesk@mt.gov.

Questions about the policies for participation in statewide assessments or reporting non-participation in the MontCAS Application should be directed to the OPI Assessment Help Desk at 1.844.867.2569, or e-mail us at OPIAssessmentHelpDesk@mt.gov.

ADDRESS SERVICE REQUESTED

September 2020

(Check ScobeySchools.com for any changes or updated info) (Bus Leave times will be posted on the Activity Calendar)

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------------------------|----------------------------|---|-----------------|---|--|---|
| | | 1 | 2 | 3 JHV FB CIRCLE 4:00/7:00 (SENIOR NIGHT FOR FB/VB/XC @ FB Field) | 4 JH/JH/JVV VB @ North Country 3:00+20+20+20 | 5 XC @ Poplar 10:00am JH/JH/C/JVV VB WOLF POINT 3:00+20+20+20+20 |
| 6 | 7 NO SCHOOL/Labor Day | 8 JH/JH/JVV/VB @ Plentywood 4:00+20+20+20 | HOMECOMING WEEK | | 11 JHV FB BROADUS 4:00/7:00 JVV VB RICHEY/LAMBERT 4:00+20 | 12 JH/JH/JVV VB @ Culbertson 4:00+20+20+20 |
| 13 | 14 JV FB @ Broadus 4:30 | 15 JVV VB @ Westby 5:30+20 | 16 | 17 XC SCOBEY INVITE 5:00 | 18 JHV FB @ Ekalaka 4:30/7:00 JVV VB BAINVILLE 5:00+20 | 19 XC Scottie Invite TBD JH VB PLENTYWOOD 9:00/10:00 |
| 20 | 21 | 22 JVV VB @ Med Lake 5:00+20 | 23 | 24 | 25 JHV FB @ Fairview 4:30/7:00 | 26 XC @ Culbertson 10:00am C/JVV VB @ Fairview 2:00+20+20 |
| 27 JV FB FAIRVIEW 4:30 | 28 | 29 JH/JH/JV VB PLENTYWOOD 4:00+20+20 | 30 | | | |