

***BOARD OF PUBLIC EDUCATION
MEETING***

JANUARY 12-13, 2023

***Montana School Boards Association
863 Great Northern Blvd, 1st Floor
Helena, MT***

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION **MEETING AGENDA**

January 12-13, 2023
Montana School Boards Association
863 Great Northern Blvd
Helena, MT

Thursday, January 12, 2023
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

Action may be taken on any item listed on the Board agenda. Per §2-3-103 MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – page #

(Items may be pulled from Consent Agenda upon request)

- A. November 17-18, 2022, Meeting Minutes
- B. Financials

ADOPT AGENDA

❖ REPORTS – Madalyn Quinlan (Items 1-6)

- Item 1 **CHAIRPERSON'S REPORT – 15 Minutes, page #53**
 Madalyn Quinlan
- Item 2 **EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #54**
 McCall Flynn
 - Legislative Update
 - Seal of Biliteracy Native Language Documents

- Item 3** **STATE SUPERINTENDENT’S REPORT – 30 Minutes, page #58**
State Superintendent Elsie Arntzen
- MAST Pilot Program Update
 - Data Modernization Update
 - Federal Update
 - Transportation Report
- Item 4** **COMMISSIONER OF HIGHER EDUCATION’S REPORT – 15 Minutes,**
page #71
Dr. Angela McLean
- Item 5** **GOVERNOR’S OFFICE REPORT – 15 Minutes, page #73**
Dylan Klapmeier
- Item 6** **STUDENT REPRESENTATIVE’S REPORT – 15 Minutes, page #74**
Charles Fox
- ❖ **MSDB LIAISON – Tammy Lacey (Item 7)**
- Item 7** **MSDB REPORT – 20 Minutes, page #75**
Paul Furthmyre
- ACTION ITEMS:**
- Action on Out of State Travel Request
 - Action on Personnel Items
- ❖ **MACIE LIAISON – Susie Hedalen (Item 8)**
- Item 8** **MACIE REPORT – 15 Minutes, page #120**
Jordann Lankford Forster
- ❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 9-14)**
- Item 9** **ANNUAL TEACHER LICENSURE REPORT – 15 Minutes, page #123**
Crystal Andrews
- Item 10** **ETS PRAXIS TEST REVIEW TIMELINE UPDATE – 15 Minutes, page #141**
Crystal Andrews, Kristi Steinberg
- Item 11** **ACTION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF
THE UNIVERSITY OF MONTANA EDUCATOR PREPARATION PROGRAM
(EPP) IN THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION APRIL
10-12, 2022 – 15 Minutes, page #146**
Dr. Julie Murgel
- Item 12** **ACTION ON THE STATE EXIT REPORT AND REGULAR ACCREDITATION
STATUS OF THE MONTANA EDUCATOR PREPARATION PROGRAM (EPP)
AT THE UNIVERSITY OF PROVIDENCE, OCTOBER 3, 2022 – 15 Minutes,**
page #185
Dr. Julie Murgel

Item 13 ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE
AMENDMENT OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL
EDUCATOR PREPARATION PROGRAM STANDARDS – 15 Minutes,
page #212
Susie Hedalen

*****LUNCH BREAK*****
Lunch will be provided for Board members

*****TIME CERTAIN AT 1:00 – CLOSED SESSION*****

Item 14 HEARING OF APPEAL OF LICENSURE DENIAL, BPE CASE #2022-15, NO
RUNNER – 2 Hours, page #255
Katherine Orr

*****OPEN SESSION*****

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 15-20)

Item 15 STUDENT ENGAGEMENT PANEL – 1 Hour, page #256
Charles Fox

Item 16 ACTION ON TRANSFORMATIONAL LEARNING GRANT ANNUAL REPORTS
FY2023 – 15 Minutes, page #257
Krystal Smith

Item 17 ACTION ON QUALIFICATION OF TRANSFORMATIONAL LEARNING GRANT
APPLICATIONS FY2024 – 15 Minutes, page #259
Krystal Smith

Item 18 ACTION ON ADVANCED OPPORTUNITY GRANT ANNUAL REPORTS
FY2023 – 15 Minutes, page #261
Krystal Smith

Item 19 ACTION ON QUALIFICATION OF ADVANCED OPPORTUNITY GRANT
APPLICATIONS FY2024 – 15 Minutes, page #263
Krystal Smith

Item 20 ACTION ON CRITICAL QUALITY EDUCATOR SHORTAGE AREA REPORT –
15 Minutes, page #265
Jay Phillips

Friday, January 13, 2023
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
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❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 21-23)**

- Item 21** **ACTION ON CONTENT STANDARDS REVISION TIMELINE – 15 Minutes,**
page #323
Chris Noel
- Item 22** **ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10,**
CHAPTER 55, STANDARDS OF ACCREDITATION – 15 Minutes, page #326
Dr. Tim Tharp
- Item 23** **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON**
REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF
ACCREDITATION – 4 Hours, page #328
Dr. Tim Tharp

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 24)**

- Item 24** **RECOGNITION OF EXITING BOARD MEMBER**
Madalyn Quinlan

*****Note: The Board of Public Education will have a working lunch if their work goes into the noon hour*****

FUTURE AGENDA ITEMS – March 9-10, 2023

Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
MACIE Update
Approval of MSDB School Calendar

PUBLIC COMMENT

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ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Public comment is welcome on all items listed as “Action” and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

CALL TO ORDER

- A. Pledge of Allegiance**
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- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. November 17-18, 2022, Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

November 16-18, 2022
Bozeman, MT

Thursday, November 17, 2022
8:30 AM

CALL TO ORDER

Chair Quinlan called the meeting to order at 8:40 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Tim Tharp; Ms. Anne Keith; Ms. Renee Rasmussen; Ms. Tammy Lacey; Ms. Jane Hamman; Mr. Charles Fox, Student Representative. Ex Officio members: Superintendent of Public Instruction Elsie Arntzen, Office of Public Instruction (OPI). Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Dr. Julie Murgel, OPI; Ms. Jule Walker, Montana School Boards Association; Dr. Rob Watson, School Administrators of Montana; Mr. Dennis Parman, Montana Rural Education Association, (MREA); Ms. Jenny Murnane-Butcher, Montanans Organized for Education (MOFE); Ms. Chris Noel, OPI; Ms. Katie Madsen, OPI; Ms. Jordann Lankford, Chair of Montana Advisory Council on Indian Education (MACIE); Deputy Superintendent Sharyl Allen, OPI; Mr. Gary Lusin Bozeman Trustee; Dr. Dan Lee, University of Montana (UM); Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Mr. Austin Waldbillig, OPI; Dr. Kari Dahle-Huff; Ms. Marcy Fortner, OPI; Ms. Kristi Steinberg, University of Montana; Mr. Mike Van Vuren, Bozeman School District; Ms. Shannon Boswell, OPI; Ms. Susan Catano, OPI.

PUBLIC COMMENT

Mr. Gary Lusin, Bozeman School Board Trustee, gave public comment regarding the process for revising the Chapter 55 Standards of Accreditation.

CONSENT AGENDA

Ms. Jane Hamman moved to approve the Consent Agenda as presented. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Ms. Tammy Lacey moved to approve the agenda as presented. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

*****Items are listed in the order in which they were presented*****

❖ REPORTS – Madalyn Quinlan (Items 1-4)

Item 1

CHAIRPERSON'S REPORT
Madalyn Quinlan

Chair Quinlan thanked the Board for electing her as Chair and recapped meetings and events she has attended on behalf of the Board since the September meeting. The Chair ended her report by thanking the members of the Certification Standards and Practices Advisory Council (CSPAC) for their work revising the Montana Professional Educator Code of Ethics.

Item 2 **EXECUTIVE DIRECTOR'S REPORT**
McCall Flynn

Ms. Flynn thanked Superintendent Bertram and the Bozeman School District Administration for hosting the Board and for their assistance coordinating the meeting. Ms. Flynn reviewed the public hearing held October 31, 2022 on the revisions to Chapter 55, Standards of Accreditation, and noted the unusual volume of public comments received by the Board regarding the proposed revisions. Ms. Flynn discussed the continued work of Board committees in the interim between meetings and thanked members for their involvement. Ms. Flynn ended her report by briefly discussing the Governor's Budget which was released earlier in the week and highlighted a few specifics pertaining to the Board's budget.

Item 3 **STATE SUPERINTENDENT'S REPORT**
State Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board which included legislative priorities for OPI for the upcoming session, and ongoing discussions surrounding a possible change to the timing of school board elections. The Superintendent commended Student Representative Fox on the successful State Student Council Conference earlier in the month. The Superintendent concluded her report by reviewing the work on revisions to both Chapter 58 Educator Preparation Program Standards, and Chapter 55 Standards of Accreditation, and discussed the possibility of opening the Reading Standards by the Fall of 2023.

Item 4 **STUDENT REPRESENTATIVE'S REPORT**
Charles Fox

Mr. Charles Fox gave his update to the Board reviewing the State Student Council Conference in Great Falls which had a record turnout of 480 students and 60 advisors. Planning is ongoing for statewide District Meetings in 2023. Mr. Fox discussed presentations he gave during the conference explaining the Board of Public Education and what the Student Representative's role on the Board is. The information was well received, and Mr. Fox reported that he gathered a lot of attention from students who are interested in applying for the Student Representative role next year after Mr. Fox graduates. Ms. Tammy Lacey encouraged Board members to follow the State Student Council on Facebook for updates and information on what the Council is doing. Ms. Flynn thanked Mr. Fox for his continued work. Mr. Fox answered Board member questions.

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 5 - 8)**

Item 5 **UPDATE ON SHARED POLICY GOALS DISCUSSION**
Madalyn Quinlan, Superintendent Arntzen

Ms. Flynn opened this item and reviewed the discussion the Board and Superintendent Arntzen held at the September Board meeting. A subcommittee of Board members and OPI was convened in the interim to work on goals. Superintendent Arntzen gave remarks on her ideas for shared goals. Ms. Lacey, Rasmussen, and Hamman, who were a part of the subcommittee working on goals, commented on the work that has been done planning shared goals, and ideas they have moving forward. Other members commented on the proposed goals shared by the Superintendent.

Item 6 **ANNUAL HiSET REPORT**
Katie Madsen

Ms. Katie Madsen, OPI, presented the Annual HiSET report for the Board. Ms. Madsen pointed members to the report in the agenda packet and provided additional information and statistics for the Board. Ms. Madsen answered Board member questions.

Item 7 **ANNUAL PROFESSIONAL DEVELOPMENT PROVIDERS**
Chris Noel

Ms. Chris Noel, OPI, presented the Annual Professional Development Providers report for the Board. Ms. Noel reviewed the report for Board members, summarizing the number of providers who offer Professional Development Units, how many activities were offered, and that school districts and OPI offer the most activities for educators. Ms. Renee Rasmussen thanked Ms. Noel for the report, and Ms. Tammy Lacey noted how this report ties to the Board's Strategic Plan.

Item 8 **TEACHER LEARNING HUB REPORT**
Chris Noel

Ms. Chris Noel, OPI, presented the Teacher Learning HUB report to the Board and noted the report contained in the agenda packet. Ms. Noel highlighted details from the report and noted a technical update coming to the courses effective July 1, 2023. Ms. Tammy Lacey gave remarks on how she utilized the Teacher Learning HUB this past summer. Ms. Noel answered Board member questions.

❖ **ASSESSMENT COMMITTEE – Anne Keith (Item 9)**

Item 9 **ASSESSMENT UPDATE**
Chris Noel

Ms. Chris Noel, OPI, presented the Assessment Report for the Board, reviewing the CGSA Grant Update, the Montana Alternative Student Testing (MAST) Pilot Program and Implementation update, Science Test Scores, and the dates of the 2022-2023 Testing Window. Ms. Noel answered Board member questions.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 10-12)**

Item 10 **ACCREDITATION SITE VISIT SCHEDULE**
Dr. Julie Murgel

Dr. Julie Murgel, OPI, reviewed the Accreditation Site Visit Schedule with the Board, explaining that the next review is set for the University of Montana Western. Dr. Murgel expects an initial presentation on the results of the review to be presented to the Board in May 2023. Dr. Murgel reviewed the site visit schedule for the remaining Educator Preparation Programs and answered Board member questions.

Item 11 **ACTION ON MSU-BILLINGS GOOD CAUSE EXTENSION REQUEST**
Dr. Julie Murgel

Dr. Julie Murgel, OPI, and Dr. Tom Manthey, MSU-Billings, explained the reasons for their request to extend Montana State University's site visit review from Spring 2024 to Spring 2025. Dr. Murgel answered Board member questions.

Ms. Susie Hedalen moved to approve MSU-Billings Good Cause Extension request and move the scheduled visit from Spring 2024 to Spring 2025. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Item 12 **REVIEW OF THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF THE UNIVERSITY OF MONTANA EDUCATION PREPARATION PROGRAM (EPP) IN THE PHYLLIS J WASHINGTON COLLEGE OF EDUCATION APRIL 10-12, 2022**
Dr. Julie Murgel

Dr. Julie Murgel, OPI, and Dr. Dan Lee, UM, presented the Joint Site Visit and State Exit report for the University of Montana Educator Preparation Program to the Board. Dr. Adrea Lawrence and Ms. Kristi Steinberg from the University of Montana joined the meeting via Zoom. Dr. Murgel reviewed the report for the Board noting this is a draft report and that corrections will be made prior to the final report coming to

the Board for approval at the January 2023 meeting. Dr. Murgel and Dr. Lee answered Board member questions.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Item 14)**

**Item 14 ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10,
CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM
STANDARDS
Susie Hedalen**

Ms. Flynn explained that the original timeline had the Board acting on and approving the revisions to Chapter 58 at the November meeting. Since the Board is taking additional time to review the comments and will not approve the revisions until the January 2023 meeting the timeline needs to be revised. The Board was presented a new timeline for their approval.

Ms. Susie Hedalen moved to approve the revised timeline for revisions to ARM Title 10, Chapter 58, Professional Educator Preparation Program Standards. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

❖ **MACIE LIAISON – Susie Hedalen (Item 13)**

**Item 13 MACIE REPORT
Jordann Lankford Forster**

Ms. Jordann Lankford-Forster, MACIE, presented the MACIE report to the Board. MACIE did not hold a meeting in October due to most members attending a national convention on Indian Education, but MACIE did hold a work session on November 9th where a new Vice Chair, Jonathan Eagleman, was elected. Ms. Lankford shared a brief biography of Mr. John Stiffarm, who has been nominated to fill the Class 7 representative on MACIE.

Ms. Susie Hedalen moved to approve the nomination to MACIE for Mr. John Stiffarm as the Class 7 Representative. Motion seconded by Ms. Renee Rasmussen.

Ms. Tammy Lacey congratulated MACIE on having a full Board now that this position is filled.

No further discussion. Motion passed unanimously.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Item 15)**

**Item 15 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON
REVISIONS TO ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR
PREPARATION PROGRAM STANDARDS
Susie Hedalen**

Ms. Madalyn Quinlan reviewed the remaining areas of Chapter 58 in which public comment was made and that the Board did not finalize at the September meeting. Ms. Madalyn Quinlan answered Board member questions. Ms. Renee Rasmussen suggested replacing “equitable distribution” with “data driven distribution”. A discussion ensued surrounding the two phrases.

Ms. Madalyn Quinlan moved to retain the title phrase in New Rule II, English as a Second Language. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to approve the recommendation of the Board Licensure committee related to World Languages 10.58.511. Motion seconded by Ms. Tammy Lacey.

Ms. Tammy Lacey thanked the commenter who noted the need to clarify Classical Languages.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to use the title “Industrial Trades and Technology Education” in 10.58.515. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to approve the recommendation of the Board Licensure Committee related to 10.58.521. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen and Ms. Tammy Lacey thanked the committee for their work.

Ms. Madalyn Quinlan moved to approve the recommendations related to 10.58.610(1)(e). Motion seconded by Ms. Tammy Lacey.

Public comment from Deputy Superintendent Sharyl Allen, OPI, regarding the proposed revisions to reinsert “gender and sexual orientation”.

Comment from Ms. Jane Hamman regarding the proposed revisions to reinsert “gender and sexual orientation”.

Comments from Ms. Tammy Lacey about keeping the language in rule.

Comments from Ms. Renee Rasmussen to keep “gender” but is struggling with the phrase “sexual orientation”, but noted that because it is the original language, not new language, she could agree to keep it.

Mr. Charles Fox noted that these conversations are going on in school more often and there is a need to be prepared and comfortable addressing them. These issues are talking points for students, and they will continue to come up.

No further discussion. Motion passed with Ms. Jane Hamman dissenting.

Ms. Madalyn Quinlan moved to disagree with the comment to reinsert language in 10.58.601(1)(f)(iii). Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to adopt the recommendation of the Board Licensure Committee for 10.58.705, with the additions requested from Ms. Jane Hamman. Motion seconded by Ms. Tammy Lacey.

Public comment from Ms. Jenny Murnane-Butcher, MOFE, to oppose the change of “student’s learning needs” in place of “equity”.

Ms. Madalyn Quinlan commented that students learning needs include both social and emotional learning needs.

Ms. Tammy Lacey thanked everyone for the work on these sections.

No further discussion. Motion passed without Dr. Tim Tharp who left to take a call.

Ms. Madalyn Quinlan moved to accept the recommendation of the Board licensure committee for 10.58.706. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed with Ms. Renee Rasmussen dissenting.

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Item 16)**

Item 16

ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION

Dr. Tim Tharp

Dr. Tim Tharp noted that this discussion will continue for three hours with an end time of 4:45 PM. Anything not completed today will be taken up at the January 2023 meeting. Dr. Tim Tharp thanked all the people who commented at the public hearing, those who sent comments to the Board, and to individual Board members.

NEW RULE I CHARTER SCHOOL APPLICATION

Dr. Tim Tharp moved to partially agree with comment 1 and to move the Charter School language from 10.55.604 to its own section, and to disagree with comments 2 and 3, and keep the new rule as proposed. Motion seconded by Ms. Susie Hedalen.

Discussion amongst Board members on the newly proposed language.

No further discussion. Motion passed unanimously.

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT

Dr. Tim Tharp moved to agree with comment 4 to replace action plan with strategic plan. Motion seconded by Ms. Renee Rasmussen.

Public comment from Deputy Superintendent Sharyl Allen, OPI, regarding the difference between Action plan and Strategic plan.

Discussion ensued on this topic.

Public comment from Mr. Dennis Parman, Executive Director, MREA, and representing the Education Partners, on the difference of strategic plans and action plans.

Public comment from Dr. Julie Murgel, OPI, on the reasons behind the proposed revisions surrounding "integrated action plans", which is replacing the Continuous School Improvement Plans (CSIP).

Ms. Madalyn Quinlan thanked Dr. Murgel for her comments and noted her hesitancy in making the change after hearing comments from Dr. Murgel.

Public comment from Dr. Rob Watson, SAM, clarified that strategic planning is important but that the actions are drawn from the strategic plan.

Public comment from Mr. Gary Lusin agreed with Dr. Watson's comments noting that the Bozeman District Strategic Plan contains the Action Plan.

Comments from Ms. Jane Hamman to keep "integrated action plan".

Ms. Renee Rasmussen asked why the change from Continuous School Improvement Plan to Integrated Action Plan. Dr. Julie Murgel explained it was to contain both the improvement plan and the action plan and to integrate them.

Ms. Tammy Lacey suggested "strategic action plan".

Dr. Tim Tharp entertained a friendly amendment and moved to rename "integrated strategic action plan". Motion seconded by Ms. Tammy Lacey.

No further discussion. Motion passed.

Dr. Tim Tharp moved to disagree with comments 5 and 6 and accept the language as presented. Motion seconded by Ms. Anne Keith.

Public comment from Ms. Amanda Curtis, MFPE.

No further discussion. Motion passed with Ms. Susie Hedalen and Ms. Tammy Lacey dissenting.

Dr. Tim Tharp moved without objection to direct Board staff to respond to comments 7 and 8.

Dr. Tim Tharp moved to partially agree with comment 9 and recommend the following language: "(vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, career pathways, and degree programs, and encourage students to explore college and career planning tools and incentives provided by post-secondary institutions in Montana and participate in FAFSA completion and college application week."

Comments from Ms. Tammy Lacey questioning if FAFSA and college application week will remain unchanged, and the rule won't need updating in the future. Ms. Madalyn Quinlan assured the Board that the wording was chosen to remain as generic as possible to prevent the need to amend rule in the future.
Comments from Ms. Renee Rasmussen noting concern about listing these activities in rule, and that the Board is deciding what the mission of the school should be.

Motion restated with minor edits: Dr. Tim Tharp moved to partially agree with comment 9 and recommend the following language: “(vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, career pathways, and degree programs, and encourage students to explore college and career planning tools and incentives provided by post-secondary institutions. Motion seconded by Ms. Jane Hamman.

Motion passed with Ms. Renee Rasmussen abstaining.

NEW RULE III MENTORSHIP AND INDUCTION

Dr. Tim Tharp moved without objection to direct Board staff to respond to comment 10.

NEW RULE IV EVALUATION

Dr. Tim Tharp moved to agree with comments 11 and 12 and accept the language proposed by the commenters. Motion seconded by Ms. Jane Hamman.

Public comment from Deputy Superintendent Sharyl Allen, OPI, cautioning against providing names of entities in rule.

Public comment from Ms. Amanda Curtis, MFPE, suggesting replacing the naming of entities with “organizations that represent 99% of education entities in Montana.”

Public comment from Mr. Dennis Parman, MREA, noting that the language proposed in comment 11 has been around for decades.

Ms. Susie Hedalen asked if this is in current rule. Ms. McCall Flynn noted it is and is being moved from 10.55.701.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to partially agree with comment 13 excluding the language in (4)(a)(i)-(v) proposed by the commenter. Motion seconded by Ms. Tammy Lacey.

Public comment from Ms. Amanda Curtis, MFPE, requesting the language update MEA-MFT to MFPE.

Clarifications on how the language will read.

No further discussion. Motion passed unanimously.

NEW RULE V ENGLISH LEARNERS

Dr. Tim Tharp moved to partially agree with comment 14, with no plans to add additional language to include “technical assistance when needed”. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

Dr. Tim Tharp moved to agree with comment 15. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Without objection withdraw comment 16, as it has already been addressed.

10.55.602 Definitions

Without objection postpone comment 17 until January 203 meeting.

Dr. Tim Tharp moved to agree with comment 18. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection postpone comment 19 until January 2023 meeting.

Comment 20 – discussion about “graduate profile” or “education profile”.

Ms. Madalyn Quinlan asked Deputy Superintendent Sharyl Allen, OPI, to address the term “graduate profile”.

Ms. Tammy Lacey noted there are many different definitions of “graduate profile”.

Dr. Tim Tharp moved to disagree with comment 20 and retain the proposed language of graduate profile and agree with comment 21 and direct Board staff to ensure language of “graduate profile” is used throughout the rule. Motion seconded by Ms. Anne Keith.

Public comment from Mr. Dennis Parman, MREA.

Comments from Ms. Renee Rasmussen as to how “graduate profile” will be defined and used, and concerns that this will require schools to go beyond the minimum standards. Discussion ensued amongst Board members on this topic.

Motion restated.

No further comments. Motion passed with members Ms. Susie Hedalen and Ms. Renee Rasmussen dissenting.

Dr. Tim Tharp moved to agree with comment 22 with edits contained in previous action. Motion seconded by Ms. Renee Rasmussen.

Ms. Susie Hedalen noted difficulty in approving a definition for something she hasn’t seen.

Ms. Renee Rasmussen noted that this puts sideboards on school districts, and she agrees with this.

No further discussion. Motion passed with Ms. Susie Hedalen dissenting.

Without objection direct Board staff to respond to comment 23.

Dr. Tim Tharp moved to disagree with comment 24. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 25 based on previous Board action.

Dr. Tim Tharp moved to disagree with comment 26. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Dr. Tim Tharp moved to disagree with comment 27. Motion seconded by Ms. Tammy Lacey.

Ms. Tammy Lacey noted the definition is odd. Discussion ensued over this definition.

Without objection postpone comment 27 until January 2023.

Dr. Tim Tharp moved to agree with comment 28 and add “public entities” to 10.55.602(43)(b) in “personalized learning. Motion seconded by Ms. Tammy Lacey.

Comments from members Ms. Tammy Lacey and Ms. Renee Rasmussen.

No further discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 29.

Without objection, postpone comments 30-31 until January 2023 meeting.

Without objection direct Board staff to respond to comment 32.

Dr. Tim Tharp moved to agree with Comment 33. Motion seconded by Ms. Susie Hedalen

No discussion. Motion passed unanimously.

Without objection, postpone comments 34-35 until January 2023 meeting.

Dr. Tim Tharp moved to agree with comment 36. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Without objection, postpone comment 37 until January 2023 meeting.

10.55.603 CURRICULUM AND ASSESSMENT

Dr. Tim Tharp moved to agree with comment 38 and work with OPI to ensure there are relevant and timely professional development opportunities available on the Teacher Learning Hub. Motion seconded by Ms. Anne Keith.

Comment from Ms. Tammy Lacey thanking the individual for their comment.

No discussion. Motion passed unanimously.

Dr. Tim Tharp moved to accept comment 39. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.604 VARIANCES TO STANDARDS

Dr. Tim Tharp moved to disagree with comment 40 as this new timeline allows school districts the flexibility to retroactively seek a variance, rather than predict their student count and potentially be out of compliance if their predictions are incorrect. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Discussion ensued regarding comments 41 and 42.

Dr. Tim Tharp moved to disagree with comments 41 and 42 and approve proposed language. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comments 43 and 44 based on previous action.

Dr. Tim Tharp moved to disagree with comment 45 as an application is necessary for the application process. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.605 CATEGORIES OF ACCREDITATION

Board members engaged in a lengthy discussion about the newly proposed categories of accreditation.

Without objection postpone comments 46-50 to January.

10.55.606 ACCREDITATION PROCESS

Dr. Tim Tharp moved to disagree with comment 51 as this language outlines the accreditation process. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.701 BOARD OF TRUSTEES

Dr. Tim Tharp moved to agree with comment 52 and recommend that the Superintendent of Public Instruction keep a public list of policies related to state and federal requirements. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Dr. Tim Tharp moved to agree with comment 53. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comments 54-56.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT

Dr. Tim Tharp moved to disagree with comment 57 as these are Accreditation Standards and can differ from Educator Preparation Program Standards. Motion seconded by Ms. Jane Hamman.

Comments from Ms. Tammy Lacey specific to the proposed revisions relating to internships.

Clarification on the proposed language from Ms. McCall Flynn.

Additional comments from Ms. Tammy Lacey on the proposed language.

No further discussion. Motion passed unanimously.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL

Without objection direct Board staff to respond based upon response to comment 57.

Public comment from Dr. Rob Watson, SAM, explaining the question the commenter had regarding principal duties that have been added in the proposed language, questioning the research done which added these duties, and are there additional duties that should be added?

Ms. Tammy Lacey concurred with Dr. Watson and noted no duties were added to the Superintendent section.

Public comment from Dr. Julie Murgel, OPI, that Superintendent duties are outlined in statute, but duties of a principal are not outlined in statute.

Ms. Madalyn Quinlan stated that it may be helpful to crosswalk this section with Chapter 58 before making a decision.

Without objection, 10.55.702-703 postpone until January 2023 meeting for further research.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS

Dr. Tim Tharp opened this section for discussion on the comments received in this section. Ms. Tammy Lacey stated that superintendents are important for school leadership. Comments from Ms. Renee Rasmussen about setting minimum standards and discussions she has had with other superintendents who had concerns about removing ratios, noting that districts can apply for a Variance to Standards if they are struggling to meet the standards. Ms. Anne Keith echoed those comments having served on the Variance to Standards Board, but guardrails are needed, and the ratios are those guardrails. Ms. Madalyn Quinlan commented that the proposed revisions offer the flexibility to fall through the floor and not provide the minimum standards. Ms. Madalyn Quinlan agreed that the Variance to Standards process is the method districts should use to meet the minimum standards. Ms. Tammy Lacey read a public comment opposing the revisions. Ms. Jane Hamman noted that she wants schools to have flexibility, but guard rails are also needed to safeguard the basic minimum standards.

Dr. Tim Tharp moved to agree with comment 59. Motion seconded by Ms. Anne Keith.

Public comment from Deputy Superintendent Sharyl Allen, OPI, reminding members there is statute around Superintendents and requirements of a Superintendent.

Public comment from Casey Bertram, Superintendent of Bozeman Public Schools, opposing removing the ratios.

Public comment from Gary Lusin, Trustee, Bozeman Public Schools, opposing removing the ratios.

Public comment from Diane Fladmo, MFPE, opposing removing the ratios.

Public comment from Bill Starkey, Montana School Counselor Association, opposing removing the ratios.

Public comment from Dr. Julie Murgel, OPI, supporting removing the ratios.

Comment from Ms. Tammy Lacey that districts won't get rid of Superintendents, Counselors, or Librarians immediately, but it will happen over time. Budget crises will occur, and positions will be cut. Sideboards are important, and the Variance to Standards process allows schools to meet the accreditation standards.

No further discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 60 based on previous action.

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS

Dr. Tim Tharp moved to agree with comment 61. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 62 based on previous action.

10.55.706 TEACHER INVOLVEMENT

Dr. Tim Tharp moved to agree with comment 63. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

10.55.708 TEACHING ASSIGNMENTS

Board discussion ensued on the proposed language in this section.

Dr. Tim Tharp moved to disagree with Comment 64. Motion seconded by Ms. Jane Hamman.

Public comment from Ms. Diane Fladmo, MFPE, opposing removing the ratios.

Public comment from Ms. Jenny Murnane-Butcher, MOFE, opposing removing the ratios.

Comments from Ms. Tammy Lacey that allowing prep time for teachers sends the message that they are valued.

Ms. Madalyn Quinlan commented that there is not a problem with prep time, and she will oppose the motion.

Ms. Renee Rasmussen commented that she is torn because teachers need their planning time.

No further discussion. Motion failed on a 3-4 vote. Dr. Tim Tharp, Ms. Susie Hedalen, Ms. Jane Hamman in favor; Ms. Madalyn Quinlan, Ms. Anne Keith, Ms. Renee Rasmussen, and Ms. Tammy Lacey opposed.

Ms. Madalyn Quinlan noted that based on the Board's vote, the Board will agree with comment 64.

10.55.709 LIBRARY MEDIA SERVICES, K-12

Dr. Tim Tharp moved to agree with comment 65. Motion seconded by Ms. Tammy Lacey.

Public comment from Ms. Chani Craig, Whitefish School District and Montana Library Association, opposing removing the ratios, and thanked the Board for their work.

Public comment from Ms. Alice Asleson, librarian in Billings Public Schools in favor of maintaining the ratios.

Public comment from Ms. Monica Anderson, elementary school librarian in Billings, in favor of maintaining the ratios.

Public comment from Deputy Superintendent Sharyl Allen, OPI, in favor of removing ratios.

Ms. Anne Keith commented that they saw librarians at work and kids thriving in the schools they toured yesterday.

Ms. Jane Hamman asked for clarification on the motion and does it revert to the original language or not.

Ms. Madalyn Quinlan asked Dr. Tim Tharp to clarify the motion. Dr. Tharp clarified that the motion is to agree with the commenters and to retain the original language in 10.55.709.

Ms. Renee Rasmussen stated that she is not necessarily opposed to the proposed language but that there is not a good process to make it work.

Public comment from Ms. Karen Mayhall, librarian at Skyview High School, thanking the Board for their time working on this and asked the Board to retain the ratios.

No further discussion. Motion passed with Ms. Jane Hamman dissenting.

Without objection direct Board staff to respond to comments 66-67.

Dr. Tim Tharp moved to disagree with comment 68. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comments 69-70.

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF

Dr. Tim Tharp moved to agree with comment 71. Motion seconded by Ms. Susie Hedalen.

Public comment from Ms. Tanya Kirschman, Assistant Board Chair of Montana School Counselors Association and School Counselor in Billings, requesting the Board to retain the ratio.

Ms. Susie Hedalen commented that she has been on both sides of the challenge of hiring school counselors and she agrees with the comments that until there is another plan or a way to move forward, we need to retain the ratios for counselors.

Clarification from Ms. Jane Hamman to clarify that the current ratio is 1:400.

Public comment from Ms. Kailey Mayo, Montana School Counselor Association, opposed to removing the ratios.

Public comment from Ms. Katie Thomas, School Counselor in Polson and member of the Montana School Counselor Association Board opposed to removing the ratios.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to disagree with comment 72 based on previous action.
Motion seconded by Ms. Jane Hamman.

Motion passed with Ms. Renee Rasmussen dissenting.

Without objection direct Board staff to respond to comments 73 and 74.

Dr. Tim Tharp noted that the Board will act on the remaining comments at their January 2023 meeting.

Ms. Tammy Lacey stated how encouraged she was with the public engagement in this process, thanked the public for their involvement, and asked that they remain engaged going forward.

Ms. Madalyn Quinlan thanked Ms. Tammy Lacey for her comments and thanked everyone for their participation.

Meeting recessed for the day.

Friday, November 18, 2022
STRAND UNION BUILDING – MSU
ALUMNI LEGACY LOUNGE
8:30 AM

CALL TO ORDER

Chair Quinlan called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Tim Tharp; Ms. Anne Keith; Ms. Renee Rasmussen; Ms. Tammy Lacey; Ms. Jane Hamman. Ex Officio members: Dr. Angela McLean, Office of Commissioner of Higher Education; Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Dr. Tricia Seifert, Montana State University (MSU); Dr. Hailey Hancock, Montana State University (MSU); Dr. Kristofer Olsen, Montana State University (MSU); Dr. Rob Watson, School Administrators of Montana (SAM); Ms. Jenny Murnane-Butcher, Montanans Organized for Education (MOFE); Mr. Paul Furthmyre, Montana School for the Deaf and the Blind (MSDB); Ms. Diane Fladmo, Montana Federation of Public Employees (MFPE); Ms. Jule Walker, Montana School Boards Association (MTSBA); Mr. Chris Sinrud, OPI; Dr. Dan Lee, UM.

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 17-19)

Item 17 COMMISSIONER OF HIGHER EDUCATION'S Dr. Angela McLean

Dr. Angela McLean, OCHE, thanked the Board for allowing the reports from the Commissioner's Office on the GEAR UP and Talent Search programs at the September Board meeting and noted if the Board would like additional reports in the future, to please let her know. Dr. McLean reported on the success of College Application Week in October in high schools in Montana. Students successfully used the Apply Montana portal to apply to their choice of Montana colleges free of charge. Dr. McLean reported on FAFSA Completion month in October which reported an increase in the number of students making application for FAFSA. Additional information was provided on the Grow Your Own Educator program, American Indian Minority Council (AIMA); CTE Summit held at Flathead Valley Community College; and the Request for Proposal going out this Spring for the Workforce Summit.

Item 18**PRESENTATION ON PROFICIENCY-BASED LEARNING****Dr. Tricia Seifert, MSU**

Dr. Tricia Seifert, MSU, gave a presentation to the Board on proficiency-based learning and efforts ongoing at MSU to prepare future educators on proficiency-based learning. Proficiency-based learning differs from the traditional “seat time” learning which progresses students based on the number of hours they have had in instruction. Proficiency-based learning advances students through their instruction based upon their level of proficiency in the content area. Dr. Olsen and Dr. Hancock presented more detailed information on proficiency-based learning for the Board and the program at MSU. Dr. Seifert and colleagues answered Board member questions.

Item 19**DATA MODERNIZATION UPDATE****Chris Sinrud**

Mr. Chris Sinrud, OPI, updated the Board on the progress of the Data Modernization project at the OPI including the Teach Montana project, and the single sign on project. Mr. Sinrud answered Board member questions before ending the report by discussing goals the OPI has for the Data Modernization project moving forward. Ms. Madalyn Quinlan requested that Mr. Sinrud provide reports on this project at future Board meetings.

❖ CSPAC LIAISON – Tammy Lacey (Items 20-21)**Item 20****ACTION ON CSPAC EARLY CHILDHOOD RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION****McCall Flynn**

Ms. Tammy Lacey reviewed for the Board the work CSPAC has done, at the Board's request, to study Early Childhood Education. Ms. McCall Flynn provided additional information to the Board on the presentation from Early Childhood experts CSPAC heard at their October meeting. Ms. Flynn noted that CSPAC took into consideration the work the Board has done surrounding Early Childhood Education with the revisions to Chapter 57 and Chapter 58, and the Chapter 63, Preschool Standards, already in rule.

Ms. Tammy Lacey moved to accept the recommendation from CSPAC that the Board work with the legislature and other budgetary entities on a funding strategy to promote access to early childhood education for children and families. Motion seconded by Ms. Anne Keith.

Dr. Tim Tharp asked what this commits the Board to do. Ms. Tammy Lacey responded that it commits the Board to continued work to support Early Childhood Education.

Ms. Jane Hamman noted that the Board's Legislative Committee will monitor any bills surrounding Early Childhood Education and determine whether to support the bills.

Ms. Madalyn Quinlan noted that the work done setting standards in Chapter 57 and 58 is also an important role.

Ms. Renee Rasmussen voiced concern about the possibility the Board may advocate for funding or financing for Early Childhood Education. Ms. Renee Rasmussen discussed she was hoping for additional information and research from CSPAC rather than funding priorities.

Ms. McCall Flynn responded that the Board would promote access to Early Childhood Education and may only be active with Legislation as an Informational Witness which provides information, but not opposition or support.

Ms. Tammy Lacey added that the Legislative Committee meets weekly and those would be conversations the committee would have as to how to support, oppose, or be an informational witness for a particular bill.

Ms. Susie Hedalen questioned how the Board is informed about bills the Board may or may not be supporting.

No further discussion. Ms. Tammy Lacey restated the motion for the Board.

Motion passed with Ms. Renee Rasmussen dissenting.

Item 21

**ACTION ON CSPAC CODE OF ETHICS RECOMMENDATIONS TO THE
BOARD OF PUBLIC EDUCATION
McCall Flynn**

Ms. Tammy Lacey reviewed the revisions process the Code of Ethics has gone through in the past year and a half. Ms. Flynn reported on the discussion and actions from CSPAC at their October meeting, based upon the requests from the Board at their September meeting. Ms. Flynn reviewed the revisions CSPAC made at the October meeting. Ms. Renee Rasmussen noted her appreciation for the work and that she likes the way the revisions were handled.

Ms. Susie Hedalen moved to accept the CSPAC revisions to the Code of Ethics for the introductory paragraph, Principle III(b), and to move the revised Principle III(b) to Principle I(h). Motion seconded by Ms. Jane Hamman.

Public comment from Dr. Rob Watson, SAM, regarding the Code of Ethics and the importance of keeping the word "equity" in the Code.

Ms. Tammy Lacey concurred with Dr. Watson's comments and stated she will vote no on the motion due to her disagreement with the removal of the word "equity".

Ms. Anne Keith stated that she was elected to the Board as a teacher to represent teachers. She supports the Code of Ethics as it sets high expectations for teachers.

No further discussion. Motion passed with Ms. Tammy Lacey dissenting.

❖ MSDB LIAISON – Tammy Lacey (Item 22)

Item 22

**MSDB REPORT
Paul Furthmyre**

Superintendent Furthmyre reviewed the requested actions for the Board's approval and updated the Board on recent happenings at the MSDB since the October committee meeting. Superintendent Furthmyre reported on updated enrollment numbers on campus and in the Outreach Services. Superintendent Furthmyre discussed the Governor's Budget that was released this week highlighting specific funding in the budget for MSDB, provided an update to both the lighting system and the phone system projects which are nearing completion, and stated that broadband access will be the next project on the horizon for the school. Superintendent Furthmyre answered Board member questions.

Ms. Tammy Lacey moved to approve the MSDB personnel changes as listed in the agenda packet. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Tammy Lacey moved to approve the Out of State Travel requests for MSDB staff as listed in the agenda packet and with thanks to the MSDB Foundation for supporting travel. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Tammy Lacey moved to approve the Pay Increase for Exempt Pay Plan 61 MSDB Employees as listed in the agenda packet. Motion seconded by Ms. Renee Rasmussen.

Superintendent Furthmyre clarified this is the statutory pay increase.

No further discussion. Motion passed unanimously.

Ms. Tammy Lacey moved to approve the update to the MSDB ESSER II Grant. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Tammy Lacey moved to approve the OPI Discretionary Grant for the MSDB. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Chair Quinlan closed the meeting for the Board to hold the evaluation for Superintendent Furthmyre.

*****CLOSED SESSION*****

Item 23 MSDB SUPERINTENDENT EVALUATION

*****OPEN SESSION*****

The Board reconvened in Open Session at 11:35 AM.

FUTURE AGENDA ITEMS January 12-13, 2023, Helena

Exiting Board Member – Last Meeting and Recognition

MSDB Superintendent Contract Extension

Transportation Report

MACIE Update

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant Applications

Critical Quality Educator Shortage Area Report

PUBLIC COMMENT

Public comment from Ms. Jenny Murnane-Butcher thanking the Board for their work on Chapter 55 and encouraging the Board to consider setting ratios for Special Education Case Loads in the future.

Ms. Tammy Lacey read correspondence she received regarding the awards for Excellence in Academic Teaching: Lisa Mollencamp, Amanda Rapstad, Cara Owens, Jennifer Warner, Dan Reis are the five state finalists.

ADJOURN

Meeting adjourned at 11:40 AM

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

Public Comment
November

1. Phyllis Marshik
Helena, MT

This is a pipedream. There is never anyone or anything that makes for "equality". We as humans are made different before birth. This discussion is stupid and needs to be challenged as that.

There isn't anything as equity either. The parents, the family of any child has different values & ideas as to what it is. It is a Hersey Bar or is it a Mars bar? Are they the same value and who makes that value?

Teach: The three R's.

2. Milo Root

I would like the board to remove the term "equity" from the Professional Educator Preparation Program Standards. The radical left has been manipulating language and undermining our founding principles of freedom and substituting what they desire as the highest value, equality of outcome, in it's place. They use the term equity to represent their belief in equality of outcome. This is a dangerous principle and should not be included in our educational system. I desire just hierarchies of competence in our educational system, not teachers who strive for equality of outcome among students.

3. Andrea Root

After reviewing the Professional Educator Preparation Program Standards, I urge the board to remove the term "equity" as this language exhibits the principle of equality of outcome. This verbiage gains attention as it appears to seek the good in each student's individuality, however, it does the opposite. Equality of outcome does not involve inclusion or diversity of a student's individual skills. Instead, it *limits* the natural progress of a student's abilities which should be obtained through educational development. A student's abilities should be measured by accurate and realistic standards of educational hierarchy to lead all students to future achievements and individual talents.

Please remove this term and associated principles to protect the educational standards of our students.

4. Patricia Root

I would like the board to remove the term "equity" from the Professional Educator Preparation Program Standards. The radical left has been manipulating language and undermining our founding principles of freedom and substituting what they desire as the highest value, equality of outcome, in it's place. They

use the term equity to represent their belief in equality of outcome. This is a dangerous principle and should not be included in our educational system. I desire all children to have equality of opportunity, not teachers who strive for equality of outcome among students.

5. Tori Lauer

As a resident of Montana, I would like the board to remove the term "equity" from the Professional Educator Preparation Program Standards. The radical left has been manipulating language and undermining our founding principles of freedom and substituting what they desire as the highest value,

equality of outcome, in it's place. They use the term equity to represent their belief in equality of outcome. This is a dangerous principle and should not be included in our educational system. I desire just hierarchies of competence in our educational system, not teachers who strive for equality of outcome among students.

6. Chris Root

As a resident of the great state of Montana I would like the board to remove the term "equity" from the Professional Educator Preparation Program Standards. The radical left been manipulating language and undermining our founding principles of freedom and substituting what they desire as the highest value, equality of outcome, in it's place. They use the term equity to represent their belief in equality of outcome. This is a dangerous principle and should not be included in our educational system. I desire just hierarchies of competence in our educational system, not teachers who strive for equality of outcome among students.

7. Nicole Evans

First of all, let me say thank you for your work on behalf of students in our state. Our public schools set the standard for our society as a whole, and your work to help make them the best they can be does not go unnoticed. That being said, the chapter 55 rule changes decision before you is a tragic danger to the quality of our schools. I know you have heard from many people regarding rules 10.55.705, 10.55.708, 10.55.709, 10.55.710, and 10.55.712. I would like to state that I agree with those who argue against these changes. I, however, write today specifically regarding rule 10.55.902 regarding middle grade electives.

I was born and raised right here in Montana, attended Montana's public schools Kindergarten through 12th grade, earned two bachelor's degrees through the Montana University System, and am currently working on a graduate degree once again through a world class program offered right here in Montana. I am also an active community member and full-time employee in the Montana work force. Please believe me - I am not exaggerating - when I tell you I would probably not be here today had I not had the opportunity to take music classes when I was in middle school. You see my family went through 3 years of severe health crisis and had it not been for my experiences in my music class I may not have stayed in school. Because of this, and the power of music education I now witness every day as an educator, I passionately believe ALL Montana students deserve access to music and arts class at every level of their schooling. While the change to rule 10.55.902 does not explicitly eliminate arts electives, it certainly paves the way for that to happen by allowing schools to choose only three from the list of options instead of requiring music and art be offered in some form. In a world where we need more compassion, critical thinking, and problem-solving skills, allowing middle school arts to be cut at any Montana school in the name of local control would be a serious detriment to the future of our state.

Thank you for your time and consideration and again, please vote no on the change to rule 10.55.902.

8. Laura Crist Great Falls, MT

Thank you for your hard work and efforts to support the education of Montana.

I am writing as a concerned parent about the recommended changes to Chapter 55. I recognize that schools are unique in Montana and that FTE requirements for librarians and school counselors can be difficult to meet. However, I am concerned that removing staffing requirements for librarians and school

counselors will leave our Montana schools at risk. Without these staffing requirements our schools may have to cut these essential positions when funding becomes tight. In Great Falls, we have had to previously cut 10 million dollars in ten years due to failed levies. 2020 was one of our first levies passed in years after tremendous efforts. Over 100 teaching positions were cut over that 10 year period and I saw first hand what understaffed libraries and school counselors functioned like. Students missed valuable time learning how to research. School counselors were not able to offer CTE or college planning options and were required to spend hours helping schedule students instead of utilizing their trained skills as a counselor for our students most in need. We need to be bolstering our education system not weakening it. Please **DO NOT accept the superintendent's recommendation to remove the staffing ratios for library media specialists** in the name of "local control". **10:55:709 and 10:55:710.**

Often the school library is the first place where children regularly check out books of their own choosing. Maintaining this opportunity for autonomy of learning is important. Student mental health is a tremendous concern for me, especially after covid-19. School counselors do so much in improving the safety and culture of a school environment. Requiring and further supporting these positions is critical to school success. **The revised language in 10.55.601 that ensures "a learner-centered system" that establishes "a plan for continuous education improvement does not include an FTE requirement. I believe this needs to be included.**

As I have looked at the revisions from the state superintendent, I find the new level of accreditation confusing. Do we only expect schools to meet the minimum standards of education and we reward the schools that are functioning as they should? How will this accreditation be given or recommended? What about students from title 1 schools who may have multiple barriers to learning? Will schools that are not accredited have their funding impacted? I think there is too much clarification needed with this and that it is just proverbial garbage adding to the confusion surrounding education. **I would encourage you to NOT accept these accreditation changes as they are.**

Finally, I would encourage you to **accept the changes for 10:55:712 (5) regarding class size** and ask that you add "and competent" to the line "The school district must provide additional "AND COMPETANT" human resources when exceeding maximum class sizes. Our children deserve the best in their classrooms and aids should be trained.

Thank you again for your service to our state, children and communities.

9. Beth Kirsch

As you review the following suggested changes to Chapter 55, please do not change the following guidelines. I am against all of these changes:

10.55.701-Board of Trustees

Eliminates requirement that school boards adopt policies regarding due process, bullying, academic freedom, materials selection and challenge, IEFA, suicide prevention, emergency plans, written contracts, evaluations, and more...

10.55.708-Teaching Assignments

Removes maximum of 28 hours of assigned student responsibilities per week

10.55.709-Library Services

Removes librarian-to-students ratio

10.55.710-Counselors
Removes counselor-to-students ratio

10.55.712-Elementary Class Size
Removes requirements for instructional aide when class size exceeds standards, it allows for volunteers instead

10.55.902-Middle Grades
Changes requirements for middle school electives, reducing course requirements to three (Could jeopardize music/arts classes etc)

Thank you for retaining these important accreditation standards in your review this November. They are best for students, teachers, counselors, librarians, administrators, and schools.

10. Melody Sand

Harlem, MT

I am writing in support of counselors, librarians, and educators in our Montana public schools. Please do NOT adopt any of the proposed changes to the following rules:

Rule	Topic	Pg.*	Description
10.55.704	Superintendents	24(1986)	Removes superintendents-to-staff ratio
10.55.705	Principals	26(1988)	Removes principals-to-staff ratio
10.55.708	Teaching Assignments	28(1990)	Removes maximum of 28 hours of assigned student responsibility per week
10.55.709	Library Services	28(1990)	Removes librarians-to-student ratio
10.55.710	Counselors	29(1991)	Removes counselor-to-student ratio
10.55.712	Elementary Class Size	29(1991)	Removes requirement for instructional aide when class size exceeds standards, allows for volunteer instead
10.55.902	Middle Grades	35(1997)	Changes requirements for middle school electives, reducing course requirement to three from five

Counselors, librarians, principals, and superintendents all do work that has to be done by someone. If their positions are eliminated and the cap on student hours is removed, I feel an undue burden will be placed on teachers who already are tasked with more than can be handled in an 8 hour day. If you change the minimum standards, some schools may maintain current ratios for the best interest of their students, but not all will, as only a minimum standard can accomplish that. Pushing more work onto teachers and paraprofessionals will only exacerbate the statewide teacher and staff shortage, particularly in areas similar to the school district I serve, which is rural, remote, and qualifies for 100% free lunch. In our community, suicide is an epidemic. As a school counselor, I collaborate with mental health providers to get the best services available to students in need. As their counselor, I am often the first resource students and families seek out. Sometimes, I am the only resource, as mental health resources are scarce or only available hundreds of miles away.

Additionally, career counseling is an essential component of our jobs. The more options we can offer, the better prepared our students can be upon graduating. Offering electives is key to career counseling, as more and more young adults choose trades and not all are destined for 4-year degrees. We collaborate

with librarians and with elective teachers often to help guide students to what is best suited to their interests and abilities. Librarians are essential to this process, as they help serve as media specialists and teach students how to maneuver information systems, not just check out books.

The American School Counselors Association recommends a student-to-school counselor ratio of 250:1. If you were to change the ratio, this is the ratio better suited to the needs of our students.

Our dedication to provide a free and quality education to all Montana students needs your support. Any changes to the rules should work for that goal, not against it. Please consider the needs and best interest of all Montana students when making your decision.

11. Elisabeth Swanson

Bozeman, MT

Please DO NOT CONFIRM OPI's recommendation on counselors, librarians, superintendents, and principals and instead either support the Quality Schools Task Force recommendation or leave current ratios in place.

12. Frank and Linda de Kort

Thank you for your acknowledgement of our letter. We have a post script which we hope will also be considered.

Montana Free Press reported recently on the mental health crisis among our Montana students. [Data from 2011 to 2020 released this spring by the state's Department of Public Health and Human Services shows that kids](#) between the ages of 11 and 17 committed suicide at a rate of 11.9 per 100,000 people during those years, double the national average. It was interesting in their report that the superintendent, who we understood proposed revisions to Chapter 55 stated: "Just like we need more experts in math and reading, we need experts in mental health across our state," Arntzen told MTFP. "I want to say very plainly and clearly that we cannot put more onto a teacher's plate."

Exactly, we need to augment our counseling services, not decrease them.

13. Kris Kelly

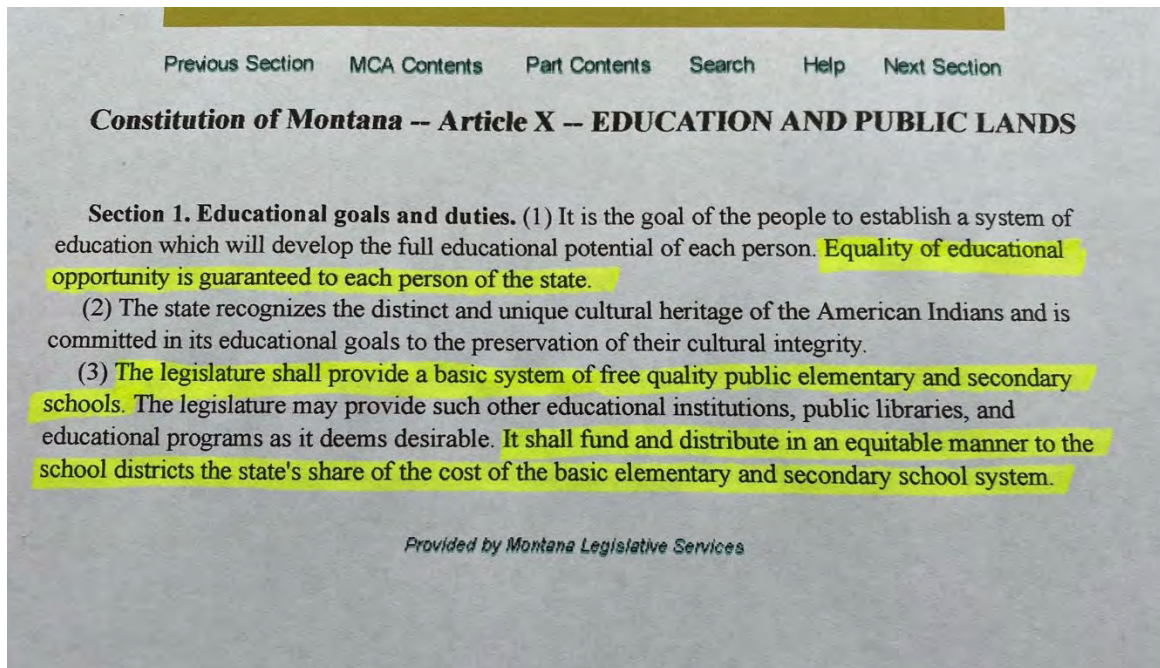
Polson, MT

I am a Special Education Life Skills and Transition teacher at Polson School District 23 in Polson. Please retain the minimum requirement of 1 certified librarian per 250-500 students ratio rule in 10.55.709 and 1:400 school counselor-to-student ratio rule in 10.55.710 because they are integral to the smooth runnings of our schools. We have many students that in a low income household or are native. The counselors fill a huge role in encouraging the students and finding resources to them and their families. They are filling in since we have lost our mental health services at our school. Our Librarian served on many committees. One being the Indian Education For All. On top of her job and technology/media, she helps find resources and speakers so all students feel important and part of our school community. We need them and the loss would impact our school in a devastating manner. Thank you for your service.

14. Stephanie Turner

I strongly support school libraries and librarians. Please keep this important resource in our schools.

15. Karen Moses
Billings, MT



Please re-read the above Article X Sec 1 of the MT Constitution...

It states "The LEGISLATURE SHALL provide"... not the local communities, not the local school districts or their boards of trustees...

If you allow the legislature via our current superintendent of public instruction to abdicate its constitutional responsibility under the guise of local control... If you eliminate the ratio requirements for counselors librarians administrators etc. from the definition of free quality public schools... Who will pay?...

Please do not allow the political winds of the day to succeed in stripping what you know all valid educational research shows to be essential requirements for a basic quality education.

The legislature by simply changing the definition of quality education will skirt supreme court rulings that require them to fund it... children who live in wealthy districts will have adequate services and those children who need the "Equality of educational opportunity guaranteed" will fall even deeper behind....and who will pay?...we all will

Lead by example...

Hold us all to a higher standard...

Keep all that you know is necessary for a free quality public education in our standards.

16. Kate Eisele, EdD
West Yellowstone, MT

I am writing today in regards to two separate issues that came before CSPAC at our joint meeting with the Council of Deans on October 6. The first is in regards to the Professional Educators of Montana Code of Ethics, and the second involves the proposed changes to Chapter 55, which deal with the accreditation of Montana's Public Schools. In both cases, I believe that it is our duty as professional educators and members of either the BPE or CSPAC to genuinely act in the best interests of Montana's students. This ideal rings true in the context of sentiments expressed by a student panel at the 50 State Afterschool Network meeting in Washington DC "nothing about us, without us, is for us..." that Executive Director Flynn shared with us in September.

Having been part of the political maelstrom in education of the past year and a half, I believe that both of our organizations (the seven voting members of the BPE and CSPAC) have been leveraged in the past year by leaders trying to score political points and have not been conducted with any real consideration of what is truly best for the students of Montana. This includes pressure from politicians that led the seven voting members of the BPE into an unnecessary lawsuit for actions it took regarding a recommendation by an advisory council made up of education professions, personal attacks launched at our executive director, the attempts to eliminate concepts of equity and ethics from the best practices of our educator preparation programs (Chapter 58) and teacher licensing standards (Chapter 57), and veiled threats from Superintendent Arntzen directed at the members of CSPAC during her public comment in July of 2021 to "not break the law" when it came to including the federally mandated concept of educational equity in the public schools in our professional Code of Ethics.

I am reminding everyone of these actions because I think they paint a bigger picture about the goals of some politicians at the state level. I believe that one major goal of these political leaders is to undermine trust in our state public education system by 1) causing conflict between players in the education field who have generally all been on the same page, 2) lowering standards for teacher licensing making it easier to fill positions with under qualified individuals, and 3) making it easier to operate schools with fewer staff and more students by changing standards of accreditation. I believe that many of these actions are in direct violation of the mission of the BPE which "was established to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools."

In regards to the Professional Educators of Montana Code of Ethics, my colleagues on CSPAC and I have done our best to find a middle ground and listen to the BPE's directive to make it clear that the purview of CSPAC is strictly to make recommendations. At the BPE's request, we added an introductory paragraph that makes it clear the intent of the document is to serve as a guide for all professional educators, and it is up to each local school district to adopt and implement those guidelines as they see fit. We also took note of the fact that the use of "equity" in conjunction with the words "diversity" and "inclusion" served as a political flashpoint, which does not really serve students, and eliminated "educational equity" from Principle III B.

I hope that the seven voting members of the BPE will find those changes more than sufficient in addressing their concerns and adopt the revised Professional Educators of Montana Code of Ethics, so that it can stay part of the state's best educational practices. I want to address these revisions CSPAC is recommending because after they were proposed, the Deputy Superintendent of OPI stood in objection to the document because it included the word "aspirational". I was completely perplexed. After all of the ruckus from the OPI and the Governor's office over "educational equity", and now the focus was on something else entirely. Deputy Superintendent Allen tried to argue that because the document was aspirational in nature it was completely meaningless because there is no way to hold anyone accountable who violate Professional Educators of Montana Code of Ethics. She even asserted that because the document was aspirational in nature that this is the reason the conduct of teachers in this state has been declining. Deputy Allen offered no evidence for such hasty generalizations. As such, this logical

fallacy holds no weight whatsoever. Rather, it is the responsibility of the BPE to hear evidence in the revocation or suspension of teacher licenses. It is the responsibility of local school districts to develop an evaluation system for all licensed professionals as outlined in ARM 10.55.701. The local district and district administrators can choose to use the Code of Ethics as part of their evaluation process or not. And finally, it is the responsibility of the Superintendent of OPI to develop and publish model evaluation tools that comply with that rule.

It is my opinion that this hasty generalization regarding the relationship between the concepts of ethics and aspiration only serves one purpose, to reduce confidence in CSPAC, the BPE, and ultimately our public system of education. I would urge you not to fall for this trap. Conversely, the Joint Council of Deans spent more than half an hour of their time discussing how they utilize the Professional Educators of Montana Code of Ethics throughout their educator preparation programs to teach candidates how the profession works, how to be ethically sound educators, and to lay a foundation for best practices. Members of the Joint Council of Deans also discussed how national accreditation by organizations like CAEP requires demonstrating the teaching of ethical standards and practices, the importance of the concepts of equity, inclusion, and diversity, particularly in Montana's tribal schools and communities and with respect to the national IDEA law, which applies to all public schools.

Regarding Superintendent Arntzen's proposed changes to Chapter 55, there are several which give me professional cause for concern and do not seem to be made in the best interest of Montana's students, but rather are crafted to serve political goals.

First, the complete elimination of student/staff ratios totally erases minimum assurance standards (10.55.710, 709, 705, 704) that there will actually be enough counselors, librarians, principals, and superintendents to adequately staff schools and deliver the educational services that each Montana student has a Constitutional guarantee to. Our Montana Constitution states that "It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state." By changing the language to give school districts the flexibility to determine staffing patterns, it creates a slippery slope by which our professional educator shortage may be exacerbated even more. Without minimum ratios, fewer educators are asked to do more for more students, end up burnt out, and leave the profession. And who suffers as a direct result of changes like this? Our students do.

With respect to the student: counselor ratio, the Montana suicide rate is half the national average. Depression and anxiety are at an all time high in kids ages 6-17 nationally. Addressing the mental health of our students is paramount to helping them develop their full potential. Learning is nearly impossible if you are consumed by unaddressed mental health issues. Further, even in students who are doing well socially and emotionally, counselors play an important role in guiding students as they try to figure out their post-secondary pathway, career, college, technical college, etc. School counselors are key to helping students navigate their choices. In the case of eliminating student: librarian ratios, students may lose access to books, media, and research skills, particularly in rural communities, where the school library doubles as the public library. Even more concerning, student achievement in reading and writing could drop with elimination of student: librarian ratios.

Similarly, maintaining minimum standards for student: principal and student: superintendent ratios is important due to their connections to student achievement. Recent research has shown that effective principals can have nearly as large an effect on student achievement as effective teachers. Through their leadership, principals and superintendents are responsible for ensuring that all their students have access to learning opportunities, are on a path of continuous growth, and feel safe and included in their school

environment. Further, principals and superintendents play an important role in hiring and retaining effective teachers and serve as a liaison between the community and the schools they lead.

In short, I urge the BPE to act in the best interest of Montana's students and maintain the current student: librarian, student: principal, and student: superintendent ratios in Chapter 55. In the case of counselors, I would urge the BPE to consider matching the national recommendation of 250:1 (students: counselors), rather than just staying with the current 400:1 ratio. This will better meet student needs and help retain effective counselors in our public schools.

On the issue of middle school electives, 10.55.902, I understand that the recommendations are intended to give districts more flexibility in what they are able to offer based on which qualified educators they are able to hire. However, I would urge the BPE to either stay with the current language and/or break out the arts into distinct options such as 1) visual arts, 2) theater arts, and 3) music, rather than lumping all of the arts into one choice. I think the way the options are framed now with choosing three of the following five options which include 1) arts, 2) career and technical education, 3) computer science 4) world language, and/or 5) exploratory courses could lead to students having no exposure to art, music, or theater in their middle school career. This is a really bad outcome for our students. Involvement in performing arts like music and theater is connected to development of a sense of self, communication skills, as well as fostering creative passions. Furthermore, 2012 research from the National Endowment for the Arts shows that students participating in arts programs are "more likely to take advanced math courses, graduate from high school and go on to college than those who don't". Finally, as CSPAC member Dr. Atkins shared in our discussion on this topic, K-8 teachers from Montana EPPs are prepared to teach art, theater, music, and dance to K-8 students, thus people with the skills to offer these courses likely already exist in many of our elementary and middle schools.

Finally, I question the need to move language around charter schools out into its own standard. At present, there are only two charter schools in the entire state. The right of local boards of trustees to form and govern a charter school exists under current Chapter 55 language. When CSPAC recommended that charter school language stay where it is currently, as a variance, Deputy Allen said that there was draft legislation for the upcoming 2022-2023 legislative session regarding charter schools. What I see in this proposed change is a move by the OPI to make it easier for charter schools to be formed in the next 3-5 years, after the first round of a three year accreditation cycle. If enough schools are deemed "accredited on probation status", it could open the flood gates to try to replace those schools with new charter schools, draining financial and personnel resources away from the long standing community school. I would urge the BPE to keep the charter school language where it is, as a variance any school district may apply for.

Given all of these proposed changes to Chapter 55, it seems to me that the ultimate goal of some political leaders is to break our system of public education over the next couple of years to pave the way to use public dollars for smaller, privately managed schools, which will have more ability to act independently of the BPE and their local school districts and less accountability to taxpayers. I think by undermining our public school system, these actions also negatively impact the communities these schools serve. Think about the implications of that. Here in Montana three-quarters of our schools are rural, and schools are often the nucleus of these communities. What happens to small communities when their schools are eroded by the very system that was supposed to support them? I'm unable to see how these actions are in the best interest of all of Montana's students nor the communities in which they live. I urge each of you to hold true to the board's mission to **"....maintain, and strengthen Montana's system of free quality public elementary and secondary schools"** as you carefully consider the proposed changes to Montana's public school accreditation standards in Chapter 55.

17. Page Ord Pebbe

I'm writing in regards to Montana OPI's Chapter 55 proposal to eliminate the school counselor to student ratio (which would mean that schools would no longer be required to have a school counselor). In the past few years with the pandemic it had been our kids who have arguably suffered the most. Many lost loved ones, care givers, support systems that were supposed to guide them through rough times and help navigate the early years. Many have also found themselves to be caught in the middle of many contentious battles between parents and schools. Making for confusing environments at both home and school. Elementary to high school years are hard and full of challenges in the best of times. To take away the option for kids to have a neutral ear and safe place for expression in the form of councilors, is more than a disservice to kids, it's cruel. There is no benefit to t Montana children to remove the councilors from school. The benefit may be in the budget, but in the end isn't the budgets main priority to serve the kids? Please keep councilors and their availability to kids in schools.

18. Rachel Meiers

Laurel, MT

I stand with parents, education stakeholders, school librarians, and counselors across Montana asking you to retain the current ratios of students to librarians and counselors. As you review suggested changes to Chapter 55, please do not fix what isn't broken. Counselors and librarians do important work for our students. It is work that must be done to ensure student well-being and academic achievement. Eliminating minimum ratios for these positions push more work onto teachers and paraprofessionals. Pushing more work onto teachers and paraprofessionals will only exacerbate the statewide teacher and staff shortage.

Thank you for retaining these important ratios in your review this November.

19. Cindy McCaffree

It is very important to keep the school counseling ratio! Eliminating the ratio of counselors to students would not be beneficial to all involved. Students need school counselors now more than ever! With all the isolation that COVID has caused and the economic status that we are enduring, mental health is a huge crisis among our students, WE NEED OUR COUNSELORS AND MORE OF THEM!

20. Kevin Black

I would like to express my concerns regarding the proposed changes to counselors, libraries, principals, and superintendent ratios. Minimum standards are critical components of school accreditation standards. I do support the work of the Quality Schools Task Force recommendations or leaving current ratios in place for counselors, libraries, principals, and superintendent.

Thank you for your consideration.

21. Maddie Hagengruber

I stand with parents, education stakeholders, school librarians, and counselors across Montana asking you to retain the current ratios of students to librarians and counselors. As you review suggested changes to Chapter 55, please do not fix what isn't broken. Counselors and librarians do important work for our

students. It is work that must be done to ensure student well-being and academic achievement. Eliminating minimum ratios for these positions push more work onto teachers and paraprofessionals. Pushing more work onto teachers and paraprofessionals will only exacerbate the statewide teacher and staff shortage.

Thank you for retaining these important ratios in your review this November.

22. Jessica Bond

I stand with parents, education stakeholders, school librarians, and counselors across Montana asking you to retain the current ratios of students to librarians and counselors. As you review suggested changes to Chapter 55, please do not fix what isn't broken. Counselors and librarians do important work for our students. It is work that must be done to ensure student well-being and academic achievement. Eliminating minimum ratios for these positions push more work onto teachers and paraprofessionals. Pushing more work onto teachers and paraprofessionals will only exacerbate the statewide teacher and staff shortage.

Thank you for retaining these important ratios in your review this November.

November 4, 2022

Montana Board of Public Education
46 N Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Via email at bpe@mt.gov

Dear Members of the Board of Public Education:

Thank you for the opportunity to comment on the "Final Report of Proposed Amendments, Repeals, Transfers and New Rules to the Administrative Rules of Montana, Chapter 55, Standards of Accreditation" dated July 22, 2022. Following are comments from the MT Association of Gifted and Talented Education (MT AGATE).

10.55.601(4)(m)

We appreciate that the proposed integrated action plan calls out the need for the plan to specifically address gifted and talented education. When so many other items such as 'strategies for family and community engagement' are noted as separate items to be included in the integrated plan, what is the reason that gifted education is lumped into one section with special education and ELL? Surely, each of these important aspects of our educational system would warrant its own section in an integrated plan. Please consider revising this rule to require that gifted and talented education, special education and ELL are each covered under separate sections of the integrated plan.

10.55.602(2)

The addition of the words, "progression, growth and proficiency" is an improvement to the definition of 'Assessment'. For gifted students who may start the school year ahead of their peers in certain subjects or across the board, it is important that they are provided the opportunity to progress and show growth.

10.55.602

Perhaps just some typos

(43) "Personalized learning" means to:

(a) develop individualized pathways for career and postsecondary educational opportunities that honors individual interests, passions, strengths, needs, and culture;

(b) support students (?) through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;

I am curious as to why the business community is singled out for recognition as a stakeholder. It's great when businesses support our schools as they often do, especially with contributions to extra-curricular activities. It just seems very odd to have them specifically include in the definition of personalized learning.

(44) "Postsecondary and workforce readiness" means the knowledge, skills, and dispositions that a student has attained prior to completing a high school program.

The definition provided for "Postsecondary and workforce readiness" doesn't seem to address the 'readiness' part of this term. What if the "knowledge, skills and dispositions that a student has attained" do not leave them 'ready' for postsecondary education or the workforce? It seems that a definition of readiness would address the level of knowledge and skills that are needed to achieve readiness.

(46) "Professional Development" means adult learning that increases educator effectiveness and learning outcomes for all students.

The inclusion of the phrase "learning outcomes for all students" seems inappropriate in this definition. Isn't Professional Development sometimes targeted to specific groups of students? If PD is designed for gifted or special education and not designed to increase outcomes for all students, is it still considered Professional Development?

(47) "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.

We are happy to see this term defined with the hope that it will be employed more broadly. On a grammatical note, "learned the knowledge" doesn't seem like the best term that could be used here.

(51) "Pupil instruction" means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher.

Can pupil instruction only be delivered by a teacher? Aren't there times when another professional delivers content that would be considered "instruction".

Did the definition of "specialist" get moved to another chapter? If not, this definition should remain.

(59) "Stakeholders" means community members who are involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, and the many partners who support them.

Who is "them"?

(61) "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.

It is unclear in this definition how this definition of 'Student growth' is related to the federal accountability system model. Clarification is needed.

(62) "Student performance standards" means ~~minimum standards of a quality education, which the measures measurement of~~ student performance proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

The wording of this definition is confusing. The term appears to be a noun but the definition refers to an action. Also, the meaning of the term 'performance proficiency' is unclear.

10.55.603(5)

(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM [10.56.101](#), to assess student progress-growth and proficiency of in achieving content standards and content-specific grade-level-grade- band learning progressions in all program areas.

The highlighted phrase doesn't quite seem to make sense. A similar construction is used in subpart (c) of this section and should probably be revised.

10.55.604 Removing charter schools from the variance section of the rule

We are concerned about the very spotty record that charter schools have had in other states. Some are successful and some have failed miserably leaving students and their families in very difficult situations. What evidence does OPI have that students and families will be protected with this change in the rule? What evidence is there that charter schools could operate successfully in our sparsely populated state without harming existing public schools? We would prefer there to be more evidence before the rule about charter schools is modified this drastically.

10.55.605 Categories of Accreditation

The reduction of the categories from 5 to 3 makes a lot of sense. The various levels of not meeting accreditation standards described in the existing rule likely did not add much value to the overall process. However, we are very concerned about identifying a category of 'accredited with distinction'. Schools in low socio-economic locations are not likely to ever meet this standard. Using such terminology runs the risk of some schools never measuring up to other schools. This could result in a stigma associated with schools that are not able to meet the 'distinction' standard.

In a similar vein, it seems odd that the proposed definition of 'Accredited' includes schools that have not actually met the standards. It would make more sense to have three categories;

1. Accredited – meets all standards
2. Accredited with minor deviations – using the definition proposed in subpart (2)
3. Accredited on probation – using the definition in subpart (3).

10.55.606 Accreditation Process

In keeping with the comments above, the language in subpart (6) regarding measures of student performance as part of the determination for 'Accredited with distinction' should be removed.

10.55.608 Charter School Application

To reiterate the comments made above, we don't agree with moving the charter school application from the variance process to its own section. Until or unless there is strong evidence to support the idea that charter schools can be successful and fully serve families without causing harm to existing public schools, we believe they should continue to be an exception to the rule.

10.55.704 and 705

We are concerned about local school boards being given so much decision-making authority around setting staffing levels for superintendents and principals. These decisions should be guided by best-practices, not volunteer elected officials who may or may not have much understanding of the important role these positions play in our schools and districts. Where is the evidence that the current ratios in ARM are not working?

10.55.709 and 710

We are also concerned about removing the ratios for librarians and counselors. While these staff members are important to all students, they are often particularly important for gifted students. With classroom teachers already stretched thin providing for the needs of students across the academic spectrum, staff members like librarians and counselors often provide additional resources that are needed for gifted students. Librarians assist gifted students by accessing more advanced materials from other libraries or provide resources for independent study that a teacher may not have in their classroom. It is not uncommon for schools to rely on counselors to provide differentiation, push-in or pull-out lessons, or other services for gifted students. We are concerned that a reduction in the number of staff in these positions could be detrimental to gifted students and their families.

10.55.712(5)

We are concerned about lowering the expectations around personnel in the classroom when maximum class sizes are exceeded. Replacing instruction aides with potentially untrained 'human resources' has the potential to do more harm than good. Teachers and students don't need just another human in the room under these conditions, they need trained personnel. It could be counterproductive to have untrained personnel in the classroom who are not well versed in classroom management, special education needs such as 504s and IEPs, and other unique student issues.

10.55.722 Family and Community Engagement

The aspirational goal of this proposed new rule is laudable. We fully support more resources for engaging families in the learning process. We often hear that families with gifted students feel isolated and unsure how to access services. However, some of the statements in the proposed rule are shockingly inaccurate. For example,

(1)(c)(ii) all families have the capacity to support their children's learning.

This is not a valid statement. In fact, it serves to erase the substantial challenges that too many families in our communities face as they struggle to access the most basic necessities of food clothing and shelter.

This proposed rule creates a large new responsibility without, apparently, any additional resources or funding. Has OPI determined the number of additional staff that will be needed to carry out this effort? Communication and engagement on the level described in this proposed rule is time consuming and, especially for larger school districts, requires professionals with certain skill sets. Simply adding these responsibilities to existing staff workload is unrealistic.

10.55.804 Gifted and Talented

We appreciate the added clarification in this section.

10.55.902 Basic Education Program Middle Grades

Middle/junior high school is a challenging time for many students. We know that gifted students thrive when they have access to course work that aligns with their interests and aptitude. This proposed rule appears to allow districts to reduce elective/exploratory offerings which has the potential to be detrimental to all students and may especially impact gifted students by reducing their options for challenging and engaging coursework.

10.55.904 Basic Education Program Offerings High School

The inclusion of civics/government and financial literacy is another great goal. It is not clear what will be given up in order to include these additional requirements. For example, what part of the existing social studies, math or CTE curriculum will no longer be taught in order to accommodate ½ a unit of economics or financial literacy?

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 grade- band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning.

The highlighted phrase above appears to have been inadvertently left out.

Since gifted students may not follow the same path as other students, we appreciate the proposed new language in this rule that appears to allow some flexibility in meeting graduation requirements.

Thank you for your time and your commitment to education in Montana. The work you all do is incredibly important.

Sincerely,



Julie A. Merritt
President of the Board
MT Association of Gifted and Talented Education
mtgifted@gmail.com

September 19, 2022

Dr. Jo Swain
4325 Lone Eagle Drive
Billings, Montana, 59106

Montana Board of Public Education
Board of Public Education
46 N Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Ms. Madelyn Quinlan, Chair of Montana Board of Public Education:

This letter is in response to Chapter 55 recommendations specifically pertaining to 10.55.701.

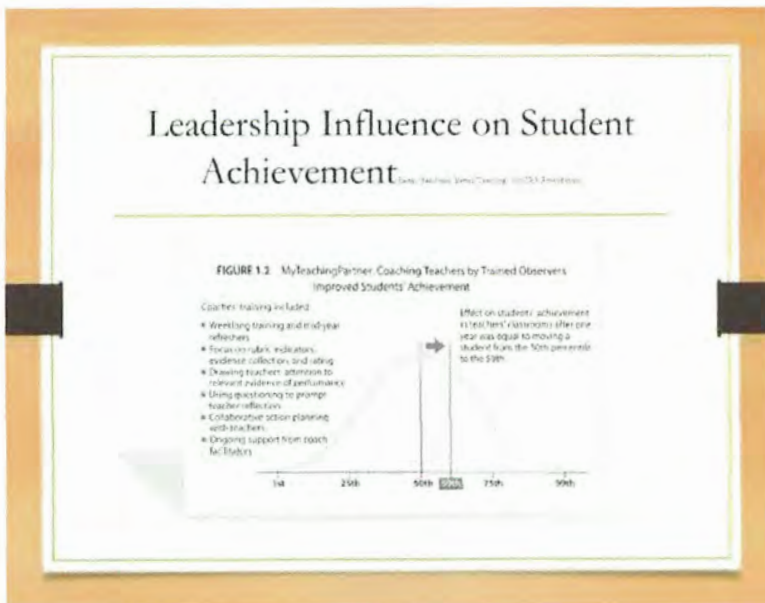
- (3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.
- (4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.
- (a) The evaluation system used by a school district for licensed staff shall, at a minimum:
- (i) be conducted on at least an annual basis with regard to non tenure staff and according to a regular schedule adopted by the district for all tenure staff;
 - (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);
 - (iii) identify what skill sets are to be evaluated;
 - (iv) include both formative and summative elements; and
 - (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.
- (b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.

Several of my professional educational opportunities have been connected to either SOPPAS (Schools of Promise Performance Appraisal System) or Montana EPAS (Educator Performance Appraisal System). While I somewhat understand the OPI's philosophical shift to local control decisions, the need for a state level position is absolutely necessary. Currently, Montana school districts are afforded to already make a local control decision by either selecting the district's current evaluation process toward alignment of MT. EPAS, adoption in its entirety, or simply adapting the school district's process to meet the Educator Performance Appraisal System model. The creation of this model was completed through collaborative efforts by all parties cited at

the end of 4 (b), MEA-MFT, MREA, MSBA, SAM and MSSA. The need for an accreditation standard of this nature, was not intended to overrule local processes and procedures rather to provide guidance for school districts across

the state to provide invaluable guidance toward a paradigm shift to a professional growth model rather than a “value-added model,” which many other states have chosen as the key model of implementation.

If the Montana BPE affirms OPI’s recommendation to eliminate in its entirety the foundational premise of



implementing a professional growth model in the state of Montana, it will leave Montana boards of trustees and district leaders without a unified understanding of best practice in this area. Additionally, it will leave a void in state support for educators across the state attempting to enhance and improve current teacher evaluation systems within a given school district. The national conversation on this topic began with Race to the Top legislation designed to greatly improve the standard of teacher evaluation systems in all states. Thanks to then Deputy Superintendent Dennis Parmen and his team, Montana was fortunate to receive School Improvement Funds supporting our local initiatives within the state. Significant strides were made in this regard. Following my most recent assignment from Rocky Mountain College as a co-creator of the Master of Educational Leadership program, I have made it

my final mission to support school leaders across Montana to enhance their overall knowledge, competence, and confidence in providing a professional growth model to all members of their faculty. Research indicates leaders who support ongoing job-embedded professional growth over time, will improve student learning (Better Feedback for Better Teaching, GATES Foundation). I have had the distinct privilege of working with over 150 school leaders across the state to enhance current instructional leadership skills.

Recent communication with Dr. Kirk Miller, SAM, indicated an increased level of interest in teacher observation and evaluation processes, due in part to MT. EPAS. This is based on a SAM professional needs survey ranking this topic within the top 5.

Additionally, I have been working with Allyson Briese, OPI Learning Hub, to increase self-paced, free, online learning opportunities to educators across the state to better understand the foundational premise behind a professional growth model. My concern with the elimination of MT. EPAS will eliminate any requirement to implement a professional growth model, which is a proven model for increasing student achievement.

Current OPI recommendations indicated on ARM Chapter 55 Update, page 23,10.55.701 (5)(b) are slated to be eliminated. I believe this is the exact opposite of the language noted below:

ARM 55, Subchapter 7, Leadership

Aligning professional development to the comprehensive district strategies that improve learning outcomes is vital to each student developing their full educational potential.

This recommended language was stated in the ARM Chapter 55, Update, included as part of the August 24, 2022 Q & A afforded to Education Advocates.

The alignment of job-embedded professional development is directly correlated to the importance of implementing a professional growth model for all staff. Without this connection, schools may continue to rely on counter strategies not aligned to any teacher observation and evaluation model.

I had the opportunity to join the August 24, 2022 Q and A session offered by Dr. Murgel and her team. In trying to better understand the “independent negotiated rulemaking committee,” I attempted to engage in follow-up

conversations with the OPI. Since Dr. Murgel was leading the Q & A session, I sent my questions and concerns to her. I have copied the text of this email for your review. As of this letter, I have not heard from any representative from the OPI.

Dr. Murgel,

As a follow-up to our Q and A this morning, I support the OPI's narrative about local control. In my time working with veteran and aspiring leaders, this philosophy has been equally supported through the collective bargaining process, which drives language for staff evaluation. Having served as an elementary principal, central office executive director supervising elementary principals, and finally superintendent, my perceptions surrounding this topic are summarized below:

1) The OPI's work in elevating all educator evaluation processes/systems through MT. EPAS has occurred. There are more district and school-level conversations supporting the need to implement quality teacher evaluation processes.

2) Research (*Measures of Effective Teaching Study*, Gates Foundation) supports the philosophical need to revise, update, and enhance outdated teacher evaluation processes currently in place today. MET Study is one of the hundreds supporting this concern.

3) By eliminating any language in 10.55.701.4 it suggests the OPI is conceding any and all support in assisting schools in developing and implementing high-quality, coherent evaluation systems. The reference today about outdated principal evaluation tools and resources demonstrates a testament to this thinking.

4) Some value-added evaluation systems rely on state support in acquiring and utilizing data to measure teacher performance. Montana has reflected quite well the need for a professional growth model paradigm shift. I am thinking the question of value-added or a professional growth model is left up to each individual district through the CBA process, with no support at the OPI level.

5) Through other state offices, i.e. Delaware (DPASII was the precursor to SOPPAS and EPAS), Massachusetts, and Rhode Island to name a few, have provided incredible resources and support focused on updated evaluation practices and procedures for all educators, evaluators, and staff.

6) I have recently completed the development of three Learning Hub courses, in review, supporting updated practices and procedures focused on teacher evaluation, not just MT. EPAS. Will the evaluation topic be supported by the OPI? If so, through Learning Hub and what other avenues?

I am eager to offer an updated understanding of this topic as well as follow it through BPE stages. I would hope Montana schools would be offered support in resources, training, and materials on this all-important topic.

Thanks for your time. I look forward to your response.

Jo

As a retired educator in the state of Montana, I am extremely interested in this topic in support of all instructional leaders who dedicate each and every day to the overall improvement of student learning. I look forward to continued dialogue regarding this topic.

Sincerely,



Dr. Jo Swain

Retired Administrator
Billings Public Schools

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education ORG Budget Summary by OBPP Prog, Subclass, Fund

Data Selected for Month/FY: 01 (Jul)/2023 through 07 (Jan)/2023

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					405,738.60	162,670.95	(610.17)	243,677.82
	235F2 FY2022 CARRYFORWARD				9,072.00	4,599.22	0.00	4,472.78
	01100 General Fund				9,072.00	4,599.22	0.00	4,472.78
			62000 Operating Expenses		9,072.00	4,599.22	0.00	4,472.78
				1 BOARD OF PUBLIC EDUCATION	9,072.00	4,599.22	0.00	4,472.78
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H1 ADMINISTRATION				339,744.00	146,422.38	(610.17)	193,931.79
	01100 General Fund				153,833.00	117,867.98	0.00	35,965.02
			61000 Personal Services		138,616.00	104,847.53	0.00	33,768.47
				1 BOARD OF PUBLIC EDUCATION	138,616.00	104,847.53	0.00	33,768.47
			62000 Operating Expenses		15,217.00	13,020.45	0.00	2,196.55
				1 BOARD OF PUBLIC EDUCATION	15,217.00	13,020.45	0.00	2,196.55
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	02122 Advisory Council				122,907.00	3,825.60	0.00	119,081.40
			61000 Personal Services		122,907.00	3,825.60	0.00	119,081.40
				30 Advisory Council Program 01	122,907.00	3,825.60	0.00	119,081.40
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	02219 Research Fund				63,004.00	24,728.80	(610.17)	38,885.37
			62000 Operating Expenses		63,004.00	24,728.80	(610.17)	38,885.37
				50 Research Program 01	63,004.00	24,728.80	(610.17)	38,885.37
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H2 AUDIT (RST/BIEN)				15,530.60	304.50	0.00	15,226.10
	01100 General Fund				15,530.60	304.50	0.00	15,226.10
			62000 Operating Expenses		15,530.60	304.50	0.00	15,226.10
				1 BOARD OF PUBLIC EDUCATION	15,530.60	304.50	0.00	15,226.10
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H3 LEGAL FEES (RST/OTO/BIEN)				25,000.00	3,582.66	0.00	21,417.34
	01100 General Fund				25,000.00	3,582.66	0.00	21,417.34
			62000 Operating Expenses		25,000.00	3,582.66	0.00	21,417.34
				1 BOARD OF PUBLIC EDUCATION	25,000.00	3,582.66	0.00	21,417.34
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 STATE ITSD/RST				16,392.00	7,762.19	0.00	8,629.81
	01100 General Fund				16,392.00	7,762.19	0.00	8,629.81
			62000 Operating Expenses		16,392.00	7,762.19	0.00	8,629.81
				1 BOARD OF PUBLIC EDUCATION	16,392.00	7,762.19	0.00	8,629.81
			(blank)		0.00	0.00	0.00	0.00

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	(blank)	ALL All Organization Rollup	0.00	0.00	0.00	0.00
235Z1 WORKERS COMP. REDUCTION					0.00	0.00	0.00	0.00
01100 General Fund					0.00	0.00	0.00	0.00
61000 Personal Services					0.00	0.00	0.00	0.00
1 BOARD OF PUBLIC EDUCATION					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
02122 Advisory Council					0.00	0.00	0.00	0.00
61000 Personal Services					0.00	0.00	0.00	0.00
30 Advisory Council Program 01					0.00	0.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
Grand Total					405,738.60	162,670.95	(610.17)	243,677.82

ITEM 1

CHAIRPERSON'S REPORT

Madalyn Quinlan

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

- Legislative Update
- Seal of Biliteracy Native Language Documents

McCall Flynn



**Montana Seal of Biliteracy Tribal Government
Memo of Agreement
Draft**

The Board of Public Education understands that it is the duty of each Tribal Council to negotiate with the Federal, State, and local governments on behalf of their individual Tribe. The Board believes that one of the most effective ways to invest in present and future generations is through education, which includes language and cultural perpetuation. The Board recognizes Montana's constitutional promise in Article X, Section 1 that "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." In establishing the Seal of Biliteracy, the Board hopes to provide additional support to Montana Tribes in the preservation of their native languages and culture.

The Seal of Biliteracy recognizes students who have studied and attained proficiency in two or more languages by high school graduation. The Board has determined that the process for establishing the proficiency measures and criteria of eligibility for students who may be verified for the Seal of Biliteracy in native languages is the responsibility of each tribe.

QUALIFICATIONS

The applicant for the Montana Seal of Biliteracy must meet the eligibility requirements listed below and upon meeting the qualifications, must submit an application ([link to application](#)) to the Board of Public Education for approval and certification.

Eligibility requirements:

1. Student is enrolled in a Montana public school;
2. Student is on the path to graduate; and
3. Student shows proficiency in the native language.

Competency Standards:

1. Tribe determines native language(s) to be eligible for the Seal of Biliteracy;
2. Native language proficiency is solely determined by the Tribe;
3. Tribe determines the student's proficiency level in native language(s); and
4. Student completes English graduation requirements, as set by the Board of Public Education.

CERTIFICATION

Montana Tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for awarding the Montana Seal of Biliteracy. The designated official must describe the evaluation process and give a brief illustration of what the student is able to do in the language.

The undersigned parties agree to uphold this agreement.

ATTEST:

Chair
Tribal Council

Date

Chair
Board of Public Education

Date



Student Application for Native Languages for the Montana Seal of Biliteracy

The Seal of Biliteracy is an award issued by the Board of Public Education to recognize a student who has attained proficiency in English and at least one additional language by high school graduation. A Platinum Seal is awarded to those attaining the Advanced Low level of proficiency. A Gold Seal is awarded to students attaining the Intermediate Mid level of proficiency. Verification that the criteria in both languages are met becomes part of the student's high school transcript. The Seal of Biliteracy serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college and for engagement as a global citizen.

Directions to Applicants:

1. Complete all sections of the application. Type or print all information legibly.
2. If the student would also like to be recognized for proficiency in an additional language, please fill out the common application for the Montana Seal of Biliteracy and submit both together.
3. Submit application and documentation of qualifying scores to a high school official no later than May 1st.

Name of Student: _____ Today's Date: _____

Current Grade Level: _____ Expected Year of Graduation: _____

Name of School: _____

Name of School Official: _____ Position: _____

School Address: _____

Criteria

Native Languages of Montana: Montana tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for the awarding of the Montana Seal of Biliteracy.

Name of Native Language: _____

Description of evaluation process and brief illustration of what the student is able to do in the language:

Assessment information used to document proficiency in English:

Language	Name of Assessment	Date Completed	Score*
English			

*Attach copy of score report

OR

This student has completed 4 units of English Language Arts.	<input type="checkbox"/> Yes
--	------------------------------

Assessment Options	English	Score / Proficiency Level
* WIDA ACCESS for ELLs	English - Advanced Low	IM: Completion of 4 units of English language arts, as required by the Montana Board of Public Education AL: 4.7
* ACT (ELA Composite Score)	English - Advanced Low	AL: 20
Montana BPE ELA Graduation Requirements	English - Intermediate Mid	IM: Completion of 4 units of English Language Arts

**Additional testing options for attaining the Platinum Award (Advanced Low) in English*

By signing below, I indicate I have provided accurate information and understand that school officials will verify the information before the Seal of Biliteracy is awarded.

Student Signature: _____ Date: _____

School Official Signature: _____ Date: _____

Please submit all application materials to the Board of Public Education at bpe@mt.gov or 46 N Last Chance Gulch, Suite 2B, Helena, MT 59620 by May 1st.

For school official use only
Qualifications Checklist for a Montana Seal of Biliteracy:

<input type="checkbox"/> Eligible for graduation		
<input type="checkbox"/> Acceptable evidence of proficiency in English	<input type="checkbox"/> Intermediate Mid	<input type="checkbox"/> Advanced Low
<input type="checkbox"/> Acceptable evidence of proficiency in a Second Language	<input type="checkbox"/> Intermediate Mid	<input type="checkbox"/> Advanced Low

ITEM 3

STATE SUPERINTENDENT'S REPORT

- **MAST Pilot Program Update**
- **Data Modernization Update**
 - **Federal Update**
 - **Transportation Update**

State Superintendent Elsie Arntzen

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Review of the activities of the Office of Public Instruction. The report includes federal updates, transportation updates, and Critical Quality Educator Shortage information.
Presenter	Elsie Arntzen
Position Title	Montana State Superintendent Office of Public Instruction
Overview	The purpose of the Superintendent's Report is to summarize the activities of the Office of Public Instruction and provide required and requested updates to the Board of Public Education.
Requested Decision(s)	Information Only
Related Issue(s)	Federal Update; Transportation Update; MAST Pilot Program; Teacher Residency
Recommendation(s)	n/a



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Superintendent Arntzen's Report to the Board of Public Education as of December 30, 2022

Superintendent Arntzen's Message:



Please click [here](#) to listen to the Superintendent's New Year message.



Montana Alternative Assessment Testing Program (MAST):



The second testing window of the MAST program will be open from January 17-30, 2023.

The first testing window had successful state-wide participation in 5th and 7th grade Math and Reading:

- 62 schools
- 33 school districts
- 75 educators
- 4,156 students
- 5,529 tests completed

Teachers, test coordinators, principals, counselors, administrators, and superintendents participated in a feedback survey about the first testing window between November 18 and December 13, 2022.

Respondents were asked to rate their experience in preparing to administer the testlets:

- 46% said it was easy
- 14% said it was neither easy nor difficult
- 18% said it was difficult

Respondents were asked to rate their experience in administering the testlets:

- 69% said it was easy
- 10% said it was neither easy nor difficult
- 21% said it was difficult

The summative assessment windows, SBAC, will open in March 2023.

Please see the Assessment Update included at the end of this report. Sam Walsh is standing by for questions.

For more information, please contact Sam Walsh, Project Manager, at Samantha.Walsh@mt.gov.

Alternative Assessment 1% Waiver:



On December 13, 2022, the Montana Office of Public Instruction (OPI) submitted an initial 1% Waiver Request following the process established by a United States Department of Education Office of Special Education Programs (OSEP) memo sent to states on September 20, 2022. Based on public comment received during an initial 30-day public comment window, and in consultation with OSEP, the OPI has extended the public comment window regarding the waiver until January 7, 2023. After consideration of public comment received during the extended comment window, the OPI will submit an addendum to the waiver request by January 20, 2023.

The OPI adopted alternate academic achievement standards for students with the most significant cognitive disabilities. The OPI measures the achievement of those standards with an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). Federal regulation 34 C.F.R. 200.6(c)(2) requires that, for each subject for which assessments are

administered, the total number of students assessed in that subject using an alternate assessment with alternate academic achievement standards may not exceed 1% of the total number of students in the State who are assessed in that subject. The 1% Waiver Request document is available for review on the OPI Special Education website and can be found here ([1% Waiver Request](#)).

The federal Every Student Succeeds Act (ESSA) caps the percentage of students who can take the alternate assessment at 1% of the total students tested. ESSA also allows states that may exceed the 1% cap to apply for a one-year waiver. Montana has not requested the waiver previously. However, the OPI believes the waiver may be necessary for the 2022-2023 school year.

Therefore, the OPI is seeking public comment on the 1% Waiver Request prior to submitting an addendum on January 20 to the initial waiver request. Please note that all responses received will be considered formal public comment. Public comment should be submitted to the following email at OPI: OPIMSAAWaiver@mt.gov.

For more information please contact JP Williams, State Special Education Director, at jp.williams@mt.gov or (406) 444-4426.

Data Modernization Update (at the request of Board member):

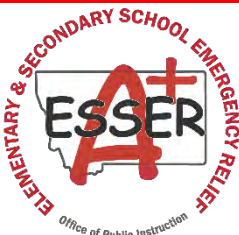


The Teach Montana System will be expanding and integrating older OPI systems. OPI will be streamlining processes related to professional development, terms of employment and rosters, and certification maintenance. The Single Sign-On project is almost completed and has integrated our systems into an easy-access portal. Evaluation of the final systems will continue into the new year. We will begin to analyze the OPI databases and data sources in January where we will be looking to eliminate duplication of data, possible simplifications, and consolidations, along with usability.

We are working on implementing a modernization model used by several other states in conjunction with Microsoft Cloud services. This model has been used in several state departments of Education and is working well. Additionally, we are analyzing other main OPI systems such as E Grants, TEAMS, and GEMS, and looking at upgrade/improvement options.

For more information, please contact Chris Sinrud, Chief Information Officer, at Christopher.Sinrud@mt.gov or (406) 444-4451.

Elementary and Secondary Schools Emergency Relief Funds - ESSER



On January 3, 2023, the Office of Public Instruction held a virtual discussion on the investment in Montana education. The panel included an overview from the US Department of Education including Montana educational leaders.

Presenters included:

- James Lane, Senior Advisor, US Department of Education
- Glendive Superintendent Stephen Schreibeis – water health improvement

- Eureka Superintendent Joel Graves – mental health and tiny houses within Career and Technical Education
- Rachel Wanderscheid, Director of the Montana Afterschool Alliance – mental health and math
- Target Range Superintendent Heather Davis Schmidt – outdoor learning spaces
- Fergus County Superintendent Rhonda Long – small rural school focus

The ESSER Panel discussion can be viewed [here](#).

Each month school board trustees are sent a monthly allocation report for ESSER funds. These reports can be found [here](#).

The state-wide ESSER allocation through November 30, 2022, is:

State Level ESSER Activity

<u>Program</u>	<u>Allocated</u>		<u>Expended</u>		<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$	41,295,230	\$	40,908,462	\$ 386,768	99%
ESSER II	\$	170,099,465	\$	103,272,992	\$ 66,826,473	61%
ESSER III	\$	382,019,236	\$	84,045,607	\$ 297,973,629	22%
Totals	\$	593,413,931	\$	228,227,060	\$ 365,186,871	38%

Wendi Fawns is standing by for questions.

For more information on ESSER please click [here](#) or contact Wendi Fawns at wendi.fawns@mt.gov.

Title IV-A Safe and Healthy Students- Stronger Connections Grant:



Through the federal congressional Bipartisan Safer Communities Act (BSCA) of June 2022, the Montana Office of Public Instruction was awarded \$4.8 million in additional funding for Title IV, Part A of the Every Student Succeeds Act (ESSA). This one-time funding is in addition to the Title IV, Part A funding already allocated to the Montana OPI and 95% of these funds will be made available to Local Education Agencies (LEAs) through a competitive subgrant application.

The Title IV Part A (T4PA) **Stronger Connections Grant (SCG)** focuses on improving conditions for student learning by encouraging schools to implement a comprehensive plan incorporating evidence-based activities, programs, and practices to create safer and healthier learning environments that promote positive school climates as outlined in the Every Student Succeeds Act (ESSA) Section 4108.

The SCG must be used to develop, implement, and evaluate comprehensive programs within “high-need” local educational agencies (LEAs). See eligibility criteria for “high need”

designation. Grant activities may be fully or partially funded by these funds. Please note that these competitive grants will carry the same supplement, not supplant and equitable share requirements as the formula Title IV-A grants. Several factors will determine the size of the awards (with a minimum allocation of \$10,000 per LEA); review of submitted applications, the potential scope of the project, projected cost for implementation, available funds, and applications that demonstrate a strong commitment to providing the greatest promise for positive impact.

For more information, please contact Paige Sedahl at Paige.Sedahl@mt.gov or (406) 422.2821.

Purple Star Awards:



The Montana Military Interstate Children's Compact Commission (MIC3) and the Montana Office of Public Instruction (OPI) are proud to announce Montana's Purple Star Schools and Purple Star Champions Awardees.

Montana's 2022 - 2023 Purple Star School Awardees are:

- Montana School for the Deaf and Blind
- Great Falls High School - Great Falls Public Schools
- Chief Joseph Elementary School - Great Falls Public Schools
- Meadow Lark Elementary School - Great Falls Public Schools
- Early Learning Family Center - Great Falls Public Schools

The 2022- 2023 Purple Star Champion Awardees are:

- Brian Holbein, Lt. Col (R) JROTC Teacher at Great Falls High School
- Michael Wonch, MSgt (R) JROTC Teacher at Great Falls High School
- Col Christopher Karns, Mission Support Group Commander, Malmstrom AFB

The Purple Star Award distinguishes Montana schools and individual champions that have displayed extraordinary commitment to supporting our military students and their families. To qualify as a Purple Star School, each school must meet specific designation criteria and be given support through the state and national Military Interstate Children's Compact Commission to continue the strong support of our military-connected students and families. This is the third year MIC3 and OPI will be recognizing Montana's military-friendly schools with the **Purple Star School Award**. This is the second year recognizing and awarding **Montana Purple Star Champions**.

Community celebrations will take place during PurpleUp! Month in April.

For more information please contact Jenna McKinney, Director of Family Engagement, at jenna.mckinney@mt.gov.

Youth Risk Behavior Survey Opens:



The 2023 Youth Risk Behavior Survey (YRBS) is accepting online registrations this year. All the forms and information are posted on the website to view and print off as needed. This will cut down on the amount of mail received by schools and the need to mail the registration back to OPI.

The YRBS combines the data requirements for several state departments into the survey. OPI is fortunate to have continued support from state agencies, including the Montana Department of Public Health and Human Services, the Department of Crime Control, the Department of Motor Vehicles-Traffic Safety Program, and the Department of Justice to bring the survey to schools and to continue providing this valuable information to the State of Montana.

The scheduled survey dates for the YRBS are **February 20-24, 2023**.

If you have any questions, please feel free to contact Genie Zeeck at 406-444-3178 or genie.zeeck@mt.gov.

Transportation Report:



Historical View of Pupil Transportation Data:

The table below provides FY2022 data as well as a prior year historical comparison of data collected in the Pupil Transportation System maintained by the OPI.

Category	FY 2018	FY 2019	FY2020	FY2021	FY2022
Number of Certified Bus Drivers	2,318	2,220	2,083	1,975	2,046
Number of Bus Routes	2,373	2,344	2,297	2,328	2,290
Total Pupil Ridership	84,742	83,913	83,843	69,953	78,500
School Miles Traveled per Year	16.6 M	16.3 M	*13 M covid	15.4 M	15.7 M
Average Route Miles Traveled Per Day	51.90	51.00	48.80	49.50	50.9
MHP Bus Inspections	4,276	4,288	4,324	4,322	4,309
Number of Type A-E School Buses	3,372	3,398	3,471	3,527	3,579
Number of District Owned Buses	1,319	1,329	1,357	1,412	1,401
Number of Contractor Owned Buses	2,053	2,069	2,114	2,115	2,178

Number of Individual Contracts	804	824	740	722	712
Amount Paid for Individual Contracts	\$525,715	\$607,846	\$563,501	\$528,930	\$537,349
State Reimbursement	\$11.76 M	\$11.53 M	\$11.35 M	\$10.92 M	\$11.04 M
County Reimbursement	\$11.72 M	\$11.52 M	\$11.28 M	\$10.92 M	\$11.0 M

MAPT Annual Bus Driver Conference:

The Montana Association of Pupil Transportation (MAPT) annual school bus driver conference was held in Great Falls in June 2022. A total of 324 people registered and attended the conference, and a total of 20 hours of training were offered.

Other MAPT regional bus driver training was provided to 146 drivers, and a total of 27.5 hours of training time was offered.

2022 Montana School Bus Standards:

The 2022 Montana School Bus Standards were adopted in January 2022 amending ARM 10.64.301 to implement three new laws passed by the 2021 Montana Legislature with the intent of increasing school bus safety.

Due to the impact of the adoption of HB 267 (codified in § 61-8-351, MCA) by the 2021 Legislature, the OPI experienced a high volume of frequently asked questions. To address the questions regarding the extended stop arm requirements, the OPI prepared and released Extended Stop Arm Guidance on August 4, 2022.

Driver Shortage:

School districts and contractors continue to experience hardship with a shortage of bus drivers. Not only is this a state drawback, but it is a national drawback as well. However, Montana school districts and contractors continue to undertake the hardship and make every effort possible, to satisfy their obligation in providing efficient and safe school transportation for students.

Donell Rosenthal is standing by for questions.

For more information, please contact Donell Rosenthal, Director of Pupil Transportation, at drosenthal@mt.gov, or (406) 461-9316.

Critical Quality Educator Shortages:



Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public (OPI) to maintain and make publicly available a current list of impacted schools based on reporting by impacted schools or school districts in which impacted schools are located, identify within each impacted school, critical quality educator shortage areas under 20-4-502(1)(a), MCA. The Office of Public Instruction is providing the Critical Quality Educator Shortages and Impacted Schools reports for the 2022-2023 school year which reflects a total of **736 schools**

that met the criteria of an impacted school district. This is an increase of 25 schools from the school year 2021-2022. As presented in the report the OPI distributed \$453,596 to lenders on behalf of qualifying applicants of the Quality Educator Loan Assistance Program.

Please see the Critical Quality Educator Shortages Report and the List of Impacted Schools included at the end of this report.

For more information, please contact Jay Phillips, Chief Financial Officer, at jphillips3@mt.gov or (406) 444-4523.

Community Events:



*During December Superintendent Arntzen visited Kalispell, Stevensville, Billings, and Great Falls for listening sessions with parents, school leaders, and legislators. **More listening sessions will take place in January, stay tuned for dates and locations!***

Parents are Our First Teachers:



Superintendent Arntzen and Montana celebrated all parents as our first teachers during the first day of the legislative session. Thank you to all who joined us in recognizing the importance of family.

Jan. Board of Public Education Meeting

OPI Assessment Update

1. 2022 - 2023 Statewide Assessment Windows



2022-2023 Testing Windows

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General
Grades Tested	Grades K-12	Grades 3-8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3-8	Grade 11
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	2 weeks Tues/Wed/Thurs
SY2023 Test Windows	Dec 5 – Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Window 1: March 28 – 30 & April 4 – 6
						Window 2: April 11 – 13 & April 18 – 20
						Window 3: April 25 – 27 & May 2 – 4

Note: ACT with Writing is transitioning to a fully online administration for the 2022-2023 school year.

Note: SwSCDs= Students with Significant Cognitive Disabilities.

2. First MAST Test Window Completed

Participation Data

- 33 Districts
- 62 Schools
- 75 Educators
- 4,156 Students Rostered
- 5,529 Test Sets Completed
 - Grade 5, Math: 1320
 - Grade 5, ELA: 1131
 - Grade 7, Math: 1459
 - Grade 7, ELA: 1619

District and Educator Support

- 2 training sessions offered across eight different time slots
- 108 individuals attended at least one session
- Training Topics
 - Session 1:
 - Overview of Pilot
 - Content Coverage
 - Accommodations
 - Reporting Timelines
 - Introduction to Kite System
 - Session 2:
 - Educator Portal
 - User Account Management / Accommodation Settings / Roster Management
 - Student Logins
 - Reporting
 - Installation and Navigation

Stakeholder Engagement

- Window 1 Feedback Survey
 - November 18th - December 9th
 - 62 Total responses
- Window 1 District Feedback Session
 - Wednesday December 14th

Looking Ahead

- Testing Window #1: November 7-18, 2022
- Testing Window #2: January 17-30, 2023
- Testing Window #3: March 6-17, 2023
- Testing Window #4: April 17-28, 2023

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean



Montana University System Report
Montana Board of Public Education
January 2023

- College Access Efforts
- American Indian and Minority Achievement
- GEAR UP
- Montana Educational Talent Search
- Montana's Future at Work
- Grow Your Own Montana Educator Spring 2023/Educator Recruitment and Retention

ITEM 5

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Charles Fox

❖ **MSDB LIAISON – (Item 7)**

Tammy Lacey

ITEM 7

MSDB REPORT

Action Items

- **Action on Out of State Travel Request**
 - **Action on Personnel Items**

Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
January 2023**

Agenda Action Items:

1. Personnel Action Report

1 Resignation
1 Probationary Layoff
7 Hires

2. Out of State Travel

Outreach Director – National Outreach Forum May 3-6, 2023 in Salt Lake City
DHH Outreach – Early Hearing Detection & Intervention Conference March 4-9, 2023 In Cincinnati
Cottage Staff – National Student Life Conference June 25-30, 2023 in Sante Fe
CPI Director – Annual Crisis Prevention Intervention Conference July 22-26, 2023 in Indianapolis.
Superintendent – National Leadership Summit June 25-29, 2023 in Washington, D.C.

3. First Reading of 2023 - 2024 School Calendar

Attached Documents:

- Personal Action Report
- Out of State Travel Forms (5)
- Calendar Survey Results
- Proposed Calendar
- Bi-Monthly MSDB Committee Notes
- Governors MSDB Budget Proposal
- Governors Long Range Building Plan (Includes MSDB)
- MSDB Expenditure to Appropriations Report Dec 2022
- MSDB Detail Budget Tracking Sheets (All Programs)
- December Cottage Bulletin
- Current Enrollment Numbers as of 12/23/2022

**MSDB Personal Action for BOPE Meeting
January Meeting 2023**

MSDB asks that the board please approves the following personnel actions:

Retirement

Resignation

Taylor Davis – PT Paraprofessional

Probationary Layoff

Juan Springer – Food Prep

Hire

Dakota Randles – Food Prep

Taylor Davis – FT Paraprofessional

Claire Kadner – Lifeguard

Miranda Briggs – Family Advisor

Colleen O'Dell – Family Advisor

Carolyn Kenngott – Family Advisor

Shaelea Hansen – Substitute Para

Positions open at MSDB Currently

LPN Nurse

PT Paraprofessional

Lead Interpreter

CLA LEAP

CLA Boys Cottage

Positions currently on hold

School Psychologist (Filled with TVI currently)

FT Interpreter

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division VI Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Carol Clayton-Bye, Possible Outreach Consultant		

5) Justification

Travel to Utah for the National Outreach Forum May 3-6, 2022. This event brings all the Outreach Directors from around the country together to discuss hot topics, trends, concerns, innovative strategies and resources. These meetings have been instrumental in the past to helping MSDB Outreach stay up to day and be prepared for changes happening in our field. This year there is a discussion on bringing teams of people together since this has been on hold since pre COVID and there are many topics to discuss.

We will be touring two of our campus locations (Ogden and Salt Lake City) as well as giving everyone a great overview of how we deliver our services in Outreach, Campus, Birth-3, Deaf-Blind, Instructional Materials Access Center, and our Expanded Core Curriculum Team!

6) Itinerary

Destination: Salt Lake City, UT

Travel Dates: May 3-6, 2023

7) Estimated Costs

Transportation \$ 225	Meals \$ 236	Lodging \$ 640	Other \$ 175
-----------------------	--------------	----------------	--------------

Total estimated cost \$

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration \$175 per person

\$160 per night hotel

Plan to drive a state vehicle

8) Submitted By	Title	Date
<i>Carol Clayton-Bye</i>	Outreach Directors	11/15/2022

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Lisa Cannon, Carol Clayton-Bye, Katie James, Crystal Oring, Leann Goss		

5) Justification

Attending the 2023 Early Hearing Detection & Intervention (EHDI) Conference supports the DHH Outreach department in staying current on early intervention strategies to students.
<https://ehdiconference.org/>

Funding for this travel could come from DPHHS or through the New Born Hearing Screening Grant.

Estimated costs are per person

6) Itinerary

Destination: Cincinnati, OH

Travel Dates: March 4-9, 2023

7) Estimated Costs

Transportation \$ 826	Meals \$ 295	Lodging \$ 870	Other \$ 475
-----------------------	--------------	----------------	--------------

Total estimated cost \$ 2466

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration \$475/person early-bird, \$525/person standard rate

\$174 room rate for either hotel:

Hilton Cincinnati Netherland Plaza Phone: 513-421-9100

Hyatt Regency Cincinnati Phone: 513-579-1234

Hyatt offers airport shuttle service \$26/person one-way and Flights vary based on home airport average \$800

8) Submitted By	Title	Date
<i>Katie James</i>	DHH Outreach Consultant	11/15/2022

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name School for the Deaf and the Blind		2) Division Student Services	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# J. Kelly, E. Faulkner, C. Luongo, B. Andrews, D. Nutter, A. Crachy, possibly others		

5) Justification

To attend National Student Life Conference for the Deaf and Hard of Hearing. This conference is geared towards administrations, counselors and front line workers for residential programs such as ours. This conference will provide us with new ideas, recent trends and methods for residential programs such as ours. This conference is held every two years but has been on hold since Covid-19.

6) Itinerary

Destination: Santa Fe, New Mexico

Travel Dates: June 25 - June 30, 2023

7) Estimated Costs

Transportation \$ 5100.00 Meals \$ 750.00 Lodging \$ 1800.00 Other \$ 300.00

Total estimated cost \$ 7950.00

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration \$300; Airfare \$850; Food \$125; Ground Transportation \$50 for a total of \$1325 each person for a total of \$7,950 for six people. Registration will include housing and food during the conference. Cost are estimates only.

8) Submitted By	Title	Date
<i>Jim Kelly</i>	Director of Student Life	11/14/2022

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Yvette R Smail 025865		

5) Justification

Attending the annual Crisis Prevention Intervention conference would help to bring new insights, tools, and resources back to our organization. Learning new concepts around the training process would certainly benefit the overall effectiveness of those being trained. Having the chance to collect ideas from other instructors across the nation/world would be a welcomed networking opportunity.

6) Itinerary

Destination: Indianapolis, IN

Travel Dates: July 22, 2023-July 26, 2023

7) Estimated Costs

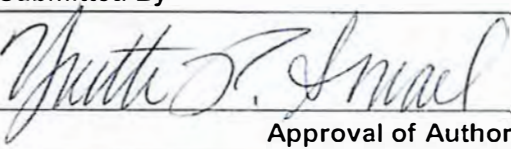
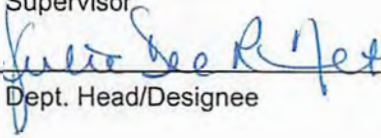
Transportation \$ 1,067 (plane) Meals \$ 242.00 Lodging \$ 663.40 Other \$ 700.00

Total estimated cost \$ 2,672.00

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Conference registration and ground transportation to and from airport. JW Marriot Indianapolis
10 S. West Street Indianapolis, In 46204 1-877-640-7666

8) Submitted By		Title		Date
		Behavior Specialist		12-01-22
Approval of Authorized Agency Personnel per Department Policy				
Supervisor	Date	Administrator	Date	
	12-2-2022			
Dept. Head/Designee	Date			

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre, Possible Other Administrators		

5) Justification

MSDB was recruited to be a part of the Montana Learning 2025 Network. This program consists of eight Montana skills that have been recognized as leaders in the state. L25 connects MSDB with resources from the Successful Practices Network, AASA Learning 2025 Initiative, and Battelle for Kids. The National Summit provides development on Leadership Development, Controlled Innovation, Cutting Edge Insights, and Strengthening Culture.

Will be Foundation and State General Fund

6) Itinerary

Destination: Washington, DC

Travel Dates: June 25 - June 29, 2023

7) Estimated Costs

Transportation \$ 1400	Meals \$ 270	Lodging \$ 1283	Other \$ 1000
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Total estimated cost \$ 3953

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Other includes \$895 Registration and \$100 Ground Transportation

Price is based on one administrator going.

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	12/19/2022

Approval of Authorized Agency Personnel per Department Policy

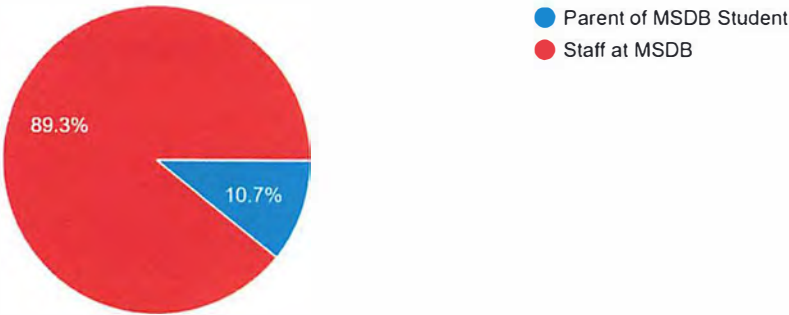
Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

Please tell us who you represent:

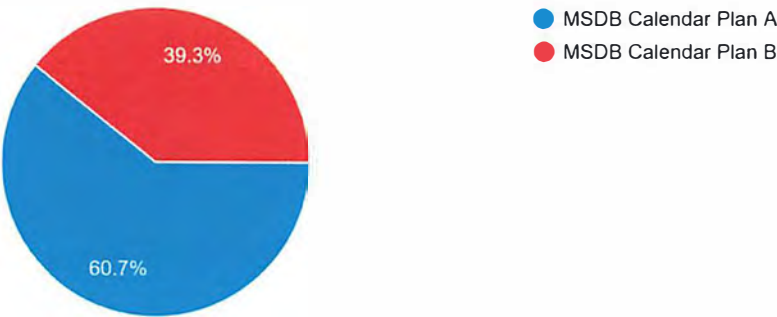
84 responses



75 Staff / 9 Parents

After viewing the proposed calendars for MSDB, please indicate the calendar you prefer:

84 responses



51 Plan A / 33 Plan B



Montana School for the Deaf and the Blind 2023 – 2024 School Calendar Draft A

21-25PIR ORIENTATION
27 Students Return
28 First Day of School

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 Labor Day – No School
(Cottages Open)
15 Travel Home
18 Travel Return
School in Session

18 Travel Home
19-20 Teacher Convention
22 Travel Return
23 Classes Resume

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 End of 1st Quarter (45 Days)
21 Travel Home
22-26 Thanksgiving Vacation
No School
26 Travel Return
27 Classes Resume

8 Gallaudet Day
21 Winter Program
22 Travel Home
December 23-January 2
Christmas Vacation

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2 Travel Return
School in Session
12 Travel Home (Optional)
15 Travel Return
MLK Jr. Day – **No School**
(Cottages Open)
16 Classes Resume
17 End of 2nd Quarter (45 Days)

15 Travel Home
19 Travel Return
School **not** in Session
20 Classes Resume

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Travel Home
School in Session
11 Travel Return
School **not** in Session
12 Classes Resume
25 End of 3rd Quarter (45 Days)
28 Travel Home
Spring/Easter Vacation:
March 29-April 2

Spring/Easter Vacation:
March 29-April 2
3 Travel Return
School in Session

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Travel Home
6 Travel Return
School in Session
24 Graduation 2:00 PM
27 Memorial Day–**No School**
31 Last Day of School
Dismissed at noon
End of 4th Quarter (45 Days)

Green—Travel
Blue—MSDB event
Orange—End of Quarter
Striped—Travel/no school
Pink—Vacation

1st Quarter: November 1, 2023
2nd Quarter: January 17, 2024
3rd Quarter: March 25, 2024
4th Quarter: May 31, 2024
<https://www.msdbmustangs.org/>
3911 Central Avenue
Great Falls, MT 59405-1967

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

IMPORTANT PHONE NUMBERS

Administration 406 771-6000
Education 406 771-6030
ER/IEP Information 406 771-6060
Cottage Office 406 771-6120
Health Services 406 771-6104
FAX 406 771-6164
Videophone 406 205-0016

Approved:
Board of Public Education:

Board of Public Ed Meeting

BOPE Meeting – December 22, 2022

Those in attendance - Paul Furthmyre, Donna Schmidt, Jim Kelly, Julie-Dee Alt, Tammy Lacey, McCall Flynn, Madalyn Quinlin

Absent - Carol Clayton- Bye

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Madalyn Quinlin - Chair of the Board of Public Ed

Tammy Lacey term is up in January, she has asked to be reappointed for the next term- waiting to hear

Administration

- [Personnel Action Plan](#)
 - No retirements
 - Tayler Davis former graduate, Was Part time - went to Full time Para
 - Juan Spigner, let him go under the probation period
 - Dakota Randles, Food Prep, Former student, LEAP Program\ul> - **Tammy-** heartwarming to see Dakota and his confidence at the formal dinner
 - **McCall-** he greeted me at the door. Recognized me immediately.
 - Claire Kadner- Jr. GFHS, Recruited her from our Sign class at the High School, as a Lifeguard
 - Three Family Advisors- staff that work with our Outreach Consultants
 - Open - LPN,PT Para, Interpreter, Two Cottage
- Out of State Travel
 - [May 3-6 National Outreach Forum \(Salt Lake City\)](#)
 - Outreach staff, Foundation will pay part of this, CPSD will be paying for this trip
 - [March 4-9 Early Hearing Detection and Intervention \(EDHI\) Conference \(Cincinnati\)](#)
 - Early Hearing Detection Intervention - Birth - three age, will pay a majority of Outreach people to attend,
 - [June 25-30 National Student Life Conference for DHH \(Santa Fe\)](#)
 - Jim, Counselors and Leads will be attending
 - [July 22-26 Crisis Prevention Intervention Conference \(Indianapolis\)](#)
 - Yvette Smail, Behavior Specialists, three year rotation for our staff to be trained, it is actually a policy that states our school will do this
 - [June 25-29 National Leadership Summit \(Washington. DC\)](#)
 - Paul, another Admin., Kurt Miller contacted us about AASA Learn 2025. Eight Montana schools that will be participating.
 - **Tammy-** that kind of professional development, and connections that are made are just so important. So thank you for prioritizing that. And also for finding other, you know, lots of innovative sources for funding to make it happen.
 - **Madalyn-** Are there other schools that are specialty schools like this School for the Deaf and Blind that are part of it?
 - **Paul-** why Kurt recruited us, you become a demonstration school. We're trying to make

- MSDB that school for other states to look at.
- Accreditation
 - [AER Focus](#) - Visually Impaired Focus
 - School Improvement team looking at the baseline for Accreditation - Management Standards that we need to meet 80% or higher. Not sure we can meet all, for example...
 - Volunteering- we don't have a clear policy, school board policy, state policy
 - If we decide to apply for AER Accreditation this year, probably at the next board meeting, which would be March. We will have to write the date we informed our Board of that information
- 21 HB 5 Projects
 - Roofing almost done, working on finishing installing the gutters
 - Lighting, Phone projects are completed.
 - Bitterroot Sprinklers\
 - Heads need replaced, bid was awarded to someone in Helena, work will start in June
 - Bitterroot Lift
 - Bids opened today, project will be completed over the summer
- 23 HB 5 Projects (All in Governor's Budget)
 - Drop Off Loop
 - Mustang Sprinklers
 - Cafeteria Sprinklers
 - Cameras inside and outside of Campus
- 2023 - 2024 School Calendar First Reading
 - [Survey Results](#)
 - surveyed Parents, staff
 - [Calendar Selected](#)
 - 60% liked Calendar A, 40% liked Calendar B
 - start on the 28th of August, both of the calendars had everything the same up through December.
 - We have some extra days off in March. And gets us out May 31.
 - **Tammy**- thank you Jim for serving on the GFP calendar Committee.
 - **Paul**- we give our staff and parents a choice and usually it is 50/50 but this year it was definitely clear. March will ask you to adopt the calendar.
- ELC Grant Received
 - \$77,000, DPHHS
 - We offer COVID testing on campus, 90% for nursing salaries and then we can general fund money to fund our committees.
- Governor's Proposed Budget
 - [General Budget](#)
 - Maintenance Supervisor position
 - Student Transportation Services - Others are considering asking the Legislature to place this in our general budget to take us out one time only. I will support it, obviously. But we actually pay more than \$45,000 a year. I think our contract is \$56 this year.
 - Summer Activities- Staff the FLW, Summer camps- \$42,500
 - Education - asked for four Outreach Consultants, and we got two
 - **Tammy**- The Governor presented this at the Board of Education, which includes the Board of Regents when we were in Bozeman in November. There was a lot of support for this portion of the governor's budget..
 - Extra Curricular stipends - part of our general fund
 - Transition Specialist - recruiting from probably Voc rehab or blind and low vision services,

- Family Advisors - not funded by a grant, we asked for \$21,000 each biennium
 - Professional Development - \$35,000 each year in the budget
 - \$100,000 in the budget and Nancy asked us to put additional \$10,000 for IDEA Grant
- [Long Range Building](#)
- Legislative Conversations
- MSU Proficiency Based Course
 - Took this course myself in the fall along with two teachers and they will continue in the Spring. Tools that we received from that course, our assessment committee is using for our strategic planning.
- [EdHub Campus Database Training](#)
 - launch this on January 2. Meet our goal for Assessment.
- Verizon Infrastructure Project
 - Tower on top of our Gym. Pays the state general fund \$2500 a month
- Audiologist Concerns
 - We have some friction between someone that worked 41 years for MSDB and a new audiologist. There was a cleft palate team, which we have always provided audiology services for. Our old audiologist wanted to use our equipment where we were told not to allow that to happen. So our audiologist said, you're not supposed to be using MSDB equipment. Turned into a little bit of tension in that cleft palate theme. In case you get a letter or something that MSDB is not doing those services. We are through our Audiologist.
 - **Tammy**- the former audiologist does not work for MSDB but wanted to use MSDB's equipment for their now private practice screening purposes.
 - **Paul**- I had a phone call with her that it's a liability that if someone from here uses our equipment that we're liable for it. So the former audiologist has done a good job with community relationships; like the cleft palate, teen screening for Special Olympics.. I've asked our audiologist to have face to face meetings with the directors of all those programs, and say, our service is free, we will not charge for the use of the equipment, but we will be the only audiologists there.
 - **Tammy**- Is the former audiologist offering her services for free using your equipment, or does she charge for private practice?
 - **Tammy**- Did she resign or retire from MSDB?
 - **Paul**- She retired
 - **Tammy** - Thank you for the update. And the heads up.
- Learning 2025 Network - Montana Districts

Maintenance/Business Office

- Paul**- working with Donna on a plan to spend our carry forward money of \$180,000
 - Layered Solutions \$56,000
 - Tractor for snow remover \$80,000
 - Vocational Building plumbing issues, air conditioning.
- [2023 Expenditure to Appropriations Report](#)
 - updated as of the 12/20/22
 - some of our numbers are up- positions are filled this year, hire spending is up
 - not concerned
 - **Paul**- Do this include putting \$77,000 back in or taking out for the nurses that will be paid at ELC. Is that reflected in this?
 - **Donna**- yes, we received the money in the expenditure, journal entry is still waiting to be posted. So that will post on the next report
 - **Paul**- So we should have more money in the state budget in that area.

- **Donna-** Yes, I have to pay for them out of our general fund, do BCD to get the money, get the money. And then I have to do the journal entries out of the general fund to that grant fund
- **Madalyn-** are these expenditures going to be paid for with federal money? Are they on a reimbursement basis?
- **Donna-** Some of the grants give us the money upfront. Larger ones I pay them out of the General funds first and then I move the money
- **Paul-** we did receive the \$855,000 for the Broadband project.
- **Donna-** that money will go to A&E and they will keep track of the funds.
- [MSDB Detail Budget Tracking - 2023](#)
 - Broken down in categories-funds, restricted accounts
- Foundation Financials - No current report available.
- Foundation Restricted Accounts - No current report available.
- Foundation Income Summary & Balance Sheet - No current report available.
- Foundation Account resigned and took a full time position. They haven't hired anyone yet.
- **Tammy-** You attend those meetings. Is there one coming up?
- **McCall-** I attended one not too long ago. They aren't always great at including me.
- **Paul-** we hired the Foundation secretary for a full time position at the school. They still have not fill that position yet. I have a meeting with Mark Wilmarth on the 28th. I have requested that we have financial meetings monthly. Haven't heard anything.
- **McCall-** Can they just hire a firm that's going to be more consistent? Because they've had so much turnover that I think at this point consistency is really important for them.
- **Paul-** I would think they could hire somebody that cares about their funding.
- **Tammy-** they contract with them, and they manage the books. And then they have a separate division that works on audits. So it seems like just contracting with a firm
- **Paul-** We have a financial person that is actually a sitting board member that has reached out and being we are small they have been turned down. The next meeting is Jan. 23.
- **Madalyn-** there is the Montana nonprofit association. And they often could refer you to people who do accounting work for smaller nonprofits
- **Paul-** the foundation actually joined that not Montana nonprofit organization last year
- Major repairs:
 - FICO - \$1,403.48. Repair water valve in Cottage Heating Room
 - Mission Electric - \$1,136. Install 4 data switches, two in Aspen and two in Mustang Center.
 - **Paul-** part of the phone system for more power for the servers.

Residential

- [December Cottage Newsletter](#)
 - Students have been busy with activities. Decorating cookies
 - EOS - performed in several places in town
 - Shelby's trip was canceled due to transportation. This event will happen in the Spring for a Community event.
 - Paul-Legislator wanted EOS to be the main part of opening activities on Jan. 2. Had to turn them down. Will go down at a later time.
 - Goal ball, Flying Hooves, activities
 - Swimming - twice a week.
- Swimming Club Starts
 - Mon and Tues for classes
- Travel - kids travel today. Contract with Helena Town Car ends at the end of the school year.
 - will be working at a new proposal for flexibility to get our kids to and from school.

- Formal Dinner Dates in the MSDB Dining Room:
 - March 26, 2023 5:00 PM
- **Madalyn** - what is the children's museum open house?
- **Jim**- Children's museum and they had an open house there that had some community members. a meal that was provided and our students, some entertainment for that which is basically some Christmas songs that they sign and dance.
- **Paul**- we have some requests for Flying Hooves to do stuff off campus. Flying hooves and the drama department from Great Falls High are going to do some type of activity together mid January. So not only is EOS out there, but now that people are starting to recognize we have other performing groups here on campus and get a little bit busier.
- **Tammy**- Jim, thank you for the lovely program and lovely dinner on Sunday, had a great time. The story of Shep was very enlightening. So thank you so much.
- **McCall**- were both so impressed how you just went around the room and pointed out all of the people that were there. So kudos to you..

Education: School

- Current Numbers
 - added two students, 10 day observations, 1 HS, 1 8th
 - Current students 46
- LEAP Students – 6
- Referral numbers
 - 1 DHH preschool possible referral
 - 1 VI preschool possible referrals
 - 1 VI HS - anticipate move to GF sooner
 - 2 new students (1 DHH 11th grade; 1 VI 8th grade- advocated for himself to be in classes in the morning.
 - 1 DHH student moving here after the first of the year
- Purple Star School Certification
 - Joel Auers- had training this last week and we have our Certificate.
 - **Madalyn**- who did the training?
 - **Julie-Dee**- She was from Georgia, MIC Three Compact, Zoom meeting.
 - **Madalyn**- i actually didn't know if they had training.
 - **Julie-Dee**- main components that were covered were- things we would consider if you had a military family moving in, or some that were deployed.
 - **Paul**- we ended up taking a quiz and there were some requirements. 10 did the training that would be enrolling students.
 - **Tammy**- thank you that Malmstrom Air Force Base is the EFMP Base Exceptional Family Member. When a military family has a disabled child, there are certain bases where they can send those families to live. Your certification plays a part in a family that's in the air force that has a deaf or blind student that allows them to be stationed at Malmstrom
- Experiential Learning and Volunteering Wednesdays
 - Grace Veterans Home/Ornaments for L&C Interpretive Center
 - FB page several trees out there that have MSDB ornaments on them
- Winter Program - L&C and GFHS classes attended
- Alertus challenges/exploring Layered Solutions
 - Emergency notifications system noticed after and actual alert our messages on computer screens and on our TV monitors throughout campus did not have the same information
 - Our IT person has done some troubleshooting with Alertus. We have everything reading correctly.
 - We are looking into Layered Solutions- We had a Zoom meeting- they work with a number of Deaf and Blind schools. Provide the same kinds of services that we get through Alertus, but a lot of additional services, including videos, sign for students, there would be printed words,

there's still audio descriptions. Provide things like small lights that can be in places where maybe we don't have TV monitors. Allowing actual intercom type services for our classrooms, we don't have a bell system.

- **Paul-** just received a quote on this program. \$60,000 commitment. Fire system goes off and we have to set off the Alertus. New program the alarm goes off and it notifies everyone. They also have virtual maps, and can be connected to our cameras and it shows us who is coming and going.

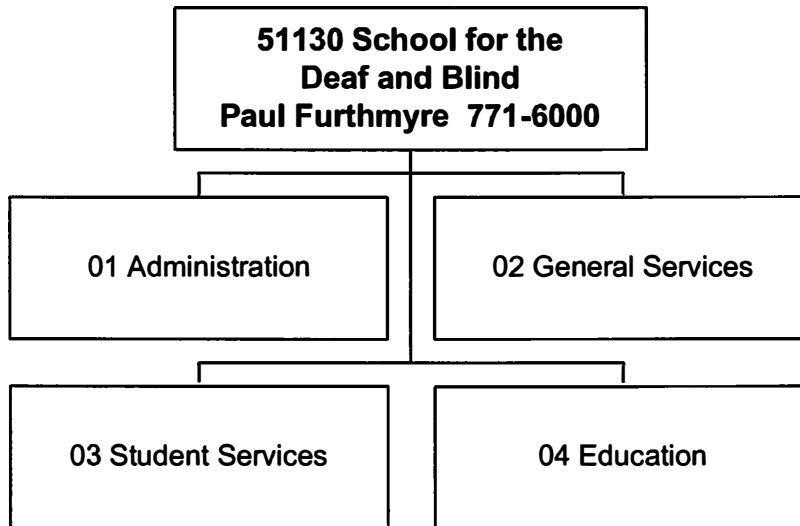
Education: Outreach

Carol is on vacation - Paul gave Carols report

- Deaf Blind Census
 - work with the U of M, Federal funding that we receive through the deaf blind project to report all the deaf blind students in the state of Montana
- APH Census
 - confirming all the students in the state that are eligible for American Printing House services
 - **Madayln-** do we know yet when your budget presentation is?
 - **Paul-** no, do you know McCall?
 - **McCall-** maybe Wednesday or maybe another week.
 - **Madayln-** maybe for January, could you share a little bit more information with us about how you are applying the proficiency based learning?
- Caseload Analysis Tool
 - data we're trying to click for legislators to push for more outreach consultants.
 - adopted that the matrix used by Idaho - driving time, how many minutes you actually are with the student or the parent and that it keeps track of your time writing reports and doing evaluations?
 - Based on that tool, we should have this many consultants.
- Outreach Database
 - ESSER II funding- Database should be ready to go mid Feb. and beta test March.
- **McCall-** Connie Keogh did call me and asked me just given the board's role with MSDB, and asked if we had any concerns over her potentially running a bill adding those additional outreach coordinators. And I basically said no, we want to support MSDB.
- **Paul-** Did she ask you about a performance audit?
- **McCall-** yes, she had recommended that you guys get a performance audit and that you're maybe scheduled to get one next round.
- **McCall-** the performance audit would help legislators better understand the outreach portion. So basically what you guys are doing with your kind of the caseload and analysis.

Tammy- I think this will be my last meeting as the liaison for MSDB as I will most likely be leaving the board after the January meeting. So I just want to thank you for this great opportunity to be the liaison chair. Quinlin will be appointing a new liaison for MSDB. Also want to let you know if there's anything I can do. I'm just 45 minutes away and would be happy in any way to support any efforts that you need. And we'll continue to watch all the good work that's happening there that that you all make happen. So thank you and Merry Christmas.

School For the Deaf & Blind - 51130



Mission Statement - To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become successful citizens. By being Montana's leading resource for the stakeholders of MSDB by providing supports & services that empower individuals to attain their highest potential. As we believe all children are capable and confident and will receive an education through the whole child education philosophy, which includes sensory specific access to communication and curriculum in safe learning & living environments.

Statutory Authority - Title 20, Chapter 8, part 1, MCA.

Agency Proposed Budget			
Budget Item	Total Exec. Budget Fiscal 2024	Total Exec. Budget Fiscal 2025	Total Exec. Budget 2025 Biennium
FTE	86.74	86.74	
Personal Services	8,113,089	8,124,833	16,237,922
Operating Expenses	1,019,060	988,856	2,007,916
Transfers	1,000	1,000	2,000
Debt Service	28,451	28,451	56,902
Total Costs	\$9,161,600	\$9,143,140	\$18,304,740
General Fund	8,674,027	8,655,567	17,329,594
State/Other Special	293,257	293,257	586,514
Federal Spec. Rev. Funds	194,316	194,316	388,632
Total Funds	\$9,161,600	\$9,143,140	\$18,304,740

Agency Appropriated Biennium to Biennium Comparison								
Program	2023 Biennium Appropriated Budget		2025 Biennium Requested Budget		Biennium to Biennium Difference (dollars)		Biennium to Biennium Difference (percent)	
	General Fund	Total Funds	General Fund	Total Funds	General Fund	Total Funds	General Fund	Total Funds
01 - Administration Program	1,231,907	1,238,665	1,398,095	1,404,883	166,188	166,218	13.49 %	13.42 %
02 - General Services	1,265,243	1,265,243	1,164,419	1,164,419	(100,824)	(100,824)	(7.97)%	(7.97)%
03 - Student Services	3,630,638	3,700,029	3,775,744	3,845,202	145,106	145,173	4.00 %	3.92 %
04 - Education	10,127,359	11,002,727	10,991,336	11,890,236	863,977	887,509	8.53 %	8.07 %
Agency Total	\$16,255,147	\$17,206,664	\$17,329,594	\$18,304,740	\$1,074,447	\$1,098,076	6.61 %	6.38 %

School For the Deaf & Blind - 51130

Administration Program - 01

Program Description - The Administration Program staff provide purchasing, accounting, personnel functions, and management of the business affairs for the school.

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2023	Budget Adjustments Fiscal 2024	Total Exec. Budget Fiscal 2024	Budget Adjustments Fiscal 2025	Total Exec. Budget Fiscal 2025	Executive Budget Request 2025 Biennium
FTE	5.00	0.00	5.00	0.00	5.00	
Personal Services	448,221	14,037	462,258	15,527	463,748	926,006
Operating Expenses	155,945	96,713	252,658	70,274	226,219	478,877
Total Costs	\$604,166	\$110,750	\$714,916	\$85,801	\$689,967	\$1,404,883
General Fund	600,772	110,750	711,522	85,801	686,573	1,398,095
State/Other Special	3,394	0	3,394	0	3,394	6,788
Total Funds	\$604,166	\$110,750	\$714,916	\$85,801	\$689,967	\$1,404,883

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2024		Budget Adjustments Fiscal 2025	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	14,037	14,037	15,527	15,527
SWPL - 2 - Fixed Costs	85,839	85,839	56,913	56,913
SWPL - 3 - Inflation Deflation	8,088	8,088	10,575	10,575
<i>Total Statewide Present Law Adjustments</i>	<i>\$107,964</i>	<i>\$107,964</i>	<i>\$83,015</i>	<i>\$83,015</i>
New Proposals				
NP - 99 - New Fixed Costs	2,786	2,786	2,786	2,786
<i>Total New Proposals</i>	<i>\$2,786</i>	<i>\$2,786</i>	<i>\$2,786</i>	<i>\$2,786</i>
Total Budget Adjustments	\$110,750	\$110,750	\$85,801	\$85,801

-----Statewide Present Law Adjustments-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$14,037	\$14,037
FY 2025	\$15,527	\$15,527

SWPL - 1 - Personal Services -

The budget includes \$14,037 in FY 2024 and \$15,527 in FY 2025 to annualize various personal services costs including FY 2023 statewide pay plan, benefit rate adjustments, longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$85,839	\$85,839
FY 2025	\$56,913	\$56,913

SWPL - 2 - Fixed Costs -

This request includes \$85,839 in FY 2024 and \$56,913 in FY 2025 to provide the funding required in the budget to pay fixed costs assessed by other agencies within state government for the services they provide. Examples of fixed costs include liability and property insurance, legislative audit, warrant writer, payroll processing, and others. The rates charged for these services are approved in a separate portion of the budget.

School For the Deaf & Blind - 51130

Administration Program - 01

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$8,088	\$8,088
FY 2025	\$10,575	\$10,575

SWPL - 3 - Inflation Deflation -

This change package includes an increase of \$8,088 in FY 2024 and \$10,575 in FY 2025 to reflect budgetary changes generated from the application of inflation to specific expenditure accounts. Affected accounts include those associated with supplies & materials, communications, repair & maintenance, state motor pool, and other services.

-----New Proposals-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$2,786	\$2,786
FY 2025	\$2,786	\$2,786

NP - 99 - New Fixed Costs -

The budget includes \$2,786 in each year of the 2025 biennium to provide funding for the agency to pay for new fixed cost allocations related to the Chief Data Office and the State Management Training Center. Rates for the fix costs are reviewed by the Section A subcommittee.

School For the Deaf & Blind - 51130

General Services - 02

Program Description - The General Services program maintains all buildings and property on campus. This includes all custodial work and any maintenance of the buildings and grounds.

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2023	Budget Adjustments Fiscal 2024	Total Exec. Budget Fiscal 2024	Budget Adjustments Fiscal 2025	Total Exec. Budget Fiscal 2025	Executive Budget Request 2025 Biennium
FTE	3.57	1.00	4.57	1.00	4.57	
Personal Services	257,804	57,980	315,784	58,992	316,796	632,580
Operating Expenses	295,978	(59,687)	236,291	(59,332)	236,646	472,937
Transfers	1,000	0	1,000	0	1,000	2,000
Debt Service	28,451	0	28,451	0	28,451	56,902
Total Costs	\$583,233	(\$1,707)	\$581,526	(\$340)	\$582,893	\$1,164,419
General Fund	583,233	(1,707)	581,526	(340)	582,893	1,164,419
Total Funds	\$583,233	(\$1,707)	\$581,526	(\$340)	\$582,893	\$1,164,419

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2024		Budget Adjustments Fiscal 2025	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	(2,658)	(2,658)	(1,871)	(1,871)
SWPL - 2 - Fixed Costs	(75,077)	(75,077)	(75,077)	(75,077)
SWPL - 3 - Inflation Deflation	12,590	12,590	15,745	15,745
<i>Total Statewide Present Law Adjustments</i>	<i>(\$65,145)</i>	<i>(\$65,145)</i>	<i>(\$61,203)</i>	<i>(\$61,203)</i>
New Proposals				
NP - 7 - Maintenance Supervisor Position	63,438	63,438	60,863	60,863
<i>Total New Proposals</i>	<i>\$63,438</i>	<i>\$63,438</i>	<i>\$60,863</i>	<i>\$60,863</i>
Total Budget Adjustments	(\$1,707)	(\$1,707)	(\$340)	(\$340)

-----Statewide Present Law Adjustments-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	(\$2,658)	(\$2,658)
FY 2025	(\$1,871)	(\$1,871)

SWPL - 1 - Personal Services -

The budget includes reductions of \$2,658 in FY 2024 and \$1,871 in FY 2025 to annualize various personal services costs including FY 2023 statewide pay plan, benefit rate adjustments, longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	(\$75,077)	(\$75,077)
FY 2025	(\$75,077)	(\$75,077)

SWPL - 2 - Fixed Costs -

This request includes reductions of \$75,077 in each year of the 2025 biennium. This provides the funding required in the budget to pay fixed costs assessed by other agencies within state government for the services they provide. Examples of fixed costs include liability and property insurance, legislative audit, warrant writer, payroll processing, and others. The rates charged for these services are approved in a separate portion of the budget.

School For the Deaf & Blind - 51130

General Services - 02

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$12,590	\$12,590
FY 2025	\$15,745	\$15,745

SWPL - 3 - Inflation Deflation -

This change package includes an increase of \$12,590 in FY 2024 and \$15,745 in FY 2025 to reflect budgetary changes generated from the application of inflation to specific expenditure accounts. Affected accounts include those associated with supplies & materials, communications, repair & maintenance, state motor pool, and other services.

-----New Proposals-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$63,438	\$63,438
FY 2025	\$60,863	\$60,863

NP - 7 - Maintenance Supervisor Position -

This request is for \$124,301 for the 2025 biennium, \$63,438 for FY 2024 and \$60,863 for FY 2025, for 1.00 new FTE for a maintenance supervisor. A maintenance supervisor position was reduced in the budget several years ago. The agency is asking for the position to be restored in HB 2. This position would manage day-to-day activities of maintenance and custodial staff, request project quotes, complete maintenance paperwork for accounting, work with Department of Administration on Long Range Building projects, verify OSHA compliance, and complete the MSDB portion of the statewide facility assessment. Currently, the business manager and lead maintenance positions are trying to keep up with this work.

School For the Deaf & Blind - 51130

Student Services - 03

Program Description - The Student Services Program provides residential care for children living at the school.

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2023	Budget Adjustments Fiscal 2024	Total Exec. Budget Fiscal 2024	Budget Adjustments Fiscal 2025	Total Exec. Budget Fiscal 2025	Executive Budget Request 2025 Biennium
FTE	25.21	0.00	25.21	0.00	25.21	
Personal Services	1,697,934	3,943	1,701,877	11,503	1,709,437	3,411,314
Operating Expenses	157,268	59,286	216,554	60,066	217,334	433,888
Total Costs	\$1,855,202	\$63,229	\$1,918,431	\$71,569	\$1,926,771	\$3,845,202
General Fund	1,820,473	63,229	1,883,702	71,569	1,892,042	3,775,744
Federal Spec. Rev. Funds	34,729	0	34,729	0	34,729	69,458
Total Funds	\$1,855,202	\$63,229	\$1,918,431	\$71,569	\$1,926,771	\$3,845,202

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2024		Budget Adjustments Fiscal 2025	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	(38,557)	(38,557)	(30,997)	(30,997)
SWPL - 3 - Inflation Deflation	14,286	14,286	15,066	15,066
<i>Total Statewide Present Law Adjustments</i>	<i>(\$24,271)</i>	<i>(\$24,271)</i>	<i>(\$15,931)</i>	<i>(\$15,931)</i>
Present Law Adjustments				
PL - 10 - Student Travel OTO	45,000	45,000	45,000	45,000
<i>Total Present Law Adjustments</i>	<i>\$45,000</i>	<i>\$45,000</i>	<i>\$45,000</i>	<i>\$45,000</i>
New Proposals				
NP - 6 - Family Engagement Opportunities	42,500	42,500	42,500	42,500
<i>Total New Proposals</i>	<i>\$42,500</i>	<i>\$42,500</i>	<i>\$42,500</i>	<i>\$42,500</i>
Total Budget Adjustments	\$63,229	\$63,229	\$71,569	\$71,569

-----Statewide Present Law Adjustments-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	(\$38,557)	(\$38,557)
FY 2025	(\$30,997)	(\$30,997)

SWPL - 1 - Personal Services -

The budget includes reductions of \$38,557 in FY 2024 and \$30,997 in FY 2025 to annualize various personal services costs including FY 2023 statewide pay plan, benefit rate adjustments, longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$14,286	\$14,286
FY 2025	\$15,066	\$15,066

SWPL - 3 - Inflation Deflation -

This change package includes an increase of \$14,286 in FY 2024 and \$15,066 in FY 2025 to reflect budgetary changes generated from the application of inflation to specific expenditure accounts. Affected accounts include those associated with supplies & materials, communications, repair & maintenance, state motor pool, and other services.

School For the Deaf & Blind - 51130

Student Services - 03

-----Present Law Adjustments-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$45,000	\$45,000
FY 2025	\$45,000	\$45,000

PL - 10 - Student Travel OTO -

The school requests one-time-only, \$45,000 each year of the 2025 biennium for a total of \$90,000 general fund, to pay additional travel costs to transport students to and from their homes. No commercial bus transportation is available in Great Falls, so the school must charter transportation for students to and from their homes once per month. Due to COVID-19 and inflation, transportation costs have increased.

-----New Proposals-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$42,500	\$42,500
FY 2025	\$42,500	\$42,500

NP - 6 - Family Engagement Opportunities -

MSDB requests \$42,500 in each year of the 2025 biennium for a total of \$85,000 general fund personal services authority to provide staffing for various engagement opportunities provided by the school during the summers. Family and student engagement opportunities are offered for the visually impaired and for the deaf and hard of hearing students from across the state. These opportunities include family learning weekends and two week-long camps allowing students to meet other students with similar issues and to develop relationships. The families come to campus and learn strategies to assist their children in the home/community setting. No new positions would be added since staff that has the summers off, would come in to work the camps.

School For the Deaf & Blind - 51130

Education - 04

Program Description - The Education Program provides an education for children with hearing and/or sight loss that prevents them from receiving a quality education in their local schools. The Education Program serves visually and hearing impaired children who remain in their local school districts by providing deaf/blind educational support services to the students' local schools. The program also offers "mainstream" programs for on-campus students in a joint effort with the Great Falls Public Schools. Additionally, pursuant to 20-8-102(3), MCA, the school is charged with the responsibility of tracking a child identified as hearing or visually impaired from the time of impairment identification through the child's exit from intervention or educational services.

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2023	Budget Adjustments Fiscal 2024	Total Exec. Budget Fiscal 2024	Budget Adjustments Fiscal 2025	Total Exec. Budget Fiscal 2025	Executive Budget Request 2025 Biennium
FTE	49.69	2.27	51.96	2.27	51.96	
Personal Services	5,376,190	256,980	5,633,170	258,662	5,634,852	11,268,022
Operating Expenses	242,356	71,201	313,557	66,301	308,657	622,214
Total Costs	\$5,618,546	\$328,181	\$5,946,727	\$324,963	\$5,943,509	\$11,890,236
General Fund	5,179,096	318,181	5,497,277	314,963	5,494,059	10,991,336
State/Other Special	289,863	0	289,863	0	289,863	579,726
Federal Spec. Rev. Funds	149,587	10,000	159,587	10,000	159,587	319,174
Total Funds	\$5,618,546	\$328,181	\$5,946,727	\$324,963	\$5,943,509	\$11,890,236

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2024		Budget Adjustments Fiscal 2025	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	2,313	2,313	3,204	3,204
SWPL - 3 - Inflation Deflation	17,801	17,801	21,301	21,301
<i>Total Statewide Present Law Adjustments</i>	<i>\$20,114</i>	<i>\$20,114</i>	<i>\$24,505</i>	<i>\$24,505</i>
New Proposals				
NP - 11 - New Outreach Consultants Positions	145,018	145,018	139,953	139,953
NP - 12 - Extra-curricular Compensation	26,938	26,938	26,938	26,938
NP - 4 - New Transition Specialist Position	70,111	70,111	67,567	67,567
NP - 5 - Additional Funding for Family Advisors	21,000	21,000	21,000	21,000
NP - 8 - Professional Development	35,000	35,000	35,000	35,000
NP - 9 - IDEA Part B Outreach Grant Expenses	0	10,000	0	10,000
<i>Total New Proposals</i>	<i>\$298,067</i>	<i>\$308,067</i>	<i>\$290,458</i>	<i>\$300,458</i>
Total Budget Adjustments	\$318,181	\$328,181	\$314,963	\$324,963

-----Statewide Present Law Adjustments-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$2,313	\$2,313
FY 2025	\$3,204	\$3,204

SWPL - 1 - Personal Services -

The budget includes increases of \$2,313 in FY 2024 and of \$3,204 in FY 2025 to annualize various personal services costs including FY 2023 statewide pay plan, benefit rate adjustments, longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings.

School For the Deaf & Blind - 51130

Education - 04

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$17,801	\$17,801
FY 2025	\$21,301	\$21,301

SWPL - 3 - Inflation Deflation -

This change package includes increases of \$17,801 in FY 2024 and \$21,301 in FY 2025 to reflect budgetary changes generated from the application of inflation to specific expenditure accounts. Affected accounts include those associated with supplies & materials, communications, repair & maintenance, state motor pool, and other services.

-----New Proposals-----

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$145,018	\$145,018
FY 2025	\$139,953	\$139,953

NP - 11 - New Outreach Consultants Positions -

MSDB is asking for \$284,971 for the 2025 biennium, \$145,018 for FY 2024 and \$139,953 for FY 2025 for 1.54 FTE outreach consultants. The MSDB Outreach Program has consistently shown statewide growth in the number of children, aged birth through 21 years with both hearing and/or vision loss, who require consultative services, pursuant to 20-8-102, MCA. The MSDB Outreach Program caseloads have more than doubled from 2008 to 2022 with no staff increase in 14 years. This request also includes two new employee office packages (\$3,200) and two computer packages (\$2,400) in FY 2024.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$26,938	\$26,938
FY 2025	\$26,938	\$26,938

NP - 12 - Extra-curricular Compensation -

MSDB requests general fund personal services authority of \$26,938 in each year to pay stipends to staff for sponsoring extracurricular activities such as sports, clubs, and class sponsors. These sponsors allow MSDB students to participate in extracurricular activities like their peers who attend public schools.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$70,111	\$70,111
FY 2025	\$67,567	\$67,567

NP - 4 - New Transition Specialist Position -

MSDB requests 0.73 FTE for a transition specialist at a cost of \$70,111 in FY 2024 and \$67,567 in FY 2025. The position would develop partnerships with businesses and organizations to work with MSDB students and act as a job coach for employers and students to help prepare MSDB students to be productive in the workforce. This request also includes one new employee office package (\$1,600) and computer equipment (\$1,200) one-time-only in FY 2024.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$21,000	\$21,000
FY 2025	\$21,000	\$21,000

NP - 5 - Additional Funding for Family Advisors -

The agency requests \$21,000 general fund in each year of the 2025 biennium for increased personal services costs to provide Family Advisors. Family Advisors are non-staff people who have children with similar disabilities who are paid by MSDB to meet with other families with children with similar needs for consulting and advising. These funds are not used to pay additional stipends to current MSDB staff. Historically, these costs have been paid by an IDEA Part B grant from OPI and vacancy savings. It is anticipated these funds will not be available for this purpose in the 2025 biennium.

School For the Deaf & Blind - 51130

Education - 04

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$35,000	\$35,000
FY 2025	\$35,000	\$35,000

NP - 8 - Professional Development -

MSDB is requesting \$35,000 per year for professional development funding. No staff training is available in Montana so staff must travel to other states to maintain their high level of training. Rising travel costs make it more and more difficult for the school to make sure all staff are up-to-date in their areas of expertise.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2024	\$0	\$10,000
FY 2025	\$0	\$10,000

NP - 9 - IDEA Part B Outreach Grant Expenses -

MSDB requests an additional \$10,000 per year of the 2025 biennium in federal authority to match authority with funding received for the IDEA Part B grant received through the Office of Public Instruction.

LONG-RANGE BUILDING PROGRAM

LRBP

Purpose - The Long-Range Building Program (LRBP) was initiated in 1965 to provide funding for construction and major maintenance of state buildings. The LRBP was developed in order to present a single, comprehensive and prioritized plan for allocating state resources for capital construction and maintenance of state-owned facilities. Primary statutory authority is Title 17, Chapter 7, part 2, MCA.

Executive Recommendations –

- **Volume 3 of the Governor's 2025 Biennium Executive Budget** contains complete descriptions of all recommended projects.
 - Table F-2 shows Long-Range Building Major Repair Account revenue.
 - Table F-3 shows Long-Range Building Program Major Repair projects.
 - Table F-4 shows Long-Range Building Program Capital Development Account revenue.
 - Table F-5 Long-Range Building Program Capital Development projects.
- The LRBP Major Repair category contains \$71,636,406 in cash revenue project (minimum of \$30,305,509 required per 17-7-222 MCA), \$6,128,060 state special revenue, \$8,022,446 federal special revenue, and \$5,085,000 authority-only requests in HB 5 for a total of \$90,871,912.
- The LRBP Capital Development category consist of \$599,626,215 in cash revenue projects, \$139,607,084 state special revenue, \$51,603,011 federal special revenue, and \$240,033,234 authority-only requests to be funded in HB 5 for a total of \$1,030,869,544.
- Authority-only requests are for projects that have or will receive funding that does not require an appropriation.
- Funding is requested for 96 Major Repair projects and 94 Capital Development projects in HB 5 for a total of 190 projects.
- Due to extensive inflationary impacts, material and labor shortages, and supply chain disruptions, within the 190 total projects the Executive Budget contains 19 Major Repair projects and 21 Capital Development projects requiring an adjustment increasing prior legislative appropriations and/or authorities in order to be completed.
- Volume 3 includes a listing of all LRBP project requests submitted by Agencies for the 2025 biennium.

Since the Last Legislative Session –

In addition to many Major Repair projects (roofing, HVAC, boilers, life safety systems, etc.), the Architecture & Engineering Division has completed:

- Romney Hall Renovation, MSU
- American Indian Hall, MSU
- Life Science Building Renovation & Expansion, MSU Billings
- Steam Distribution Emergency Repairs, MT-Tech
- Backup Water System, MSH
- Reroof School, Gym & Maintenance Facility, PHYCF
- Southwest MT Veterans Home, Butte
- Wolf Point Maintenance Shop, MDT
- Upgrade Missoula HQ, FWP
- MLEA Building Improvements, Helena
- Montana Highway Patrol Office, Glendive

In addition to many Major Repair projects (roofing, HVAC, boilers, life safety systems, etc.), construction is underway on many projects including:

- Montana Heritage Center, MHS
- Wellness Center, MSU
- Silver Bow Readiness Center, DMA
- Steam Distribution System Replacement, MT-Tech
- Wastewater System Replacement, MSH
- Cottage Connectors Southwest MT Veterans Home, Butte
- Commodities Warehouse Expansion, DPHHS
- MAES Greenhouse Laboratories, MSU

LONG-RANGE BUILDING PROGRAM LRBP

TABLE F-2

REVENUE ESTIMATE
MAJOR REPAIR LONG-RANGE BUILDING PROGRAM ACCOUNT
PROJECTIONS AS OF NOVEMBER 14, 2022
2025 BIENNIUM

Beginning Cash Balance Available (July 1, 2023)		5,188,823
<i>(i.e. current funds plus anticipated FY23 Major Repair Account revenues less all prior appropriations/obligations = Beginning Cash Balance Available for 2025 Biennium)</i>		
Non-General Fund Revenue:		20,317,790
Cigarette Tax	3,151,000	
Coal Severance Tax	14,404,571	
Interest Earnings	2,073,191	
Supervisory Fees	450,000	
DEQ Transfer - Energy Savings	239,028	
	<u>20,317,790</u>	
Expenditures:		(5,436,747)
Operating Costs - A & E Division	(5,436,747)	
Debt Service <i>(Current debt service is paid from the General Fund or Cap Dev Account)</i>	0	
Total Expenditures	<u>(5,436,747)</u>	
		<u>20,069,866</u>
HB 2 Present Law General Fund Transfer per 17-7-222 MCA to Achieve Minimum Projects of \$30,305,509:		10,235,643
		<u>30,305,509</u>
<i>(i.e. minimum of 0.6% of LRBP-eligible Current Replacement Value X two fiscal years, per 2022 Facility Condition Assessment Report):</i>		
HB 5 OTO Capital Development Account Transfer to Fund Major Repair Project Proposals of \$71,636,406:		41,330,897
Funds Available for Major Repair Project Proposals in HB 5:		<u>71,636,406</u>

See attached Table F-3 listing of prioritized projects included in the Governor's Executive Budget and requesting appropriation, per 17-7-223 MCA.

LONG-RANGE BUILDING PROGRAM

LRBP

Table F-3
LRBP Major Repair

Priority	Agency	Campus	Project Title	Funding Sources					Total
				LRBP MR Cash	LRBP CD Cash	State Special	Federal Special	Authority Only	
SUP MR-01	DPHHS	MSH	Supplemental MSH Wastewater Treatment	1,400,000					1,400,000
SUP MR-02	DPHHS	MSH	Supplemental MSH Hospital Roof	800,000					800,000
SUP MR-03	DPHHS	MMHNCC	Supplemental MMHNCC Roof Replacement	1,500,000					1,500,000
SUP MR-04	DOC	Statewide	Supplemental Door Control Systems	450,000					450,000
* SUP MR-05	MSDB		Supplemental Mustang Center Fire Sprinkler System	830,854					830,854
SUP MR-06	MUS	UM	Supplemental FLBS Sewer Treatment Plant	1,100,000					1,100,000
SUP MR-07	MUS	UM	Supplemental Mansfield Library Roof Repair	500,000					500,000
SUP MR-08	MUS	MSU-N	Supplemental Vande Bogart Library Roof Replacement	675,000					675,000
SUP MR-09	DPHHS	Columbia Falls	Supplemental MVH Roof Replacement			1,600,000			1,600,000
SUP MR-10	MUS	MSU	Supplemental Reid Hall Fire System Upgrades	1,000,000					1,000,000
SUP MR-11	MUS	MSU-N	Supplemental Brockmann Center HVAC Upgrade	1,907,320					1,907,320
SUP MR-12	MUS	UM	Supplemental Clapp Building Elevator	500,000					500,000
SUP MR-13	MUS	UM	Supplemental Stone Hall Roof Replacement	800,000					800,000
SUP MR-14	DNRC		Supplemental Swan Lake Office Siding	187,687					187,687
SUP MR-15	DPHHS	Columbia Falls	Supplemental MVH Courtyard Improv			517,000			517,000
SUP MR-16	DPHHS	Columbia Falls	Supplemental MVH Floor Project			367,000			367,000
SUP MR-17	DPHHS	Columbia Falls	Supplemental MVH ARPA HVAC			423,039			423,039

LONG-RANGE BUILDING PROGRAM LRBP

Priority	Agency	Campus	Project Title	Funding Sources				Authority Only	Total
				LRBP MR Cash	LRBP CD Cash	State Special	Federal Special		
SUP MR-18	DMA		Supplemental Billings AFRC Unheated Storage	46,208			46,208		92,416
SUP MR-19	DMA		Supplemental Havre Unheated Building	63,318			63,318		126,636
MR-01	DOA		Parking Garage Repairs - 5 Last Chance Gulch	1,808,145					1,808,145
MR-02	DOC	MSP	MSP Red Light/Emergency Notification System	1,000,000					1,000,000
MR-03	DOC	MSP	MSP Perimeter Fence Enhancement	1,500,000					1,500,000
MR-04	MSDB		Campus Security Camera Install	271,117					271,117
MR-05	MUS	GFC	Fire Suppression System Upgrades	500,000					500,000
MR-06	DLI		Billings UI Call Center Repairs	1,000,000					1,000,000
MR-07	DOC	PINE HILLS	Pine Hills Roof Replacement	1,000,000					1,000,000
MR-08	DOC	EASTMONT	Eastmont HVAC System Repairs/Replacement	200,000					200,000
MR-09	DPHHS	MMHNCC	MMHNCC Site Improvements & Increase Parking	300,000					300,000
MR-10	DPHHS	MMHNCC	MMHNCC Key card entry system	125,000					125,000
MR-11	DPHHS	MMHNCC	MMHNCC Water Well	200,000					200,000
MR-12	MSDB		Create Bus Loop and Update Parking Lot	349,637					349,637
MR-13	MUS	MSU	Barnard Hall Failed Chiller Replacement	1,750,000					1,750,000
MR-14	DOC	MWP	MWP Cooling System Upgrade	750,000					750,000
MR-15	DOJ	MLEA	Boiler Replacement - MLEA Admin Building	455,000					455,000

MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2023 YEAR TO DATE

AS OF 12/20/2022

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 12/20/2022	PERCENT YEAR TO DATE FY 2022 12/9/2021
ADMINISTRATION PROGRAM BUDGET (01)	\$ 627,582.10	\$ 9,098.67	\$ -	\$ 636,680.77		
EXPENDITURES YEAR TO DATE	\$ 342,388.44	\$ -	\$ -	\$ 342,388.44	53.78%	41.26%
UNSPENT ALLOCATED BUDGET:	\$ 285,193.66	\$ 9,098.67	\$ -	\$ 294,292.33	46.22%	58.74%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 629,429.25	\$ -	\$ -	\$ 629,429.25		
EXPENDITURES YEAR TO DATE	\$ 331,742.27	\$ -	\$ -	\$ 331,742.27	52.71%	40.19%
UNSPENT ALLOCATED BUDGET:	\$ 297,686.98	\$ -	\$ -	\$ 297,686.98	47.29%	59.81%
STUDENT SERVICES BUDGET (03)	\$ 1,855,473.00	\$ -	\$ 34,729.00	\$ 1,890,202.00		
EXPENDITURES YEAR TO DATE	\$ 690,638.29	\$ -	\$ 10,965.29	\$ 701,603.58	37.12%	35.05%
UNSPENT ALLOCATED BUDGET:	\$ 1,164,834.71	\$ -	\$ 23,763.71	\$ 1,188,598.42	62.88%	64.95%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,206,034.00	\$ 289,863.00	\$ 457,086.10	\$ 5,952,983.10		
EXPENDITURES YEAR TO DATE	\$ 2,301,378.56	\$ 39,061.86	\$ 137,380.07	\$ 2,477,820.49	41.62%	37.27%
UNSPENT ALLOCATED BUDGET:	\$ 2,904,655.44	\$ 250,801.14	\$ 319,706.03	\$ 3,475,162.61	58.38%	62.73%
ALLOCATED TOTALS:	\$ 8,318,518.35	\$ 298,961.67	\$ 491,815.10	\$ 9,109,295.12		
TOTAL EXPENDITURE TO DATE:	\$ 3,666,147.56	\$ 39,061.86	\$ 148,345.36	\$ 3,853,554.78	42.30%	37.35%
UNSPENT ALLOCATED BUDGET:	\$ 4,652,370.79	\$ 259,899.81	\$ 343,469.74	\$ 5,255,740.34	57.70%	62.65%

Administration

2023 - Detail Budget Tracking Sheet

			100 - Budget	100 ADMIN	Balance
01100 - General Fund	300H1 - Administration	61100 - Salaries		\$ 143,417.01	
		61400 - Employee Benefits		\$ 55,046.90	
			\$ 444,827.00		\$ 246,363.09
		62100 - Other Services		\$ 44,900.09	
		62200 - Supplies & Materials		\$ 3,382.33	
		62300 - Communications		\$ 1,494.33	
		62400 - Travel		\$ 684.13	
		62500 - Rent		\$ (272.24)	
		62700 - Repair & Maintenance		\$ (315.75)	
		62800 - Other Expenses		\$ 4,915.70	
		\$ 52,217.00		\$ (2,571.59)	
		\$ 497,044.00	\$ 253,252.50	\$ 243,791.50	
01100 - General Fund	300H2 - Audit -RST/BIEN	62100 - Other Services		\$ 494.50	
			\$ 26,810.10	\$ 494.50	\$ 26,315.60
01100 - General Fund	300H5 - State ITSD (RST)	62100 - Other Services		\$ 22,169.92	
		62200 - Supplies & Materials		\$ 36,366.40	
		62300 - Communications		\$ 30,105.12	
			\$ 103,728.00	\$ 88,641.44	\$ 15,086.56
02050 - School Trust Interest/Income	300H1 - Administration	62100 - Other Services			
			\$ 3,394.00	\$ -	\$ 3,394.00
02259 - MSDB Misc MOU's	300A1	61100 - Salaries			
		61400 - Employee Benefits			
			\$ 5,520.65		\$ 5,520.65
		62100 - Other Services			
		62800 - Other Expenses			
			\$ 184.02		\$ 184.02
			\$ 5,704.67	\$ -	\$ 5,704.67
		\$ 636,680.77	\$ 342,388.44	\$ 294,292.33	
				53.78%	46.22%

Maintenance
2023 - Detail Budget Tracking Sheet

			200 - Budget	200 MAINT	201 BOND REPAYMENT	Balance
01100 - General Fund	305F1 - FY2021 CARRYFORWARD	63100 - Equipment				
		68100 - Transfer Out				
			\$ 46,196.25			\$ 46,196.25
			\$ 46,196.25	\$ -	\$ -	\$ 46,196.25
01100 - General Fund	305H1 - General Services	61100 - Salaries		\$ 65,866.50		
		61400 - Employee Benefits		\$ 32,344.71		
			\$ 257,804.00			\$ 159,592.79
		62100 - Other Services		\$ 74,221.68		
		62200 - Supplies & Materials		\$ 8,333.31		
		62300 - Communications		\$ 375.58		
		62400 - Travel				
		62500 - Rent				
		62600 - Utilities		\$ 71,237.90		
		62700 - Repair & Maintenance		\$ 36,916.31		
		62800 - Other Expenses		\$ 13,995.87		
			\$ 295,978.00			\$ 90,897.35
		68000 - Transfers Out				
			\$ 1,000.00			\$ 1,000.00
		69200 - Loans		\$ 28,450.41		
			\$ 28,451.00			\$ 0.59
			\$ 583,233.00	\$ 331,742.27	\$ -	\$ 251,490.73
01100 - General Fund	305H5 - Phone Infrastructure (RST/OTC 63104 - Communications)					
			\$ -	\$ -	\$ -	\$ -
			\$ 629,429.25	\$ 331,742.27	\$ -	\$ 297,686.98

52.71%

0.00%

47.29%

\$ 331,742.27

Cottage

2023 - Detail Budget Tracking Sheet

			3 - Budget	300 ADMIN	301 CLA'S	302 INFIRMARY	303 CLA'S	304 FOOD SERV.	305 SUBSTITUTES	306 TRAVEL	Balance		
01100 - General Fund	310H1 - General Services	61100 - Salaries		\$ 99,967.74	\$ 221,418.83		\$ 43,804.35	\$ 30,500.34	\$ 1,916.60				Actual payroll spend YTD \$ 397,607.86 63.89% \$ 224,750.69 36.11% \$ 622,358.55
		61400 - Employee Benefits		\$ 36,920.28	\$ 148,193.34		\$ 16,880.47	\$ 22,592.84	\$ 163.76				
			\$ 1,697,855.00								\$1,075,496.45		
		62100 - Other Services		\$ 2,612.59		\$ 20.00		\$ 45.00					
		62200 - Supplies & Materials		\$ 2,324.67		\$ 579.46		\$ 23,574.91					
		62300 - Communications		\$ 832.38	\$ 138.48			\$ 34.62					
		62400 - Travel			\$ 31.50					\$ 561.40			
		62500 - Rent								\$ 16,315.08			
		62600 - Utilities											
		62700 - Repair & Maintenance		\$ 21.97		\$ 638.00							
		62800 - Other Expenses		\$ 1,004.68				\$ 45.00					
			\$ 122,618.00								\$ 73,838.26		
01100 - General Fund	310H6 - Student Travel (RST/OTO)	62400 - Travel	\$ 1,820,473.00	\$ 143,584.31	\$ 369,782.15	\$ 1,237.46	\$ 60,684.82	\$ 76,792.71	\$ 2,080.36	\$ 15,876.48	\$1,149,334.71		
			\$ 35,000.00								\$ 15,500.00		
			\$ 35,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,500.00	\$ 89,338.26		
03167 - National School L	310H1 - Student Services	61100 - Salaries											
			\$ 79.00									\$ 79.00	
		62200 - Supplies & Materials						\$ 10,965.29					
			\$ 34,650.00								\$ 23,684.71		
			\$ 34,729.00	\$ -	\$ -	\$ -	\$ -	\$ 10,965.29	\$ -	\$ -	\$ 23,763.71		
			1,890,202.00	143,684.31	369,782.15	1,237.46	60,684.82	87,758.00	2,080.36	36,376.48	1,188,598.42		
												\$ 701,603.58	

Education
2023 - Detail Budget Tracking Sheet

			4 - Budget	400	401	402	403	404	405	406	407	409	490	Balance			
				ED ADMIN	TEACHER - BLIND	TEACHER - DEAF	OUTREACH	SUPPORT STAFF	INTERPRETERS	ASSISTANTS	ATHLETICS	SUBSTITUTES	COVID-19				
03100 - General Fund	315H1 - Education	61100 - Salaries		\$ 85,151.82		\$ 473,008.96	\$ 446,864.00	\$ 265,088.10	\$ 94,113.75	\$ 75,970.38	\$ 203.00				\$	1,440,400.01	68.54%
		61400 - Employee Benefits		\$ 33,447.60		\$ 217,675.21	\$ 179,410.02	\$ 109,759.52	\$ 52,017.41	\$ 59,371.40	\$ 24.13	\$ 9,486.00			\$	661,191.29	31.46%
			\$ 4,948,274.00											\$ 7,846,682.70	\$	2,101,591.30	100.00%
01100 - General Fund	315H1 - Education	62100 - Other Services		\$ 712.50		\$ 60.00	\$ 21,263.00	\$ 476.10	\$ 50.00	\$ 65.00	\$ 40.00						
		62700 - Supplies & Materials		\$ 46,074.65	\$ 163.90	\$ 1,837.40	\$ 23,007.37	\$ 5,181.63		\$ 7.67							
		62300 - Communications		\$ 1,872.90		\$ 11.54	\$ 8,638.08										
		62400 - Travel		\$ 1,331.75		\$ 427.09	\$ 15,633.45										
		62500 - Rent					\$ 35,204.43										
		62600 - Utilities															
		62700 - Repair & Maintenance		\$ 473.99			\$ 2,166.85										
		62800 - Other Expenses		\$ 26,354.41		\$ 353.00	\$ 7,728.06	\$ 62.549									
			\$ 230,822.00											\$ 31,034.74			
01100 - General Fund	315H4 - Extracurricular Comp	61100 - Salaries	\$ 1,179,096.00	\$ 195,419.62	\$ 163.90	\$ 653,400.20	\$ 739,915.26	\$ 381,130.84	\$ 146,181.16	\$ 115,414.45	\$ 267.11	\$ 9,486.00	\$	\$ 2,877,717.44			
		61400 - Employee Benefits															
			\$ 21,938.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 26,938.00			
02050 - School Trust Income	315H1 - Education	61000 - Personal Services				\$ 39,061.86											
		61400 - Employee Benefits															
			\$ 278,329.00	\$	\$	\$ 19,061.86	\$	\$	\$	\$	\$	\$	\$	\$ 299,217.14			
02243 - Medicaid	315H1 - Education	61000 - Personal Services															
		61400 - Employee Benefits															
			\$ 11,534.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 11,534.00			
03012 - F.C.I.A. Chapter 1	315AH - IDFA PART B 9/30/22	61000 - Personal Services															
		61400 - Employee Benefits															
			\$ 48,760.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 48,760.00			
03064 FHA - Part B (Outreach Grant)	315H1 - Education	61000 - Personal Services															
		61400 - Employee Benefits															
			\$ 100,827.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 100,827.00			
03235 DPHHS GRANT - PRE-ETS	315AT DPHHS GRANT AA	62100 - Other Services															
		62200 - Supplies & Materials															
			\$ 6,000.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 6,000.00			
03396 - DPHHS GRANT - NEWBORN HEAR 315AJ NLVBORN HEARING GRANT		61000 - Personal Services															
		61400 - Employee Benefits															
			\$ 16,120.25											\$ 16,120.25			
03396 - DPHHS GRANT - NEWBORN HEAR 315AJ NLVBORN HEARING GRANT		62100 - Other Services															
		62200 - Supplies & Materials															
		62400 - Travel															
		62800 - Other Expenses					\$ 120.00										
			\$ 15,332.80											\$ 15,332.80			
03590 - Federal Literacy Grant	315AK - LITERACY GRANT 9/30/22	61000 - Personal Services		\$ 34,312.05			\$ 120.00	\$	\$	\$	\$	\$	\$	\$ 34,312.05			
		61400 - Employee Benefits		\$ 9,807.14													
			\$ 44,120.00											\$ 44,120.00			
03590 - Federal Literacy Grant	315AK - LITERACY GRANT 9/30/22	62100 - Other Services															
		62200 - Supplies & Materials		\$ 34,182.67													
		62400 - Travel		\$ 2,088.32													
		62800 - Other Expenses		\$ 115.2842													
			\$ 48,780.92											\$ 48,780.92			
03613 - Deafblind Project	315AG DEAFBLIND PROJECT 10/14/2022	61000 - Personal Services		\$ 91,918.60	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 91,918.60			
		61400 - Employee Benefits															
			\$ (0.27)											\$ (0.27)			
		62800 - Other Expenses															
			\$ 0.28											\$ 0.28			
03990 - FEDERAL COVID-19 FUNDS	31541 - ARPA TLC SCHOOL REOPENING	61000 - Personal Services											\$ 23,229.00				
		61400 - Employee Benefits											\$ 12,208.00				
			\$ 71,660.00											\$ 71,660.00			
03990 - FEDERAL COVID-19 FUNDS	31541 - ARPA TLC SCHOOL REOPENING	62100 - Other Services															
		62200 - Supplies & Materials															
		62800 - Other Expenses															

2,477,820.49

The MSDB Cottage Bulletin

December 2022
Vol. 2, No. 4

Message from the Director By Jim Kelly II

Season's Greetings!

The time between Thanksgiving and Christmas is a very busy and exciting time for the students and staff in the cottages. We had so many different activities, parties and performances happening. The students have done some holiday shopping, Christmas Cookie Decorating party, formal dinner a cottage-wide party with games and food and each cottage wing had a special Christmas party with gift exchange and food. Courtesy of the MSDB Foundation, cottage students and staff went out for dinner, which has been a long standing holiday tradition since 2001!

I am a firm believer that the holidays are for making memories. Thinking back on my Christmas past, it is not the gifts that I remember, but what we did as a family. It is our hope as we maintain the traditional cottage activities that your child will have some fond memories to talk about and share with you!

Basket Raffle Drawing Results

The basket raffle fundraiser raised almost \$400 for an MSDB family to enjoy a wonderful Christmas!

Winners:

Baking—

Kirsten Myers

Cozy—

Leann Goss

Christmas —

Tami Kelly

**Student
Council**

MSDB, Shep, and a Christmas Tradition

By Erin Faulkner

Four years ago, I experienced my first Christmas Formal Dinner at MSDB. This was the first time I heard the story of Shep, the faithful sheepdog from Fort Benton. Each year before dining, the recorded story of Shep is played. Along with his moving story of waiting years for his owner to arrive by train, we hear about the relationship between his story and the creation of the MSDB Foundation.

Shep died on January 12, 1942 after waiting 5 years for his master to return. Ed Shields, a Great Northern train conductor, took an interest in Shep's story and wrote about him for the local papers. He also created the "Shep fund" which raised money to benefit the Montana School for the Deaf and Blind. The Shep Fund is now the MSDB Foundation and currently has \$3 million.

Amongst their many contributions, the MSDB Foundation helps the Cottage Program fund their many Christmas activities.

Thank you on behalf of our students!!!



Winter Health Tips

Due to the winter wonderland outside, I want to remind you that frostbite can happen in a matter of minutes. The areas most vulnerable are the face, fingers, and around the batteries of hearing aids. For mild frostbite...the signs will be a tingling sensation, numbness and pain. The skin will be hard, blueish/gray. If you suspect frostbite don't rub the area, don't apply heat, just send them to the Infirmary, or let them warm up slowly.

Because the Infirmary is so totally awesome, we are here to help prevent frostbite before it starts!!! We have extra hats, gloves, coats, snow pants, and some boots.

Stay Warm and Safe!

Tami and the Infirmary Staff



High School Happenings

With Erin Faulkner

One of the main components of the Independent Life Skills Program (ILSP) is learning to cook and plan meals. There are some things that need to be considered when meal planning: what you know how to cook, what you want to cook, when you will cook, what items you already have, what you need to shop for and how much it will cost (budget).

Our students use a meal planning form to help them track 1. what they will cook and when, 2. what do I have, 3. what do I need to buy. Our students have an added step as they are able to acquire some everyday items from the MSDB kitchen manager. A special form is used to request these items. Food purchased from Walmart is paid for by state funds earmarked for the ILSP program.

Name/Date							
	SAT	SUN	MON	TUES	WED	THURS	FRI
Breakfast							
Lunch			X	X	X	X	X
Dinner							

Already Have

Kitchen List

Walmart List

STAFF BUZZ



Last month, we introduced our updated Staff Buzz—a place where families and coworkers could brag about cottage staff to say, “Wow! They are good at their job!”?

Cheri Luongo absolutely goes above and beyond!!! She is also very in tune with my kiddo. Her advise is excellent and she is "spot on" when it comes to antics of my adorable granddaughter. She genuinely cares for the children at MSDB and knows how to coach, teach, love on, listen to, . . . I can go on and on. I don't know where we would be if it weren't for her. (Cheri is a Cottage Counselor)

by Parent of a Cottage Student

I think **Terry Knotts** is going above and beyond in her new position. She is extremely consciousness. The entire cottage not only looks clean, smells clean, but it is clean. (Terry is the Cottage Housekeeper)

by a Cottage Staff

There is one person that every time I see them has a wonderful attitude with a smile on their face. Always willing to help staff or students. **Mo Aguon** in the kitchen is an exceptional person as well as a staff member.

by a Support Staff

I would like to nominate **Bill Andrews** for this recognition. He definitely goes above and beyond with our students and staff. Bill checks in with his students' teachers regularly, asks how he can support students with their homework and students' learning at school, and seeks to make activities fun for the children. He has great enthusiasm that shines through everything that he does. He is certainly appreciated by both students and staff! (Bill is the Lead Resident Advisor in the boys Cottage)

by an Education Staff

Diane Moog makes ASL class fun and tailors it to each individual's needs or area of expertise. She is patient and makes everyone comfortable while improving their ASL skills. Diane allows us to grow and to better communicate with our students and each other. Diane ROCKS!

Diane has gone out of her way to accommodate those of us who are learning ASL. She meets at all times, and in different places with groups and individuals. She has to constantly flex classes when other meetings are scheduled as well. I have learned more and learned faster under Diane's instruction than I have in any other class or tutoring session at MSDB. Not only is my ASL progressing, we also have a good time laughing while we learn! Her time and teaching are invaluable to me! (ASL staff instructor)

by 2 Support Staff



STUDENT HUB

Each year the Cottage staff and students invite the MSDB staff to come tour the Cottages. Usually this event occurs during the Holiday season as it is the most beautiful time of year in the cottages with lights and decorations filling the rooms and halls. This is an opportunity for students to share with their teachers and support staff what life is like in the cottages including mealtimes, homework time, socializing and special activities. This year's event occurred on Wednesday after school.

Outings/Activities

Weekly

- EOS (Mon/Wed)
- Goal Ball (Tues)
- Academic Bowl (TBD)
- Student Council (Wed)
- VIP (Wed)
- School Store (Wed/Fri)
- Swimming (Wed/Sun)
- Flying Hooves (Thurs)

Look what we did!

- Mall shopping (12/2)
- Annual Cookie Decorating (12/3)
- Craft for Formal Dinner (12/4)
- Mini-Beanie Hat Fundraiser (12/7)
- Basket Raffle drawing (12/7)
- Games in Activity Room (12/9)
- Stud. Council Christmas Party (12/10)
- Children's Museum Open House (12/15)
- Obsidian Cottage Party (12/15)
- Student Piano Recital (12/15)

We were so busy.....

- Geyser/Shoshone Party (12/17)
- Baking cookies for program (12/18)
- Formal Dinner (12/18)
- Cottage Open House (12/21)
- Fuddrucker's Dinner (12/21)

Coming Soon-

- Travel Return (1/2)
- Travel Home (1/13)
- Travel Return (1/16)

Christmas Cookie Decorating



Student Council Christmas Party





Cottage Wing Parties



ASL Education

With Diane Moog

ASL



In this edition of ASL Corner, we will look at how each ASL sign can be broken down into five separate features called parameters. For a sign to be correct, each of these five parameters must be used correctly.

Now let's look at each parameter.

1. **Handshape:** This refers to the hand configuration which is used in the beginning of any production of a word in ASL. These handshapes were discussed in the previous article. Following is an example of two different handshapes. The first sign is BLUE. This sign uses the "b" handshape. The second sign is YELLOW and it uses the "y" handshape.
2. **Palm Orientation:** This parameter refers to the direction in which the hand is turned to produce a sign. This direction may include palm up, palm down, palm facing right, palm facing left, palm outward or away from you and palm inward or toward you. Following are two examples of palm orientation. The first is the sign for YOUR/ which has a palm out or away from you. The second sign is MY/MINE which has palm inward or toward you.
3. **Location:** This refers to the bodily location where signs are produced. The sign space used for sign production is approximately four inches above the head, elbow room as with hands on your waist, and about four inches below the belly button or belt buckle. Another way to think about this is to envision yourself in a frame. Following are examples of location. The first sign is THINK located on the forehead. The second sign is CANDY located on the cheek.
4. **Movement:** This parameter refers to the changing of the location of the hands during sign production. This can mean a sign is moving away from you or toward you to indicate a directional verb such I GIVE YOU and YOU GIVE ME. Movement also refers to the frequency of the action which affects meaning.
5. **Nonmanual Markers:** These are referred to as NMM or NMS and are signals or gestures done without the use of the hands and mostly from shoulders, head and face to relay a message. Specific NMM alter the meaning of a sign. Use of facial expressions fall under this category. Head nods, head shakes, eyebrow movement up and down, nose movement, eyes and lips carry meaning that can be attached to a sign. The first sign is WHY with eyebrows down. The WH questions have eyebrows down. The second sign is YES. This demonstrates eyebrows up.



Thank you to Jennifer St. Pierre for being the sign model for this article.

LEAP REPORT

Our year in LEAP seems to be flying by rather quickly! Here at LEAP, we have been working on independent living, employment, and developing hobbies. Four of our six participants either have employer-paid jobs or work experiences. One of our participants will start a job shadow in the Benefis Hospital system after we return from break. Once she finds a good fit, she will transition to a work experience! We are all very excited by the prospect!

Finding job shadows and work experiences for our participants can be challenging. Often, we reach out to a business and wait for a response. Sometimes that response is quick - other times, it is a waiting game. Finding a balance between being pushy and persistent can be challenging. In the meantime, we are working hard on other skills needed for adulthood. Those skills may include cleaning, cooking, shopping, budgeting, arranging transportation, interpersonal communication, resume development, etc.

Two participants have taken classes or lessons to further their skills. One participant took a woodcarving class, and he enjoyed it so much he will be taking another in the spring. One of our female participants has been taking piano lessons and recently had a recital - we all attended to show our support.

LEAP has worked hard to arrange various trainings and tours around Great Falls. We have had the Great Falls Fire Department come and talk to us about fire safety and demonstrate how to use a fire extinguisher. Each participant had the opportunity to use the fire extinguisher, and they LOVED it! We have toured the Pacific Steel and Recycling plant, the Electric City Conservatory, and Great Falls Job Services. Several people have come to our program to present on various topics. Trudy Hill gave a presentation on being a guidance counselor, Shirley Wermeling presented on "Understanding Your Paycheck", Paige Thomas on "Understanding Your Mental Health", Sheri Devlin on SSI, and Sue Davis for Self Employment (A Self-Published Author). We have also worked on food, clothing, and health management. Work-Life balance is essential; therefore, some of our training days have included fun activities such as: attending CMR's production of Beauty and the Beast, a walk where we ended up getting caught in the rain and had to wait it out in a gazebo, a tour of the Paris Gibson Art Museum, White Cane Day, and Gibson Park.

As this year wraps up, we would like to thank all who have helped our program in one way or another. We have several staff members subbing in our program, and we are so thankful to all of them (you know who you are!). Thank you to our work experience partners - The Great Falls Public Library and Wee Disciples Daycare. Thank you to Benefis for being willing to partner with our program. Thank you to every business that has allowed us to tour their facilities and the staff members who took the time to give us a tour. Thank you to all of the outstanding presenters. Thank you, parents, for trusting us with your children!

Happy holiday and best wishes in the new year!

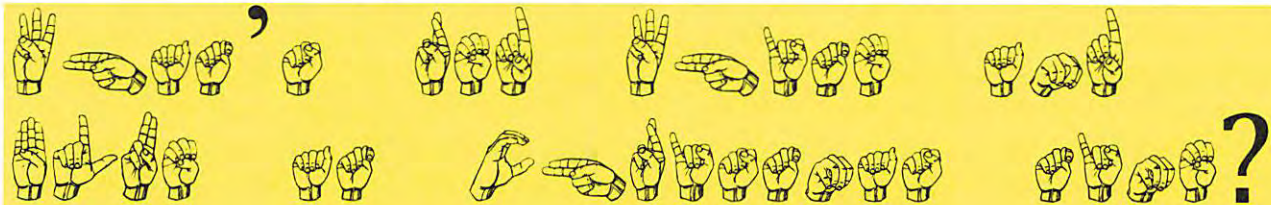
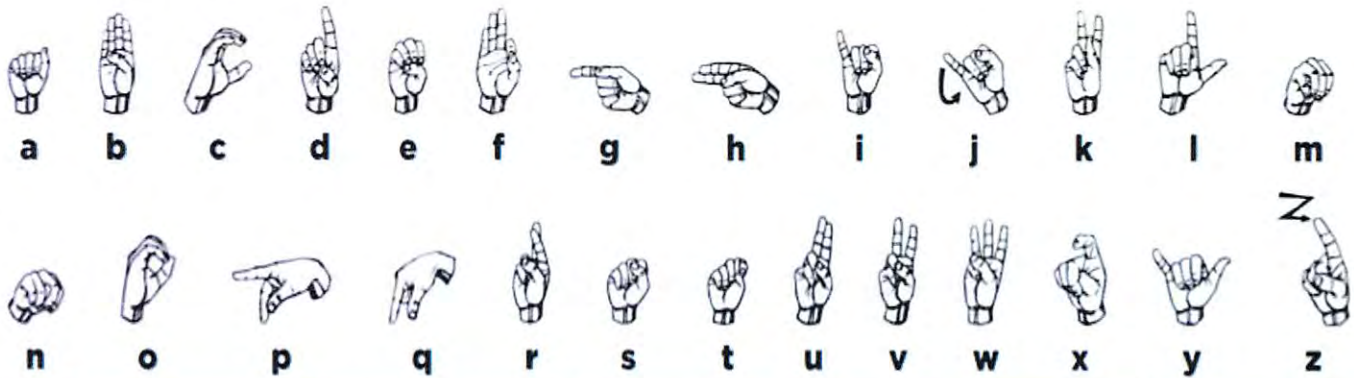
Carrie and Mackenzie



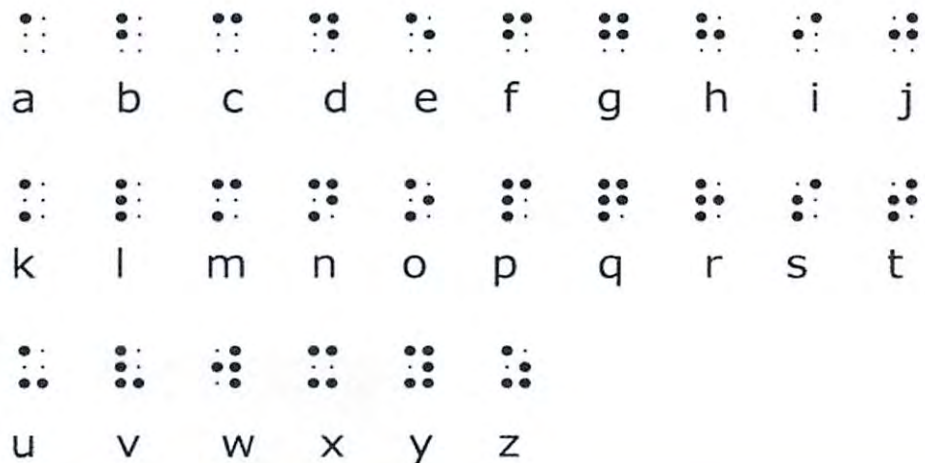
PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

Fingerspelling is the process of spelling out words by using hand shapes that correspond to the letters of the word. A set of hand shapes used to spell words is known as a "manual alphabet."



Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1821 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each.



November 2022 Puzzler Answers:

Fingerspelling: Who isn't hungry at Thanksgiving dinner? Braille: The turkey. He's already stuffed.

**9089 Mont Sch for
Deaf & Blind District**

3911 Central Avenue, Great Falls, MT 59405
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Student Enrollment Summary Report

Effective Date: 12/23/2022 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 24/22/46

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blind EI

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	1/0/1	-	1/0/1
02	-	-	-	-	-	2/2/4	-	2/2/4
03	-	-	-	-	-	1/0/1	1/0/1	2/0/2
05	-	-	-	0/1/1	-	0/3/3	-	0/4/4
06	-	-	1/0/1	-	-	-	-	1/0/1
07	-	1/0/1	-	-	-	0/3/3	-	1/3/4
08	-	1/0/1	-	-	-	1/1/2	-	2/1/3
KF	-	-	-	-	-	1/1/2	-	1/1/2
KH	-	-	-	-	-	2/0/2	-	2/0/2
PK	-	-	-	-	-	0/1/1	-	0/1/1
PS	0/1/1	-	-	-	-	3/1/4	-	3/2/5
All Grades	0/1/1	2/0/2	1/0/1	0/1/1	-	11/12/23	1/0/1	15/14/29

MT Sch For Deaf & Blind HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	2/3/5	-	3/3/6
10	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
11	-	-	-	-	-	1/0/1	-	1/0/1
12	-	-	0/1/1	-	-	3/1/4	-	3/2/5
All Grades	-	1/1/2	0/1/1	0/1/1	-	8/5/13	-	9/8/17

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	6	20.69%
MT Sch For Deaf & Blind HS	4	23.53%
Total	10	21.74%

❖ **MACIE LIAISON (Item 8)**

Susie Hedalen

ITEM 8

MACIE REPORT

Jordann Lankford Forster

Montana Board of Public Education
MACIE Summary
January 2023

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	none
Related Issue(s)	January MACIE meeting Tribal College Representative applicants: <ul style="list-style-type: none">• Dr. Sean Chandler, Aaniiih Nakoda College• Eva Flying, Chief Dull Knife College• Haven Gourneau, Fort Peck Community College
Recommendations	none

Tribal College Representative applicants:

MACIE presented the three applications for the Tribal College Representative at their January meeting. MACIE will take action at their February meeting to forward one name to the Board of Public Education for approval in March.

Dr. Sean Chandler

Dr. Chandler is an enrolled member of the Aaniinen (Gros Ventre Nation) and is the President of Aaniiih Nakoda College (ANC) located on the Fort Belknap Indian Reservation in north-central Montana. He is also the co-director of the White Clay Immersion School (WCIS) at ANC. In 2016, Dr. Chandler was appointed to the Montana Arts Council, and in 2018 received the Montana Indian Education Association's Indian Educator of the Year Award. For the past 20 years, Sean has been employed with ANC serving mostly as an Instructor and Director of American Indian Studies. In 2017, Dr. Chandler filled the role of Academic Dean and later President in 2020. In addition to his administration duties, he also instructs the Aaniiih (Gros Ventre) Language to grade school aged children within the WCIS.

Dr. Chandler acquired a Bachelor of Arts in Art in 1997, a Master of Arts in Native American Studies in 2003 from Montana State University, and a Doctor of Education in Educational Leadership in 2014 from the University of Montana with his dissertation entitled, The Identity of Indigenous Lifeways.

Eva Flying

Eva Flying is the President of Chief Dull Knife College, located on the Northern Cheyenne Indian Reservation. President Flying has substantial years of working in higher education and advocating for access in education of native education.

Haven Gourneau

Haven Gourneau is the President of Fort Peck Community College and has served in this capacity for seven years. President Gourneau has worked in higher education for 33 years.

❖ **LICENSURE COMMITTEE – (Items 9-14)**

Susie Hedalen

ITEM 9

ANNUAL TEACHER LICENSURE REPORT

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Teacher Licensure Report
Presenter	Crystal Andrews
Position Title	Director of Licensing and Accreditation Office of Public Instruction
Overview	Review teacher licensures for 2022.
Requested Decision(s)	Information only
Related Issue(s)	Teacher licensure, Administrator licensure, Specialist licensure
Recommendation(s)	n/a



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



January 12, 2023

OPI 2022 Educator Licensure Annual Report

This report is a summary of educator licensure activity for 2022 as identified in the areas of:

Tables:

- 1) Licenses issued for: renewals, upgrading from one class to another, and adding an endorsement
- 2) Those obtaining their initial Montana educator license; the class of license and endorsement(s) area
- 3) Emergency Authorizations of Employment issued to school districts and the subject areas
- 4) A list of academic and character denials and the licensure request that was denied
- 5) A list of the license class and endorsement areas that were unusual cases
- 6) A five- year view of the number of newly hired educators in the critical shortage areas
- 7) A five- year view of licensure history, new hires, and renewals

Please see tables below.

Montana OPI 2022 Educator Licensure Annual Report

Compiled 12/2022 by: Crystal Andrews OPI Director of Educator Licensure

Montana Educator Licenses

Montana offers eight different license types. Brief descriptions of each are noted below.

- **Class 1 – Professional Teacher’s License.** Those who hold a master’s degree in education or an endorsable teaching area from a regionally accredited college or university or obtained certification by the National Board for Professional Teaching Standards.
- **Class 2 – Standard Teacher’s License.** Those who hold a bachelor’s degree from a regionally accredited college or university and completed an approved educator preparation program including appropriate supervised teaching experience and either holds a current standard, unrestricted out-of-state educator license and two years of successful teaching experience or a minimum passing score on the Praxis Subject Assessment or a passing score on a student teaching portfolio or a 3.00 or higher coursework GPA.
- **Class 3 - Administrative License.** Categories are: Superintendent; Elementary Principal; Secondary Principal; K-12 Principal; Supervisor; Special Education Supervisor.
- **Class 4 - Career and Technical Education.** These licenses are specific to career and technical education. There are three types of Class 4 licenses:
 - Class 4A. Those holding a valid Montana teaching license, but without an appropriate career and technical education endorsement.
 - Class 4B. Issued to individuals with a certificate of completion from an apprenticeship program or associate degree, or a bachelor’s degree from a regionally accredited college or university, but do not hold a valid Montana teaching license with the appropriate career and technical education endorsement.
 - Class 4C. Those individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.
- **Class 5 - Provisional License.** May be issued to applicants that need to complete course work for full licensure. Categories are: Elementary; Secondary, K-12 and P-12 Special Education Levels; Superintendent; Elementary Principal; Secondary Principal; K-12 Principal; Supervisor; Specialist. There are three types of Class 5 licenses:
 - Class 5A. Issued to individuals seeking their initial Montana educator license who meet all licensure requirements except need successful completion of the Montana required* Praxis test.

- Class 5B. Issued to individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved educator preparation program.
 - Class 5C. Issued to individuals seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator license, and have not earned 60 professional development units within the five-year period preceding the effective date of the license.
- **Class 6 - Specialist License.** Categories are: School Counselor; School Psychologist.
- **Class 7 – Native American Language and Culture Specialist.** Based upon verification by the authorized representative of a tribal government that has a memorandum of understanding with the Superintendent of Public Instruction.
- **Class 8 - Dual Credit Postsecondary Faculty License.** Required (unless already licensed as Class 1, 2 or 4) whenever a college or university faculty member is teaching a dual credit course at the institution for which one or more students will earn both high school and college credit.

**Montana does not require the Praxis test for educator licensure however it is one pathway to show content knowledge for a Class 2 license.*

1. Renewals, Upgrades, and Adding Endorsement License Table January 1, 2022 to December 23, 2022

Description of Type of License on page 2

Renewal License Table	Type of License													
Endorsement Area	1	2	3	4A	4B	4C	5A	5B	5C	6 PS	6 SC	7	8	Total
Agriculture (Class 1 or 2) 5-12	7	21												28
Agriculture Business 5-12					1									1
Agriculture Mechanics 5-12					2	1								3
Art 5-12	3	1												4
Art K-12	23	80						1						104
Art K-8		1												1
Automotive Technology 5-12						2								2
Biology 5-12	55	50												105
Blackfeet K-12												3		3
Building Trades 5-12				1	2	2								5
Business Education (BF) 5-12	38	46						1						85
Chemistry 5-12	19	16												35
Cheyenne K-12												2		2
Chippewa K-12												1		1
Comp. and Inf. Sciences 5-12	8	4												12
Comp. Inf. Systems 5-12				1	1									2
Cree K-12												1		1
Crow K-12												4		4
Dakota K-12												1		1
Diesel Mechanics 5-12				1		1								2
Drafting 5-12					1									1
Drama 5-12	5	6												11
DC- Accounting 5-12													1	1
DC- Business Education 5-12													1	1
DC- Dental Assistant 5-12													1	1

Montana OPI 2022 Educator Licensure Annual Report

Compiled 12/2022 by: Crystal Andrews OPI Director of Educator Licensure

Endorsement Area	1	2	3	4A	4B	4C	5A	5B	5C	6 PS	6 SC	7	8	Total
Early Childhood P-3	5	19						1						25
Earth Science 5-12	5	9												14
Economics 5-12	1	3												4
Electronics 5-12						1								1
Elementary K-8	620	1088						6	1					1715
English Second Lang. 5-12	1													1
English Second Lang. K-12	12	11												23
English Second Lang. K-8	1	3												4
English, Lang. and Lit. 5-12	112	131											2	245
Family and Con. Science 5-12	13	23												36
French 5-12	2	2												4
French K-12	8	6												14
Geography 5-12	4	6												10
German 5-12	4	3												7
German K-12	2	3												5
German K-8		1												1
Graphic Arts 5-12					1									1
Gros Ventre K-12												1		1
Health 5-12	1	3											1	5
Health and Physical Ed. K-12	11	14						3						28
Health Enhancement 5-12	3	1												4
Health Enhancement K-12	76	125												201
Health Enhancement K-8		1												1
Health K-12	1													1
Health Prof.- Biotech. 5-12				2										2
Health Prof.- Inform. 5-12				1										1
Health Prof.- Therap. 5-12				7										7
History 5-12	68	90												158
Horticulture 5-12						1								1
Hosp. and Tourism 5-12				1										1

Endorsement Area	1	2	3	4A	4B	4C	5A	5B	5C	6 PS	6 SC	7	8	Total
Industrial Arts 5-12	8	7												15
Industrial Mechanics 5-12				1										1
Industrial Tech. Ed. 5-12	5	4						1						10
Italian K-12	1													1
Journalism 5-12		1												1
Latin 5-12	2	3												5
Library 5-12	1													1
Library K-12	82	78						1						161
Livestock Production 5-12				1		1								2
Marketing Education 5-12		2												2
Mathematics 5-12	103	95						3					1	202
Metals 5-12						1								1
Middle Grades 4-8		1												1
Music 5-12	1													1
Music K-12	30	61												91
Music K-8		1												1
Office Occupations 5-12					1									1
Physical Education K-12	4	5												9
Physical Education 5-12		2												2
Physical Science 5-12	10	3												13
Physics 5-12	11	9												20
Plant Science 5-12					1									1
Political Science 5-12	31	28												59
Principal 5-12			30											30
Principal K-12			230					1						231
Principal K-8			24											24
PSC Dance K-8	2													2
PSC Early Childhood K-8	14	20												34
PSC Gifted and Talented K-8	2													2
PSC Tech. in Education K-12		1												1

Endorsement Area	1	2	3	4A	4B	4C	5A	5B	5C	6 PS	6 SC	7	8	Total
Psychology 5-12	16	13											2	31
Reading K-12	99	157												256
Reading K-8	1	2												3
Russian K-12		1												1
School Counselor 6 K-12	4										76			80
School Counselor K-12	51	9									4			64
School Psychologist										34				34
Science (BF) 5-12	47	60												107
Small Engines 5-12				1										1
Social Studies (BF) 5-12	80	86												166
Sociology 5-12	4	4												8
Spanish 5-12	4	4												8
Spanish K-12	21	26						1						48
Spanish K-8	1													1
Sp. Ed. Supervisor P-12			12											12
Special Education 5-12	1	2												3
Sp. Ed. Hearing Imp. P-12	4	2												6
Special Education P-12	169	236	5					7						417
Special Education P-3	2	1												3
Special Education P-8	3	6						1						10
Sp. Ed. Vision Imp. P-12	3	1												4
Speech Communications 5-12	3	6												9
Stagecraft 5-12					1									1
Superintendent K-12			91											91
Supervisor K-12 Counselor			1											1
Supervisor K-8			1											1
Theater 5-12	2	2												4
Traffic Education 5-12	12	10				1								23
Welding 5-12				1										1
Total	1942	2716	394	18	11	11	0	27	1	34	80	13	9	5256

Montana OPI 2022 Educator Licensure Annual Report

Compiled 12/2022 by: Crystal Andrews OPI Director of Educator Licensure

2. New License Table

January 1, 2022 to December 23, 2022

Description of Type of License on page 2

New License Table	Type of License									
Endorsement Area	1	2	3	4	5	6 PS	6 SC	7	8	Total
Agriculture (Class 1 or 2) 5-12	3	12								15
Agriculture Business 5-12				8						8
Agriculture Mechanics 5-12				6						6
American Sign Language	1	1								2
Art 5-12		2								2
Art K-12	3	18			5					26
Assiniboine K-12								1		1
Automotive Technology 5-12				5						5
Biology 5-12	7	14			4				1	26
Blackfeet K-12								4		4
Building Trades 5-12				4						4
Business Education (Broadfield) 5-12	4	2			10					16
Business Marketing 5-12				6						6
Chemistry 5-12	2	4			2				1	9
Chippewa K-12								1		1
Cree K-12								9		9
Diesel Mechanics 5-12				1						1
Drafting 5-12				3						3
Drama 5-12		1								1
Early Childhood P-3	10	28								38
Earth Science 5-12	2	3								5
Elementary K-8	116	276			60					452
English as a Second Language K-12	10	3			1					14
English, Language and Literature 5-12	21	33			13				2	69
Family and Consumer Sciences 5-12		4								4

Montana OPI 2022 Educator Licensure Annual Report

Compiled 12/2022 by: Crystal Andrews OPI Director of Educator Licensure

Endorsement Area	1	2	3	4	5	6 PS	6 SC	7	8	Total
French 5-12	1									1
French K-12	1	2			1					4
Geography 5-12	1									1
German K-12	1									1
Graphic Arts 5-12				2						2
Health 5-12	1	1								2
Health and Physical Education K-12	3	16			5					24
Health Enhancement K-12		6								6
Health K-12	1	1								2
Health Professions- Therapeutics 5-12				1						1
Heavy Equipment Operator 5-12				1						1
History 5-12	3	11			2					16
Horticulture 5-12				1						1
Industrial Technology Education 5-12	1	4			1					6
Library K-12	1									1
Livestock Production 5 -12				5						5
Mandarin Chinese 5-12	1									1
Mathematics 5-12	11	30			11				2	54
Metals 5-12				3						3
Middle Grades 4-8	1	1								2
Music 5-12	1	1								2
Music K-12	4	20			1					25
Physical Education K-12	9	4								13
Physical Education 5-12		1								1
Physical Science 5-12	1	1								2
Physics 5-12	1	3							1	5
Plant Science 5-12				2						2
Political Science 5-12	2	4			1					7
Principal K-12			21		5					26
Psychology 5-12		1								1

Endorsement Area	1	2	3	4	5	6 PS	6 SC	7	8	Total
Reading K-12	10	15								25
Reading K-8	2									2
School Counselor K-12					7		20			27
School Psychologist K-12					6	3				9
Science (Broadfield) 5-12	10	13			4					27
Small Engines 5-12				2						2
Social Studies (Broadfield) 5-12	9	36			1					46
Sociology 5-12	1									1
Spanish 5-12		2								2
Spanish K-12	4	2			2					8
Special Education Supervisor P-12			2							2
Special Education 5-12	2									2
Special Education- Hearing Impaired P-12	1									1
Special Education P-12	31	32			23					86
Special Education P-3	1	2			1					4
Special Education P-8	3	1			1					5
Superintendent K-12			1		2					3
Theater 5-12					2					2
Videography 5-12				1						1
Welding 5-12				7						7
Total	298	611	24	58	171	3	20	15	7	1207

3A. Emergency Authorization Table 1- By Subject January 1, 2022 to December 23, 2022

Endorsement Description	License Count		Endorsement Description	License Count
Agriculture (Class 1 or 2) 5-12	2		Physical Education K-12	1
Art K-12	2		Physical Education K-8	2
Art 5-12	2		School Counselor K-12	1
Biology 5-12	1		School Counselor K-8	2*
Business Education (Broadfield) 5-12	5		School Counselor 5-12	3
Computer and Information Science 5-12	1		Science (Broadfield) 5-12	6*
Early Childhood P-3	1		Social Studies (Broadfield) 5-12	3
Elementary K-8	60*		Spanish 5-12	2*
English, Language and Literature 5-12	7*		Spanish K-12	1
Family and Consumer Sciences 5-12	10		Total	139**
Health and Physical Education 5-12	3*			
Health and Physical Education K-12	6			
History 5-12	1			
Industrial Technology Education 5-12	3*			
Library K-12	2			
Mathematics 5-12	4			
Music 5-12	1			
Music K-12	3			
Music K-8	3			
Physical Education 5-12	1			

* Being a year-long report, some of the areas have Emergency Authorization for the 2021-22 year that were issued after 12/15/21 and were not included on the 2021 Licensure Report for Table 3A and 3B.

** There was a total of 134 Emergency Authorization of Employment's that were issued. Five of them had more than one endorsement area making the above total higher.

3B. Emergency Authorization Table 2- By School Districts
January 1, 2022 to December 23, 2022

District Name	# of EAEs		District Name	# of EAEs		District Name	# of EAEs
Absarokee	1		Hardin	4*		Terry	7
Alberton	1		Harlem	3		Three Forks	1*
Ashland	1		Helena	2		Troy	1
Belgrade	3		Hobson	3		Valier	2
Billings	1		Hot Springs	1		Victor	1
Bozeman	1		Joliet	1		Whitewater	1
Broadus	2		Lame Deer	6		Total Number of EAEs	134
Broadview	3		Liberty	4			
Brockton	1		Lone Rock	1			
Browning	8*		Miles City	4			
Carter County	1*		Missoula	1			
Chester Joplin Inverness	2		Nashua	1			
Colstrip	6		Park City	1*			
Columbia Falls	1		Plains	2			
Culbertson	3		Plentywood	3			
Custer	2		Plevna	1			
Dupuyer	2		Power	2			
Ekalaka	2		Rapelje	2			
Ennis	3		Red Lodge	1			
Fairview	2		Richey	1*			
Frazer	3		Roberts	1			
Glasgow	1*		Shepherd	1			
Glendive	6*		Sheridan	1			
Grass Range	2		Sidney	3			
Great Falls	8		Stanford	1			
Great Falls Central Catholic	1		Stevensville	1			
Hamilton	1		Swan River	1			

4. Denial Table

January 1, 2022 to December 23, 2022

Academic	Licensure Request	Reason for Denial	Cases
	Adding endorsement(s): Reading K-12 Elementary K-8	Did not complete an Educator Preparation Program and ARM 10.57.301(c)(ii) prevents adding through multiple pathways.	2
Character	Licensure Request	Reason for Denial	Cases
	Reinstatement of expired license	MCA, 20-4-104 is of good moral and professional character, ARM 10.57.601A immoral conduct, MCA, 20-4-110 revocation of certificate (in another state).	1
Total Number of Denial Cases			3

5. Unusual Case

January 1, 2022 to December 23, 2022

License Class	Reason for Unusual Case	Approved by BPE or Superintendent Y/N	Cases
Class 5	Requested for an extension due to expiration date; June 30, 2022—needs additional time to complete coursework and/or student teaching due to COVID or other health issues.	BPE- Yes (6) Superintendent- Yes (4)	10
Class 4A	Issued a Class 4A license to teach a new dual credit course, did not have necessary coursework however taught the course	BPE- Yes	1
Class 1 Add endorsement	Added School Counselor endorsement to current Class 1 license, needed 600 internship hours- did not have enough but had years of being a licensed counselor in another state.	BPE- Yes	1
Class 2	Completed an alternative licensure program, did not have five years of teaching with a current out-of-state license- had 3 ½ years licensed.	BPE- Yes	1
Class 1	Completed an alternative licensure program, had the necessary five years of teaching however was only properly licensed for one of the years.	BPE- Yes	1

Class 6	Completed counselor program, needed 600 internship hours- did not have enough but had years of being a licensed counselor in another state.	BPE- Yes	1
Class 6	Requested for an extension to earn professional development units due to personal health circumstances, was out of work for two years.	Superintendent- Yes	1
Class 5	Applied for a provisional license for School Counselor, needed to be within four courses of completing the full requirement and was just beginning the program. District explained they had three counselors for the past three years and posted the position more than 20 times with no applicants.	Superintendent- Yes	1
Class 3	Question came from EPP on interpretation of ARM 10.57.415b- master's degree. Does not hold a master's degree in education however holds a Ed. S. in counselor education which is a degree beyond the necessary requirement. Applicant only needs to complete the principal licensure program instead of needing the full master program in Educational Leadership.	Superintendent- Yes	1
Class 1 Add Endorsement	Added Middle Grades 4-8 to current Class 1 license, qualified for Biology 5-12 and Science 5-8 per university recommendation, EPP was just for Biology. Biology was only endorsement on initial license. Years of experience in middle grades along with the recommendation.	Superintendent- Yes	1
Class 1 Add Endorsement	Added American Sign Language to current Class 1 license, currently ASL is not an approved endorsement area but with the upcoming changes to Chapter 58 the endorsement will be added under World Languages.	Superintendent- Yes	1
Class 3	Completed a master's teaching program through an accredited school that included the necessary requirements. Bachelor's degree was earned at nonaccredited university.	Superintendent- Yes	1
Class 2	Completed an alternative teaching program that was accredited through a university that is unaccredited.	Superintendent- Yes	1
Class 5	Completed EPP almost thirty years ago then went on to a professional career outside of education, cannot show current content knowledge; Praxis score(s) are more than 10 years old, no record of a student teaching portfolio, and a grade point average lower than the necessary score.	Superintendent- Yes	1
Total Number of Unusual Cases			23

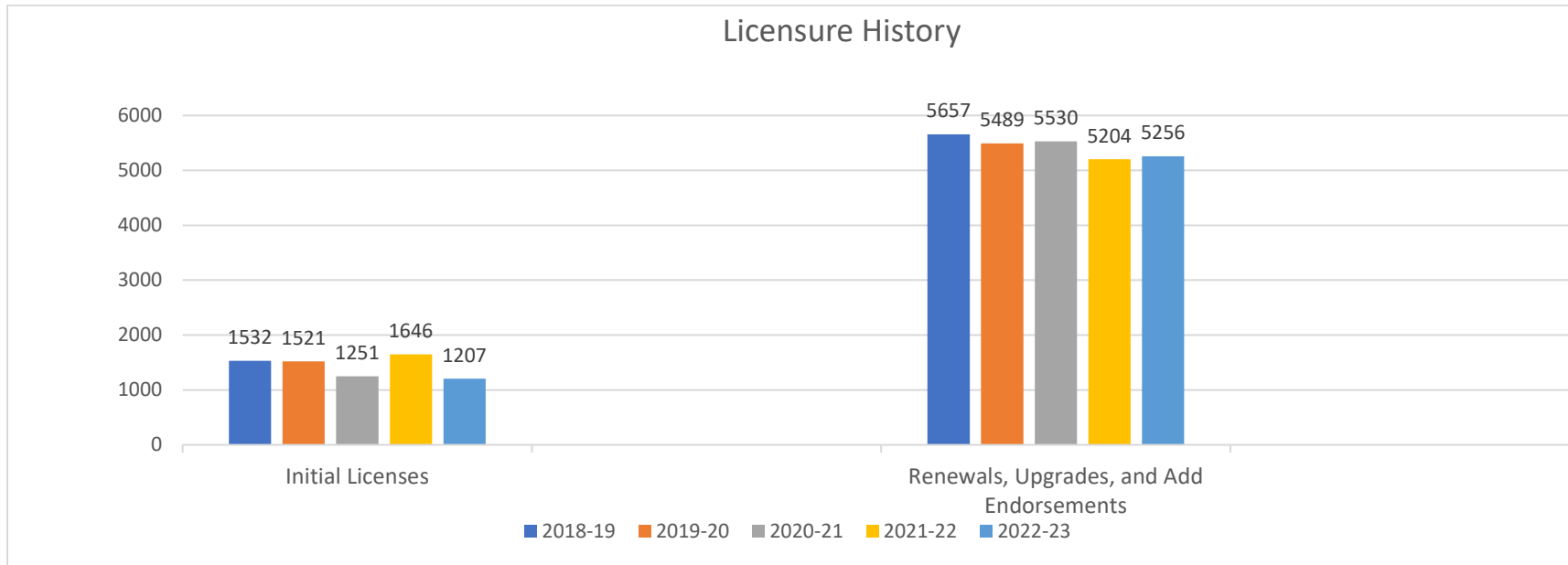
Montana OPI 2022 Educator Licensure Annual Report

Compiled 12/2022 by: Crystal Andrews OPI Director of Educator Licensure

6. New License History in Fields of Critical Endorsement Shortages Five Year Study 2018-2022

License Year	2018	2019	2020	2021	2022
Art	34	37	28	42	28
Career & Technical Education	22	31	26	35	58
Elementary	568	600	470	580	452
English	124	84	73	116	69
Health	66	63	60	58	34
Library	4	9	3	7	1
Mathematics	59	67	54	51	54
Music	45	35	37	45	27
Principal	17	17	16	17	26
School Counselor	39	40	31	55	27
School Psychologist	7	23	21	29	9
Science (Broadfield)	49	38	35	47	27
Social Studies (Broadfield)	63	62	61	73	46
Special Education	111	119	93	138	98
Superintendent	6	4	1	8	3
Supervisor (Special Education)	0	0	1	0	2
World Languages	21	22	29	31	19
Total	1235	1251	1039	1332	980

7. Licensure History New Hires and Renewals for Last 5 years



ITEM 10

ETS PRAXIS TEST REVIEW TIMELINE
UPDATE

Crystal Andrews
Kristi Steinberg

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Praxis Tests and Timeline
Presenter	Crystal Andrews
Position Title	Director of Licensure and Accreditation Office of Public Instruction
Overview	Initial overview of tests and timeline, along with the Praxis Working Committee's recommendations.
Requested Decision(s)	Information only
Related Issue(s)	Teacher licensure, Praxis exam
Recommendation(s)	n/a




Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

Montana Council of Deans of Education

Carroll College • Montana State University Northern
Montana State University Billings • Montana State University
Rocky Mountain College • Salish Kootenai College
Stone Child College • University of Montana
University of Montana Western
University of Providence

MEMORANDUM

TO: MONTANA OFFICE OF PUBLIC INSTRUCTION
DR. JULIE MURGEL
CRYSTAL ANDREWS

FROM: MONTANA COUNCIL OF DEANS OF EDUCATION
DR. ADREA LAWRENCE, CO-CHAIR 
DR. STEVIE SCHMITZ, CO-CHAIR

SUBJECT: PRAXIS TEST REVIEWS – SCIENCES, SCHOOL COUNSELING, SCHOOL LIBRARIAN

DATE: NOVEMBER 28, 2022

CC: MCCALL FLYNN, EXECUTIVE DIRECTOR, MONTANA BOARD OF PUBLIC EDUCATION

Montana's current Praxis tests in biology, general science, earth/space sciences, chemistry, physics, school counseling, and school librarian will expire and no longer be available after August 30, 2023.

Panels of experts representing P-12 educators and post-secondary educator preparation program faculty convened October 26-28, 2022 to review and discuss the regenerated tests and propose passing scores for Montana educators. At the end of six of the seven sessions, the panels reached consensus on test scores they deemed appropriate for Montana educators. The seventh session with school librarians was split with a five-five vote.

On November 2, 2022, the Praxis Working Committee (PWC) convened to review the panel's recommendation. Seven Montana EPPs had representatives at the PWC meeting and unanimously concurred with the panels' recommendations and recommended a passing score on the school librarian test consistent with the ETS national standard setting study recommendation.

The MCDE met on November 16, 2022 to review the panels' and PWC's recommendations. Eight Montana EPPs had representatives at the meeting and unanimously agreed with the prior decisions and sets forth the following recommendations to the OPI and Board of Public Education:

Biology

The MCDE unanimously recommends the use of the #5236 Biology Praxis test with a score of 154 for educator licensure purposes in Montana.

General Science (Broadfield Science)

The MCDE unanimously recommends the use of the #5436 General Science Praxis test with a score of 141 for educator licensure purposes in Montana with a plan to reevaluate this score in two years (Autumn 2024) as data is available.

Earth and Space Science

The MCDE unanimously recommends the use of the #5572 Earth and Space Sciences Praxis test with a score of 154 for educator licensure purposes in Montana.

Chemistry

The MCDE unanimously recommends the use of the #5246 Chemistry Praxis test with a score of 146 for educator licensure purposes in Montana.

Physics

The MCDE unanimously recommends the use of the #5266 Physics Praxis test with a score of 145 for educator licensure purposes in Montana.

School Counselor

The MCDE unanimously recommends the use of the #5422 School Counselor Praxis test with a score of 159 for educator licensure purposes in Montana. (Note: Test not required for CACREP-accredited programs at UM and MSU.)

School Librarian

The MCDE acknowledges the panel's split decision and recommends the use of the #5312 School Librarian Praxis test with a score of 154 for educator licensure purposes in Montana to include a plan to reevaluate this score in two years (Autumn 2024) as data is available.



ETS Praxis Test Review: Fall 2022 Timeline

Date	Meeting	Subject
Summer 2022	Planning Meeting	Nick Bellack, Kristi Steinberg, Crystal Andrews
Oct. 5-6, 2022	Montana Council of Deans	<i>Information Only</i> - Flyer for nominations shared
Oct. 21, 2022	-	Nominations due for review panel
Oct. 26-28, 2022	ETS Praxis Test Review	Hybrid review panels
Nov. 2, 2022	Praxis Working Committee	<i>Action Item</i> - review panel recommendation and approve tests and scores
Nov. 16, 2022	Montana Council of Deans	<i>Action Item</i> - review panel recommendation and approve tests and scores
Jan. 12-13, 2023	Board of Public Instruction	<i>Information Only</i> - review recommendations from panel, PWC, and MCDE
Jan. 27, 2023	CSPAC Meeting	<i>Action Item</i> - recommendation for the BPE of the approval of tests and scores
Mar. 9-10, 2023	Board of Public Education	<i>Action Item</i> - approve and adopt new tests and scores

Contact Information

OPI: Crystal Andrews, crystal.andrews@mt.gov

ETS: Nick Bellack, nbellack@ets.org

PWC: Kristi Steinberg, kristine.steinberg@mso.umt.edu

ITEM 11

ACTION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF THE UNIVERSITY OF MONTANA EDUCATOR PREPARATION PROGRAM (EPP) IN THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION APRIL 10-12, 2022

Dr. Julie Murgel

Montana Board of Public Education

Executive Summary

Date: January 12-13, 2023

Presentation	Recommend Approval of the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education at the University of Montana.
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The State Superintendent recommends approval of the 2022 State Exit Report of the EPP at Phyllis J. Washington College of Education at the University of Montana . State Superintendent Arntzen also recommends approval of regular accreditation effective through the Spring of 2027.</p> <p>The University of Montana State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Action Item: Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education at the University of Montana, as recommended by State Superintendent Arntzen
Related Issue(s)	
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



**University of Montana
Educator Preparation Provider
State Exit Program Report**

Dr. Julie Murgel, Team Chair

From April 10-12, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the Phyllis J Washington College of Education at the University of Montana was conducted by a team representing the Council for the Accreditation of Educator Preparation (CAEP) and a state representative for the Montana Board of Public Education (BPE) and the Montana Superintendent of Public Instruction. The purpose of the State Accreditation Virtual Joint Site Review was to verify the Institutional Report (IR) as presented by the EPP and self-study report submitted to CAEP. A State Team reviewed the Montana Professional Educator Preparation Provider Standards (Subchapter 5, 10.58.705, and 10.58.706) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards and 10.58.605 to 10.58.610 advanced standards. The purpose of this document is to summarize the results of the joint review.

Initial Program Standards: ARM 10.58.311 to 10.58.315

ARM	TITLE	CAEP STATUS
10.58.311	Initial Content and Pedagogical Knowledge	MET
10.58.312	Initial Clinical Partnerships and Practice	MET
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	MET
10.58.314	Initial Program Impact	MET
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	MET

Advanced Program Standards: ARM 10.58.605 to 10.58.610

ARM	TITLE	CAEP STATUS
10.58.605	Advanced Content and Pedagogical Knowledge	MET

10.58.606	Advanced Clinical Partnerships and Practice	MET
10.58.607	Advanced Candidate Quality, Recruitment, and Selectivity	MET
10.58.608	Advanced Program Impact	MET
10.58.609	Advanced Provider Quality Assurance and Continuous Improvement	MET
10.58.610	School Counseling	CACREP Accredited

Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	Teaching Standards Elementary Undergraduate Elementary Graduate Secondary Undergraduate Secondary Graduate Early Childhood	MET MET MET MET MET
10.58.503	Art K-12	MET
10.58.507	Theatre	MET WITH NOTATION
10.58.509	English/Language Arts	MET
10.58.510	Students with Disabilities P-12	MET
10.58.511	World Languages English as a Second Language French German Latin Russian Spanish	MET MET MET MET MET MET
10.58.517	Library Media K-12	MET
10.58.518	Mathematics	MET
10.58.519	Music K-12	MET
10.58.521	Reading Specialist K-12	MET
10.58.522	Science Biology Broadfield – Biology based Broadfield – Physics based Chemistry	MET MET MET MET

	Earth Science Physics	MET MET
10.58.523	Social Studies Broadfield Social Studies Economics Geography Government History Psychology Sociology	MET MET MET MET MET MET MET
10.58.531	Early Childhood Education Undergraduate Graduate	MET MET
10.58.532	Elementary Undergraduate Graduate	MET MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Master's Degree (M.Ed)	MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Principal Leadership Certificate	MET
10.58.706	Superintendents	MET
10.58.707	School Psychologists	NASP Accredited

COMMENDATIONS:

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at the University of Montana. Many of these commendations would not be possible without the collaboration of the Education faculty across the university. That type of collaboration takes time and effort. Below are some, though certainly not all, of the specific commendations.

Students with Disabilities: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

World Languages: The language programs clearly address the expectations of the EPP standards and documentation indicates that students are well prepared for instruction in world language education.

School Principals, Supervisors, and Curriculum Directors, as well as Superintendents: The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Reading Specialist: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Early Childhood: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

English/Language Arts: Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

Overall: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

AREAS FOR IMPROVEMENT (AFI)

None

Standard Met with Notation

10.58.507 Theatre has several gaps (10.58.507(1)(b) and 10.58.507(2)(a) which have been noted in the review. However, the department has a plan on how to close those gaps. The department is encouraged to follow through with those plans and report on their progress in two years.

DEFINITIONS WHICH PERTAIN TO THIS REPORT (CAEP)

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Phyllis J. Washington College of Education and Human Sciences
University of Montana-Missoula
Missoula, Montana

Accreditation Council October 2022

Accreditation Application Date: *

This is the official record of the Educator Preparation Provider's accreditation status.

The Educator Preparation Provider should retain this document for at least two accreditation cycles.

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Fall 2022 and Fall 2027. The next site review will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP Standards	Initial-Licensure Level	Advanced Level
Standard R1/A1: Content and Pedagogical Knowledge	Met	Met
Standard R2/A2: Clinical Partnerships and Practice	Met	Met
Standard R3: Candidate Recruitment, Progression, and Support Standard A3: Candidate Quality and Selectivity	Met	Met
Standard R4/A4: Program Impact	Met	Met
Standard R5: Quality Assurance System and Continuous Improvement Standard A5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD R2: Clinical Partnerships and Practice

Areas for Improvement		Rationale
1	The EPP provided limited evidence of mutually beneficial P-12 school and community arrangements for clinical preparation and shared responsibility for continuous improvement. (component R2.1)	The EPP provided a sample MOU and emails but no details about partnerships, action items, data review, or decisions.
2	The EPP provided limited evidence on the training and evaluation of high-quality clinical educators. (component R2.2)	The EPP provided a training powerpoint and email communication but no data on training details nor data on the clinical evaluator survey.
3	The EPP provided limited evidence that it works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration. (component R2.3)	The EPP provided contact hours and course sequences (duration) but limited details about breadth, depth, and coherence of experiences.

STANDARD R3: Candidate Recruitment, Progression and Support

Areas for Improvement		Rationale
1	The EPP provided limited evidence of goals and progress for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (component R3.1)	The EPP provided limited evidence that there have been sustained, targeted recruitment efforts for teacher candidates, including those who are diverse. The EPP did present a recruitment plan to indicate future efforts in this area, but no baseline data were provided. The EPP did not provide evidence that demonstrates annual monitoring and progress of recruitment and revisions made based on the monitoring or effectiveness of listed recruitment efforts.

STANDARD R4: Program Impact

Areas for Improvement		Rationale
1	The EPP provided limited evidence demonstrating employer satisfaction with completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component R4.2)	The EPP did not provide evidence of employer satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of preparation, year of completion, or race/ethnicity. The one cycle of data presented was on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.

STANDARD R5: Quality Assurance System and Continuous Improvement

Areas for Improvement		Rationale
1	The EPP provided limited evidence that it developed, implemented, and modified, as needed, a functioning Quality Assurance System (QAS) that ensures a sustainable process to document operational effectiveness. (component R5.1)	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to use data to document operational effectiveness.

2	The EPP provided limited evidence that its Quality Assurance System relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component R5.2)	The EPP provided limited evidence that data used for assessment purposes is relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
3	The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. (component R5.3)	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.
4	The EPP provided limited evidence that it regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes. (component R5.4)	The EPP provided limited evidence of regularly, systematically, and continuously assessing performance goals and relevant standards, tracking results over time, and documenting modifications and the effects on EPP outcomes.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
1 The EPP provided an insufficient plan for partners co-constructing mutually beneficial P-12 school and community arrangements. (component A2.1)	An insufficient plan was provided to support co-constructing mutually beneficial and co-designed experiences.

STANDARD A3: Candidate Quality and Selectivity

Areas for Improvement	Rationale
1 The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations, and limited evidence that the provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (component A3.1)	Insufficient evidence was provided that there have been sustained, targeted recruitment efforts for advanced candidates. The EPP provided limited evidence that demonstrated annual monitoring and progress of recruiting events and revisions made based on the effectiveness of listed recruitment efforts. There was no evidence of targeted efforts of recruitment of diverse candidates or that any efforts are targeted to meet the needs of community, state, national, and regional needs.

STANDARD A5: Provider Quality Assurance and Continuous Improvement

Areas for Improvement	Rationale
1 The EPP provided limited evidence that its Quality Assurance System (QAS) is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component A5.1)	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning Quality Assurance System that ensures a sustainable process to use data to document operational effectiveness.
2 The EPP presented limited evidence to ensure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, were involved in program evaluation,	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.

improvement, and identification of models of excellence.
(component A5.5)

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD4] Candidates have limited opportunities to work with diverse P-12 students. [Both]	(1) Team recommends removal. This is included within Standard R2/A2.

Continued:

Area for Improvement or Weakness	Rationale
None	None

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
BA Early Childhood Education, P-3 licensure	Initial	Baccalaureate
BA Elementary Education, K-8 Licensure	Initial	Baccalaureate
MEd Teaching and Learning, Curriculum Studies Option, Initial Elementary K-8 Licensure	Initial	Master's
MEd Teaching and Learning, Curriculum Studies Option, Initial Secondary/K-12 Licensure	Initial	Master's
Secondary/K-12 Licensure Program - Art K-12	Initial	Other
Secondary/K-12 Licensure Program - Biology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Business Education 5-12	Initial	Other
Secondary/K-12 Licensure Program - Chemistry 5-12	Initial	Other
Secondary/K-12 Licensure Program - Earth Science 5-12	Initial	Other
Secondary/K-12 Licensure Program - Economics 5-12	Initial	Other
Secondary/K-12 Licensure Program - English	Initial	Other
Secondary/K-12 Licensure Program - English as a Second Language K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - French K-12	Initial	Other
Secondary/K-12 Licensure Program - General Science Broadfield K-12	Initial	Other
Secondary/K-12 Licensure Program - German K-12	Initial	Other
Secondary/K-12 Licensure Program - Government 5-12	Initial	Other
Secondary/K-12 Licensure Program - Health and Physical Education K-12	Initial	Other
Secondary/K-12 Licensure Program - History 5-12	Initial	Other
Secondary/K-12 Licensure Program - Latin K-12	Initial	Other
Secondary/K-12 Licensure Program - Library Media K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Mathematics 5-12	Initial	Other

Secondary/K-12 Licensure Program - Music K-12	Initial	Other
Secondary/K-12 Licensure Program - Physics 5-12	Initial	Other
Secondary/K-12 Licensure Program - Psychology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Reading K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Russian K-12	Initial	Other
Secondary/K-12 Licensure Program - Social Studies Broadfield 5-12	Initial	Other
Secondary/K-12 Licensure Program - Sociology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Spanish K-12	Initial	Other
Secondary/K-12 Licensure Program - Special Education P-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Theater 5-12	Initial	Other
K-12 Principal Leadership, graduate-level certificate	Advanced	Endorsement only
K-12 Superintendent Leadership, graduate-level certificate	Advanced	Endorsement only
MA Counseling, School Counseling Option	Advanced	Master's
SSP School Psychology	Advanced	Specialist or C.A.S.

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standard for ELEMENTARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: The course descriptions in the catalog and those presented in the syllabi were a bit different. At some point it might be beneficial for the course descriptions to be more aligned. Also, the faculty might consider a standard syllabi template. Most of the EDU syllabi had the INTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for ELEMENTARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided, the intent of the standards has been met.

Commendations: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

Improvements: The course descriptions need to be better aligned. A standardized education syllabi template might be considered. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The intent of the standards was met based on the syllabi provided.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The syllabi provided presented the objectives of the courses that met the intent of the standards.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standard for EARLY CHILDHOOD

Validating Statement: Evidence was presented in the syllabi for the Early Childhood Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements:

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.503 ART K-12

Validating Statement: Evidence was presented in the syllabi for the Art Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: The information provided in the syllabi support that the intent of the standards are met.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.507 THEATRE

Validating Statement: Evidence was presented in the syllabi for the Theatre Teaching Major ((46-48 credit hours) and the Theatre Education Minor (21 credit hours).

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment is found in course objectives in the syllabi.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards, although there was a lack of clarity in some cases.

Commendations: The program is intensive and focused on developing theatre professionals who can expand their talents and skills professionally in the theatre.

Improvements: The UM Major and Minor programs are well developed for theatre professionals. The teaching component of the program appears less well designed and coordinated based on the institutional report and syllabi presented. For example, 10.58.507(a) is limited to Methods of Teaching Theatre THTR 439 with major content provisions outlined in course syllabi. Also, as outlined in the syllabus, 10.58.507(2)(a) embedded in THTR 235L is also unclear.

Accreditation Recommendation

- Meets Standard with Notation



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement: Evidence was presented in the syllabi for the English Language Arts Teaching Major (42 credit hours) and the English language Arts Teaching Minor (36 credit hours).

Sources of Evidence: Course syllabi (including texts, topics/content, objectives, and assignments for assessment), and UM course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards without reservations or concerns.

Commendations: The UM Major and Minor programs are well developed for English Language Arts Teaching candidates. The teaching component of the program is robust and offers ample opportunity for pre-service teachers to practice methods in the act of teaching through the development and implementation of model units and lessons that directly address content within the PEPP standards. Teaching methods support direct learning and, modeling and role-playing learning for students to experience and participate in the art of teaching as opposed to just learning about it.

Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

The program is intensive and focused on developing English Language Arts professionals who will be prepared for the many facets of teaching reading, writing, language, and speaking and listening.

Improvements:

1. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which**

are inclusive of texts from and about American Indians and tribes in Montana, and technology.

ENT 439 and ENT 441 course reading selections include texts by and about American Indians, and the Linguistics 270s course includes the following Learning Objective:

Understand the importance of intergenerational connection as well as indigenous knowledge from a perspective of sustainability.

2. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.**

All ENT syllabi require participation in MATELA and NCTE for all pre-service teachers, and collaborative group learning and projects throughout all ENT courses model PLCs.

Accreditation Recommendation

- Meets Standard

**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.511 World Languages

Validating Statement: Evidence was reviewed and accountability to this standard was demonstrated through the expectations, stated learning outcomes, and methods of assessment in each world language program.

Sources of Evidence: Course syllabi, university graduation requirements, and documentation of course content.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: The IR indicates that the course work and requirements for the World Languages endorsements largely align with the EPP standard in ARM 10.58.511. Particular notes on each individual program are as follows:

- ESL
 - The syllabi for LING 470 and WLC 410 clearly describe learning outcomes, assignments, and assessments that align with the standard.
 - The syllabus for LING 477 and LING 478 need to more explicitly describe learning objectives and outcomes that align to the standards.
- French
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- German
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Latin
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Russian
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

- Spanish
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

Commendations: The language programs clearly address the expectations of the EPP standard, and documentation indicates that students are well prepared for instruction in world language education.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.510 STUDENTS WITH DISABILITIES P-12

Validating Statement: Standards are clearly tailored to the instruction, projects, and evaluative measures for the course of study. Course syllabi include opportunities for candidates to practice and demonstrate knowledge and skills through clinical experience/fieldwork, case studies, written work and assessments. Development of the professional occurs through a focus on evaluative and instructional skills to enhance and support the education of students with disabilities.

Sources of Evidence: Primarily through the examination of detailed course syllabi with additional documentation of course content through the institutional report 10.58.510.

Assessment Aligned to Standard: A distinct program alignment with standards is evident in course syllabi and course descriptions. The learning outcomes in the special education endorsement program correlate to the Standards. For indicator “K”, there is only limited mention of Montana specific legal requirements and no mention of Achievement in Montana (AIM).

Evaluation: The evidence demonstrates the depth and breadth of the special education endorsement at the University of Montana. Multiple measures and opportunities for assessment occur throughout program fieldwork and coursework which demonstrates considerable rigor. Students demonstrate proficiency through projects, written and oral presentations, papers, fieldwork, case studies, and course and standardized (PRAXIS) assessments. Multiple measures are utilized to develop a comprehensive demonstration of successful outcomes. Assessment descriptions in the institutional report and syllabi does not include actual student performance data, aggregated and disaggregated.

Commendations: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

Improvements: NONE

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

ARM 10.58.517 Library Media K-12

Validating Statement

The EEP has a joint program with University of Montana-Western that leads to K-12 licensing in Library Media. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. A review of the syllabi in these programs found that course content was consistent with content standards in the Institutional Report.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report provides evidence for each content knowledge component of 10.58.517. A clear description is provided in the IR evidence column of how the content knowledge is addressed and assessed within each syllabus. This reviewer found that the content provided in the syllabi was keyed directly to the content knowledge address in the IR. Each syllabi addressed the specific content knowledge and/or Library Media Program Delivery Standards.

Evidence Inconsistent with meeting the standard

None

Commendation

The Library Media is a well-organized program that provides students with a program balanced in theory and real-world practice activities.

Accreditation Recommendation

Meets standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: **10.58.518 MATHEMATICS**

Validating Statement:

Supporting materials were reviewed, with accountability to this standard being demonstrated through various documents and online information. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is well-documented through the course syllabi and other documents, where available.

Sources of Evidence:

Course syllabi, online University of Montana Course Catalog for Mathematics courses, Phyllis J. Washington College of Education Secondary Education Licensure Program Requirements; and in some cases (M171, M221, M301, M431) online Open-Source texts.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Mathematics Standard, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Mathematics Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Mathematics Standard. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Commendations

The required courses include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics

educators. Likewise, courses are taught by mathematics educators with a wide range of research interests. In addition to mathematics content, teacher candidates also complete a methods course and field experience, along with student teaching.

Improvements:

Though candidates will have a solid foundation of knowledge and skills in mathematics content, more than one methods course may be necessary in order for candidates to also be masters of the craft of teaching mathematics, along with being experts in math content. The current required mathematics methods course explores a wide range of readings on current trends in mathematics education; nonetheless, it may take additional coursework/field experiences in order to further explore the science of teaching and learning.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: ARM 10.58.519 MUSIC K-12

Validating Statement: Evidence was presented in the syllabi for the Music K-12 Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: Based on the information provided, the intent of the standards is met.

Commendations: The Institutional Report was very well prepared and provided background in addition to the course objectives that aligned with the standards.

Improvements: None.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.521 Reading Specialist K-12

Validating Statement: Supporting materials were reviewed. Accountability to this standard was demonstrated through the syllabi documents and other pieces of evidence. Integration of the Reading Specialist standards k-12, minor requirements, and the opportunities for candidates to observe data through case analysis, interview assignments, mini-case studies, clinical experiences, and literacy practicum all provide various opportunities to apply conceptual knowledge to practice.

Sources of Evidence: Evidence was gathered from the course syllabi, course descriptions, course objectives and task assignments

Assessment Aligned to Standard: For each course in the Reading Specialist program, the learning outcomes correlate to the reading specialist K-12 EPP standards.

Evaluation: Evidence has been presented to verify that the course work in the Reading specialist K-12 program is aligned with the EPP standards. As a result of the examination of each syllabus the following information was noted:

In the syllabi for all the courses the standards are referenced in the course descriptions, class objectives or learning outcomes. For all of the courses the assessments are mostly in the form of service learning, projects and various assignments. There doesn't appear to be a summative assessment to measure content mastery explicitly and quantifiably besides the final Praxis test #5206.

EDU 497, EDU 481, EDU 397- Assessments are carried out through projects and field work.
EDU 456, EDU 438, EDU 339, EDU 331- Assessments are carried out through a set of various instructional components.

EDU 432-It is unclear how assessment is carried out.

Commendation: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Improvements: Perhaps a discussion is necessary regarding some supplemental course assessments serving as a more quantifiable way to measure knowledge mastery mentioned in standard 10.58.521 for reading specialist k-12. Specifically, this could assist in preparing students for relevant content in the Praxis and also to measure that true knowledge and awareness of American Indians and tribes in Montana has been attained.

-“understand the theoretical and evidence-based foundations of reading and writing processes and instruction...”

-“demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana.”

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard 10.58.522 SCIENCE

Validating Statement

Supporting materials were reviewed, with accountability to this standard being demonstrated through syllabi. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is mostly documented through the course syllabi.

Sources of Evidence

Course syllabi, online University of Montana Course Catalog for Mathematics courses, [Phyllis J. Washington College of Education](#) Secondary Education Licensure Program Requirements.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Sciences Standards, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Science Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Sciences Standards. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Through an examination of the syllabi, the following was noted:

10.58.522 SCIENCE: Science Endorsements for grades 5th-12th: 2, a, i: The course EDU 497 Methods 5-12 Science is the only course listed to meet this standard. In the syllabus, the Next

Generation Science Standards are listed as the New Generation Science standards, however the link does go to the correct Next Generation Science Standards (NGSS) webpage, there is no link to the Montana Content standards or mention of them in the syllabus, however in the IR they state that MT Science Standards are addressed in the lesson planning assignments.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: ARM 10.58.523 Social Studies

Validating Statement:

The University of Montana offers endorsements in broadfield social studies, economics, geography, government, history, psychology, and sociology. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. Some courses that appeared to cover the content knowledge requirements were optional for students. In review of the IR, the EDU 497, Methods 5-12 Social Studies course is a comprehensive course.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report often provides specific evidence for the content knowledge component. This reviewer found that the content provided in the syllabi was often keyed directly to the content knowledge address in the IR. A review of the IR and the attached syllabi find that content standards appear to be addressed by the documented coursework.

Improvements: All content areas have a template for developing syllabi that addresses learning outcomes to show content knowledge is being addressed.

Accreditation Recommendation

Meets standard



**University of Montana
Professional Education Unit Accreditation Review**

Number and Name of Standard: 10.58.531 Teaching Areas: Early Childhood

Validating Statement. Supporting materials were reviewed. Accountability to this standard was demonstrated through various documents and online information. Integration of the standards are well documented throughout the course syllabi and other documents.

Sources of Evidence: Evidence was gathered from the course syllabi, and the online course catalog. Course descriptions and target outcomes stated in the course catalog match the outcomes described in the course syllabi.

Assessment Aligned to Standard: For each of the standards addressed in various classes, a rubric is used for assessment that addresses the knowledge, dispositions, and performances of the student. Class assignments in the required classes focus on the standards.

Evaluation: The IR indicates that all course work in the program is aligned with the standards. Through an examination of each syllabus the following information was noted: In the syllabi for EDEC 540, C & I 501, EDU 588, EDEC 508, EDED 495, EDU 338, 360, 370, 397, HSTA 255, NASX 105, MUSE 397, MATH 213, NASX 235 the standards are not referenced in the course descriptions, objectives for assignments, or goals. In all other syllabi for standards framework is included. However, in each of these cases the assignments and assessments were not specifically, intentionally, tied to any standards.

Commendations: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

Improvements: None

Accreditation Recommendation: Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.532 - Elementary Education

Validating Statement: Supporting materials were reviewed. Multiple documents and online information demonstrated accountability to this standard.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report. Goals, objectives, and assignments/projects display evidence of addressing the different components of the standard.

Assessment Aligned to Standard: Most sections of the standard are assessed in multiple courses, with a focus on collaboration and reflection. There is also an emphasis on the Universal Design for Learning (UDL).

Evaluation: The Institutional Report indicates that course work in the EDU program addresses all the different components of 10.58.501.

- EDU 497 5-8 Mathematics Methods - Sometimes difficult to find evidence of how it was addressing the identified section of the standard.

Commendations: The methods classes include many opportunities for practical application of the standards. Students are provided many opportunities for collaboration and reflection.

Improvements: None

Accreditation Recommendation:

Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

Validating Statement

Several documents were viewed to validate standard implementation. Starting with the course descriptions, it was evident that the standard 10.58.705 is addressed throughout the principal certification. State standard is fully supported with ISLLC, and PEPPS standards taught in the various courses are identified by course syllabi's. The field experience consists of a final review of the standard, translating into the standard both taught in the classroom and reinforced during the outside experience.

Sources of Evidence

Course Syllabi Units of Study with Assignments
Course Syllabi Identification of ISLLC and PEPPS Standards
Course Conceptual Frameworks and Course Descriptions located on the online catalog
Institutions Self-Report with Appendices
Internship Task Assignments

Assessment Aligned to Standard

A clear distinction of standard alignment is found in course syllabi and institutions self-report.

Evaluation

The materials submitted show a commitment to implement the ISLLC and PEPPS standards. The syllabi indicate flexibility of taking the course in-person or remote.

Commendations

Evidence shows that the courses are designed to meet the standard. The expectations of the courses are high quality as reflected by syllabi. The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: 10.58.706 Superintendent

Validating Statement:

Program Requirements, Course Descriptions/Syllabi and the ELD were viewed to validate standard implementation. It was evident that Standard 10.58.706 is addressed throughout the Superintendent certification program. The state standard is fully supported with ISLLC and PEPPS standards taught in the various courses are identified by course syllabi. The field experience consists of a final review of the standard and activities related to each of the sub-standards, resulting in the standard being taught in the classroom and reinforced during the internship experience.

Sources of Evidence:

Course Syllabi Units of Study with Assignments
Course Syllabi Identification of ISLLC and PEPPS Standards
Course Conceptual Frameworks
Course Descriptions located on the online catalog
Institutions Self-Report with Appendices
Internship Task Assignments

Assessment Aligned to Standard:

Standard alignment is found in course syllabi, ELD and the institution's self-report.

Evaluation:

The materials submitted show a commitment to implement the ISLLC and PEPPS standards across the program.

Commendations:

Evidence shows the courses are designed to meet the standard. The expectations of the program are evident in the course syllabi. The internship is a cumulative experience for superintendent candidates which allows them to apply theory and knowledge gained throughout the course sequence and aligns specifically with the standard.

Improvements:

The only real improvements we suggest do not necessarily relate to the overall program, but the collecting, compiling and utilization of data related to how the program is meeting the standards.

Accreditation Recommendation

- Meets Standard

ITEM 12

**ACTION ON THE STATE EXIT REPORT
AND REGULAR ACCREDITATION STATUS
OF THE MONTANA EDUCATOR
PREPARATION PROGRAM (EPP) AT THE
UNIVERSITY OF PROVIDENCE, OCTOBER
3, 2022**

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Recommend Approval of the State Exit Report and Upgrade the Probationary Accreditation Status to Regular Accreditation of the Montana Educator Preparation Provider (EPP) at the University of Providence
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve the University of Providence and upgrade the probationary status to full accreditation, setting the next full state accreditation review for Fall of 2026.</p> <p>The University of Providence State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Action Item: Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at the University of Providence as recommended by State Superintendent Arntzen
Related Issue(s)	
Recommendation(s)	



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UNIVERSITY OF PROVIDENCE

STATE ACCREDITATION SITE REVIEW

OCTOBER 3, 2022

STATE EXIT REPORT



UNIVERSITY OF PROVIDENCE

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

Julie Murgel, Chief Operating Officer
Krystal Smith, Interim Accreditation Director

On October 3, 2022, a Montana Office of Public Review Team (Team) conducted a site visit of the Educator Preparation Provider (EPP) at University of Providence located in Great Falls, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE). Verifying the Institutional Report as presented by the EPP meets the Montana Professional Educator Preparation Program Standards requires examination of the evidence provided demonstrating quality assurance and continuous improvement of its Initial programs.

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve the University of Providence and upgrade the probationary status to full accreditation, setting the next full state accreditation review for Fall of 2026.

EDUCATOR PREPARATION PROVIDERS: INITIAL ACCREDITATION PROCESS:

Before state accreditation can be considered, an institution seeking initial accreditation must receive formal authorization from the administrative board charged with this responsibility. To seek initial accreditation status from the Board of Public Education (BPE), the following steps are required:

1. Formal authorization from the administrative board of the institution is received by the Office of Public Instruction (OPI).
2. The institution provides verification of regional accreditation.
3. The new educator preparation provider (EPP) completes the Institutional Report (IR) with evidence demonstrating compliance with the BPE Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual.
4. The completed IR and reporting evidence are electronically submitted to the OPI. Electronic links for additional resources, including links to appropriate catalogs, are provided to OPI.
5. The OPI facilitates an offsite review of the institutional report.
6. The OPI schedules an onsite review.
7. The onsite review process will follow the approved state protocol.
8. The BPE approved PEPPS will be used to guide the review process. The State Superintendent of Public Instruction shall recommend accreditation status to the BPE based upon the onsite team report.
9. In cases when an onsite review is not available within a reasonable time period, the OPI shall review the new EPP and the IR by meeting with the dean of education, or the EPP's representative, to ensure that the program is equivalent to other state approved EPPs.
10. If the recommendation from this meeting is to accredit, the new EPP is recognized as provisionally accredited until a formal onsite visit is conducted within two years.

University of Providence Initial Accreditation Timeline

In early spring of 2019, the University of Providence Board of Trustees voted for and approved the closure of all education programs at the University of Providence. This included Elementary Education, Health and Physical Education, Special Education, and Secondary Education Programs in Math, Broadfield Social Studies, Broadfield Science, and English, along with all education minors.

During the 2019-2020 school year, incoming students were unable to declare education as a major or register for education courses. Continuing education students entered a three year teach out plan, changed majors, or transferred to another university.

Late in 2019, the University of Providence Board of Trustees voted to and approved a proposal to add Elementary Education and Health and Physical Education to the program offerings beginning in the fall of 2020. This decision initiated a review and revitalization effort of both programs by the members of the Teacher Education Program Committee. There were many intentional steps taken to review and revise the curriculum for both programs. Those efforts were submitted to the OPI and included a crosswalk of higher education partners, a Praxis comparison, and an alignment to the PEPP Standards.

Spring 2020, The University of Providence sought approval to reinstate Elementary Education and Health and Physical Education to its Education Department. The Office of Public Instruction (OPI) reviewed the 2019-2020 University of Providence Education Program Revitalization Process, a report provided by University of Providence Education Department Lead, Leslie Lott. The revitalization report described the changes made to the Education Department programs based on the 2019-2020 process. The report outlined how the programs aligned to the pertinent program requirements of the Professional Educator Preparation Standards (PEPPS): 10.58.532 Elementary Education, 10.58.513 Health and 10.58.520 Physical Education, 10.58.501 Teaching Standards, and 10.58.802 Approval of New Curricular Programs. .

May 7, 2020, based on the results of the OPI review, the State Superintendent recommended to the BPE approval of the University of Providence request to reinstate two curricular programs, Elementary Education and Health and Physical Education, to the Education Department. The BPE took action to approve and provisionally accredit University of Providence.

The teach out of the previous programs was completed in the **spring of 2022**.

October 3, 2022, the OPI conducted a formal onsite visit to review the Professional Educator Preparation Standards (PEPPS): 10.58.532 Elementary Education, 10.58.513 Health and 10.58.520 Physical Education, 10.58.501 Teaching Standards, and the initial program standards 10.58.311 to 10.58.315.

January 2023, based on the review of the formal site visit, the State Superintendent recommends to the BPE to fully accredit UNIVERSITY OF PROVIDENCE, setting the next full state accreditation review for Fall of 2026.

The first group of Providence student teachers from the new program will be two or three transfer students who will student teach in the **spring of 2023**.

Subchapter 3 – Initial Standards

<u>ARM</u>	<u>TITLES</u>	<u>STATUS</u>
10.58.311	INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	Met
10.58.312	INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	AFI
10.58.313	INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Met
10.58.314	INITIAL PROGRAM IMPACT	AFI
10.58.315	INITIAL QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Met with Notation

Subchapter 5 – Initial Teaching Program Standards

<u>ARM</u>	<u>TITLES</u>	<u>STATUS</u>
10.58.501	TEACHING STANDARDS	Met
10.58.513	HEALTH	Met
10.58.520	PHYSICAL EDUCATION	Met
10.58.532	ELEMENTARY EDUCATION	Met

EDUCATOR PREPARATION PROGRAM OCTOBER 3, 2022

COMMENDATIONS

The University of Providence faculty have developed two programs that ensure the content, skills, and dispositions needed for successful education candidates are addressed within the programs.

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The University of Providence Teacher Education Program committee established an assessment and evaluation system to collect, analyze, use, and report initial candidate's progress in the program. The committee has a systemized approach to review academic planners and track progress of each candidate. The committee intentionally ensures that evaluations have definite provisions for performance criteria, follow-up at specified intervals, and implement continuous program improvement by using data to inform decisions that provide positive impact on candidate's professional growth and on program development.

Implementation of a learning course focused on both curriculum design and assessment of learning, ensures that candidates understand the relationship between curriculum, instruction, and assessment. Similarly, the requirement of two mathematics courses that blend content and methodology together rather than separate is beneficial for candidates.

The alignment of programs to ensure that elementary education candidates have an elementary and middle field experience, while health and physical education candidates gain field experience at the elementary, middle, and high school levels.

The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

The University of Providence Site Review Team would like to recognize the leadership of the program director, Leslie Lott, and the continuing work of teacher education program faculty and administrative support.

RECOMMENDATIONS

Establish a pathway or process so that University of Providence faculty and external constituencies (i.e., local school district leaders) are included in program planning and development, field experience, sharing performance data, and curriculum revisions.

Prepare to implement a valid process to measure program impact through completer and employer satisfaction that can be utilized after students complete the new program.

While overall it was observed that teaching reading is embedded within Communication Arts I and II and Reading in the Content courses, it is noted that the theory of reading embedded in the courses is not considered evidence-based. The course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough's Rope, the Four-part processor and Ehri's phases of development to anchor the concepts and guide students through the courses.

Definitions pertaining to this report. (CAEP).

Standard is Met: Regular accreditation for a period of seven years.

Standard is Met with Notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement: Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

Elsie Arntzen, Superintendent

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UNIVERSITY OF PROVIDENCE

STATE ACCREDITATION SITE REVIEW

OCTOBER 3, 2022

INITIAL NARRATIVE REPORTS

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

Overall, the review of evidence appears to confirm that candidates possess an understanding of critical concepts and principles of their discipline and an understanding of the Montana teaching standards and InTASC standards. The provider demonstrates evidence of candidates' performance in content and pedagogical knowledge, understanding of the Montana Teaching standards, and InTASC standards.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

Documents provide evidence of the provider's intentional planning and movement toward its development of the two programs that ensure the content, skills, and dispositions needed for successful education candidates are addressed within the programs. Numerous documents, such as handbooks, course descriptions, curriculum mapping, and assessment tools, illustrate programs' alignment with Montana teaching standards and InTASC standards, including associated professional association standards. Data for candidates using spreadsheets and tables are maintained. The process of instituting a system that manages assessment data to inform the programs and progress of candidates to obtain the content and pedagogical knowledge is implemented in a comprehensive manner.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.311 Initial Content and Pedagogical Knowledge is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM [10.58.312](#) INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The Institutional Report, the handbook, course descriptions, assignments, and subsequent interviews during the onsite visit have verified the alignment of University of Providence's education programs with ARM 10.58.312, Initial Clinical Partnerships and Practice, for components of the standard a, b, c, and d.

The University of Providence has implemented EDU 462 Preprofessional Integrative Experience (PPIE) Elementary and EDU 472 Preprofessional Integrative Experience (PPIE) Middle School (2). Through the preprofessional integrative experiences, students have the opportunity for field observations and experiences. However, the University of Providence is still in the initial phases of full implementation for the two programs and candidates have not completed the student teaching requirement as outlined in EDU 489 Student Teaching Seminar, EDU 490 Elementary Student Teaching, and EDU 498 Secondary Internship.

As a result, the provider was unable to demonstrate currently, that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The assessment plan includes multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM [10.58.311](#). Once candidates enter and complete their student teaching, these assessments will be vital to ensuring that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Evidence was also provided through course descriptions and interviews, that candidates are engaging in field experience through-out their programming.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

The University of Providence did not provide evidence of effective partnerships and work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate effectiveness and impact all students' learning and development.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

The University of Providence is encouraged to continue working with clinical experience partners to ensure formal partnership planning; clinical partners need to be involved in revising and building all clinical experiences. The University of Providence needs to build a plan to share information about clinical experiences with its partners, cooperating schools, and agencies. Even though the University of Providence had a few students in the close out program transfer to the new program and are on target to complete their student teaching in the Spring of 2023, the candidate's effectiveness cannot yet be attribute to the University of Providence preparation. The University of Providence must also ensure that they have collected and reviewed the evidence of student teaching once candidates reach that point in their program.

RECOMMENDATION

ARM 10.58.312 Clinical Partnerships and Practice has an Area for Improvement (AFI)

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM **10.58.313** INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The Institutional Report (IR) has verified the alignment of University of Providence's education programs with ARM 10.58.313, Initial Candidate Quality, Recruitment, and Selectivity, for all components of the standard 10.58.313.a-g. The University of Providence has a formal process concerning Candidate Quality, Recruitment, and Selectivity, as evidenced by the IR. The University of Providence is in a continuous review process and making changes as needed to meet Montana Standards.

The University of Providence utilizes annual data from the Montana Critical Quality Educator Shortage Report and the U.S. Dept. of Education Teacher Shortage Area Report to inform faculty and students about teacher shortage areas. The University of Providence provides initial licensure programs in shortage areas. The University of Providence also provides information to students about teaching shortages in Montana's rural schools.

The University of Providence TEP has specific program requirements for admission. Advisors use the Program Outcomes Assessment report to monitor its students. Student progress through the program to completion is monitored by continuous assessment procedures developed to match Montana Teaching Standards. The University of Providence notes checkpoints in the formal assessment of the teacher candidate: admission to TEP, admission to student teaching, and program exit. The formal assessment includes performance criteria, collection of data through The University of Providence assessment tools, Professor's/Advisor's use of individual student data, and the MACK.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The following pieces of evidence were examined as they were noted in the IR: University of Providence Catalog; Montana Critical Quality Educator Shortage Report; The University of Providence Conceptual Framework, Core Curriculum requirements; Course Listing of Field Experiences, and interviews with students and professors.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR
STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM 10.58.314 INITIAL PROGRAM IMPACT

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

As a member of Montana's Educator Preparation Providers (MEPPs), the provider participated in the Continuous Improvement Collaborative (CIC) for the purpose of developing a statewide protocol to survey completers and employers, and to conduct case studies of completers' effectiveness in the classroom. The provider is engaged in the development of the case study to complete the CIC cycle.

The provider demonstrates ways in which it informally shares data with constituencies and with the members of their Education Department Meeting and TEP Committee. Due to not having completers and employers of candidates from the new programs, this standard cannot yet be measured.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The MEPP CIC process is presented as evidence to meet this standard.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

Data not yet available to measure this standard.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

The provider recognizes the critical importance of this standard, as this standard has overarching implications and connections to all standards and the work cannot be ignored. Once data is obtained, the provider must utilize the findings from these completer and employer surveys and analyze and draw conclusions supported by the data.

RECOMMENDATION

ARM 10.58.314 Initial Program Impact is an Area for Improvement (AFI)

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The provider implements a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. Sufficient evidence is provided that the provider has developed of a quality assurance system with multiple measures to guide and document continuous improvement. The faculty in the EPP meet regularly and review individual student performance during the programs and have implemented a systematic and sustainable assessment system. However, summative data from the Montana Assessment of Content Knowledge (MACK) data and Praxis II scores are not yet available to disaggregate the data by licensure.

Key assessments, tied to individual courses and linked to program outcomes, are evaluated. The provider has established actionable measures to ensure data are valid and consistent.

Interviews were conducted with provider faculty, content faculty, the TEP committee members, , and students, sophomores, and juniors. The following documents were reviewed: (a) the Teacher Education Unit Conceptual Framework, (e) University of Providence Key Assessments, and (f) Meeting agendas.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The evidence provides examples of the work the provider is doing to collect and share data for quality assurance and continuous improvement efforts. Candidates are provided with handbooks, containing programs' alignment with Montana teaching standards and InTASC standards.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

Montana Assessment of Content Knowledge (MACK) data and Praxis II scores are not yet available to disaggregate the data by licensure.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

Once the provider has completers, it will need to collect and reports data on its candidates' scores from the Montana Assessment for Content Knowledge and Praxis II. Disaggregation of data to assure data quality and continuous improvement among its varied student populations will be required. The disaggregated and aggregated data will need to be systematically managed and

analyzed to provide the provider with reliable, valid, and accurate information for quality assurance and continuous improvement.

RECOMMENDATION

ARM 10.58.315 Initial Quality Assurance and Continuous Improvement is met with notation.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.501 TEACHING STANDARDS

Source: <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E58%2E509>.

SUMMARY OF FINDINGS

The provider offers initial teaching license and endorsement options in elementary and Health and Physical Education (K-12). Evidence is consistent with meeting this standard as the Teaching Standards are directly and purposefully integrated into content and pedagogical knowledge across both educator preparation programs. Consistent use of assessments and rubrics across courses indicate teaching standards measure candidate performance of the 11 teaching standards.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The provider ensures the student learning outcomes, aligned to InTASC, Montana and National content standards, and the Danielson model, are shared with candidates. The assessment plan, which includes identified key assessments (The University of Providence High Leverage Practices Rubric, Evidence of Professional Growth, and the Knowledge, Skills, & Disposition Evaluation) evaluates candidate performance in meeting the 11 teaching standards. The course descriptions, program and course outcomes, and curriculum maps provide description of alignment components to the standards. The assessment plan and tools allow The University of Providence faculty to gather and review assessment data over time to determine the ability of the candidates to progress and provide appropriate information regarding the strengths and weaknesses of the program.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION: ARM 10.58.501 Teaching Standards is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.532 ELEMENTARY EDUCATION

Source: <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E58%2E509>

SUMMARY OF FINDINGS

The University of Providence Elementary Education K-8 Program is aligned with each component of ARM 10.58.532. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the elementary education programming was aligned to Providence's six objectives (Pedagogy, Learning Environment, Diversity, Dispositions, Technology, and Content) and meet the standard for Elementary Education.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The University of Providence Initial Program Report provides specific assessment evidence for the content and pedagogical knowledge required for ARM 10.58.532. The Institutional Report (IR) outlines each course that assists in meeting that portion of the standard. Most course descriptions listed specific standards addressed, included student outcomes, assessment items, and student work samples around those standards.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

While overall it was observed that teaching reading is embedded within Communication Arts I and II and Reading in the Content courses, it is noted that the theory of reading embedded in the courses is not considered evidence-based. The

course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough's Rope, the Four-part processor and Ehri's phases of development to anchor the concepts and guide students through the courses.

RECOMMENDATION

ARM 10.58.532 Elementary Education K-8 is met.

COMMENDATION

Implementation of a learning course focused on both curriculum design and assessment of learning, ensures that candidates understand the relationship between curriculum, instruction, and assessment. Similarly, the requirement of two mathematics courses that blend content and methodology together rather than separate is beneficial for candidates.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.513 HEALTH

Source: <https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E58%2E513>

SUMMARY OF FINDINGS

The University of Providence Health and Physical Education Program is aligned with each component of ARM 10.58.513. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the candidates who earn a major in Health and Physical Education will be able to:

1. Demonstrate dispositions and skills which facilitate cooperation and collaboration among other educators, staff, and community, to implement a comprehensive school health education program, along with other components of a coordinated school health program.
2. Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
3. Formulate, select, and apply, strategies of health literacy, physical literacy, and health science to create, manage, evaluate, assess, and implement developmentally appropriate instruction for multidimensional wellness education.
4. Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

There is substantial evidence that candidates are provided with numerous opportunities for learning and development of essential skills and dispositions aligned to the health endorsement standards. From review of evidence provided, it is determined that health and physical education teachers are provided a thorough

preparation in content knowledge, pedagogy, and classroom experience to be effective teachers.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR
STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.513 Health is met.

COMMENDATION

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The alignment of programs to ensure that health and physical education candidates gain field experience at the elementary, middle, and high school levels.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.520 PHYSICAL EDUCATION

Source: <https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E58%2E315>

SUMMARY OF FINDINGS

The University of Providence Health and Physical Education Program is aligned with each component of ARM 10.58.520. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the candidates who earn a major in Health and Physical Education will be able to:

1. Demonstrate dispositions and skills which facilitate cooperation and collaboration among other educators, staff, and community, to implement a comprehensive school health education program, along with other components of a coordinated school health program.
2. Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
3. Formulate, select, and apply, strategies of health literacy, physical literacy, and health science to create, manage, evaluate, assess, and implement developmentally appropriate instruction for multidimensional wellness education.
4. Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

Course descriptions and assessment tools demonstrate the deep level of learning that takes place with Physical Education programming. It appears candidates have several

opportunities to strengthen their knowledge of course content through differentiated resources and collaborative work. From review of evidence provided, it is determined that health and physical education teachers are provided a thorough preparation in content knowledge, pedagogy, and classroom experience to be effective teachers.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.520 Physical Education is met.

COMMENDATION

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The alignment of programs to ensure that health and physical education candidates gain field experience at the elementary, middle, and high school levels.

ITEM 13

**ACTION ON THE NOTICE OF ADOPTION
PERTAINING TO THE AMENDMENT OF
ARM TITLE 10, CHAPTER 58,
PROFESSIONAL EDUCATOR
PREPARATION PROGRAM STANDARDS**

Susie Hedalen

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW)	NOTICE OF ADOPTION AND
RULE I and the amendment of ARM)	AMENDMENT
10.58.102, 10.58.103, 10.58.104,)	
10.58.311, 10.58.312, 10.58.313,)	
10.58.314, 10.58.315, 10.58.501,)	
10.58.502, 10.58.503, 10.58.505,)	
10.58.507, 10.58.509, 10.58.510,)	
10.58.511, 10.58.513, 10.58.514,)	
10.58.515, 10.58.516, 10.58.517,)	
10.58.518, 10.58.521, 10.58.522,)	
10.58.523, 10.58.524, 10.58.526,)	
10.58.528, 10.58.531, 10.58.532,)	
10.58.533, 10.58.604, 10.58.605,)	
10.58.606, 10.58.607, 10.58.608,)	
10.58.609, 10.58.610, 10.58.705,)	
10.58.706, and 10.58.707 pertaining)	
to professional educator preparation)	
program standards)	

TO: All Concerned Persons

1. On August 5, 2022, the Board of Public Education (board) published MAR Notice No. 10-58-272 pertaining to the public hearing on the proposed adoption and amendment of the above-stated rules at page 1376 of the 2022 Montana Administrative Register, Issue Number 15.

2. The board has amended the following rules as proposed: NEW RULE I (ARM 10.57.534), ARM 10.58.102, 10.58.103, 10.58.104, 10.58.312, 10.58.313, 10.58.314, 10.58.315, 10.58.502, 10.58.503, 10.58.505, 10.58.507, 10.58.509, 10.58.510, 10.58.513, 10.58.514, 10.58.516, 10.58.517, 10.58.518, 10.58.522, 10.58.524, 10.58.526, 10.58.604, 10.58.605, 10.58.606, 10.58.607, 10.58.608, and 10.58.609, to be effective July 1, 2023.

3. The board has amended the following rules as proposed but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1)(a) and (b) remain the same.

(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;

~~(c)~~(d) demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;

(1)(d) through (g) remain the same but are renumbered (e) through (h).

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1)(a) through (f) remain the same.

(g) plan and implement evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students;

(1)(h) through (l) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1)(a) through (c) remain the same.

(d) narrate in oral and/or written form and describe in past, present, and future tenses using connected discourse;

(1)(e) and (f) remain the same.

(g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~some~~ appropriate control of aspect;

(1)(h) through (m) remain the same.

(n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, based on students' developing proficiency, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

(o) through (2) remain the same.

(a) demonstrate knowledge and understanding of the specific classical language; ~~and~~

(b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary ~~rather than on conversational objectives;~~

(c) understand conventional written narrative and descriptive texts;

(d) demonstrate understanding of language as an essential element of culture;

(e) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(f) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

(g) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures; and

(h) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions.

(3) through (4)(f) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION
TECHNICAL SCIENCES (1)(a) through (s) remain the same.

AUTH: 20-2-114, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) ~~demonstrate knowledge of the role of the reading/literacy specialist in schools, and the Montana Content Standards and how they interrelate with the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including the ways in which they interrelate, their correlation to the Montana Content Standards, and the role of the reading/literacy specialist in schools.~~ Successful candidates demonstrate knowledge of the following:

(i) ~~the components of reading development, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension through the development of reading throughout the grades and the their relationship with other aspects of literacy;~~

(ii) ~~the aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing through the development of writing throughout the grades and the their relationship with other aspects of literacy;~~

(iii) ~~the components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing through the development of language throughout the grades and the their relationship with other aspects of literacy; and~~

(iv) ~~the knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;~~

(1)(b) through (b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for equality of educational opportunity and to develop the full educational potential of each student;

(1)(c) through (d)(ii) remain the same.

(iii) participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(1)(d)(iv) remains the same.

(e) meet the developmental needs of all learners and collaborating collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating integrate digital technologies in appropriate, safe, and effective ways; and fostering foster a positive climate that supports a literacy-rich learning environment by:

(1)(e)(i) and (ii) remain the same.

(iii) integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

(iv) facilitating efforts to foster a positive climate that supports the physical and social dimensions of a literacy-rich learning environment; including knowledge of routines, grouping structures, student voice, and social interactions; and

(f) demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of; students and families by:

(i) reflecting on their work, belonging to professional organizations, and as critical consumers of research, policy, and practices, sharing findings with colleagues and other stakeholders;

(i) through (iii) remain the same but are renumbered (ii) through (iv).

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) through (2)(b) remain the same.

(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines, including the use of original historic documents and sources for use in social studies instruction;

(1)(d) through (8) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(g)(iii) remain the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, limits of computing, and rapid change; and

(1)(g)(v) and (h) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) through (2) remain the same.

(a) knowing about, understanding, and valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;

(i) understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrating a knowledge of the implications of secondary trauma on whole-child well-being;

(2)(b) through (3)(b)(iii) remain the same.

(iv) evaluate effective curriculum to maximize children's development and learning; and

(3)(c) through (4)(b)(i) remain the same.

(ii) promotes the development of children's social, emotional, and friendship skills; and

(iii) assists children in the development of security, self-regulation self-discipline, responsibility, and problem solving;

(4)(c)(iv) through (4)(c)(vii) remain the same.

(4)(c)(viii) making appropriate use of technology; and

(4)(d) through (5)(b) remain the same.

(c) basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements.

(6) through (7)(d) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and application of central concepts as outlined in the Montana content standards Content Standards for students across grades K-8 and engage students in meaningful learning experiences that support students in meeting standards;

(c) demonstrate and apply understandings of the elements of literacy that are critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, new literacies, and technology; include texts from and about American Indians and tribes in Montana; plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; teach children how to read; ~~and~~ recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and recognize the role of a heritage language in learning to listen, speak, read, and write in a new language;

(1)(d) and (e) remain the same.

(f) demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry from the social studies, including the use of original historic documents and sources, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, to promote elementary students' abilities to make informed decisions as citizens of an interdependent and culturally diverse world that includes ~~the cultural diversity of~~ American Indians and tribes in Montana;

(1)(g) through (o) remain the same.

(p) demonstrate knowledge and understanding of formative and summative assessments to support data-driven decision making to monitor student growth and ensure the continuous intellectual, social, emotional, and physical development of elementary students.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.533 MIDDLE GRADES (4-8) (1) and (1)(a) remain the same.

(b) knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents; including those whose language and cultures are different from their own;

(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrate knowledge of the implications of secondary trauma;

(1)(c) through (2)(c) remain the same.

(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences, including the use of original historic documents and sources, and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;

(2)(e) through (4)(g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

(e) demonstrate knowledge of the role in school counseling of ethnic and cultural heritage, including American Indians and tribes in Montana, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;

~~(e)(f)~~ demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

~~(f)(g)~~ demonstrate competence in elementary, middle, and high school counseling in:

(1)(f)(i) and (ii) remain the same but are renumbered (1)(g)(i) and (ii).

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, gaps in student achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) through (2)(g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS ~~(1) and (1)(a) remain the same.~~

~~(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:~~

~~(i) through (v) remain the same.~~
~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:~~
~~(i) through (iii) remain the same.~~
~~(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:~~
~~(i) through (iii) remain the same.~~
~~(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics; and~~
~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~
~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~
~~(iii) safeguard the values of democracy, equity, and diversity; and~~
~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;~~
~~(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and~~
~~(g) remains the same.~~

(1) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, supports for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect the core set of values and priorities, and have knowledge of:

(A) research on the role and importance of school mission and vision;

(B) processes for collaboratively developing a mission and vision;

(C) processes for developing an actionable mission and vision attentive to the core set of values and priorities; and

(D) the characteristics of well-written mission and vision statements.

(ii) lead improvement processes that include data use, design, implementation, and evaluation, and have knowledge of:

(A) research on school improvement;
(B) formal processes of iterative, evidence-informed improvement;
(C) data collection, analysis, and use; and
(D) implementation theory and research.

(b) understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. Successful candidates understand and demonstrate the capacity to:

(i) reflect on, communicate about, cultivate, and model professional dispositions and norms, including fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, and lifelong learning, that support the educational success and well-being of each student and adult, and have knowledge of:

(A) professional norms, including integrity, competency, fairness, transparency, trust, supports for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, which support student success and well-being;
(B) practices that reflect professional norms;
(C) approaches to cultivating professional norms in others; and
(D) reflective practice.

(ii) evaluate, communicate about, and advocate for ethical and legal decisions, and have knowledge of-research on decision making; decision-making processes; and guidelines for ethical and legal decision making; and

(iii) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of ethical practice and approaches to cultivating ethical behavior in others.

(c) develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Successful candidates understand and demonstrate the capacity to:

(i) use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture, and have knowledge of:

(A) dimensions of positive school culture (e.g., safe, healthy, caring, responsive, inclusive, and respectful);
(B) research on inclusive school culture;
(C) processes for evaluating school culture;
(D) processes for effecting changes to school culture; and
(E) engaging in advocacy for all students, including American Indians and tribes of Montana.

(ii) evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student, and have knowledge of:

(A) research on the importance to student success of equitable use of educational resources and opportunities;
(B) equitable allocation of educational resources, procedures, and opportunities (e.g., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and
(C) broader social, cultural, and political context for the equitable access to and use of educational resources, procedures, and opportunities to develop the full educational potential and well-being of each person through our public schools.

(iii) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff, and have knowledge of:

(A) leadership strategies related to Montana Indian Education for All, including the Essential Understandings Regarding Montana Indians;

(B) culturally responsive instructional and behavior support practices that recognize the distinct and unique cultural heritage of the American Indians and tribes in Montana;

(C) characteristics and foundations of equitable educational practice, especially among teachers and staff;

(D) research on implications for students of equitable, culturally responsive, and inclusive practices; and

(E) broader social, cultural, and political context and concerns, including those unique to American Indians and tribes of Montana.

(d) evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. Successful candidates understand and demonstrate to capacity to:

(i) evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs, and have knowledge of:

(A) research on the leadership of academic and non-academic programs;

(B) approaches to coordinating curricula, instructional technologies, and other supports with academic and non-academic systems;

(C) evidence-based curricula, use of technology, and other supports for academic and non-academic programs; and

(D) infrastructures for the ongoing support of academic and non-academic programs.

(ii) evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support student learning, digital literacy, and the school's academic and non-academic systems, and have knowledge of:

(A) evidence-based instructional practices for different student populations, including American Indians and tribes of Montana;

(B) curricula, educational technologies, and other educational resources that support digital literacy among students and adults;

(C) educational service providers; and

(D) approaches to coordinating resources and services in support of the school's academic and non-academic services.

(iii) evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being, and have knowledge of:

(A) research on effective assessment of student learning and well-being;

(B) research on assessment practices that are culturally responsive and accessible for each student;

(C) formative and summative measures of student learning and well-being; and

(D) approaches to coordinating among assessments, instructional improvement, and educational service delivery.

(iv) collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, and have knowledge of:

(A) appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

(B) research on the coordination of academic and non-academic services and its impact on student learning and well-being;

(C) approaches and strategies for building a coherent and equitable system of academic and non-academic services; and

(D) approaches and strategies for supporting faculty collaboration.

(e) engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively engage diverse families in strengthening student learning in and out of school, and have knowledge of:

(A) research on the role of families in supporting student learning in and out school;

(B) research on student and family diversity; and

(C) strategies for understanding and cultivating relationships with families and engaging them in their children's education.

(ii) collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development, and have knowledge of:

(A) school organizational cultures that promote community engagement, including American Indians and Tribes of Montana;

(B) research on how community members, partners, and other constituencies can support school improvement and student success;

(C) collaboration methods to develop and sustain productive relationships with diverse community partners; and

(D) practices for accessing and integrating external resources into the school.

(iii) communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community, and have knowledge of:

(A) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(B) strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities; and

(C) educational policy and advocacy for all students, including American Indians and tribes of Montana.

(f) improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, develop, and implement systems that support each student's learning needs and promote the mission and vision of the school, and have knowledge of:

(A) research on school management, operations, use of technologies, communication, and governance systems;

(B) principles of systems management and continuous improvement;
(C) management theories on the effective use of school resources and structures (e.g., school time and schedules) to achieve equitable outcomes for diverse student populations;
(D) processes for developing and implementing management, communication, technology, school-level governance, and operation systems; and
(E) use of technology to enhance learning and program management.
(ii) evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development, and have knowledge of:
(A) school-based budgeting;
(B) strategies for acquiring resources;
(C) processes for gathering, synthesizing, and evaluating data to develop and implement management, communication, school-level governance, and operation systems;
(D) strategies for aligning and allocating resources according to school priorities and student needs;
(E) methods and procedures for managing school resources; and
(F) Montana school finance.
(iii) reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being, and have knowledge of:
(A) laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law;
(B) implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations;
(C) research on emerging challenges such as privacy, social media, cyber-bullying, and safety; and
(D) the role of collective bargaining agreements.
(g) build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Successful candidates understand and demonstrate the capacity to:
(i) collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff, and have knowledge of:
(A) research on teacher recruitment, hiring, and selection;
(B) best practices for recruiting, selecting, and hiring school staff; and
(C) strategic staffing based on student, school, and staff needs.
(ii) develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school, and have knowledge of:
(A) research-based strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;
(B) effective communication; and
(C) the role of relationships, trust, and well-being in the development of a healthy and effective professional culture.
(iii) personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness,

distributed leadership, digital literacy, school improvement, and student success, and have knowledge of:

- (A) research on teacher professional learning;
 - (B) practices for supporting and developing school staff;
 - (C) practices for cultivating and distributing leadership among staff;
 - (D) providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; and
 - (E) how to use digital technology in ethical and appropriate ways to foster professional learning for self and others.
- (iv) evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success, and have knowledge of:

- (A) research-based strategies for personnel supervision and evaluation;
- (B) importance of, and the ability to access, specific personnel evaluation procedures for a given context;

(C) multiple approaches for providing actionable feedback and support systems for teachers; and

(D) the role of collective bargaining agreements in the supervision process.

(2) The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, that provide at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.706 SUPERINTENDENTS ~~(1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:~~

~~(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;~~

~~(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing, and adjusting plans to achieve goals; and~~

~~(iii) demonstrate skill in working with school boards;~~

~~(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and~~

~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;~~

~~(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;~~

~~(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~

~~(iv) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and~~

~~(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;~~

~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~

~~(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;~~

~~(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;~~

~~(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;~~

~~(iv) demonstrate knowledge of information systems;~~

~~(v) demonstrate knowledge of student transportation laws and best practices;~~

~~and~~

~~(vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;~~

~~(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential of each person and:~~

~~(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;~~

~~(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and~~

~~(iii) collect and analyze data and information pertinent to the educational environment;~~

~~(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools; and~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity;~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~

~~(v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);~~

~~(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and~~

~~(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.~~

(1) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, support for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively evaluate, develop, and communicate a district mission and vision designed to reflect the core set of values and priorities, and have knowledge of:

(A) research on the role and importance of district mission and vision;

(B) processes for collaboratively developing a mission and vision;

(C) processes for developing an actionable mission and vision attentive to the core set of values; and

(D) the characteristics of well-written mission and vision statements.

(ii) lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation, and have knowledge of:

(A) research on district improvement;

(B) formal processes of system-wide, iterative, evidence-informed improvement;

(C) research-based strategic planning processes;

(D) data collection, diagnosis, and use; and

(E) implementation theory and research.

(b) advocate for ethical decisions and cultivate professional norms and culture. Successful candidates understand and demonstrate the capacity to:

(i) reflect on, communicate about, and cultivate professional dispositions and norms, including support for each student's learning needs, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship, and professional district and school cultures, and have knowledge of:

(A) professional norms, including integrity, fairness, transparency, trust, support for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, that promote a productive, equitable, and effective district;

(B) approaches to cultivating professional norms in others;

(C) approaches to building organizational culture; and
(D) reflective practice.
(ii) evaluate, and advocate for ethical and legal decisions, and have knowledge of:
(A) research on and practices for decision making;
(B) knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law; and
(C) guidelines for ethical and legal decision making.
(iii) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others and have knowledge of ethical practice and approaches to cultivating ethical behavior in others.
(c) develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. Successful candidates understand and demonstrate the capacity to:
(i) evaluate, cultivate, and advocate for a supportive and inclusive district culture, and have knowledge of:
(A) research on inclusive district cultures;
(B) dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful);
(C) processes for evaluating district culture;
(D) processes for fostering cultural change; and
(E) strategies for advocacy for all students, including American Indians and tribes of Montana.
(ii) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student, and demonstrate knowledge of:
(A) research on the importance to student success of equitable use of educational resources and opportunities;
(B) equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships; and
(C) broader social, cultural, and political context for equitable access to and use of educational resources and opportunities.
(iii) evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff, and have knowledge of:
(A) leadership strategies related to Montana Indian Education for All including the Essential Understandings Regarding Montana Indians;
(B) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;
(C) characteristics and foundations of equitable educational practice;
(D) research on implications for students of equitable, culturally responsive, and inclusive practice; and
(E) broader social, cultural, and political concerns with strategies to support students' learning needs in district schools, including those unique to American Indians and tribes of Montana.

(d) evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, design and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs, and have knowledge of:

(A) research on the leadership of academic and non-academic programs;

(B) research-based curricula, technologies, and other supports for academic and non-academic programs;

(C) approaches to coordinating among curricula, the use of technology, and academic and non-academic systems of support; and

(D) infrastructures for the ongoing support of academic and non-academic programs.

(ii) collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success, and have knowledge of:

(A) research on instructional leadership at the school and district level;

(B) research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, school improvement, and student success;

(C) research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities); and

(D) approaches and strategies for supporting district and school collaboration.

(iii) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, student learning and well-being, and instructional leadership, and have knowledge of:

(A) research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors;

(B) research on assessment practices that are culturally responsive and accessible; and

(C) research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.

(iv) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district, and have knowledge of:

(A) research on the coordination within and among academic and non-academic services and its impact on student learning and well-being;

(B) appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices; and

(C) approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

(e) understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Successful candidates:

(i) understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school, and have knowledge of:

(A) research on the role of families in supporting student learning in and out of school; and

(B) strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana.

(ii) engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole, and have knowledge of:

(A) research on student, family, and community diversity;

(B) research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success;

(C) effective practice for communicating through oral, written, and digital means;

(D) strategies for understanding and engaging district constituents, including American Indians and tribes of Montana; and

(E) governance and decision-making processes that support family-school communications and engagement.

(iii) communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs, and have knowledge of:

(A) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(B) strategies for effective oral, written, and digital communication with members of the business, civic, and policy community;

(C) strategies for cultivating relationships with members of the business, civic, and policy community;

(D) public relations; and

(E) educational advocacy for all students, including American Indians and tribes of Montana.

(f) develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. Successful candidates:

(i) understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision, and have knowledge of:

(A) research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations;

(B) research, theories, and best practices concerning the management of operations, technology, communications, and governance systems;

(C) methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting learning for all students; and

(D) use of technology to enhance learning and the management of systems.

(ii) develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans, and have knowledge of:

(A) school and district-based budgeting;

(B) processes for gathering, synthesizing, and evaluating data to develop resourcing plans;

(C) research and best practices for allocating district- and school-level resources to support student learning and excellence;

(D) methods for accessing and integrating external resources into the district and schools; and

(E) Montana school finance.

(iii) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff to support the district's collective instructional and leadership capacity, and have knowledge of:

(A) research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff;

(B) strategies for engaging school and district staff in the recruitment and selection process;

(C) strategic data-informed staffing based on student, school, and district needs;

(D) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being; and

(E) strategies for cultivating leadership among school and district staff.

(g) cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. Successful candidates understand and demonstrate the capacity to:

(i) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of trustees focused on achieving the district's shared mission and vision, and have knowledge of:

(A) research and best practice focused on school board governance and relations;

(B) management theory;

(C) communication strategies;

(D) negotiation strategies; and

(E) Montana collective bargaining and employment law.

(ii) design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members, and have knowledge of:

(A) research and best practice concerning effective systems for district governance;

(B) processes for engaging multiple and diverse community stakeholders; and

(C) developing and sustaining effective board relations.

(iii) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations, and have knowledge of:

(A) educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA);

(B) educational policy systems, formulation, adoption, and actors;

(C) strategies for accessing information about policy; local, state, tribal, and federal contexts; and the policy implications for various contexts;

(D) strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders; and

(E) the role of the collective bargaining agreement.

(iv) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level, and have knowledge of:

(A) the use of evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges;

(B) represent the district and its priorities and needs at the local, state, and national level; and

(C) advocate for the needs and priorities of the district at the local, state, and national level.

(2) The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, that provide at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) (viii) remain the same.

(ix) applying principles and research related to well-being, resilience and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff;

(1)(x) through (3)(a)(xvi) remain the same.

(xvii) has appropriately and regularly scheduled supervision; and

(xviii) is provided appropriate recognition through the awarding of academic credit; ~~and~~

(3)(b) through (6)(c) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. The board has thoroughly considered the comments and testimony received. A summary of the comments received, and the board's responses are as follows:

COMMENT 1: CSPAC supported the changes to move ESL to its own rule.

COMMENT 2: One commenter supported the proposed changes in New Rule 1.

RESPONSE: The Board of Public Education agreed with Comments 1 and 2 and has numbered the new rule as 10.58.534.

COMMENT 3: One commenter supported New Rule 1 and acknowledged that English may not be a learner's second language and that the Board should work with experts to identify the most up-to-date language and standards used in the field to refer to teaching speakers of languages other than English.

RESPONSE: The Board of Public Education thanked the commenter for their input and after speaking with experts, determined that English as a Second Language was the appropriate terminology and retained the language in New Rule 1 as proposed by the Superintendent of Public Instruction.

COMMENT 4: One commenter is concerned about the changes being made to move English as a Second Language from 10.58.511 World Languages to its own rule without adequate input from experts.

RESPONSE: The Board of Public Education approved the Office of Public Instruction to begin revising Chapter 58 in 2020. The Office of Public Instruction worked with a task force, which included experts from Montana Educator Preparation Programs and endorsement areas to draft recommendations to the Board of Public Education.

COMMENT 5: MFPE and two commenters opposed the elimination of the specific reference to the Council for the Accreditation of Educator Preparation (CAEP) in 10.58.103 and stated that the Board of Public Education and Office of Public Instruction currently have an MOU with CAEP, that our Montana standards are heavily aligned with CAEP standards, and that the elimination implies that each EPP can select and work with a recognized accreditation agency of their choosing, which may not align with Montana's cycles, standards, and review practices.

RESPONSE: The Board of Public Education disagreed with Comment 5 and stated that by not explicitly stating CAEP in 10.58.103, educator preparation programs have more flexibility to choose the accrediting body that best suits their needs.

COMMENT 6: One commenter opposed the deletion of the language in 10.58.311 that states "use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice" and believes that the new language is not as strong and eliminates the requirement for research and evidence.

RESPONSE: The Board of Public Education agreed with Comment 6 and has reinserted the language in 10.58.311.

COMMENT 7: One commenter is concerned with the language in 10.58.312(1)(b)(v) that states “to the extent possible” as it opens the possibility for students to pressure field placement offices.

RESPONSE: The Board of Public Education disagreed with Comment 7 and stated that students will advocate for their placement and the proposed language in 10.58.312 (1)(b)(v) allows for more student choice in field placement.

COMMENT 8: One commenter opposed the removal of phrases in 10.58.312(1)(c) that encouraged technology-based interactions.

RESPONSE: The Board of Public Education disagreed with Comment 8 and stated that technology-based collaboration and interaction are an established component of our educator preparation programs’ work and that these activities will continue, even if the language is not explicit in 10.58.312(1)(c).

COMMENT 9: One commenter stated that the language in 10.58.313(1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality candidate pool that reflects the diversity of Montana’s P-12 students *and the nation.*”

RESPONSE: The Board of Public Education disagreed with Comment 9 and stated that the focus should be on representing education in Montana and that the proposed language in 10.58.313(1)(b) ensures that representation.

COMMENT 10: The Board Licensure Committee supported clearly stating the requirement for educator preparation programs to focus on evidence-based practices that support social, emotional, behavioral, and academic needs of all students and offers the following suggested language in 10.58.501(1)(g): “plan and implement evidence-based practices that support the *social, emotional, well-being, behavioral, and academic needs of all students.*”

RESPONSE: The Board of Public Education agreed with Comment 10 and has included the language in 10.58.501(1)(g), including the reference to well-being.

COMMENT 11: One commenter supported retaining the language in 10.58.501(1)(g) that specifies the requirements of assisting students “of all cognitive abilities”, rather than the recommended “all students”.

RESPONSE: The Board of Public Education disagreed with Comment 11 and stated that the proposed revisions in 10.58.501(1)(g) will continue to provide individualized instruction support for all students, including those of all cognitive abilities.

COMMENT 12: 19 commenters opposed the removal of language in reference to social justice, diversity, and democracy in 10.58.509(1)(c).

RESPONSE: The Board of Public Education disagreed with Comment 12 and noted that critical thinking and creative engagement in all areas are important and should not be limited to social justice, diversity, and democracy, and that the proposed revisions in 10.58.509(1)(c) broadens the scope rather than limiting it to those three areas.

COMMENT 13: One commenter supported the proposed language deletions in 10.58.509(1)(c).

RESPONSE: The Board of Public Education agreed with Comment 13 and has adopted the proposed revisions in 10.58.509(1)(c).

COMMENT 14: The Board Licensure Committee supported better aligning the general standards for world languages and those that apply to the classical language standards and stated that of the World Language standards listed in 10.58.511(1), all but (b), (c), (d), (e), and (g) are applicable to Classical Languages in subsection 10.58.511(2). The committee would recommend working with experts to align this section.

RESPONSE: The Board of Public Education agreed with Comment 14 and after speaking with experts, reinserted many of the standards that pertained to both world languages and classical languages in 10.58.511(2).

COMMENT 15: CSPAC supported the inclusion of ASL and tribal languages in 10.58.511.

RESPONSE: The Board of Public Education agreed with Comment 15 and has integrated ASL and tribal languages in 10.58.511.

COMMENT 16: 12 commenters opposed the removal of the language in reference to gender equity and culturally sensitive opportunities in 10.58.515(1)(k).

RESPONSE: The Board of Public Education disagreed with Comment 16 and stated that they do not believe that the removal of language in 10.58.515(1)(k) would inhibit gender equity and culturally sensitive opportunities for students.

COMMENT 17: One commenter supported the proposed language deletions in 10.58.515.

RESPONSE: The Board of Public Education agreed with Comment 17 has adopted the proposed revisions in 10.58.515.

COMMENT 18: One commenter noted that the proposed name of 10.58.515 is confusing and supported the nationally recognized name of the profession that is "Technology and Engineering Education" for consistency.

RESPONSE: The Board of Public Education partially agreed with Comment 18 and agreed that the proposed title of the rule is confusing, and after speaking with

experts, retained the current title, “Industrial Trades and Technology Education” in 10.58.515.

COMMENT 19: One commenter supported changing the language in 10.58.515(1)(a)(i) to read, “...as guided by the *International Technology and Engineering Education Association*”.

RESPONSE: The Board of Public Education disagreed with Comment 19 and stated that this could limit the national professional organizations consulted under 10.58.515.

COMMENT 20: The Board Licensure Committee stated that 10.58.521 is difficult to understand and likely needs work. The committee would recommend working with experts to align this section.

RESPONSE: The Board of Public Education agreed with Comment 20 and after working with experts, made changes to 10.58.521 that makes the language more easily understood.

COMMENT 21: One commenter stated that equity and equality are not the same and supported the removal of “equality of” in 10.58.523(3)(c), so that the phrase reads “...including freedom of choice, personal financial literacy, ethical action, efficiency, *opportunity*, full employment...”

RESPONSE: The Board of Public Education disagreed with Comment 21 and stated that the proposed revision in 10.58.523(3)(c) doesn’t make sense in relation to the proposed language.

COMMENT 22: One commenter stated that the language in 10.58.523(2)(c) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 22 and will add *sources* to the proposed language in 10.58.523(2)(c).

COMMENT 23: One commenter supported including the following language in 10.58.528(1)(b)(iv), “knowledge of *Computer Science concepts*, current programming language, and current programming language trends”.

RESPONSE: The Board of Public Education disagreed with Comment 23 and stated that the language proposed in Comment 23 already exists in 10.58.528(1)(a).

COMMENT 24: One commenter opposed the removal of the specific types of programming languages in 10.58.528(1)(b)(iv), as it is essential that students have the opportunity to use different types of technology through computer science.

RESPONSE: The Board of Public Education disagreed with Comment 24 and stated that the lists of programming languages in 10.58.528(1)(b)(iv) are not necessary, as they may change over time.

COMMENT 25: One commenter opposed the removal of language in 10.58.528(1)(c)(iv).

RESPONSE: The Board of Public Education partially agreed with Comment 25 and determined that the phrase “limits of computing and rapid change” were relevant to this section and therefore have been restored in 10.58.528(1)(c)(iv). The Board disagreed that the other phrases in Comment 25 were relevant to computer science.

COMMENT 26: The Board Licensure Committee and one commenter supported learning about the effects of childhood trauma on social, emotional, physical, and behavioral development in educator preparation programs and offered the following suggested language in 10.58.531(2)(a): “Knowing about, *understanding*, and valuing the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, *stresses, childhood trauma and adverse childhood experiences*, supports, and community resources. (i) *Understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and being able to demonstrate trauma-informed classroom management strategies; and* (ii) *Demonstrating a knowledge of the implications of secondary trauma;*” 10.58.31(4)(b)(ii) “promotes the development of children’s *social, emotional, and* friendship skills; and (iii) assists children in the development of security, *self-regulation, self-discipline*, responsibility, and problem solving;” 10.58.531(5)(c) “*basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children’s school readiness and future achievements.*”

COMMENT 27: 21 commenters opposed the elimination of terminology such as trauma informed classroom management, social, emotional, and behavioral development, adverse childhood experiences, and self-regulation in 10.58.531 and states that it is important to learn the in-depth understanding of these topics.

RESPONSE: The Board of Public Education agreed with Comments 26 and 27 and stated that the current language in 10.58.531 is important to early childhood education and therefore, the language has been restored.

COMMENT 28: One commenter supported updating the terms in 10.58.531(7)(c) from grades to ages, as this is in line with the national standards for early childhood professional standards.

RESPONSE: The Board of Public Education disagreed with Comment 28 and stated that student teaching experiences are required for certain grade level groupings, not age level groupings, as outlined in 10.58.531(7)(c).

COMMENT 29: The Board Licensure Committee supported clean up language and offered the following suggested language in 10.58.531(1)(c): “...apply

understandings of the elements of literacy *that are* critical for purposeful oral, print, and digital communication... teach children how to read; ~~and~~ recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and *recognize* the role of a heritage language in learning to listen, speak, read, and write in a new language”.

RESPONSE: The Board of Public Education agreed with Comment 29 and made the appropriate changes in 10.58.531(1)(c).

COMMENT 30: Nine commenters opposed the removal of references to social and emotional in 10.58.532(1)(p).

RESPONSE: The Board of Public Education agreed with Comment 30 and reiterated the importance of social and emotional learning in elementary education programs in 10.58.531(1)(p).

COMMENT 31: Two commenters stated that the changes in 10.58.532(1)(f) could be interpreted that cultural diversity is viewed as unimportant, outside of recognition of Indigenous people and supported the following language, “...an interdependent *and culturally diverse* world, that includes ~~including the cultural diversity of~~ American Indians and tribes in Montana.”

RESPONSE: The Board of Public Education agreed with Comment 31 and made the appropriate changes in 10.58.532(1)(f).

COMMENT 32: One commenter stated that the language in 10.58.532(1)(f) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 32 and will add *sources* to the proposed language in 10.58.532(1)(f).

COMMENT 33: The Board Licensure Committee supported learning about the effects of childhood trauma on social, emotional, physical, and behavioral development in educator preparation programs and offered the following suggested language in 10.58.533(1)(b): “*knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;*”

COMMENT 34: 20 commenters opposed the elimination of terminology such as trauma informed classroom management, social, emotional, and behavioral

development, adverse childhood experiences, and self-regulation in 10.58.533 and stated that it is important to learn the in-depth understanding of these topics.

COMMENT 35: One commenter opposed removing the following language in 10.58.533(1)(b): “including those whose language and cultures are different from their own”.

RESPONSE: The Board of Public Education agreed with Comments 33-35 and stated that the type of learning currently in 10.58.533 is important and should remain.

COMMENT 36: One commenter stated that the language in 10.58.533(2)(d) potentially misses an opportunity to expand compliance with IEFA and best practices with history education and supported the following language, “...including the use of original historical *sources*.”

RESPONSE: The Board of Public Education agreed with Comment 36 and will add *sources* to the proposed language in 10.58.533(2)(d).

COMMENT 37: One commenter stated that the language in 10.58.607(1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality, *diverse* candidate pool that reflects the diversity of Montana’s P-12 students.”

RESPONSE: The Board of Public Education disagreed with Comment 37 and stated that the focus should be on representing education in Montana and that the proposed language in 10.58.607(1)(b) ensures that representation.

COMMENT 38: The Board Licensure Committee supported clearly stating the requirement for educator preparation programs to focus on evidence-based practices that support social, emotional, behavioral, and academic needs of all students and offered the following suggested language in 10.58.610(1)(f)(iii): “promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, *as well as skills to critically examine the connections between social, emotional, and behavioral issues and academic achievement;*”

RESPONSE: The Board of Public Education agreed with Comment 38 and stated that this language in 10.58.610(1)(f)(iii) is important to school counseling and therefore, the language has been reinstated.

COMMENT 39: CSPAC supported reviewing the stricken language in 10.58.610(1)(e) to evaluate whether the language is actually encompassed in other parts of 10.58.610, like Dr. Murgel stated it was.

COMMENT 40: Two commenters opposed removing the following language in 10.58.610(1)(e) “...demonstrate knowledge of the role of ethnic and cultural

heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana.”

RESPONSE: The Board of Public Education acknowledged Comments 39 and 40 and agreed that there was some confusion around statements that were made about this section. The Board approved the following language in 10.58.610, “(1)(e) demonstrate knowledge of the role in school counseling of ethnic and cultural heritage, including American Indians and tribes in Montana, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, ~~and equity issues in school counseling, including American Indians and tribes in Montana.~~”

COMMENT 41: One commenter is concerned that the proposed rules in 10.58.610 do not align with the American School Counselors Association standards.

COMMENT 42: One commenter opposed the removal of the “specifically the ethical standards of the American School Counselor Association” language in 10.58.610(1)(g), as these standards protect children and are a fundamental cornerstone of school counselor training and profession.

COMMENT 43: One commenter is concerned that the proposed revisions in 10.58.610 do not align with the School Counseling Ethical Guidelines.

RESPONSE: The Board of Public Education acknowledged Comments 41-43 and stated that language in 10.58.610(1)(h) requires that “successful candidates demonstrate knowledge of the American School Counselor Association national standards...” and that this language is sufficient, and that the specific national standards do not need to be reiterated.

COMMENT 44: One commenter opposed the removal of the “equity in academic achievement” language in 10.58.610(1)(f)(iii), which is essential to professional school counselor training in order to address systemic barriers that may exist.

RESPONSE: The Board of Public Education disagreed with Comment 44 and instead approved the following language in 10.58.610, “(1)(f)(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, ~~equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement~~ and gaps in student achievement”.

COMMENT 45: Two commenters opposed the removal of the language in 10.58.705(1)(e)(i) - (1)(e)(iii).

RESPONSE: The Board of Public Education acknowledged Comment 45 and stated that much of this language has been reinstated in 10.58.705, given the Board’s approval of the rewrite of these standards.

COMMENT 46: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language in 10.58.705: (1) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community, and have knowledge of:

- (i) research on the role and importance of school mission and vision;
- (ii) processes for collaboratively developing a mission and vision;
- (iii) processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community; and

- (iv) the characteristics of well-written mission and vision statements;

(b) understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation, and have knowledge of:

- (i) research on school improvement;

- (ii) formal processes of iterative, evidence informed improvement;

- (iii) data collection, analysis, and use; and

- (iv) Implementation theory and research.

(2) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Successful candidates:

(a) understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult, and have knowledge of:

- (i) professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being;

- (ii) practices that reflect professional norms;

- (iii) approaches to cultivating professional norms in others; and

- (iv) reflective practice;

(b) understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions, and have knowledge of:

- (i) research on decision making;
- (ii) decision-making processes; and
- (iii) guidelines for ethical and legal decision making;

(c) understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of:

- (i) ethical practice; and
- (ii) approaches to cultivating ethical behavior in others.

(3) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Successful candidates:

(a) understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture, and have knowledge of;

- (i) dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful);
- (ii) research on inclusive school cultures;
- (iii) processes for evaluating school culture;
- (iv) processes for effecting changes to school culture; and
- (v) engaging in advocacy for all students, including American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student, and have knowledge of;

(i) research on the consequences for students of equitable and inequitable use of educational resources and opportunities;

(ii) equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and

(iii) broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities, including those unique to American Indians and tribes of Montana;

(c) understand and demonstrate the capacity to evaluate, cultivate, and advocate, equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff, and have knowledge of:

(i) leadership strategies related to Montana Indian Education for All, including the Essential Understandings Regarding Montana Indians;

(ii) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;

(iii) characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff;

(iv) research on implications for students of equitable, culturally responsive, and inclusive practices; and

(v) broader social and political concern with equity and inequality in schools, including those unique to American Indians and tribes of Montana.

(4) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. Successful candidates:

(a) understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs, and have knowledge of:

- (i) research on the leadership of academic and non-academic programs;
- (ii) approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems;
- (iii) evidence-based curricula, use of technology, and other supports for academic and nonacademic programs; and
- (iv) infrastructures for the ongoing support of academic and non-academic programs;

(b) understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and have knowledge of:

- (i) evidence-based instructional practices for different student populations, including American Indians and tribes of Montana;
- (ii) curricula, educational technologies, and other educational resources that support digital literacy among students and adults;
- (iii) educational service providers; and
- (iv) approaches to coordinating resources and services in support of the school's academic and non-academic services;

(c) understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being, and have knowledge of:

- (i) research on the effective and ineffective assessment of student learning and well-being;
 - (ii) research on assessment practices that are culturally responsive and accessible for each student, including American Indians and tribes of Montana;
 - (iii) formative and summative measures of student learning and well-being;
- and

(iv) approaches to coordinating among assessments, instructional improvement, and educational service delivery;

(d) understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, and have knowledge of:

- (i) appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

(ii) research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being;

(iii) approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services; and

(iv) approaches and strategies for supporting faculty collaboration.

(5) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school, and have knowledge of;

(i) research on the role of families in supporting student learning in and out of school;

(ii) research on student and family diversity; and

(iii) strategies for understanding and cultivating relationships with families and engaging them in their children's education; with special consideration of American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development, and have knowledge of:

(i) school organizational cultures that promote community engagement, including American Indians and Tribes of Montana;

(ii) research on how community members, partners, and other constituencies can support school improvement and student success;

(iii) collaboration methods to develop and sustain productive relationships with diverse community partners; and

(iv) practices for accessing and integrating external resources into the school;

(c) understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community, and have knowledge of:

(i) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(ii) strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities; and

(iii) educational policy and advocacy for all students, including American Indians and tribes of Montana.

(6) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills,

and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Successful candidates:

(a) understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school, and have knowledge of:

(i) research on school management, operations, use of technologies, communication, and governance systems;

(ii) principles of systems management and continuous improvement;

(iii) management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations;

(iv) processes for developing and implementing management, communication, technology, school-level governance, and operation systems; and

(v) use of technology to enhance learning and program management;

(b) understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development, and have knowledge of:

(i) school-based budgeting;

(ii) strategies for acquiring resources;

(iii) processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems;

(iv) strategies for aligning and allocating resources according to school priorities and student needs;

(v) methods and procedures for managing school resources; and

(vi) Montana school finance

(c) understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being, and have knowledge of:

(i) laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law;

(ii) implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations;

(iii) research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety; and

(iv) the role of collective bargaining agreements.

(7) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Successful candidates:

(a) understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff, and have knowledge of:

- (i) research on teacher recruitment, hiring, and selection;
- (ii) practices for recruiting, selecting, and hiring school staff; and
- (iii) strategic staffing based on student, school, and staff needs;

(b) understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school, and have knowledge of:

- (i) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;
- (ii) effective communication; and
- (iii) the role of relationships, trust, and well-being in the development of a healthy and effective professional culture;

(c) understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success, and have knowledge of:

- (i) research on teacher professional learning;
- (ii) practices for supporting and developing school staff;
- (iii) practices for cultivating and distributing leadership among staff;
- (iv) providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; and
- (v) how to use digital technology in ethical and appropriate ways to foster professional learning for self and others;

(d) understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success, and have knowledge of:

- (i) research-based strategies for personnel supervision and evaluation;
- (ii) importance of, and the ability to access, specific personnel evaluation procedures for a given context;
- (iii) multiple approaches for providing actionable feedback and support systems for teachers; and
- (iv) the role of collective bargaining agreements in the supervision process.

(8) Internship: Candidates participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

RESPONSE: The Board of Public Education partially agreed with Comment 46 and acknowledged that the current standards in 10.58.705 do not match the national standards, therefore, the Board replaced the old standards with new standards that largely reflect the National Educational Leadership Preparation standards.

COMMENT 47: One commenter requested the Board review the recommended changes in 10.58.706 to ensure their alignment with the National Educational Leadership Preparation (NELP) Program Recognition Standards.

RESPONSE: The Board of Public Education acknowledged Comment 47 and stated that much of this language has been reinstated in 10.58.706, given the Board's approval of the rewrite of these standards.

COMMENT 48: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language in 10.58.706: (1) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. Successful candidates:

(a) understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a district mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community, and have knowledge of:

- (i) research on the role and importance of district mission and vision;
- (ii) processes for collaboratively developing a mission and vision;
- (iii) processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community; and
- (iv) the characteristics of well-written mission and vision statements;

(b) understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation, and have knowledge of:

- (i) research on district improvement;
- (ii) formal processes of system-wide, iterative, evidence-informed improvement;
- (iii) research-based strategic planning processes;
- (iii) data collection, diagnosis, and use; and
- (iv) implementation theory and research.

(2) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. Successful candidates:

(a) understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures, and have knowledge of:

- (i) professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district;
- (ii) approaches to cultivating professional norms in others;
- (iii) approaches to building organizational culture; and
- (iv) reflective practice

(b) understand and demonstrate the capacity to evaluate, and advocate for ethical and legal decisions, and have knowledge of:

- (i) research on and practices for decision making;
- (ii) knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law; and
- (iii) guidelines for ethical and legal decision making;

(c) understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of:

- (i) ethical practice; and
- (ii) approaches to cultivating ethical behavior in others.

(3) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. Successful candidates:

(a) understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture, and have knowledge of:

- (i) research on inclusive district cultures;
- (ii) dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful);
- (iii) processes for evaluating district culture;
- (iv) processes for fostering cultural change; and
- (v) strategies for advocacy for all students, including American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student, and demonstrate knowledge of:

- (i) research on the consequences for students of equitable and inequitable use of educational resources and opportunities;
- (ii) equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships; and
- (iii) broader social and political concerns with equity and inequality in the use of educational resources and opportunities, including those unique to American Indians and tribes of Montana.

(c) understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff, and have knowledge of:

- (i) Leadership strategies related to Montana Indian Education for All including the Essential Understandings Regarding Montana Indians;
- (ii) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;
- (iii) characteristics and foundations of equitable and inequitable educational practice
- (iv) research on implications for students of equitable, culturally responsive, and inclusive practice; and
- (v) broader social and political concerns with equity and inequity in district schools, including those unique to American Indians and tribes of Montana.

(4) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. Successful candidates:

- (a) understand and can demonstrate the capacity to evaluate, design and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs, and have knowledge of:
 - (i) research on the leadership of academic and non-academic programs;
 - (ii) research-based curricula, technologies, and other supports for academic and non-academic programs;
 - (iii) approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support; and
 - (iv) infrastructures for the ongoing support of academic and non-academic programs;
- (b) understand and demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and have knowledge of:
 - (i) research on instructional leadership at the school and district level; and
 - (ii) research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success;
 - (iii) research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.);
 - (iv) approaches and strategies for supporting district and school collaboration
- (c) understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership, and have knowledge of:

(i) research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.);

(ii) research on assessment practices that are culturally responsive and accessible; and

(iii) research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data;

(d) understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district, and have knowledge of;

(i) research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being;

(ii) appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices; and

(iii) approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

(5) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Successful candidates:

(a) understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school, and have knowledge of:

(i) research on the role of families in supporting student learning in and out of school; and

(ii) strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana;

(b) understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole., and have knowledge of:

(i) research on student, family, and community diversity;

(ii) research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success;

(iii) effective practice for communicating through oral, written, and digital means;

(iv) strategies for understanding and engaging district constituents, including American Indians and tribes of Montana; and

(v) governance and decision-making processes that support family-school communications and engagement.

(c) understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs, and have knowledge of:

(i) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(ii) strategies for effective oral, written, and digital communication with members of the business, civic, and policy community;

(iii) strategies for cultivating relationships with members of the business, civic, and policy community;

(iv) public relations; and

(v) educational advocacy for all students, including American Indians and tribes of Montana.

(6) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. Successful candidates:

(a) understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision, and have knowledge of:

(i) research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations;

(ii) research, theories, and best practices concerning the management of operations, technology, communications, and governance systems;

(iii) methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity; and

(iv) use of technology to enhance learning and the management of systems;

(b) understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans., and have knowledge of:

(i) school and district-based budgeting;

(ii) processes for gathering, synthesizing, and evaluating data to develop resourcing plans;

(iii) research and best practices for allocating district- and school-level resources to support equity and excellence;

(iv) methods for accessing and integrating external resources into the district and schools; and

(v) Montana school finance.

(c) understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and

developing school and district staff in order to support the district's collective instructional and leadership capacity, and have knowledge of:

- (i) research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff;

- (ii) strategies for engaging school and district staff in the recruitment and selection process;

- (iii) strategic data-informed staffing based on student, school, and district needs;

- (iv) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being; and

- (v) strategies for cultivating leadership among school and district staff.

(7) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Successful candidates:

- (a) understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision, and have knowledge of:

- (i) research and best practice focused on school board governance and relations;

- (ii) management theory;

- (iii) communication strategies;

- (iv) negotiation strategies; and

- (v) Montana collective bargaining and employment law;

- (b) understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members, and have knowledge of:

- (i) research and best practice concerning effective systems for district governance;

- (ii) processes for engaging multiple and diverse community stakeholders; and

- (iii) developing and sustaining effective board relations;

- (c) understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations, and have knowledge of:

- (i) educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA);

- (ii) educational policy systems, formulation, adoption, and actors;

- (iii) strategies for accessing information about: (a) policy, (b) local, state, tribal, and federal contexts, and (c) the policy implications for various contexts;

- (iii) strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders

- (v) the role of the collective bargaining agreement;

(d) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level, and have knowledge of:

(i) the use of evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges;

(ii) represent the district and its priorities and needs at the local, state, and national level; and

(iii) advocate for the needs and priorities of the district at the local, state, and national level.

(8) Internship: Candidates participate in clinical/field experiences, which may be completed for graduate credit, that provides at least 210 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly endorsed school administrators.

RESPONSE: The Board of Public Education partially agreed with Comment 48 and acknowledged that the current standards in 10.58.706 do not match the national standards, therefore, the Board replaced the old standards with new standards that largely reflect the National Educational Leadership Preparation standards.

COMMENT 49: One commenter stated that mental health professionals serving schools need crisis response training and supported the following language in 10.58.707(1)(b)(ix), "...to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff."

RESPONSE: The Board of Public Education agreed with Comment 49 and stated that the language in 10.58.707(1)(b)(ix) is important to school psychologists, therefore it has been reinstated.

COMMENT 50: The Board Licensure Committee supported ensuring all references to Montana Content Standards throughout rule are capitalized as a proper noun.

RESPONSE: The Board of Public Education agreed with Comment 50 and stated it is important to use common language throughout standards, and has made the appropriate changes.

COMMENT 51: 51 commenters opposed the removal of the references to democracy in ARM Title X, Chapter 58.

COMMENT 52: CSPAC, MREA, and 42 commenters opposed the removal of the references to equity in ARM Title X, Chapter 58.

COMMENT 53: Six commenters supported the removal of the references to equity in ARM Title X, Chapter 58.

COMMENT 54: CSPAC and 25 commenters opposed the removal of the references to diversity in ARM Title X, Chapter 58.

COMMENT 55: 20 commenters opposed the removal of the references to social justice, inclusivity, and cultural sensitivity in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comments 51-55 and agreed with the Superintendent of Public Instruction in removing these terms in ARM Title X, Chapter 58.

COMMENT 56: 35 commenters opposed the proposed changes in ARM Title X, Chapter 58.

COMMENT 57: Four commenters supported the proposed changes in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education thanked the commenters in Comments 56 and 57 for participating in the public comment process. The Board believes that the proposed changes in ARM Title X, Chapter 58 will further support our students attending Montana Educator Preparation Programs.

COMMENT 58: MFPE and 30 commenters opposed the removal of the references to childhood trauma or trauma informed education in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 58 and reinstated many of these terms in ARM Title X, Chapter 58, recognizing the importance of childhood trauma and trauma informed education instruction in the Montana Educator Preparation Programs.

COMMENT 59: MFPE, CSPAC, MCSB, and 24 commenters opposed the removal of the references to social emotional learning in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 59 and reinstated many of these terms in ARM Title X, Chapter 58, recognizing the importance of social emotional learning instruction in the Montana Educator Preparation Programs.

COMMENT 60: CSPAC, MREA, and 9 commenters opposed the removal of the references to ethics/ethical in ARM Title X, Chapter 58.

RESPONSE: The Board of Public Education acknowledged Comment 60 and reinstated many of these terms in ARM Title X, Chapter 58 prior to going out for public comment, and recognized the importance of ethical teaching practices.

COMMENT 61: CSPAC supported adding definitions for ethics, ethical, diversity, equity, social and emotional learning, well-being, and actionable measures in ARM Title X, Chapter 58.

COMMENT 62: MREA supported the following definition for the term ethics (including ethical) – Ethics is a set of moral principles that govern a person’s behavior, moral principles, the principles of right and wrong.

COMMENT 63: MREA supported the following definition for the term equity – Equity recognizes that each person has different circumstances and allocates the resources or opportunities needed to reach an equal outcome by all individuals.

COMMENT 64: MREA supported the following definition for the term equality – Equality means that an individual or group is given the same resources or opportunities regardless if all individuals reaches the goal.

RESPONSE: The Board of Public Education acknowledged Comments 61-64 and determined that adding these definitions in ARM Title X, Chapter 58 was not necessary in the standards for Montana Educator Preparation Programs.

COMMENT 65: One commenter is opposed to the removal of references in ARM Title X, Chapter 58 to the utilization of technology, including the following terms: “integration of technology”, “emerging technologies”, “technology-based applications” or “technology-enhanced learning opportunities”.

RESPONSE: The Board of Public Education acknowledged Comment 65 and noted that the use of technology and technology-enhanced learning is embedded throughout ARM Title X, Chapter 58.

COMMENT 66: One commenter supported the revisions in ARM Title X, Chapter 58 to reference P-20 teachers, learners, and others throughout the proposed rule changes.

RESPONSE: The Board of Public Education acknowledged Comment 66 and updated many of the recommended references in ARM Title X, Chapter 58.

COMMENT 67: One commenter supported the inclusion of the following in ARM Title X, Chapter 58 related to effectively communicate goals, services, accommodations to team, family and related service providers; maintain accurate records; understand collaborative practices to support inclusion and skill acquisition; understand and apply best practices in analyzing appropriate rates of growth; employ inclusionary approach to student and family involvement in disability communities and supports; inclusionary practices for best outcomes.

RESPONSE: The Board of Public Education acknowledged Comment 67 and stated that the standards in ARM Title X, Chapter 58 already encompass many of the suggested terms and phrases.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Madalyn Quinlan
Madalyn Quinlan, Chair
Board of Public Education

Certified to the Secretary of State January 17, 2023.

*******CLOSED SESSION*******

ITEM 14

**HEARING OF APPEAL OF LICENSURE
DENIAL, BPE CASE #2022-15, NO RUNNER**

Katherine Orr, Agency Legal Services

*******OPEN SESSION*******

❖ **EXECUTIVE COMMITTEE – (Items 15-20)**

Madalyn Quinlan

ITEM 15

STUDENT ENGAGEMENT PANEL

Charles Fox

ITEM 16

**ACTION ON TRANSFORMATIONAL
LEARNING GRANT ANNUAL REPORTS
FY2023**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/12/23

Presentation	FY2023 Transformational Learning Annual Reports
Presenter	Krystal Smith
Position Title	-Transformational Learning & MT Advanced Opportunity grant manager
Overview	Presentation of annual reports from FY2023 Transformational Learning funded districts
Requested Decision(s)	Action Item: Approve Transformational Learning Annual Reports for FY2023 for continued Qualification of Transformational Learning funding for FY2024.
Related Issue(s)	Reporting window closes Monday, January 9, 2023 at 5pm. Reports and summaries will be provided that evening.
Recommendation(s)	Approve Transformational Learning Annual Reports for FY2023



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

ITEM 17

**ACTION ON QUALIFICATION OF
TRANSFORMATIONAL LEARNING GRANT
APPLICATIONS FY2024**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/12/23

Presentation	FY2023 Transformational Learning New Applications
Presenter	Krystal Smith
Position Title	-Transformational Learning & MT Advanced Opportunity grant manager
Overview	Presentation of new applications and resubmitted applications from waitlist districts for FY2024 Transformational Learning grant
Requested Decision(s)	Action Item: Qualification of newly-applying districts and retaining waitlist ranking of districts already qualified for FY2024
Related Issue(s)	Reporting window closes Monday, January 9, 2023 at 5pm. Application materials will be submitted later that evening.
Recommendation(s)	Approve qualification of presented districts for FY2024



Montana
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Elsie Arntzen, State Superintendent
opi.mt.gov

ITEM 18

**ACTION ON ADVANCED OPPORTUNITY
GRANT ANNUAL REPORTS FY2023**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/12/23

Presentation	FY2023 MT Advanced Opportunity Annual Reports
Presenter	Krystal Smith
Position Title	-Transformational Learning & MT Advanced Opportunity grant manager
Overview	Presentation of annual reports from FY2023 MT Advanced Opportunity grant
Requested Decision(s)	Action Item: Approval of MT Advanced Opportunity Annual Reports for FY2023 for continued qualification of funding for FY2024
Related Issue(s)	Reporting window closes Monday, January 9, 2023 at 5pm. Reports and summaries will be provided that evening.
Recommendation(s)	Approve MT Advanced Opportunity Annual Reports for FY2023



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ITEM 19

**ACTION ON QUALIFICATION OF
ADVANCED OPPORTUNITY GRANT
APPLICATIONS FY2024**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/12/23

Presentation	FY2023 MT Advanced Opportunity New Applications
Presenter	Krystal Smith
Position Title	-Transformational Learning & MT Advanced Opportunity grant manager
Overview	Presentation of new applications for FY2024 MT Advanced Opportunity grant
Requested Decision(s)	Action Item: Qualification of newly-applying districts for FY2024
Related Issue(s)	Reporting window closes Monday, January 9, 2023 at 5pm. Application materials will be submitted later that evening.
Recommendation(s)	Approve qualification of presented districts for FY2024



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ITEM 20

**ACTION ON CRITICAL QUALITY
EDUCATOR SHORTAGE AREA REPORT**

Jay Phillips



Critical Quality Educator Shortages

**Identification of Schools and Licensure and Endorsement Areas
Impacted by Critical Quality Educator Shortages
in the 2022-23 School Year**

**Report to the Board of Public Education
January 2023**

**Prepared by
Mattie Murphy, Teacher Data Coordinator
Jay Phillips, Chief Financial Officer
Montana Office of Public Instruction**

Background

Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to:

- (a) maintain and make publicly available a current list of impacted schools; and
- (b) based on reporting by impacted schools or school districts in which impacted schools are located, identify within each impacted school, critical quality educator shortage areas under [20-4-502\(1\)\(a\)](#).

A *quality educator* is defined as a full-time equivalent educator who holds a valid educator license or is a licensed professional providing services to students in a public school district, an education cooperative, the Montana School for the Deaf and Blind, the Montana Youth Challenge Program, or a state youth correctional facility.¹

The Board of Regents administered the Quality Educator Loan Assistance Program through the Office of the Commissioner of Higher Education from FY 2008 through FY 2017. The program provided direct repayment assistance for the educational loans of eligible quality educators for up to four years. The total annual loan repayment assistance could not exceed \$3,000 per educator. The number of recipients and the amount paid on their behalf were:

<u>Year</u>	<u># of Recipients</u>	<u>\$ Awarded</u>
FY08	104	\$307,280
FY09	116	\$336,366
FY10	163	\$471,754
FY11	143	\$418,023
FY12	167	\$495,924
FY13	191	\$527,761
FY14	207	\$597,966
FY15	172	\$494,794
FY16	172	\$499,066
FY17	157	\$457,935

The 2017 Montana Legislature did not fund the Quality Educator Loan Assistance Program for fiscal years 2018 and 2019. However, HB 211 passed by the 2019 legislature reestablished funding in the amount of \$500,000 per year and substantially changed the program in several ways. OPI paid \$271,566 in FY21 and \$453,596 in FY22 to lenders on behalf of applicants to the program.

The Board of Public Education is required to publish by December an annual report listing the critical quality educator shortage areas under [20-4-502\(1\)\(a\)](#) in each

¹ The full definition of a Quality Educator is available at 20-4-501(6), MCA.

impacted school. Statute specifically identifies the criteria for an impacted school and what constitutes a shortage.

Criteria for an Impacted School

The definition of an impacted school, [20-4-502](#)(5), is:

- (a) a special education cooperative;
- (b) the Montana school for the deaf and blind, as described in [20-8-101](#);
- (c) the Montana youth challenge program, as established in [10-1-1401](#);
- (d) a state youth correctional facility, as defined in [41-5-103](#);
- (e) a public school located on an Indian reservation; and
- (f) a public school that, driving at a reasonable speed for the road surface, is located more than 20 minutes from a Montana city with a population greater than 15,000 based on the most recent federal decennial census.

The OPI utilized the State Library's GIS database to calculate the drive time from each of the cities with a population greater than 15,000. As a result, 661 of 825 public schools and cooperatives in Montana meet the criteria to be an impacted school. A listing of impacted schools and a map showing these schools can be found on the OPI [website](#).

Criteria for a Quality Educator Shortage

The definition of a critical quality educator shortage area , [20-4-502](#)(1), is:

- (1) "Critical quality educator shortage area" means a specific licensure or endorsement area in an impacted school in which:
 - (a) in any of the 3 immediate preceding school fiscal years a position was:
 - (i) filled through the procedures set forth in [19-20-732](#) (*employment of retired teachers*), [20-4-106](#)(1)(e) (*Class 5 provisional certificate*), or [20-4-111](#) (*emergency authorization*);
 - (ii) filled from a candidate pool of less than five qualified candidates; or
 - (iii) advertised and remained vacant and unfilled due to a lack of qualified candidates for a period in excess of 30 days; or
 - (b) a vacancy for the current school year was advertised for a period of at least 30 days and the district received less than five applications from qualified candidates.

Note: The italicized phrases above were added for clarity.

Methodology for Identifying Quality Educator Shortage

For each criterion listed above, the OPI used the following data sources to identify critical quality educator shortages:

Employment of Retired Teachers. In order to employ a retired teacher and not impact the teacher's retirement benefits, school districts must file a request with the Teachers Retirement System (TRS). TRS provided the OPI with a report of all the approved requests for the past three years.

Class 5 Provisional Certificate. OPI's MSEIS database contains information on Montana quality educators issued a provisional certificate which includes the endorsement specified. All quality educators issued a certificate for the past three years were matched with current TEAMS data to determine which schools employ these quality educators.

Emergency Authorization. OPI's MSEIS database contains information on Montana quality educators issued an emergency authorization which includes the endorsement specified. All quality educators issued an emergency authorization for the past three years were matched with current TEAMS data to determine which schools employ these quality educators.

Fewer Than 5 Candidates and Remained Vacant 30 days. The OPI collects information on the difficulty schools have in recruiting quality educators in the TEAMS collection that typically is open from September through November. Prior to the TEAMS opening this year, the OPI revised the data input screen to specifically match the wording in the statute. However, the OPI believes that the wording used in the TEAMS collection for the prior two years is close enough to map those results to the new statutory definitions for this initial year.

Current Vacancy for 30 days and Less than Five Applicants. Recruitments conducted up until the TEAMS data collection would be captured by the immediately preceding categories. Should a vacancy occur from this point forward, the school district can apply for an immediate designation of a critical quality educator shortage area. To date, two school districts have applied for this designation for four positions. **The applications were denied because the recruitments were not in the current school year.**

Critical Quality Educator Shortages Listing

Table 1. Critical Quality Educator Shortages for the 2022-2023 School Year shows the shortages identified and the driver for each shortage. Only impacted schools are included in the report. The data was gathered over recruitments from the past three years so in many cases the vacancy has been filled in some way. In some cases, a school system may be looking for a particular endorsement for a single teacher for both its elementary and middle grades and report the shortage twice in the TEAMS collection. The table represents the best data available for qualifying applicants for the quality educator loan assistance program.

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
01	0199	Dillon Elementary	Elementary	Teacher	Elementary				1	
01	0199	Dillon Elementary	Middle Grades	Teacher	Mathematics				1	
01	0199	Dillon Elementary	Middle Grades	Teacher	World Language				1	
01	0200	Beaverhead Co High School	High School	Teacher	World Language			1		
01	0202	Lima K-12 Schools	Elementary	Teacher	Elementary		2	1		
01	0202	Lima K-12 Schools	Elementary	Teacher	Art				1	
01	0202	Lima K-12 Schools	Elementary	Teacher	Health/Physical Education	1			1	
01	0202	Lima K-12 Schools	Elementary	Teacher	Mathematics				1	
01	0202	Lima K-12 Schools	High School	Teacher	Agriculture	1				
01	0202	Lima K-12 Schools	High School	Teacher	Art				1	
01	0202	Lima K-12 Schools	High School	Teacher	Health/Physical Education	1			1	
01	0202	Lima K-12 Schools	High School	Teacher	Industrial Technology			1		
01	0202	Lima K-12 Schools	High School	Teacher	Mathematics			1	1	
01	0202	Lima K-12 Schools	High School	Teacher	Science		1			
01	0202	Lima K-12 Schools	High School	Teacher	Social Studies		1			
01	0202	Lima K-12 Schools	Middle Grades	Teacher	Art				1	
01	0202	Lima K-12 Schools	Middle Grades	Teacher	Health/Physical Education	1			1	
01	0202	Lima K-12 Schools	Middle Grades	Teacher	Mathematics				1	
01	0202	Lima K-12 Schools	System	Teacher			1			
01	0202	Lima K-12 Schools	System	Teacher	Health/Physical Education			1		
01	0202	Lima K-12 Schools	System	Teacher	Music			1		
01	0203	Wisdom Elementary	Elementary	Teacher	Elementary		2			
01	0205	Polaris Elementary	Elementary	Teacher	Elementary	1	1			
02	0214	Pryor Public Schools	Elementary	Specialist	School Counselor				1	
02	0214	Pryor Public Schools	Elementary	Teacher	Elementary			1		
02	0214	Pryor Public Schools	Elementary	Teacher	Health/Physical Education				1	
02	0214	Pryor Public Schools	High School	Specialist	School Counselor				1	
02	0214	Pryor Public Schools	High School	Teacher	Health/Physical Education				1	
02	0214	Pryor Public Schools	High School	Teacher	Mathematics			1		
02	0214	Pryor Public Schools	Middle Grades	Specialist	School Counselor				1	
02	0214	Pryor Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
02	0214	Pryor Public Schools	System	Administrative	Principal or Assistant Principal			1		
02	0214	Pryor Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
02	0214	Pryor Public Schools	System	Specialist	School Counselor		1	1		
02	0214	Pryor Public Schools	System	Teacher	Art			1		
02	0214	Pryor Public Schools	System	Teacher	Mathematics			1		
02	0216	Hardin Public Schools	Elementary	Administrative			1			
02	0216	Hardin Public Schools	Elementary	Administrative	Principal or Assistant Principal		1	1		
02	0216	Hardin Public Schools	Elementary	Specialist	School Counselor		1			
02	0216	Hardin Public Schools	Elementary	Specialist	School Psychologist			1		
02	0216	Hardin Public Schools	Elementary	Teacher	Elementary	1	2	2	1	
02	0216	Hardin Public Schools	Elementary	Teacher	Early Childhood		1		1	
02	0216	Hardin Public Schools	Elementary	Teacher	Health/Physical Education		1	1		
02	0216	Hardin Public Schools	Elementary	Teacher	Music		1	1		
02	0216	Hardin Public Schools	Elementary	Teacher	Special Education		1	1	1	
02	0216	Hardin Public Schools	High School	Administrative	Principal or Assistant Principal		1			
02	0216	Hardin Public Schools	High School	Specialist	Library Media Specialist		1			
02	0216	Hardin Public Schools	High School	Specialist	School Counselor		1	1		
02	0216	Hardin Public Schools	High School	Teacher			1	1		
02	0216	Hardin Public Schools	High School	Teacher	Business and Marketing		1			
02	0216	Hardin Public Schools	High School	Teacher	English	1	1	1	1	
02	0216	Hardin Public Schools	High School	Teacher	Health/Physical Education		1	1		
02	0216	Hardin Public Schools	High School	Teacher	Mathematics		1	1	1	
02	0216	Hardin Public Schools	High School	Teacher	Music			1		
02	0216	Hardin Public Schools	High School	Teacher	Science	1	1	1		
02	0216	Hardin Public Schools	High School	Teacher	Social Studies			1		
02	0216	Hardin Public Schools	High School	Teacher	Special Education		1	1		

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
02	0216	Hardin Public Schools	High School	Teacher	Traffic Education			1		
02	0216	Hardin Public Schools	Middle Grades	Administrative			1			
02	0216	Hardin Public Schools	Middle Grades	Specialist	School Counselor			1		
02	0216	Hardin Public Schools	Middle Grades	Teacher			1	1		
02	0216	Hardin Public Schools	Middle Grades	Teacher	Business and Marketing	1			1	
02	0216	Hardin Public Schools	Middle Grades	Teacher	Computer Information Systems		1			
02	0216	Hardin Public Schools	Middle Grades	Teacher	Elementary				1	
02	0216	Hardin Public Schools	Middle Grades	Teacher	English	1	1	1		
02	0216	Hardin Public Schools	Middle Grades	Teacher	Health/Physical Education		1		1	
02	0216	Hardin Public Schools	Middle Grades	Teacher	Mathematics		1	1		
02	0216	Hardin Public Schools	Middle Grades	Teacher	Science	1	1			
02	0216	Hardin Public Schools	Middle Grades	Teacher	Social Studies		1	1		
02	0216	Hardin Public Schools	Middle Grades	Teacher	Special Education		1		1	
02	0216	Hardin Public Schools	System	Administrative	Supervisor		1			
02	0216	Hardin Public Schools	System	Specialist	School Psychologist			1		
02	0218	Lodge Grass Public Schls	Elementary	Teacher	Elementary	1		1		
02	0218	Lodge Grass Public Schls	High School	Teacher	Agriculture			1		
02	0218	Lodge Grass Public Schls	High School	Teacher	English		1			
02	0218	Lodge Grass Public Schls	High School	Teacher	Mathematics		1	1		
02	0218	Lodge Grass Public Schls	High School	Teacher	Science		1			
02	0218	Lodge Grass Public Schls	High School	Teacher	Social Studies		1		1	
02	0218	Lodge Grass Public Schls	High School	Teacher	Special Education		1			
02	0218	Lodge Grass Public Schls	Middle Grades	Teacher	Social Studies				1	
02	0218	Lodge Grass Public Schls	Middle Grades	Teacher	Special Education			1		
02	0219	Wyola Elementary	Elementary	Teacher	Early Childhood				1	
02	0219	Wyola Elementary	Elementary	Teacher	Elementary				1	
02	0219	Wyola Elementary	Elementary	Teacher	Special Education			1		
02	0219	Wyola Elementary	Middle Grades	Teacher	Elementary				1	
03	0221	Chinook Public Schools	Elementary	Specialist	School Counselor				1	
03	0221	Chinook Public Schools	Elementary	Teacher	Elementary			1	1	
03	0221	Chinook Public Schools	Elementary	Teacher	Special Education			2	2	
03	0221	Chinook Public Schools	High School	Teacher	Agriculture		1			
03	0221	Chinook Public Schools	High School	Teacher	English		1			
03	0221	Chinook Public Schools	High School	Teacher	Mathematics			2		
03	0221	Chinook Public Schools	High School	Teacher	Science		1			
03	0221	Chinook Public Schools	High School	Teacher	Traffic Education		1			
03	0222	Harlem Public Schools	Elementary	Teacher	Elementary			1	1	
03	0222	Harlem Public Schools	Elementary	Teacher	Special Education		1	1		
03	0222	Harlem Public Schools	High School	Administrative			1	1		
03	0222	Harlem Public Schools	High School	Administrative	Principal or Assistant Principal			1		
03	0222	Harlem Public Schools	High School	Specialist	Library Media Specialist	1	1			
03	0222	Harlem Public Schools	High School	Teacher	English				1	
03	0222	Harlem Public Schools	High School	Teacher	Family and Consumer Sciences				1	
03	0222	Harlem Public Schools	High School	Teacher	Health/Physical Education				1	
03	0222	Harlem Public Schools	High School	Teacher	Industrial Technology				1	
03	0222	Harlem Public Schools	High School	Teacher	Mathematics		1	1	1	
03	0222	Harlem Public Schools	Middle Grades	Administrative	Principal or Assistant Principal			1		
03	0222	Harlem Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
03	0222	Harlem Public Schools	Middle Grades	Teacher			1			
03	0222	Harlem Public Schools	Middle Grades	Teacher	English				1	
03	0222	Harlem Public Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
03	0222	Harlem Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
03	0222	Harlem Public Schools	Middle Grades	Teacher	Industrial Technology				1	
03	0222	Harlem Public Schools	Middle Grades	Teacher	Mathematics		1		1	
03	0225	Zurich Elementary	Elementary	Teacher	Elementary		2			
03	0225	Zurich Elementary	Elementary	Teacher	Early Childhood				1	
03	0234	Turner Public Schools	Elementary	Teacher	Elementary		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
03	0234	Turner Public Schools	Elementary	Teacher	Business and Marketing				1	
03	0234	Turner Public Schools	High School	Teacher	Business and Marketing			1	1	
03	0234	Turner Public Schools	High School	Teacher	Science				1	
03	0234	Turner Public Schools	Middle Grades	Teacher	Business and Marketing				1	
03	0234	Turner Public Schools	Middle Grades	Teacher	Science				1	
03	0234	Turner Public Schools	System	Administrative			1			
03	0234	Turner Public Schools	System	Teacher			1	1		
03	0234	Turner Public Schools	System	Teacher	Business and Marketing		1			
03	0234	Turner Public Schools	System	Teacher	Health/Physical Education		1			
03	0234	Turner Public Schools	System	Teacher	Science		1			
03	0234	Turner Public Schools	System	Teacher	Social Studies		1			
03	0235	Hays-Lodge Pole K-12 Schls	Elementary	Teacher	Elementary		2			2
03	0235	Hays-Lodge Pole K-12 Schls	Elementary	Teacher	Art				1	
03	0235	Hays-Lodge Pole K-12 Schls	High School	Specialist	Library Media Specialist		1			2
03	0235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Art		1		1	
03	0235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Business and Marketing				1	
03	0235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Science		1		1	3
03	0235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Special Education		1		1	
03	0235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher			1			
03	0235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Art				1	
03	0235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Business and Marketing				1	
03	0235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Special Education		1		1	
03	0235	Hays-Lodge Pole K-12 Schls	System	Administrative	Principal or Assistant Principal		1			
03	1048	North Harlem Colony Elem	Elementary	Teacher	Elementary			1	1	
03	6170	Bear Paw Cooperative	Elementary	Teacher	Special Education		1			
03	6170	Bear Paw Cooperative	System	Administrative			1			
03	6170	Bear Paw Cooperative	System	Teacher	Special Education		1			
04	1051	Townsend K-12 Schools	Elementary	Teacher	Special Education		1	1		
04	1051	Townsend K-12 Schools	High School	Teacher			1			
04	1051	Townsend K-12 Schools	High School	Teacher	Music			1		
05	0244	Red Lodge Public Schools	Elementary	Specialist	Library Media Specialist				1	
05	0244	Red Lodge Public Schools	Elementary	Teacher	Elementary		1		1	
05	0244	Red Lodge Public Schools	High School	Teacher	English				1	
05	0244	Red Lodge Public Schools	High School	Teacher	Mathematics		1			
05	0244	Red Lodge Public Schools	High School	Teacher	World Language		1		1	
05	0244	Red Lodge Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
05	0244	Red Lodge Public Schools	Middle Grades	Teacher	Mathematics		1			
05	0244	Red Lodge Public Schools	Middle Grades	Teacher	Social Studies				1	
05	0245	Bridger K-12 Schools	Elementary	Teacher	Elementary		2			
05	0245	Bridger K-12 Schools	High School	Teacher	Special Education		1			
05	0245	Bridger K-12 Schools	System	Teacher	Elementary		1			
05	0246	Joliet Public Schools	Elementary	Teacher	Special Education				1	
05	0246	Joliet Public Schools	High School	Teacher	Mathematics			1		
05	0246	Joliet Public Schools	High School	Teacher	Science				1	
05	0246	Joliet Public Schools	Middle Grades	Teacher	Science				1	
05	0253	Roberts K-12 Schools	Elementary	Teacher	Elementary		2			
05	0253	Roberts K-12 Schools	High School	Administrative				1		
05	0253	Roberts K-12 Schools	High School	Teacher			1			
05	0253	Roberts K-12 Schools	High School	Teacher	Agriculture				1	
05	0253	Roberts K-12 Schools	High School	Teacher	English		1		1	
05	0253	Roberts K-12 Schools	High School	Teacher	Health/Physical Education		1			
05	0253	Roberts K-12 Schools	High School	Teacher	Science		1			
05	0253	Roberts K-12 Schools	High School	Teacher	Social Studies		1			
05	0253	Roberts K-12 Schools	Middle Grades	Teacher	Agriculture				1	
05	0253	Roberts K-12 Schools	Middle Grades	Teacher	English				1	
05	0253	Roberts K-12 Schools	System	Teacher	Elementary		1			
05	0253	Roberts K-12 Schools	System	Teacher	Music			1		

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
05	0253	Roberts K-12 Schools	System	Teacher	Special Education		1			
05	0255	Fromberg K-12	Elementary	Teacher	Elementary		1			
05	0255	Fromberg K-12	Elementary	Teacher	Music	1				
05	0255	Fromberg K-12	High School	Teacher	Mathematics			1	1	
05	0255	Fromberg K-12	High School	Teacher	Music	1				
05	0255	Fromberg K-12	Middle Grades	Teacher	Mathematics				1	
05	0255	Fromberg K-12	Middle Grades	Teacher	Music	1				
05	0255	Fromberg K-12	System	Teacher	Music		1			
05	0257	Belfry K-12 Schools	Elementary	Teacher	Elementary				1	
05	1069	Luther Elementary	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
05	1069	Luther Elementary	Elementary	Teacher	Elementary		2			
05	1069	Luther Elementary	Elementary	Teacher	Special Education		1			
06	0259	Hawks Home Elementary	Elementary	Teacher	Elementary	1	1	2		
06	0277	Alzada Elementary	Elementary	Administrative			1			
06	0277	Alzada Elementary	Elementary	Teacher	Elementary		1		1	
06	1052	Ekalaka Public Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
06	1052	Ekalaka Public Schools	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
06	1052	Ekalaka Public Schools	Elementary	Specialist	School Counselor	1				
06	1052	Ekalaka Public Schools	Elementary	Teacher	Elementary		2	1		
06	1052	Ekalaka Public Schools	Elementary	Teacher	Music				1	
06	1052	Ekalaka Public Schools	High School	Administrative	Principal or Assistant Principal		1		1	
06	1052	Ekalaka Public Schools	High School	Administrative	Superintendent or Assistant Superintendent		1			
06	1052	Ekalaka Public Schools	High School	Specialist	School Counselor	1				
06	1052	Ekalaka Public Schools	High School	Teacher			1	1		
06	1052	Ekalaka Public Schools	High School	Teacher	Mathematics		1		1	
06	1052	Ekalaka Public Schools	High School	Teacher	Music				1	
06	1052	Ekalaka Public Schools	High School	Teacher	Science		1			
06	1052	Ekalaka Public Schools	High School	Teacher	Social Studies	1	1	1		
06	1052	Ekalaka Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
06	1052	Ekalaka Public Schools	Middle Grades	Specialist	School Counselor	1				
06	1052	Ekalaka Public Schools	Middle Grades	Teacher	Mathematics				1	
06	1052	Ekalaka Public Schools	Middle Grades	Teacher	Music				1	
06	1052	Ekalaka Public Schools	Middle Grades	Teacher	Social Studies	1		1		
06	1052	Ekalaka Public Schools	System	Administrative			1	1		
06	1052	Ekalaka Public Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
06	1052	Ekalaka Public Schools	System	Specialist	Library Media Specialist			1		
06	1052	Ekalaka Public Schools	System	Teacher				1		
06	1052	Ekalaka Public Schools	System	Teacher	Music		1			
07	0280	Cascade Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
07	0280	Cascade Public Schools	Elementary	Teacher	Elementary		1	1		
07	0280	Cascade Public Schools	High School	Administrative	Principal or Assistant Principal				1	
07	0280	Cascade Public Schools	High School	Teacher			1			
07	0280	Cascade Public Schools	High School	Teacher				1		
07	0280	Cascade Public Schools	High School	Teacher	Agriculture		1			
07	0280	Cascade Public Schools	High School	Teacher	Business and Marketing				1	
07	0280	Cascade Public Schools	High School	Teacher	Health/Physical Education		1			
07	0280	Cascade Public Schools	High School	Teacher	Mathematics		1			
07	0280	Cascade Public Schools	High School	Teacher	Science		1	1	1	
07	0280	Cascade Public Schools	High School	Teacher	Special Education			1		
07	0280	Cascade Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
07	0280	Cascade Public Schools	Middle Grades	Teacher	Business and Marketing				1	
07	0280	Cascade Public Schools	Middle Grades	Teacher	English		1			
07	0280	Cascade Public Schools	System	Specialist	School Counselor		1			
07	0282	Centerville Public Schls	Elementary	Teacher	Elementary				1	
07	0289	Belt Public Schools	Elementary	Teacher	Art				3	
07	0289	Belt Public Schools	High School	Teacher			1			
07	0289	Belt Public Schools	System	Teacher	Health/Physical Education		1	1		

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
07	0289	Belt Public Schools	System	Teacher	Industrial Technology		1			
07	0289	Belt Public Schools	System	Teacher	World Language			1		
07	0301	Vaughn Elementary	Elementary	Administrative	Principal or Assistant Principal		1			
07	0301	Vaughn Elementary	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
07	0301	Vaughn Elementary	Elementary	Teacher	Elementary		1		1	
07	0301	Vaughn Elementary	Middle Grades	Administrative	Principal or Assistant Principal		1			
07	0301	Vaughn Elementary	Middle Grades	Administrative	Superintendent or Assistant Superintendent		1			
07	0301	Vaughn Elementary	Middle Grades	Teacher	Elementary				1	
07	0301	Vaughn Elementary	Middle Grades	Teacher	English		1			
07	0301	Vaughn Elementary	Middle Grades	Teacher	Mathematics		1			
07	0301	Vaughn Elementary	Middle Grades	Teacher	Special Education		1			
07	0301	Vaughn Elementary	System	Administrative	Superintendent or Assistant Superintendent			1		
07	0301	Vaughn Elementary	System	Specialist	School Counselor			1		
07	0305	Ulm Elementary	Elementary	Teacher	Elementary		2			
07	0305	Ulm Elementary	Elementary	Teacher	Health/Physical Education		1			
07	0305	Ulm Elementary	Middle Grades	Teacher			1			
07	0305	Ulm Elementary	Middle Grades	Teacher	Elementary		1			
07	0305	Ulm Elementary	Middle Grades	Teacher	Health/Physical Education		1			
07	0305	Ulm Elementary	Middle Grades	Teacher	Mathematics		1		1	
07	0305	Ulm Elementary	Middle Grades	Teacher	Science		1		1	
07	1067	Sun River Valley Pub Schls	Elementary	Administrative			1			
07	1067	Sun River Valley Pub Schls	Elementary	Administrative	Principal or Assistant Principal		1			
07	1067	Sun River Valley Pub Schls	Elementary	Specialist	Library Media Specialist		1			
07	1067	Sun River Valley Pub Schls	Elementary	Teacher	Elementary		2			
07	1067	Sun River Valley Pub Schls	Elementary	Teacher	Special Education		1			
07	1067	Sun River Valley Pub Schls	High School	Teacher			1			
07	1067	Sun River Valley Pub Schls	High School	Teacher	English		1		1	
07	1067	Sun River Valley Pub Schls	High School	Teacher	Science		1			
07	1067	Sun River Valley Pub Schls	System	Administrative	Supervisor		1			
07	6180	North Ctrl Learn Res Ctr	System	Specialist	School Psychologist			1		
07	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Elementary		1	1		
07	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Art				1	
07	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Health/Physical Education				1	
07	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Special Education		1		1	
07	9089	Mont Sch for Deaf & Blind	High School	Teacher				1		
07	9089	Mont Sch for Deaf & Blind	High School	Teacher	Art				1	
07	9089	Mont Sch for Deaf & Blind	High School	Teacher	Health/Physical Education				1	
07	9089	Mont Sch for Deaf & Blind	High School	Teacher	Special Education				1	
07	9089	Mont Sch for Deaf & Blind	System	Administrative				1		
07	9089	Mont Sch for Deaf & Blind	System	Professional	School Nurse, Special Education			1		
07	9089	Mont Sch for Deaf & Blind	System	Specialist	School Psychologist			1		
07	9089	Mont Sch for Deaf & Blind	System	Teacher	Special Education		1			
08	0307	Fort Benton Public Schls	Elementary	Specialist	School Counselor				1	
08	0307	Fort Benton Public Schls	High School	Administrative	Principal or Assistant Principal			1		
08	0307	Fort Benton Public Schls	High School	Specialist	School Counselor		1		1	
08	0307	Fort Benton Public Schls	High School	Teacher			1	1		
08	0307	Fort Benton Public Schls	High School	Teacher	Mathematics		1			
08	0307	Fort Benton Public Schls	High School	Teacher	Science				1	
08	0307	Fort Benton Public Schls	High School	Teacher	Social Studies		1			
08	0307	Fort Benton Public Schls	Middle Grades	Specialist	School Counselor				1	
08	0307	Fort Benton Public Schls	Middle Grades	Teacher	English		1			
08	0307	Fort Benton Public Schls	Middle Grades	Teacher	Science		1		1	
08	0307	Fort Benton Public Schls	System	Teacher	Music		1			
08	0310	Big Sandy Public Schools	Elementary	Teacher	Health/Physical Education				1	
08	0310	Big Sandy Public Schools	High School	Teacher	Elementary				1	
08	0310	Big Sandy Public Schools	High School	Teacher	English		1			
08	0310	Big Sandy Public Schools	High School	Teacher	Health/Physical Education				1	

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08	0310	Big Sandy Public Schools	High School	Teacher	Mathematics		1			
08	0310	Big Sandy Public Schools	Middle Grades	Teacher	Elementary				1	
08	0310	Big Sandy Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
08	0310	Big Sandy Public Schools	Middle Grades	Teacher	Mathematics			1		
08	0310	Big Sandy Public Schools	System	Administrative				1		
08	0310	Big Sandy Public Schools	System	Specialist	Library Media Specialist			1		
08	0310	Big Sandy Public Schools	System	Teacher	English			1		
08	0310	Big Sandy Public Schools	System	Teacher	Health/Physical Education			1		
08	0310	Big Sandy Public Schools	System	Teacher	Special Education			1		
08	0317	Highwood Public Schools	Elementary	Specialist	School Psychologist				1	
08	0317	Highwood Public Schools	Elementary	Teacher	Elementary		2			
08	0317	Highwood Public Schools	High School	Specialist	School Psychologist				1	
08	0317	Highwood Public Schools	High School	Teacher			1			
08	0317	Highwood Public Schools	High School	Teacher	English		1		1	
08	0317	Highwood Public Schools	High School	Teacher	Health/Physical Education		1			
08	0317	Highwood Public Schools	High School	Teacher	Mathematics				1	
08	0317	Highwood Public Schools	High School	Teacher	Science				1	
08	0317	Highwood Public Schools	Middle Grades	Specialist	School Psychologist				1	
08	0317	Highwood Public Schools	Middle Grades	Teacher	English		1		1	
08	0317	Highwood Public Schools	Middle Grades	Teacher	Mathematics				1	
08	0317	Highwood Public Schools	Middle Grades	Teacher	Science					
08	0317	Highwood Public Schools	System	Teacher	Art		1			
08	0317	Highwood Public Schools	System	Teacher	Music		1			
08	0317	Highwood Public Schools	System	Teacher	Science		1			
08	0324	Geraldine Public Schools	Elementary	Teacher	Elementary		2			
08	0324	Geraldine Public Schools	Elementary	Teacher	Business and Marketing				1	
08	0324	Geraldine Public Schools	Elementary	Teacher	Special Education				1	
08	0324	Geraldine Public Schools	High School	Teacher	Business and Marketing				1	
08	0324	Geraldine Public Schools	High School	Teacher	Science		1		1	
08	0324	Geraldine Public Schools	High School	Teacher	Social Studies		1			
08	0324	Geraldine Public Schools	High School	Teacher	Special Education				1	
08	0324	Geraldine Public Schools	Middle Grades	Teacher	Business and Marketing				1	
08	0324	Geraldine Public Schools	Middle Grades	Teacher	Science		1		1	
08	0324	Geraldine Public Schools	Middle Grades	Teacher	Social Studies		1			
08	0324	Geraldine Public Schools	Middle Grades	Teacher	Special Education				1	
08	0324	Geraldine Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
08	0324	Geraldine Public Schools	System	Teacher			1			
08	0324	Geraldine Public Schools	System	Teacher	Mathematics		1			
08	6210	Chouteau Co Joint Service	System	Administrative			1			
09	0342	Miles City Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
09	0342	Miles City Public Schools	Elementary	Specialist	School Psychologist				1	
09	0342	Miles City Public Schools	Elementary	Teacher	Elementary	1	2		1	
09	0342	Miles City Public Schools	Elementary	Teacher	Art		1			
09	0342	Miles City Public Schools	Elementary	Teacher	Music		1			
09	0342	Miles City Public Schools	Elementary	Teacher	Special Education		1	1		
09	0342	Miles City Public Schools	High School	Administrative			1			
09	0342	Miles City Public Schools	High School	Teacher			1			
09	0342	Miles City Public Schools	High School	Teacher	Agriculture		1			
09	0342	Miles City Public Schools	High School	Teacher	Business and Marketing		1			
09	0342	Miles City Public Schools	High School	Teacher	Elementary				1	
09	0342	Miles City Public Schools	High School	Teacher	Special Education		1		1	
09	0342	Miles City Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1		1	
09	0342	Miles City Public Schools	Middle Grades	Specialist	School Psychologist				1	
09	0342	Miles City Public Schools	Middle Grades	Teacher	Mathematics	1	1			
09	0342	Miles City Public Schools	Middle Grades	Teacher	Science		1			
09	0342	Miles City Public Schools	Middle Grades	Teacher	Social Studies	1	1			
09	0342	Miles City Public Schools	Middle Grades	Teacher	Special Education		1		1	

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09	0342	Miles City Public Schools	System	Administrative			1	1		
09	0342	Miles City Public Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
09	0342	Miles City Public Schools	System	Specialist	School Psychologist				1	
09	0343	Kircher Elementary	Elementary	Teacher	Elementary		2		1	
09	0343	Kircher Elementary	Elementary	Teacher	Special Education				1	
09	0357	Kinsey Elementary	Elementary	Teacher	Elementary		2			
09	0359	S Y Elementary	Elementary	Teacher	Elementary		1			
09	6173	Big Country Coop	Elementary	Teacher	Special Education		1			
09	6173	Big Country Coop	Middle Grades	Teacher	Elementary				1	
09	6173	Big Country Coop	Middle Grades	Teacher	Special Education				1	
10	0363	Scobey K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
10	0363	Scobey K-12 Schools	Elementary	Teacher	Elementary		2	1		
10	0363	Scobey K-12 Schools	Elementary	Teacher	Music			1		
10	0363	Scobey K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
10	0363	Scobey K-12 Schools	High School	Teacher			1			
10	0363	Scobey K-12 Schools	High School	Teacher	English				1	
10	0363	Scobey K-12 Schools	High School	Teacher	Music			1		
10	0363	Scobey K-12 Schools	High School	Teacher	Science			1		
10	0363	Scobey K-12 Schools	High School	Teacher	World Language			1		
10	0363	Scobey K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
10	0363	Scobey K-12 Schools	Middle Grades	Teacher			1			
10	0363	Scobey K-12 Schools	Middle Grades	Teacher	English				1	
10	0363	Scobey K-12 Schools	Middle Grades	Teacher	Music			1		
10	0363	Scobey K-12 Schools	Middle Grades	Teacher	Science			1		
10	0363	Scobey K-12 Schools	Middle Grades	Teacher	World Language			1		
10	0363	Scobey K-12 Schools	System	Administrative			1			
10	0363	Scobey K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
10	0363	Scobey K-12 Schools	System	Administrative	Supervisor				1	
11	0373	Glendive Public Schools	Elementary	Administrative			1			
11	0373	Glendive Public Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
11	0373	Glendive Public Schools	Elementary	Specialist	School Counselor		1			
11	0373	Glendive Public Schools	Elementary	Teacher	Elementary		1		1	
11	0373	Glendive Public Schools	Elementary	Teacher	Health/Physical Education		1		1	
11	0373	Glendive Public Schools	Elementary	Teacher	Special Education		1	1		
11	0373	Glendive Public Schools	High School	Teacher				1		
11	0373	Glendive Public Schools	High School	Teacher	Elementary				1	
11	0373	Glendive Public Schools	High School	Teacher	English		1		1	
11	0373	Glendive Public Schools	High School	Teacher	Family and Consumer Sciences	1			1	
11	0373	Glendive Public Schools	High School	Teacher	Industrial Technology		1			
11	0373	Glendive Public Schools	High School	Teacher	Mathematics		1			
11	0373	Glendive Public Schools	High School	Teacher	Music				1	
11	0373	Glendive Public Schools	High School	Teacher	Science				1	
11	0373	Glendive Public Schools	High School	Teacher	Special Education		1		1	
11	0373	Glendive Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1		1	
11	0373	Glendive Public Schools	Middle Grades	Teacher				1		
11	0373	Glendive Public Schools	Middle Grades	Teacher	Elementary				1	
11	0373	Glendive Public Schools	Middle Grades	Teacher	English		1			
11	0373	Glendive Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
11	0373	Glendive Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
11	0373	Glendive Public Schools	Middle Grades	Teacher	Mathematics		1		1	
11	0373	Glendive Public Schools	Middle Grades	Teacher	Music				1	
11	0373	Glendive Public Schools	Middle Grades	Teacher	Science		1		1	
11	0373	Glendive Public Schools	Middle Grades	Teacher	Special Education		1	1	1	
11	0373	Glendive Public Schools	System	Administrative			1			
11	0373	Glendive Public Schools	System	Administrative	Supervisor		1		1	
11	0373	Glendive Public Schools	System	Specialist	School Psychologist		1			
11	0373	Glendive Public Schools	System	Teacher	Family and Consumer Sciences		1			

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11	0373	Glendive Public Schools	System	Teacher	Music		1			
11	0373	Glendive Public Schools	System	Teacher	Special Education			1		
11	0382	Lindsay Elementary	Elementary	Teacher	Elementary	1	1	1		
11	0393	Richey Public Schools	Elementary	Teacher	Elementary		1			
11	0393	Richey Public Schools	High School	Teacher			1			
11	0393	Richey Public Schools	High School	Teacher	English		1			
11	0393	Richey Public Schools	High School	Teacher	Mathematics				1	
11	0393	Richey Public Schools	High School	Teacher	Social Studies		1			
11	0393	Richey Public Schools	Middle Grades	Teacher	English	1				
11	0393	Richey Public Schools	Middle Grades	Teacher	Mathematics				1	
11	0393	Richey Public Schools	System	Teacher	Art		1			
11	0393	Richey Public Schools	System	Teacher	Health/Physical Education		1			
11	0393	Richey Public Schools	System	Teacher	Mathematics		1			
11	0393	Richey Public Schools	System	Teacher	Music		1			
12	0401	Anaconda Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
12	0401	Anaconda Public Schools	Elementary	Teacher	Elementary		2			
12	0401	Anaconda Public Schools	Elementary	Teacher	Special Education		1			
12	0401	Anaconda Public Schools	High School	Administrative	Principal or Assistant Principal				1	
12	0401	Anaconda Public Schools	High School	Teacher	Art				1	
12	0401	Anaconda Public Schools	High School	Teacher	English				1	
12	0401	Anaconda Public Schools	High School	Teacher	Mathematics		1		1	
12	0401	Anaconda Public Schools	High School	Teacher	Science			1	1	
12	0401	Anaconda Public Schools	High School	Teacher	Special Education		1		1	
12	0401	Anaconda Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
12	0401	Anaconda Public Schools	Middle Grades	Teacher	Art				1	
12	0401	Anaconda Public Schools	Middle Grades	Teacher	English				1	
12	0401	Anaconda Public Schools	Middle Grades	Teacher	Mathematics		1			
12	0401	Anaconda Public Schools	Middle Grades	Teacher	Science				1	
12	0401	Anaconda Public Schools	Middle Grades	Teacher	Special Education		1		1	
12	0401	Anaconda Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
12	0401	Anaconda Public Schools	System	Teacher	Special Education		1			
13	0407	Baker K-12 Schools	Elementary	Administrative			1			
13	0407	Baker K-12 Schools	Elementary	Teacher	Elementary		2			1
13	0407	Baker K-12 Schools	System	Teacher	Long Term Sub					1
13	0407	Baker K-12 Schools	Elementary	Teacher	Special Education		1			
13	0407	Baker K-12 Schools	High School	Administrative	Principal or Assistant Principal		1			
13	0407	Baker K-12 Schools	High School	Teacher			1			
13	0407	Baker K-12 Schools	High School	Teacher	Agriculture		1			
13	0407	Baker K-12 Schools	High School	Teacher	English		1			
13	0407	Baker K-12 Schools	High School	Teacher	Industrial Technology		1			
13	0407	Baker K-12 Schools	High School	Teacher	Mathematics		1			
13	0407	Baker K-12 Schools	High School	Teacher	Special Education		1			
13	0407	Baker K-12 Schools	Middle Grades	Teacher	English		1			
13	0407	Baker K-12 Schools	System	Teacher	Health/Physical Education		1			
13	0418	Plevna K-12 Schools	Elementary	Teacher	Elementary			1		
13	0418	Plevna K-12 Schools	System	Specialist	School Counselor			1		
13	0418	Plevna K-12 Schools	System	Teacher	Health/Physical Education			1		
13	0418	Plevna K-12 Schools	System	Teacher	Music			1		
13	0418	Plevna K-12 Schools	System	Teacher	Science		1			
13	0418	Plevna K-12 Schools	System	Teacher	Social Studies		1			
13	0418	Plevna K-12 Schools	System	Teacher	Special Education		1			
14	0420	Lewistown Public Schools	Elementary	Specialist	School Counselor		1			
14	0420	Lewistown Public Schools	Elementary	Teacher	Elementary				1	
14	0420	Lewistown Public Schools	Elementary	Teacher	Special Education		1			
14	0420	Lewistown Public Schools	High School	Specialist	School Counselor		1			
14	0420	Lewistown Public Schools	High School	Teacher			1			
14	0420	Lewistown Public Schools	High School	Teacher	Elementary		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
14	0420	Lewistown Public Schools	High School	Teacher	English		1			
14	0420	Lewistown Public Schools	High School	Teacher	Family and Consumer Sciences		1			
14	0420	Lewistown Public Schools	High School	Teacher	Special Education		1			
14	0420	Lewistown Public Schools	Middle Grades	Specialist	School Counselor		1			
14	0420	Lewistown Public Schools	Middle Grades	Teacher			1			
14	0420	Lewistown Public Schools	Middle Grades	Teacher	Social Studies				1	
14	0420	Lewistown Public Schools	Middle Grades	Teacher	Special Education			1		
14	0429	Grass Range Public Schls	Elementary	Teacher	Elementary				1	
14	0429	Grass Range Public Schls	High School	Teacher	Traffic Education			1		
14	0429	Grass Range Public Schls	Middle Grades	Teacher			1			
14	0429	Grass Range Public Schls	System	Administrative			1			
14	0429	Grass Range Public Schls	System	Administrative	Superintendent or Assistant Superintendent		1			
14	0429	Grass Range Public Schls	System	Teacher			1			
14	0429	Grass Range Public Schls	System	Teacher	Elementary			1		
14	0429	Grass Range Public Schls	System	Teacher	Mathematics			1		
14	0429	Grass Range Public Schls	System	Teacher	Music			1		
14	0429	Grass Range Public Schls	System	Teacher	Special Education			1		
14	0432	King Colony Elementary	Elementary	Teacher	Elementary		1			
14	0433	Moore Public Schools	Elementary	Teacher	Elementary		2			
14	0433	Moore Public Schools	High School	Teacher			1			
14	0433	Moore Public Schools	High School	Teacher	Elementary				1	
14	0433	Moore Public Schools	High School	Teacher	English			1		
14	0433	Moore Public Schools	High School	Teacher	Mathematics				1	
14	0433	Moore Public Schools	High School	Teacher	Special Education		1			
14	0433	Moore Public Schools	Middle Grades	Teacher			1			
14	0433	Moore Public Schools	Middle Grades	Teacher	Elementary				1	
14	0433	Moore Public Schools	Middle Grades	Teacher	Special Education		1			
14	0438	Roy K-12 Schools	Elementary	Teacher	Elementary		1			
14	0438	Roy K-12 Schools	High School	Teacher			1			
14	0438	Roy K-12 Schools	High School	Teacher	Mathematics			1		
14	0438	Roy K-12 Schools	High School	Teacher	Science			1	1	
14	0438	Roy K-12 Schools	High School	Teacher	Social Studies			1		
14	0438	Roy K-12 Schools	Middle Grades	Teacher			1			
14	0438	Roy K-12 Schools	Middle Grades	Teacher	Mathematics			1		
14	0438	Roy K-12 Schools	Middle Grades	Teacher	Science			1	1	
14	0438	Roy K-12 Schools	Middle Grades	Teacher	Social Studies			1		
14	0438	Roy K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent			1		
14	0439	Denton Public Schools	Elementary	Teacher	Elementary		1			
14	0439	Denton Public Schools	Elementary	Teacher	Mathematics				1	
14	0439	Denton Public Schools	Elementary	Teacher	Science				1	
14	0439	Denton Public Schools	High School	Teacher	Mathematics				1	
14	0439	Denton Public Schools	High School	Teacher	Science		1		1	
14	0439	Denton Public Schools	Middle Grades	Teacher	Mathematics				1	
14	0439	Denton Public Schools	Middle Grades	Teacher	Science				1	
14	0439	Denton Public Schools	System	Teacher	Agriculture		1			
14	0447	Winifred K-12 Schools	Elementary	Teacher	Elementary		2	1	1	
14	0447	Winifred K-12 Schools	Elementary	Teacher	Special Education				1	
14	0447	Winifred K-12 Schools	High School	Teacher	Business and Marketing				1	
14	0447	Winifred K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
14	0447	Winifred K-12 Schools	System	Teacher	Agriculture		1			
14	0447	Winifred K-12 Schools	System	Teacher	Special Education		1			
14	1050	Ayers Elementary	Elementary	Teacher	Elementary		1			
14	6172	Central Mt Learn Res Ctr	Elementary	Administrative				1		
14	6172	Central Mt Learn Res Ctr	Elementary	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	High School	Administrative				1		
14	6172	Central Mt Learn Res Ctr	High School	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	Middle Grades	Administrative				1		

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
14	6172	Central Mt Learn Res Ctr	Middle Grades	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	System	Professional	Licensed Psychologist without Educator License		1			
14	6172	Central Mt Learn Res Ctr	System	Professional	Occupational Therapist		1			
14	6172	Central Mt Learn Res Ctr	System	Specialist	School Psychologist		1			
14	6172	Central Mt Learn Res Ctr	System	Teacher	Special Education		1			
15	0463	Deer Park Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
15	0463	Deer Park Elementary	Elementary	Specialist	School Counselor				1	
15	0463	Deer Park Elementary	Elementary	Teacher	Elementary		2			
15	0463	Deer Park Elementary	Elementary	Teacher	Music	1				
15	0463	Deer Park Elementary	Elementary	Teacher	Special Education			1		
15	0463	Deer Park Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
15	0463	Deer Park Elementary	Middle Grades	Specialist	School Counselor				1	
15	0463	Deer Park Elementary	Middle Grades	Teacher	Elementary		1			
15	0463	Deer Park Elementary	Middle Grades	Teacher	Mathematics		1			
15	0463	Deer Park Elementary	Middle Grades	Teacher	Music	1				
15	0463	Deer Park Elementary	System	Administrative	Superintendent or Assistant Superintendent		1		1	
15	0463	Deer Park Elementary	System	Specialist	Library Media Specialist			1		
15	0463	Deer Park Elementary	System	Teacher	Music		1			
15	0465	Swan River Elementary	Elementary	Specialist	School Counselor	1				
15	0465	Swan River Elementary	Elementary	Teacher	Elementary		1		1	
15	0465	Swan River Elementary	Middle Grades	Specialist	School Counselor	1				
15	0465	Swan River Elementary	System	Administrative			1			
15	0465	Swan River Elementary	System	Specialist	Library Media Specialist			1		
15	0465	Swan River Elementary	System	Specialist	School Counselor			1		
15	0465	Swan River Elementary	System	Teacher	Music		1			
15	0467	Columbia Falls Pub Schls	Elementary	Teacher	Elementary		2	1	1	
15	0467	Columbia Falls Pub Schls	Elementary	Teacher	Music		1			
15	0467	Columbia Falls Pub Schls	Elementary	Teacher	Reading			1		
15	0467	Columbia Falls Pub Schls	Elementary	Teacher	Special Education		1		1	
15	0467	Columbia Falls Pub Schls	High School	Administrative	Principal or Assistant Principal		1			
15	0467	Columbia Falls Pub Schls	High School	Teacher	Elementary				1	
15	0467	Columbia Falls Pub Schls	High School	Teacher	English				1	
15	0467	Columbia Falls Pub Schls	High School	Teacher	Health/Physical Education				1	
15	0467	Columbia Falls Pub Schls	High School	Teacher	Reading				1	
15	0467	Columbia Falls Pub Schls	High School	Teacher	Special Education		1		1	
15	0467	Columbia Falls Pub Schls	Middle Grades	Teacher			1			
15	0467	Columbia Falls Pub Schls	Middle Grades	Teacher	Art		1			
15	0467	Columbia Falls Pub Schls	Middle Grades	Teacher	English				1	
15	0467	Columbia Falls Pub Schls	Middle Grades	Teacher	Family and Consumer Sciences		1			
15	0467	Columbia Falls Pub Schls	Middle Grades	Teacher	Reading				1	
15	0467	Columbia Falls Pub Schls	System	Administrative	Supervisor				1	
15	0477	Kila Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
15	0477	Kila Elementary	Elementary	Professional	Licensed Professional Counselor		1			
15	0477	Kila Elementary	Elementary	Teacher	Elementary			1		
15	0477	Kila Elementary	Elementary	Teacher	Art	1		1		
15	0477	Kila Elementary	Elementary	Teacher	Elementary		1			
15	0477	Kila Elementary	Elementary	Teacher	Health/Physical Education			1		
15	0477	Kila Elementary	Elementary	Teacher	Music	1		1		
15	0477	Kila Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
15	0477	Kila Elementary	Middle Grades	Professional	Licensed Professional Counselor		1			
15	0477	Kila Elementary	Middle Grades	Teacher				1		
15	0477	Kila Elementary	Middle Grades	Teacher	Art	1		1		
15	0477	Kila Elementary	Middle Grades	Teacher	Health/Physical Education			1		
15	0477	Kila Elementary	Middle Grades	Teacher	Music	1		1		
15	0477	Kila Elementary	System	Specialist	Library Media Specialist			1		
15	0484	Bigfork Public Schools	Elementary	Teacher	Art		1			
15	0484	Bigfork Public Schools	Elementary	Teacher	Elementary		1			

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
15	0484	Bigfork Public Schools	Elementary	Teacher	Health/Physical Education				1	
15	0484	Bigfork Public Schools	Elementary	Teacher	Music		1			
15	0484	Bigfork Public Schools	High School	Teacher				1		
15	0484	Bigfork Public Schools	High School	Teacher	Art		1			
15	0484	Bigfork Public Schools	High School	Teacher	English		1		1	
15	0484	Bigfork Public Schools	High School	Teacher	Health/Physical Education		1	1	1	
15	0484	Bigfork Public Schools	High School	Teacher	Music		1			
15	0484	Bigfork Public Schools	High School	Teacher	Science		1			
15	0484	Bigfork Public Schools	Middle Grades	Teacher			1			
15	0484	Bigfork Public Schools	Middle Grades	Teacher	Art		1			
15	0484	Bigfork Public Schools	Middle Grades	Teacher	English		1			
15	0484	Bigfork Public Schools	Middle Grades	Teacher	Health/Physical Education		1		1	
15	0484	Bigfork Public Schools	Middle Grades	Teacher	Music		1			
15	0484	Bigfork Public Schools	System	Administrative	Supervisor		1			
15	0484	Bigfork Public Schools	System	Professional	Occupational Therapist		1			
15	0484	Bigfork Public Schools	System	Teacher				1		
15	0487	Whitefish Public Schools	Elementary	Administrative			1			
15	0487	Whitefish Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
15	0487	Whitefish Public Schools	Elementary	Professional	School Nurse - General Education		1			
15	0487	Whitefish Public Schools	Elementary	Professional	Speech-Language Pathologist		1			
15	0487	Whitefish Public Schools	Elementary	Specialist	School Psychologist		1			
15	0487	Whitefish Public Schools	Elementary	Teacher	Elementary		1			
15	0487	Whitefish Public Schools	Elementary	Teacher	Health/Physical Education		1		1	
15	0487	Whitefish Public Schools	Elementary	Teacher	Music		1			
15	0487	Whitefish Public Schools	Elementary	Teacher	Special Education		1		1	
15	0487	Whitefish Public Schools	High School	Administrative			1			
15	0487	Whitefish Public Schools	High School	Specialist	School Counselor		1			
15	0487	Whitefish Public Schools	High School	Specialist	School Psychologist		1			
15	0487	Whitefish Public Schools	High School	Teacher			1	1		
15	0487	Whitefish Public Schools	High School	Teacher	English		1			
15	0487	Whitefish Public Schools	High School	Teacher	Health/Physical Education		1			
15	0487	Whitefish Public Schools	High School	Teacher	Music			1	1	
15	0487	Whitefish Public Schools	High School	Teacher	Science				1	
15	0487	Whitefish Public Schools	Middle Grades	Administrative			1			
15	0487	Whitefish Public Schools	Middle Grades	Teacher				1		
15	0487	Whitefish Public Schools	Middle Grades	Teacher	Elementary		1		1	
15	0487	Whitefish Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
15	0487	Whitefish Public Schools	Middle Grades	Teacher	Health/Physical Education		1		1	
15	0487	Whitefish Public Schools	Middle Grades	Teacher	Music			1	1	
15	0487	Whitefish Public Schools	Middle Grades	Teacher	Special Education		1		1	
15	0487	Whitefish Public Schools	System	Administrative			1			
15	0487	Whitefish Public Schools	System	Teacher	Computer Information Systems		1			
15	0493	Marion Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
15	0493	Marion Elementary	Elementary	Teacher	Elementary				1	
15	0493	Marion Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
15	0493	Marion Elementary	Middle Grades	Teacher	Elementary				1	
15	0493	Marion Elementary	System	Administrative	Principal or Assistant Principal		1			
15	0493	Marion Elementary	System	Teacher	Health/Physical Education		1			
15	0493	Marion Elementary	System	Teacher	Music			1		
15	0493	Marion Elementary	System	Teacher	Special Education		1			
15	0494	Olney-Bissell Elementary	Elementary	Specialist	Library Media Specialist			1		
15	0494	Olney-Bissell Elementary	Elementary	Teacher	Elementary			1	1	
15	0494	Olney-Bissell Elementary	Middle Grades	Teacher	Elementary		1		1	
15	1065	West Glacier Elementary	Elementary	Teacher	Elementary		2			
15	6176	Flathead Special Ed. Coop	Elementary	Administrative				1		
15	6176	Flathead Special Ed. Coop	Elementary	Professional	Speech-Language Pathologist		1			
15	6176	Flathead Special Ed. Coop	Elementary	Specialist	School Psychologist		1			

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16	0499	Manhattan Public Schools	Elementary	Teacher	Elementary		1			
16	0499	Manhattan Public Schools	Elementary	Teacher	Special Education		1			
16	0499	Manhattan Public Schools	High School	Specialist	School Counselor		1		1	
16	0499	Manhattan Public Schools	High School	Teacher			1			
16	0499	Manhattan Public Schools	High School	Teacher	Health/Physical Education		1			
16	0499	Manhattan Public Schools	Middle Grades	Administrative			1			
16	0499	Manhattan Public Schools	Middle Grades	Specialist	School Counselor		1			
16	0499	Manhattan Public Schools	Middle Grades	Teacher	Elementary		1			
16	0499	Manhattan Public Schools	Middle Grades	Teacher	Social Studies		1			
16	0499	Manhattan Public Schools	System	Teacher			1			
16	0506	Springhill Elementary	Elementary	Administrative			1			
16	0506	Springhill Elementary	Elementary	Specialist	School Counselor		1	1		
16	0506	Springhill Elementary	Elementary	Teacher	Elementary		1			
16	0506	Springhill Elementary	Elementary	Teacher	Music		1	1		
16	0508	Cottonwood Elementary	Elementary	Administrative			1			
16	0508	Cottonwood Elementary	Elementary	Specialist	Library Media Specialist		1			
16	0508	Cottonwood Elementary	Elementary	Teacher	Elementary		2			
16	0508	Cottonwood Elementary	Elementary	Teacher	Music		1			
16	0509	Three Forks Public Schls	Elementary	Administrative	Principal or Assistant Principal				1	
16	0509	Three Forks Public Schls	Elementary	Teacher	Early Childhood			1		
16	0509	Three Forks Public Schls	Elementary	Teacher	Elementary		1			
16	0509	Three Forks Public Schls	High School	Administrative	Principal or Assistant Principal				1	
16	0509	Three Forks Public Schls	High School	Specialist	School Counselor		1			
16	0509	Three Forks Public Schls	High School	Teacher	Agriculture		1		1	
16	0509	Three Forks Public Schls	High School	Teacher	English				1	
16	0509	Three Forks Public Schls	High School	Teacher	Social Studies		1			
16	0509	Three Forks Public Schls	High School	Teacher	World Language	1	1	1		
16	0509	Three Forks Public Schls	Middle Grades	Administrative	Principal or Assistant Principal				1	
16	0509	Three Forks Public Schls	Middle Grades	Teacher	Agriculture				1	
16	0509	Three Forks Public Schls	Middle Grades	Teacher	Elementary		1			
16	0509	Three Forks Public Schls	Middle Grades	Teacher	English				1	
16	0509	Three Forks Public Schls	Middle Grades	Teacher	Mathematics			1		
16	0509	Three Forks Public Schls	Middle Grades	Teacher	Science			1		
16	0509	Three Forks Public Schls	Middle Grades	Teacher	Social Studies		1	1		
16	0509	Three Forks Public Schls	Middle Grades	Teacher	World Language	1				
16	0509	Three Forks Public Schls	System	Administrative	Supervisor		1			
16	0510	Pass Creek Elementary	Elementary	Teacher	Elementary		1			
16	0520	West Yellowstone K-12 Schls	Elementary	Administrative			1			
16	0520	West Yellowstone K-12 Schls	Elementary	Teacher	Elementary		2		1	
16	0520	West Yellowstone K-12 Schls	High School	Administrative			1			
16	0520	West Yellowstone K-12 Schls	High School	Administrative	Mathematics				1	
16	0520	West Yellowstone K-12 Schls	High School	Teacher			1			
16	0520	West Yellowstone K-12 Schls	High School	Teacher	Mathematics		1		1	
16	0520	West Yellowstone K-12 Schls	Middle Grades	Administrative			1			
16	0520	West Yellowstone K-12 Schls	Middle Grades	Teacher			1			
16	0520	West Yellowstone K-12 Schls	Middle Grades	Teacher	Elementary				1	
16	0520	West Yellowstone K-12 Schls	System	Administrative			1			
16	0520	West Yellowstone K-12 Schls	System	Teacher	Special Education		1	1		
16	0521	Big Sky K-12 Schools	Elementary	Teacher	Art	1				
16	0521	Big Sky K-12 Schools	Elementary	Teacher	Elementary		1		1	
16	0521	Big Sky K-12 Schools	Elementary	Teacher	Health/Physical Education	1				
16	0521	Big Sky K-12 Schools	Elementary	Teacher	Music	1				
16	0521	Big Sky K-12 Schools	High School	Specialist	School Counselor		1			
16	0521	Big Sky K-12 Schools	High School	Teacher	Science		1			
16	0521	Big Sky K-12 Schools	Middle Grades	Specialist	School Counselor		1			
16	0521	Big Sky K-12 Schools	Middle Grades	Teacher			1			
16	0521	Big Sky K-12 Schools	Middle Grades	Teacher	Mathematics		1			

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16	0521	Big Sky K-12 Schools	Middle Grades	Teacher	Science		1			
16	0521	Big Sky K-12 Schools	Middle Grades	Teacher	World Language			1		
16	0522	Amsterdam Elementary	Elementary	Specialist	School Counselor			1		
16	0522	Amsterdam Elementary	Elementary	Teacher	Elementary		1			
16	6177	Gallatin/Madison Coop	Middle Grades	Teacher	Special Education				1	
16	6177	Gallatin/Madison Coop	System	Administrative			1	1		
16	6177	Gallatin/Madison Coop	System	Professional	Physical Therapist		1	1		
16	6177	Gallatin/Madison Coop	System	Professional	Speech-Language Pathologist			1		
16	6177	Gallatin/Madison Coop	System	Specialist	School Psychologist		1	1	1	
17	0523	Jordan Public Schools	Elementary	Teacher	Elementary		1		1	
17	0523	Jordan Public Schools	Elementary	Teacher	Science				1	
17	0523	Jordan Public Schools	High School	Teacher	Science		1		1	
17	0523	Jordan Public Schools	Middle Grades	Teacher	Elementary		1			
17	0523	Jordan Public Schools	Middle Grades	Teacher	Science				1	
17	0523	Jordan Public Schools	System	Teacher	Health/Physical Education		1			
17	0530	Pine Grove Elementary	Elementary	Teacher	Elementary		2		1	
17	0531	Kester Elementary	Elementary	Teacher	Elementary		1	1		
17	0537	Sand Springs Elementary	Elementary	Teacher	Elementary		1	1		
18	0545	Browning Public Schools	Elementary	Administrative				1		
18	0545	Browning Public Schools	Elementary	Specialist	School Counselor			1		
18	0545	Browning Public Schools	Elementary	Teacher	Elementary	1		2	1	
18	0545	Browning Public Schools	Elementary	Teacher	Business and Marketing				1	
18	0545	Browning Public Schools	Elementary	Teacher	Music				1	
18	0545	Browning Public Schools	Elementary	Teacher	Social Studies				1	
18	0545	Browning Public Schools	Elementary	Teacher	Special Education			1		
18	0545	Browning Public Schools	High School	Specialist	School Psychologist				1	
18	0545	Browning Public Schools	High School	Teacher			1	1		
18	0545	Browning Public Schools	High School	Teacher	Elementary				1	
18	0545	Browning Public Schools	High School	Teacher	English			1		
18	0545	Browning Public Schools	High School	Teacher	Health/Physical Education			1		
18	0545	Browning Public Schools	High School	Teacher	Mathematics			1	1	
18	0545	Browning Public Schools	High School	Teacher	Music				1	
18	0545	Browning Public Schools	High School	Teacher	Reading			1		
18	0545	Browning Public Schools	High School	Teacher	Science				1	
18	0545	Browning Public Schools	High School	Teacher	Social Studies			1	1	
18	0545	Browning Public Schools	High School	Teacher	Special Education			1	1	
18	0545	Browning Public Schools	Middle Grades	Administrative				1		
18	0545	Browning Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
18	0545	Browning Public Schools	Middle Grades	Teacher				1		
18	0545	Browning Public Schools	Middle Grades	Teacher	Business and Marketing				1	
18	0545	Browning Public Schools	Middle Grades	Teacher	Elementary	1		1	1	
18	0545	Browning Public Schools	Middle Grades	Teacher	Music				1	
18	0545	Browning Public Schools	Middle Grades	Teacher	Social Studies				1	
18	0545	Browning Public Schools	Middle Grades	Teacher	Special Education			1	1	
18	0545	Browning Public Schools	System	Administrative				1		
18	0545	Browning Public Schools	System	Administrative	Supervisor			1		
18	0545	Browning Public Schools	System	Specialist	School Psychologist			1	1	
18	0546	Cut Bank Public Schools	Elementary	Administrative	Principal or Assistant Principal		1			
18	0546	Cut Bank Public Schools	Elementary	Teacher	Elementary	1	2		1	
18	0546	Cut Bank Public Schools	Elementary	Teacher	Art				1	
18	0546	Cut Bank Public Schools	Elementary	Teacher	English as a Second Language				1	
18	0546	Cut Bank Public Schools	Elementary	Teacher	Health/Physical Education		1			
18	0546	Cut Bank Public Schools	Elementary	Teacher	Music		1			
18	0546	Cut Bank Public Schools	Elementary	Teacher	Reading				1	
18	0546	Cut Bank Public Schools	Elementary	Teacher	Social Studies		1			
18	0546	Cut Bank Public Schools	High School	Teacher			1	1		
18	0546	Cut Bank Public Schools	High School	Teacher	English		1		1	

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
18	0546	Cut Bank Public Schools	High School	Teacher	Health/Physical Education		1		1	
18	0546	Cut Bank Public Schools	High School	Teacher	Social Studies				1	
18	0546	Cut Bank Public Schools	High School	Teacher	Special Education		1			
18	0546	Cut Bank Public Schools	Middle Grades	Teacher			1			
18	0546	Cut Bank Public Schools	Middle Grades	Teacher	English				1	
18	0546	Cut Bank Public Schools	Middle Grades	Teacher	Health/Physical Education	1				
18	0546	Cut Bank Public Schools	Middle Grades	Teacher	Special Education		1			
18	0547	East Glacier Park Elem	Elementary	Administrative			1	1		
18	0547	East Glacier Park Elem	Elementary	Administrative	Principal or Assistant Principal		1			
18	0547	East Glacier Park Elem	Elementary	Professional	Speech-Language Pathologist		1			
18	0547	East Glacier Park Elem	Elementary	Specialist	Library Media Specialist			1		
18	0547	East Glacier Park Elem	Elementary	Specialist	School Counselor			1		
18	0547	East Glacier Park Elem	Elementary	Specialist	School Psychologist			1		
18	0547	East Glacier Park Elem	Elementary	Teacher	Elementary		2	1		
18	0547	East Glacier Park Elem	Elementary	Teacher	Special Education			1		
18	1056	Mountain View Elementary	Elementary	Administrative			1			
18	1056	Mountain View Elementary	Elementary	Teacher	Elementary		1			
19	0549	Ryegate K-12 Schools	Elementary	Teacher	Elementary		2			
19	0549	Ryegate K-12 Schools	High School	Teacher	Social Studies		1			
19	0549	Ryegate K-12 Schools	System	Teacher			1			
19	0549	Ryegate K-12 Schools	System	Teacher	Music			1		
19	0549	Ryegate K-12 Schools	System	Teacher	World Language			1		
19	0552	Lavina K-12 Schools	Elementary	Teacher	Elementary		1	1		
19	0552	Lavina K-12 Schools	High School	Teacher			1			
19	0552	Lavina K-12 Schools	High School	Teacher	Mathematics		1			
19	0552	Lavina K-12 Schools	High School	Teacher	Science		1			
19	0552	Lavina K-12 Schools	High School	Teacher	Social Studies		1			
19	0552	Lavina K-12 Schools	Middle Grades	Teacher			1			
19	0552	Lavina K-12 Schools	System	Teacher	Health/Physical Education			1		
19	0552	Lavina K-12 Schools	System	Teacher	Music		1			
20	0556	Philipsburg K-12 Schools	Elementary	Teacher	Elementary			1		
20	0556	Philipsburg K-12 Schools	High School	Administrative	Mathematics				1	
20	0556	Philipsburg K-12 Schools	High School	Administrative	Social Studies				1	
20	0556	Philipsburg K-12 Schools	High School	Teacher			1			
20	0556	Philipsburg K-12 Schools	High School	Teacher	English				1	
20	0556	Philipsburg K-12 Schools	High School	Teacher	Mathematics				1	
20	0556	Philipsburg K-12 Schools	High School	Teacher	Social Studies				1	
20	0556	Philipsburg K-12 Schools	Middle Grades	Teacher	English				1	
20	0556	Philipsburg K-12 Schools	Middle Grades	Teacher	Mathematics				1	
20	0556	Philipsburg K-12 Schools	Middle Grades	Teacher	Social Studies				1	
20	0556	Philipsburg K-12 Schools	System	Teacher	Health/Physical Education		1			
20	0558	Hall Elementary	Elementary	Administrative			1			
20	0558	Hall Elementary	Elementary	Specialist	School Counselor			1		
20	0558	Hall Elementary	Elementary	Teacher	Elementary		1			
20	0558	Hall Elementary	Elementary	Teacher	Elementary				1	
20	0558	Hall Elementary	Elementary	Teacher	Social Studies				1	
20	0559	Drummond Public Schools	Elementary	Teacher	Elementary		1			
20	0559	Drummond Public Schools	Elementary	Teacher	Elementary		1			
20	0559	Drummond Public Schools	High School	Teacher	English		1			
20	0559	Drummond Public Schools	System	Teacher			1			
20	0559	Drummond Public Schools	System	Teacher	Health/Physical Education		1			
20	0559	Drummond Public Schools	System	Teacher	Industrial Technology		1			
20	0559	Drummond Public Schools	System	Teacher	Industrial Technology			1		
20	0559	Drummond Public Schools	System	Teacher	Music		1			
20	0559	Drummond Public Schools	System	Teacher	Social Studies		1			
20	0559	Drummond Public Schools	System	Teacher	Special Education		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
21	0563	Davey Elementary	Elementary	Specialist	School Counselor			1		
21	0563	Davey Elementary	Elementary	Teacher	Elementary		1			
21	0564	Box Elder Public Schools	Elementary	Teacher	Elementary		1			
21	0564	Box Elder Public Schools	Elementary	Teacher	Early Childhood				1	
21	0564	Box Elder Public Schools	Elementary	Teacher	Elementary		1			
21	0564	Box Elder Public Schools	Elementary	Teacher	Health/Physical Education				1	
21	0564	Box Elder Public Schools	High School	Administrative	Principal or Assistant Principal		1			
21	0564	Box Elder Public Schools	High School	Teacher			1			
21	0564	Box Elder Public Schools	High School	Teacher	Business and Marketing				1	
21	0564	Box Elder Public Schools	High School	Teacher	English			1		
21	0564	Box Elder Public Schools	High School	Teacher	Health/Physical Education				1	
21	0564	Box Elder Public Schools	High School	Teacher	Industrial Technology		1			
21	0564	Box Elder Public Schools	High School	Teacher	Science		1			
21	0564	Box Elder Public Schools	High School	Teacher	Social Studies		1			
21	0564	Box Elder Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
21	0564	Box Elder Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
21	0564	Box Elder Public Schools	System	Teacher			1			
21	0564	Box Elder Public Schools	System	Teacher				1		
21	0564	Box Elder Public Schools	System	Teacher	Health/Physical Education		1			
21	0564	Box Elder Public Schools	System	Teacher	Music			1		
21	0565	Havre Public Schools	Elementary	Administrative	Principal or Assistant Principal		1			
21	0565	Havre Public Schools	Elementary	Teacher	Elementary		1			
21	0565	Havre Public Schools	Elementary	Teacher	Elementary			1		
21	0565	Havre Public Schools	Elementary	Teacher	Elementary				1	
21	0565	Havre Public Schools	Elementary	Teacher	Reading				1	
21	0565	Havre Public Schools	Elementary	Teacher	Special Education		1			
21	0565	Havre Public Schools	Elementary	Teacher	Special Education			1		
21	0565	Havre Public Schools	High School	Administrative	Principal or Assistant Principal				1	
21	0565	Havre Public Schools	High School	Administrative	Supervisor				1	
21	0565	Havre Public Schools	High School	Specialist	Library Media Specialist			1		
21	0565	Havre Public Schools	High School	Specialist	School Counselor				1	
21	0565	Havre Public Schools	High School	Teacher			1			
21	0565	Havre Public Schools	High School	Teacher	Agriculture		1			
21	0565	Havre Public Schools	High School	Teacher	Business and Marketing				1	
21	0565	Havre Public Schools	High School	Teacher	English	1		1		
21	0565	Havre Public Schools	High School	Teacher	Health/Physical Education		1			
21	0565	Havre Public Schools	High School	Teacher	Mathematics		1	1	1	
21	0565	Havre Public Schools	High School	Teacher	Science			1		
21	0565	Havre Public Schools	High School	Teacher	Social Studies		1			
21	0565	Havre Public Schools	High School	Teacher	Traffic Education			1		
21	0565	Havre Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
21	0565	Havre Public Schools	Middle Grades	Specialist	School Counselor				1	
21	0565	Havre Public Schools	Middle Grades	Teacher	Elementary		1			
21	0565	Havre Public Schools	Middle Grades	Teacher	Music			1		
21	0565	Havre Public Schools	Middle Grades	Teacher	Special Education			1		
21	0565	Havre Public Schools	System	Administrative	Elementary				1	
21	0565	Havre Public Schools	System	Administrative	Reading				1	
21	0565	Havre Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
21	0565	Havre Public Schools	System	Administrative	Supervisor		1			
21	0577	Cottonwood Elementary	Elementary	Teacher	Elementary			1		
21	1043	Rocky Boy Public Schools	Elementary	Administrative			1			
21	1043	Rocky Boy Public Schools	Elementary	Administrative	Supervisor			1		
21	1043	Rocky Boy Public Schools	Elementary	Teacher	Elementary		1	2		
21	1043	Rocky Boy Public Schools	High School	Administrative				1		
21	1043	Rocky Boy Public Schools	High School	Administrative	Principal or Assistant Principal				1	
21	1043	Rocky Boy Public Schools	High School	Administrative	Supervisor		1			
21	1043	Rocky Boy Public Schools	High School	Specialist	Library Media Specialist		1			

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
21	1043	Rocky Boy Public Schools	High School	Specialist	School Counselor			1		
21	1043	Rocky Boy Public Schools	High School	Teacher				1		
21	1043	Rocky Boy Public Schools	High School	Teacher	English			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Industrial Technology			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Mathematics			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	World Language		1			
21	1043	Rocky Boy Public Schools	Middle Grades	Administrative				1		
21	1043	Rocky Boy Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher				1		
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher	World Language		1			
21	1043	Rocky Boy Public Schools	System	Administrative	Supervisor			1		
21	1043	Rocky Boy Public Schools	System	Teacher	Music			1		
21	1071	North Star Public Schools	Elementary	Teacher	Elementary		1			
21	1071	North Star Public Schools	High School	Teacher			1			
21	1071	North Star Public Schools	High School	Teacher	English		1			
21	1071	North Star Public Schools	High School	Teacher	Special Education		1			
21	1071	North Star Public Schools	Middle Grades	Teacher	Elementary		1	1		
22	0585	Whitehall Public Schools	Elementary	Administrative				1		
22	0585	Whitehall Public Schools	Elementary	Specialist	School Counselor	1		1		
22	0585	Whitehall Public Schools	Elementary	Teacher	Elementary		2	1		
22	0585	Whitehall Public Schools	Elementary	Teacher	Health/Physical Education		1			
22	0585	Whitehall Public Schools	High School	Specialist	School Counselor				1	
22	0585	Whitehall Public Schools	High School	Teacher			1			
22	0585	Whitehall Public Schools	High School	Teacher	Business and Marketing		1			
22	0585	Whitehall Public Schools	High School	Teacher	English		1			
22	0585	Whitehall Public Schools	High School	Teacher	Industrial Technology		1			
22	0585	Whitehall Public Schools	High School	Teacher	Mathematics		1			
22	0585	Whitehall Public Schools	High School	Teacher	Social Studies		1			
22	0585	Whitehall Public Schools	Middle Grades	Specialist	School Counselor				1	
22	0585	Whitehall Public Schools	Middle Grades	Teacher			1			
22	0585	Whitehall Public Schools	Middle Grades	Teacher	English		1			
22	0585	Whitehall Public Schools	Middle Grades	Teacher	Mathematics		1			
22	0585	Whitehall Public Schools	Middle Grades	Teacher	Special Education		1			
22	0585	Whitehall Public Schools	System	Administrative			1			
22	0586	Basin Elementary	Elementary	Teacher	Elementary		1	1		
22	0587	Boulder Elementary	Elementary	Teacher	Elementary		1		1	
22	0587	Boulder Elementary	Middle Grades	Teacher			1			
22	0587	Boulder Elementary	Middle Grades	Teacher	Elementary				1	
22	0587	Boulder Elementary	Middle Grades	Teacher	English				1	
22	0589	Cardwell Elementary	Elementary	Teacher	Elementary		1			
22	1033	Jefferson High School	High School	Administrative	Superintendent or Assistant Superintendent		1			
22	1033	Jefferson High School	High School	Teacher			1			
22	1033	Jefferson High School	High School	Teacher	Computer Information Systems				1	
22	1033	Jefferson High School	High School	Teacher	English		1		1	
22	1033	Jefferson High School	High School	Teacher	Family and Consumer Sciences				1	
22	1033	Jefferson High School	High School	Teacher	Mathematics		1			
23	0593	Stanford K-12 Schools	Elementary	Teacher	Special Education				1	
23	0593	Stanford K-12 Schools	High School	Teacher	Business and Marketing			1		
23	0593	Stanford K-12 Schools	High School	Teacher	Special Education				1	
23	0593	Stanford K-12 Schools	Middle Grades	Teacher	Special Education				1	
23	0593	Stanford K-12 Schools	System	Administrative			1			
23	0593	Stanford K-12 Schools	System	Teacher	Music				1	
23	0593	Stanford K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
23	0593	Stanford K-12 Schools	System	Teacher			1			
23	0597	Hobson K-12 Schools	Elementary	Teacher	Music	1				
23	0597	Hobson K-12 Schools	High School	Teacher	Music	1				
23	0597	Hobson K-12 Schools	Middle Grades	Teacher	Music	1				

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
23	0597	Hobson K-12 Schools	System	Teacher			1			
23	0597	Hobson K-12 Schools	System	Teacher	Health/Physical Education		1			
23	0597	Hobson K-12 Schools	System	Teacher	Music		1			
23	0600	Geyser K-12 Schools	Elementary	Teacher	Special Education				1	
23	0600	Geyser K-12 Schools	High School	Teacher	English		1		1	
23	0600	Geyser K-12 Schools	High School	Teacher	Industrial Technology				1	
23	0600	Geyser K-12 Schools	High School	Teacher	Social Studies		1		1	
23	0600	Geyser K-12 Schools	High School	Teacher	Special Education				1	
23	0600	Geyser K-12 Schools	Middle Grades	Teacher	English		1		1	
23	0600	Geyser K-12 Schools	Middle Grades	Teacher	Industrial Technology				1	
23	0600	Geyser K-12 Schools	Middle Grades	Teacher	Social Studies		1		1	
23	0600	Geyser K-12 Schools	System	Teacher	Health/Physical Education		1			
23	0600	Geyser K-12 Schools	System	Teacher	Industrial Technology		1			
23	0600	Geyser K-12 Schools	System	Teacher	Mathematics		1			
23	0600	Geyser K-12 Schools	System	Teacher	Music		1			
24	0601	Arlee Public Schools	Elementary	Teacher	Elementary		1			
24	0601	Arlee Public Schools	High School	Administrative	Principal or Assistant Principal				1	
24	0601	Arlee Public Schools	High School	Teacher	Health/Physical Education				1	
24	0601	Arlee Public Schools	High School	Teacher	Special Education			1		
24	0601	Arlee Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
24	0601	Arlee Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
24	0601	Arlee Public Schools	Middle Grades	Teacher	Special Education		1			
24	0601	Arlee Public Schools	System	Teacher	Music			1		
24	0603	Polson Public Schools	Elementary	Teacher	Elementary		1			
24	0603	Polson Public Schools	High School	Teacher			1			
24	0603	Polson Public Schools	High School	Teacher	Business and Marketing				1	
24	0603	Polson Public Schools	High School	Teacher	English		1		1	
24	0603	Polson Public Schools	High School	Teacher	Health/Physical Education				1	
24	0603	Polson Public Schools	High School	Teacher	Industrial Technology				1	
24	0603	Polson Public Schools	High School	Teacher	Mathematics		1			
24	0603	Polson Public Schools	High School	Teacher	Social Studies				1	
24	0603	Polson Public Schools	High School	Teacher	Special Education		1			
24	0603	Polson Public Schools	Middle Grades	Administrative			1			
24	0603	Polson Public Schools	Middle Grades	Teacher			1			
24	0603	Polson Public Schools	Middle Grades	Teacher	Elementary		1			
24	0603	Polson Public Schools	Middle Grades	Teacher	Special Education				1	
24	0603	Polson Public Schools	System	Professional	Licensed Psychologist without Educator License			1		
24	0603	Polson Public Schools	System	Professional	Speech-Language Pathologist			1		
24	0605	St Ignatius K-12 Schools	Elementary	Specialist	School Counselor			1		
24	0605	St Ignatius K-12 Schools	Elementary	Teacher	Elementary		1	1		
24	0605	St Ignatius K-12 Schools	Elementary	Teacher	Special Education		1	1	1	
24	0605	St Ignatius K-12 Schools	High School	Teacher			1			
24	0605	St Ignatius K-12 Schools	High School	Teacher	English		1			
24	0605	St Ignatius K-12 Schools	High School	Teacher	Family and Consumer Sciences			1		
24	0605	St Ignatius K-12 Schools	High School	Teacher	Health/Physical Education		1		1	
24	0605	St Ignatius K-12 Schools	High School	Teacher	Mathematics		1		1	
24	0605	St Ignatius K-12 Schools	High School	Teacher	Science		1	1		
24	0605	St Ignatius K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
24	0605	St Ignatius K-12 Schools	Middle Grades	Teacher	Mathematics				1	
24	0605	St Ignatius K-12 Schools	Middle Grades	Teacher	Special Education				1	
24	0607	Valley View Elementary	Elementary	Administrative			1			
24	0607	Valley View Elementary	Elementary	Teacher	Elementary		2			
24	0607	Valley View Elementary	Elementary	Teacher	Special Education		1	1		
24	1037	Ronan Public Schools	Elementary	Administrative			1	1		
24	1037	Ronan Public Schools	Elementary	Professional	Speech-Language Pathologist		1	1		
24	1037	Ronan Public Schools	Elementary	Teacher	Health/Physical Education				1	
24	1037	Ronan Public Schools	High School	Professional	School Nurse - General Education			1		

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24	1037	Ronan Public Schools	High School	Specialist	School Psychologist				1	
24	1037	Ronan Public Schools	High School	Teacher			1	1		
24	1037	Ronan Public Schools	High School	Teacher	Mathematics		1			
24	1037	Ronan Public Schools	High School	Teacher	Science			1		
24	1037	Ronan Public Schools	Middle Grades	Administrative			1			
24	1037	Ronan Public Schools	Middle Grades	Professional	School Nurse - General Education			1		
24	1037	Ronan Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
24	1037	Ronan Public Schools	Middle Grades	Teacher	Mathematics		1			
24	1037	Ronan Public Schools	System	Professional	School Nurse - General Education		1			
24	1037	Ronan Public Schools	System	Specialist	School Psychologist		1		1	
24	1042	Charlo Public Schools	Elementary	Teacher	Elementary		1		1	
24	1042	Charlo Public Schools	System	Specialist	School Counselor		1			
24	1042	Charlo Public Schools	System	Teacher	Mathematics		1			
24	1046	Upper West Shore Elem	Elementary	Administrative	Principal or Assistant Principal		1			
24	1046	Upper West Shore Elem	Elementary	Professional	Physical Therapist			1		
24	1046	Upper West Shore Elem	Elementary	Specialist	Library Media Specialist			1		
24	1046	Upper West Shore Elem	Elementary	Specialist	School Counselor			1		
24	1046	Upper West Shore Elem	Elementary	Teacher	Elementary	1	1		1	
24	1046	Upper West Shore Elem	Elementary	Teacher	Special Education			1		
25	0614	Trinity Elementary	Elementary	Teacher	Elementary		1			
25	0624	Lincoln K-12 Schools	Elementary	Teacher	Elementary		2			
25	0624	Lincoln K-12 Schools	Elementary	Teacher	Early Childhood				1	
25	0624	Lincoln K-12 Schools	Elementary	Teacher	Special Education		1			
25	0624	Lincoln K-12 Schools	High School	Teacher			1			
25	0624	Lincoln K-12 Schools	High School	Teacher	Elementary				1	
25	0624	Lincoln K-12 Schools	High School	Teacher	English				1	
25	0624	Lincoln K-12 Schools	High School	Teacher	Science				1	
25	0624	Lincoln K-12 Schools	High School	Teacher	Social Studies		1			
25	0624	Lincoln K-12 Schools	Middle Grades	Teacher	Elementary				1	
25	0624	Lincoln K-12 Schools	Middle Grades	Teacher	English				1	
25	0624	Lincoln K-12 Schools	Middle Grades	Teacher	Science				1	
25	0624	Lincoln K-12 Schools	System	Teacher			1			
25	0624	Lincoln K-12 Schools	System	Teacher	Health/Physical Education		1			
25	0624	Lincoln K-12 Schools	System	Teacher	Music		1			
25	0625	Augusta Public Schools	Elementary	Teacher	Elementary		1	1	1	
25	0625	Augusta Public Schools	High School	Teacher	Mathematics		1		1	
25	0625	Augusta Public Schools	High School	Teacher	Science		1		1	
25	0625	Augusta Public Schools	Middle Grades	Teacher	Elementary				1	
25	0625	Augusta Public Schools	Middle Grades	Teacher	Mathematics				1	
25	0625	Augusta Public Schools	Middle Grades	Teacher	Science				1	
25	0625	Augusta Public Schools	System	Teacher	Music		1	1		
25	0625	Augusta Public Schools	System	Teacher	Special Education		1			
25	6178	Prickly Pear Coop	Elementary	Administrative			1			
25	6178	Prickly Pear Coop	Elementary	Teacher	Early Childhood		1			
25	6178	Prickly Pear Coop	System	Administrative			1			
25	6178	Prickly Pear Coop	System	Administrative	Supervisor				1	
25	6178	Prickly Pear Coop	System	Professional	Occupational Therapist		1			
25	6178	Prickly Pear Coop	System	Professional	Physical Therapist			1		
25	6178	Prickly Pear Coop	System	Professional	Speech-Language Pathologist		1	1		
25	6178	Prickly Pear Coop	System	Specialist	School Psychologist		1		1	
25	9073	Dept of Corrections-Youth	Elementary	Specialist	School Counselor				1	
25	9073	Dept of Corrections-Youth	Elementary	Teacher	Health/Physical Education			1		
25	9073	Dept of Corrections-Youth	Elementary	Teacher	Science			1		
25	9073	Dept of Corrections-Youth	High School	Specialist	School Counselor				1	
25	9073	Dept of Corrections-Youth	High School	Teacher	Health/Physical Education			1		
25	9073	Dept of Corrections-Youth	High School	Teacher	Science			1		
26	1066	Liberty Elementary	Elementary	Teacher	Elementary		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
26	1073	Chester-Joplin-Inverness PS	Elementary	Specialist	School Counselor				1	
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Elementary			2	1	
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Music		1			
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Reading				1	
26	1073	Chester-Joplin-Inverness PS	High School	Specialist	School Counselor				1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher				1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Agriculture		1			
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Elementary				1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Industrial Technology			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Mathematics			1	1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Music		1			
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Reading				1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Science				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Specialist	School Counselor				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher				1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Elementary				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Industrial Technology			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Mathematics			1	1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Music		1			
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Reading				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Science				1	
26	1073	Chester-Joplin-Inverness PS	System	Administrative				1		
26	1073	Chester-Joplin-Inverness PS	System	Administrative	Principal or Assistant Principal		1			
26	1073	Chester-Joplin-Inverness PS	System	Specialist	School Counselor			1		
26	1073	Chester-Joplin-Inverness PS	System	Teacher	Agriculture			1		
26	1073	Chester-Joplin-Inverness PS	System	Teacher	Family and Consumer Sciences			1		
27	0639	Troy Public Schools	Elementary	Teacher	Elementary				1	
27	0639	Troy Public Schools	High School	Teacher	Elementary				1	
27	0639	Troy Public Schools	High School	Teacher	Special Education				1	
27	0639	Troy Public Schools	Middle Grades	Teacher	Elementary				1	
27	0639	Troy Public Schools	Middle Grades	Teacher	Special Education				1	
27	0639	Troy Public Schools	System	Teacher	Music			1		
27	0640	Libby K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
27	0640	Libby K-12 Schools	Elementary	Teacher	Elementary		2		1	
27	0640	Libby K-12 Schools	Elementary	Teacher	English		1			
27	0640	Libby K-12 Schools	Elementary	Teacher	Music		1			
27	0640	Libby K-12 Schools	High School	Teacher			1			
27	0640	Libby K-12 Schools	High School	Teacher	Art				1	
27	0640	Libby K-12 Schools	High School	Teacher	English				1	
27	0640	Libby K-12 Schools	Middle Grades	Administrative			1			
27	0640	Libby K-12 Schools	Middle Grades	Specialist	School Counselor		1		1	
27	0640	Libby K-12 Schools	Middle Grades	Teacher			1			
27	0640	Libby K-12 Schools	Middle Grades	Teacher	Art				1	
27	0640	Libby K-12 Schools	Middle Grades	Teacher	English		1		1	
27	0640	Libby K-12 Schools	Middle Grades	Teacher	Special Education			1		
27	0645	Eureka Public Schools	Elementary	Teacher	Elementary		1			
27	0645	Eureka Public Schools	Elementary	Teacher	Music				1	
27	0645	Eureka Public Schools	High School	Specialist	School Counselor				1	
27	0645	Eureka Public Schools	High School	Teacher			1			
27	0645	Eureka Public Schools	High School	Teacher	English		1			
27	0645	Eureka Public Schools	High School	Teacher	Health/Physical Education		1			
27	0645	Eureka Public Schools	High School	Teacher	Mathematics		1			
27	0645	Eureka Public Schools	High School	Teacher	Music				1	
27	0645	Eureka Public Schools	High School	Teacher	Science		1			
27	0645	Eureka Public Schools	Middle Grades	Specialist	School Counselor				1	
27	0645	Eureka Public Schools	Middle Grades	Teacher	Elementary				1	
27	0645	Eureka Public Schools	Middle Grades	Teacher	Music				1	

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
27	0645	Eureka Public Schools	System	Administrative			1			
27	0645	Eureka Public Schools	System	Professional	School Nurse - General Education		1			
27	0645	Eureka Public Schools	System	Professional	Speech-Language Pathologist		1			
27	0645	Eureka Public Schools	System	Teacher	Building and Construction		1			
27	0645	Eureka Public Schools	System	Teacher	Music		1			
27	0646	Fortine Elementary	Elementary	Teacher	Elementary					
27	0646	Fortine Elementary	Elementary	Teacher	Special Education		1	1		
27	0646	Fortine Elementary	Middle Grades	Teacher			1			
27	0646	Fortine Elementary	Middle Grades	Teacher	Elementary				1	
27	0647	McCormick Elementary	Elementary	Teacher	Elementary			1		
27	0650	Yaak Elementary	Elementary	Teacher	Elementary				1	
27	0651	Trego Elementary	Elementary	Teacher	Elementary				1	
28	0654	Sheridan Public Schools	Elementary	Teacher	Elementary		1			
28	0654	Sheridan Public Schools	Elementary	Teacher	Special Education		1			
28	0654	Sheridan Public Schools	High School	Teacher	Family and Consumer Sciences			1		
28	0654	Sheridan Public Schools	System	Specialist	School Counselor		1			
28	0654	Sheridan Public Schools	System	Teacher	Music		1			
28	0655	Twin Bridges K-12 Schools	Elementary	Specialist	School Counselor				1	
28	0655	Twin Bridges K-12 Schools	Elementary	Teacher	Special Education		1			
28	0655	Twin Bridges K-12 Schools	High School	Specialist	School Counselor				1	
28	0655	Twin Bridges K-12 Schools	High School	Teacher	Science		1			
28	0655	Twin Bridges K-12 Schools	Middle Grades	Specialist	School Counselor				1	
28	0655	Twin Bridges K-12 Schools	Middle Grades	Teacher	Elementary		1			
28	0655	Twin Bridges K-12 Schools	System	Teacher	Reading		1			
28	0657	Harrison K-12 Schools	Elementary	Teacher	Elementary		1	1	1	
28	0657	Harrison K-12 Schools	Elementary	Teacher	Music				1	
28	0657	Harrison K-12 Schools	High School	Teacher			1			
28	0657	Harrison K-12 Schools	High School	Teacher	English		1			
28	0657	Harrison K-12 Schools	High School	Teacher	Health/Physical Education				1	
28	0657	Harrison K-12 Schools	High School	Teacher	Mathematics			1	1	
28	0657	Harrison K-12 Schools	High School	Teacher	Music				1	
28	0657	Harrison K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
28	0657	Harrison K-12 Schools	Middle Grades	Teacher	Mathematics				1	
28	0657	Harrison K-12 Schools	Middle Grades	Teacher	Music				1	
28	0657	Harrison K-12 Schools	System	Teacher	Music			1		
28	0659	Ennis K-12 Schools	Elementary	Teacher	Elementary		1			
28	0659	Ennis K-12 Schools	High School	Teacher			1			
28	0659	Ennis K-12 Schools	High School	Teacher	Business and Marketing		1			
28	0659	Ennis K-12 Schools	High School	Teacher	Mathematics		1			
28	0659	Ennis K-12 Schools	High School	Teacher	Science		1			
28	0659	Ennis K-12 Schools	High School	Teacher	Social Studies		1			
28	0659	Ennis K-12 Schools	Middle Grades	Teacher	English		1			
28	0659	Ennis K-12 Schools	System	Administrative			1			
28	0659	Ennis K-12 Schools	System	Teacher	Art		1			
28	0659	Ennis K-12 Schools	System	Teacher	Health/Physical Education		1			
28	0659	Ennis K-12 Schools	System	Teacher	Special Education		1			
29	0660	Circle Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
29	0660	Circle Public Schools	Elementary	Teacher	Elementary		2		1	
29	0660	Circle Public Schools	Elementary	Teacher	Business and Marketing				1	
29	0660	Circle Public Schools	Elementary	Teacher	Music	1				
29	0660	Circle Public Schools	High School	Administrative	Principal or Assistant Principal				1	
29	0660	Circle Public Schools	High School	Teacher			1			
29	0660	Circle Public Schools	High School	Teacher	Business and Marketing				1	
29	0660	Circle Public Schools	High School	Teacher	Elementary				1	
29	0660	Circle Public Schools	High School	Teacher	Mathematics		1		1	
29	0660	Circle Public Schools	High School	Teacher	Music	1				
29	0660	Circle Public Schools	High School	Teacher	Social Studies		1		1	

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
29	0660	Circle Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
29	0660	Circle Public Schools	Middle Grades	Teacher	Business and Marketing				1	
29	0660	Circle Public Schools	Middle Grades	Teacher	Elementary				1	
29	0660	Circle Public Schools	Middle Grades	Teacher	Music	1				
29	0660	Circle Public Schools	System	Administrative	Principal or Assistant Principal		1			
29	0660	Circle Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
29	0660	Circle Public Schools	System	Teacher	Music		1			1
29	0660	Circle Public Schools	System	Teacher	Special Education		1			
29	0678	Vida Elementary	Elementary	Teacher	Elementary					1
29	6182	Prairie View Coop	System	Specialist	School Psychologist					1
30	0681	White Sul Spgs Pub Schls	Elementary	Specialist	School Counselor					1
30	0681	White Sul Spgs Pub Schls	Elementary	Teacher	Elementary		2			
30	0681	White Sul Spgs Pub Schls	Elementary	Teacher	Special Education		1	1		
30	0681	White Sul Spgs Pub Schls	High School	Specialist	School Counselor		1			1
30	0681	White Sul Spgs Pub Schls	High School	Teacher	Mathematics		1	1		
30	0681	White Sul Spgs Pub Schls	High School	Teacher	Science		1			
30	0681	White Sul Spgs Pub Schls	Middle Grades	Specialist	School Counselor					1
30	0681	White Sul Spgs Pub Schls	Middle Grades	Teacher	English		1			
30	0681	White Sul Spgs Pub Schls	System	Teacher	Music		1			
31	0687	Alberton K-12 Schools	Elementary	Teacher	Early Childhood		1			
31	0687	Alberton K-12 Schools	Elementary	Teacher	Elementary		1			
31	0687	Alberton K-12 Schools	Elementary	Teacher	Special Education		1			
31	0687	Alberton K-12 Schools	High School	Teacher	Industrial Technology					1
31	0687	Alberton K-12 Schools	High School	Teacher	Mathematics		1			
31	0687	Alberton K-12 Schools	High School	Teacher	Science		1			
31	0687	Alberton K-12 Schools	High School	Teacher	Special Education		1			1
31	0687	Alberton K-12 Schools	Middle Grades	Teacher	Industrial Technology					1
31	0687	Alberton K-12 Schools	Middle Grades	Teacher	Special Education					1
31	0687	Alberton K-12 Schools	System	Administrative			1			
31	0687	Alberton K-12 Schools	System	Specialist	Library Media Specialist		1			
31	0687	Alberton K-12 Schools	System	Teacher			1			
31	0687	Alberton K-12 Schools	System	Teacher	Music		1			
31	0687	Alberton K-12 Schools	System	Teacher	Special Education		1			
31	0688	Superior K-12 Schools	Elementary	Teacher	Elementary		1			
31	0688	Superior K-12 Schools	Elementary	Teacher	Music		1			
31	0688	Superior K-12 Schools	High School	Teacher			1			
31	0688	Superior K-12 Schools	High School	Teacher	Computer Information Systems		1			
31	0688	Superior K-12 Schools	High School	Teacher	English					1
31	0688	Superior K-12 Schools	High School	Teacher	Industrial Technology		1			
31	0688	Superior K-12 Schools	High School	Teacher	Mathematics		1	1		1
31	0688	Superior K-12 Schools	High School	Teacher	Science		1			
31	0688	Superior K-12 Schools	Middle Grades	Teacher			1			
31	0688	Superior K-12 Schools	Middle Grades	Teacher	English					1
31	0688	Superior K-12 Schools	Middle Grades	Teacher	Mathematics		1			1
31	0688	Superior K-12 Schools	System	Professional	Licensed Professional Counselor		1			
31	0688	Superior K-12 Schools	System	Specialist	Library Media Specialist		1			
31	0690	St Regis K-12 Schools	Elementary	Specialist	School Counselor					1
31	0690	St Regis K-12 Schools	Elementary	Teacher	Elementary		1			1
31	0690	St Regis K-12 Schools	Elementary	Teacher	Music		1			
31	0690	St Regis K-12 Schools	Elementary	Teacher	Special Education					1
31	0690	St Regis K-12 Schools	High School	Specialist	School Counselor					1
31	0690	St Regis K-12 Schools	High School	Teacher			1			
31	0690	St Regis K-12 Schools	High School	Teacher	Business and Marketing		1	1		
31	0690	St Regis K-12 Schools	High School	Teacher	English	1	1			1
31	0690	St Regis K-12 Schools	High School	Teacher	Mathematics		1	1		
31	0690	St Regis K-12 Schools	High School	Teacher	Music		1			
31	0690	St Regis K-12 Schools	High School	Teacher	Science			1		

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31	0690	St Regis K-12 Schools	High School	Teacher	Special Education				1	
31	0690	St Regis K-12 Schools	Middle Grades	Specialist	School Counselor				1	
31	0690	St Regis K-12 Schools	Middle Grades	Teacher	Business and Marketing		1			
31	0690	St Regis K-12 Schools	Middle Grades	Teacher	English	1	1		1	
31	0690	St Regis K-12 Schools	Middle Grades	Teacher	Mathematics		1			
31	0690	St Regis K-12 Schools	Middle Grades	Teacher	Music		1			
31	0690	St Regis K-12 Schools	Middle Grades	Teacher	Special Education				1	
31	0690	St Regis K-12 Schools	System	Administrative			1			
31	0690	St Regis K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
32	0697	Potomac Elementary	Elementary	Teacher	Elementary		2			
32	0697	Potomac Elementary	System	Specialist	School Counselor			1		
32	0697	Potomac Elementary	System	Teacher	Health/Physical Education			1		
32	0699	Woodman Elementary	Elementary	Teacher	Elementary		2			
32	0699	Woodman Elementary	System	Teacher	Music		1			
32	0702	Sunset Elementary	Elementary	Teacher	Elementary		2			
32	0703	Clinton Elementary	Elementary	Teacher	Elementary		1	2	1	
32	0703	Clinton Elementary	Elementary	Teacher	Special Education			1	2	
32	0704	Swan Valley Elementary	Elementary	Administrative	Principal or Assistant Principal		1			
32	0704	Swan Valley Elementary	Elementary	Teacher	Early Childhood			1		
32	0704	Swan Valley Elementary	Elementary	Teacher	Elementary			1	1	
32	0704	Swan Valley Elementary	Elementary	Teacher	Special Education				1	
32	0705	Seeley Lake Elementary	Elementary	Teacher	Elementary		2		1	
32	0705	Seeley Lake Elementary	Elementary	Teacher	Early Childhood				1	
32	0705	Seeley Lake Elementary	Elementary	Teacher	Health/Physical Education		1			
32	0705	Seeley Lake Elementary	Elementary	Teacher	Music				1	
32	0705	Seeley Lake Elementary	Elementary	Teacher	Special Education		1	1		
32	0705	Seeley Lake Elementary	Middle Grades	Teacher			1			
32	0705	Seeley Lake Elementary	Middle Grades	Teacher	Music				1	
32	0705	Seeley Lake Elementary	Middle Grades	Teacher	Special Education			1		
32	0706	Frenchtown K-12 Schools	Elementary	Teacher	Elementary			1	1	
32	0706	Frenchtown K-12 Schools	High School	Teacher	Art				1	
32	0706	Frenchtown K-12 Schools	High School	Teacher	English		1			
32	0706	Frenchtown K-12 Schools	High School	Teacher	Family and Consumer Sciences		1		1	
32	0706	Frenchtown K-12 Schools	High School	Teacher	Health/Physical Education		1			
32	0706	Frenchtown K-12 Schools	High School	Teacher	Industrial Technology		1			
32	0706	Frenchtown K-12 Schools	High School	Teacher	Science		1			
32	0706	Frenchtown K-12 Schools	High School	Teacher	Special Education		1			
32	0706	Frenchtown K-12 Schools	High School	Teacher	World Language		1			
32	0706	Frenchtown K-12 Schools	Middle Grades	Teacher	Art				1	
32	0706	Frenchtown K-12 Schools	Middle Grades	Teacher	Elementary				1	
32	0706	Frenchtown K-12 Schools	Middle Grades	Teacher	Health/Physical Education		1			
32	6179	Missoula Area Coop	Elementary	Professional	Speech-Language Pathologist			1		
32	6179	Missoula Area Coop	Middle Grades	Teacher	Special Education				1	
32	6179	Missoula Area Coop	System	Administrative			1			
32	6179	Missoula Area Coop	System	Professional	Licensed Psychologist without Educator License			1		
32	6179	Missoula Area Coop	System	Professional	Occupational Therapist			1		
32	6179	Missoula Area Coop	System	Professional	Physical Therapist			1		
32	6179	Missoula Area Coop	System	Professional	Speech-Language Pathologist		1			
32	6179	Missoula Area Coop	System	Specialist	School Psychologist				1	
33	0711	Roundup Public Schools	Elementary	Teacher	Elementary		1			
33	0711	Roundup Public Schools	High School	Administrative	Social Studies				1	
33	0711	Roundup Public Schools	High School	Teacher				1		
33	0711	Roundup Public Schools	High School	Teacher	Agriculture		1	1		
33	0711	Roundup Public Schools	High School	Teacher	English			1		
33	0711	Roundup Public Schools	High School	Teacher	Family and Consumer Sciences				1	
33	0711	Roundup Public Schools	High School	Teacher	Health/Physical Education			1		
33	0711	Roundup Public Schools	High School	Teacher	Mathematics				1	

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33	0711	Roundup Public Schools	High School	Teacher	Social Studies				1	
33	0711	Roundup Public Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
33	0711	Roundup Public Schools	Middle Grades	Teacher	Mathematics		1		1	
33	0711	Roundup Public Schools	Middle Grades	Teacher	Science		1			
33	0711	Roundup Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
33	0711	Roundup Public Schools	System	Professional	School Nurse - General Education			1		
33	0712	Melstone Public Schools	Elementary	Teacher	Mathematics				1	
33	0712	Melstone Public Schools	High School	Teacher	Mathematics			1	1	
33	0712	Melstone Public Schools	High School	Teacher	Science			1		
33	0712	Melstone Public Schools	Middle Grades	Teacher	Mathematics				1	
33	0712	Melstone Public Schools	System	Administrative	Principal or Assistant Principal		1			
33	0712	Melstone Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
34	0716	Livingston Public Schools	Elementary	Specialist	Library Media Specialist				1	
34	0716	Livingston Public Schools	Elementary	Teacher	Elementary		1		1	
34	0716	Livingston Public Schools	Elementary	Teacher	Special Education		1		1	
34	0716	Livingston Public Schools	High School	Specialist	School Counselor		1			
34	0716	Livingston Public Schools	High School	Teacher			1			
34	0716	Livingston Public Schools	High School	Teacher	Science		1			
34	0716	Livingston Public Schools	High School	Teacher	Special Education		1	1		
34	0716	Livingston Public Schools	Middle Grades	Teacher			1			
34	0716	Livingston Public Schools	System	Specialist	School Psychologist		1			
34	0718	Gardiner Public Schools	Elementary	Teacher	Elementary		2			
34	0718	Gardiner Public Schools	High School	Teacher			1			
34	0718	Gardiner Public Schools	System	Teacher			1			
34	0724	Pine Creek Elementary	Elementary	Teacher	Elementary		1			
34	1068	Shields Valley Pub Schls	Elementary	Specialist	Library Media Specialist			1		
34	1068	Shields Valley Pub Schls	Elementary	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	Elementary	Teacher	Elementary		2		1	
34	1068	Shields Valley Pub Schls	Elementary	Teacher	Health/Physical Education		1			
34	1068	Shields Valley Pub Schls	Elementary	Teacher	Special Education			1	1	
34	1068	Shields Valley Pub Schls	High School	Specialist	Library Media Specialist			1		
34	1068	Shields Valley Pub Schls	High School	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	High School	Teacher	Health/Physical Education		1			
34	1068	Shields Valley Pub Schls	High School	Teacher	Science			1		
34	1068	Shields Valley Pub Schls	High School	Teacher	Special Education		1			
34	1068	Shields Valley Pub Schls	Middle Grades	Specialist	Library Media Specialist			1		
34	1068	Shields Valley Pub Schls	Middle Grades	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	Middle Grades	Teacher	Health/Physical Education		1			
34	1068	Shields Valley Pub Schls	Middle Grades	Teacher	Science			1		
34	1068	Shields Valley Pub Schls	System	Administrative				1		
34	1068	Shields Valley Pub Schls	System	Specialist	Library Media Specialist			1		
34	1068	Shields Valley Pub Schls	System	Teacher	Special Education		1			
34	6181	Park County Coop	System	Specialist	School Psychologist			1		
35	0743	Winnett K-12 Schools	Elementary	Administrative				1		
35	0743	Winnett K-12 Schools	Elementary	Teacher	Elementary			1	1	
35	0743	Winnett K-12 Schools	High School	Administrative				1		
35	0743	Winnett K-12 Schools	High School	Teacher				1		
35	0743	Winnett K-12 Schools	High School	Teacher	English			1	1	
35	0743	Winnett K-12 Schools	High School	Teacher	Health/Physical Education				1	
35	0743	Winnett K-12 Schools	High School	Teacher	Mathematics				1	
35	0743	Winnett K-12 Schools	High School	Teacher	Social Studies		1			
35	0743	Winnett K-12 Schools	Middle Grades	Administrative				1		
35	0743	Winnett K-12 Schools	Middle Grades	Teacher				1		
35	0743	Winnett K-12 Schools	Middle Grades	Teacher	English			1	1	
35	0743	Winnett K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
35	0743	Winnett K-12 Schools	Middle Grades	Teacher	Mathematics				1	
35	0743	Winnett K-12 Schools	System	Administrative				1		

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
35	0743	Winnett K-12 Schools	System	Teacher	Art		1			
35	0743	Winnett K-12 Schools	System	Teacher	Music			1		
36	0748	Dodson K-12	Elementary	Teacher	Elementary				1	
36	0748	Dodson K-12	High School	Teacher			1			
36	0748	Dodson K-12	High School	Teacher	English		1			
36	0748	Dodson K-12	High School	Teacher	Mathematics				1	
36	0748	Dodson K-12	Middle Grades	Teacher	English	1				
36	0748	Dodson K-12	Middle Grades	Teacher	Mathematics				1	
36	0756	Saco Public Schools	Elementary	Teacher	Music				1	
36	0756	Saco Public Schools	High School	Teacher	Industrial Technology				1	
36	0756	Saco Public Schools	High School	Teacher	Music				1	
36	0756	Saco Public Schools	Middle Grades	Teacher	Industrial Technology				1	
36	0756	Saco Public Schools	Middle Grades	Teacher	Music				1	
36	0757	Malta K-12 Schools	Elementary	Teacher	Elementary		1	2		
36	0757	Malta K-12 Schools	High School	Teacher	English				1	
36	0757	Malta K-12 Schools	Middle Grades	Teacher				1		
36	0757	Malta K-12 Schools	Middle Grades	Teacher	Elementary		1			
	0757	Malta K-12 Schools	System	Teacher	Social Studies					1
36	0757	Malta K-12 Schools	System	Specialist	Library Media Specialist		1			
36	0757	Malta K-12 Schools	System	Teacher	Music		1			2
36	0760	Whitewater K-12 Schools	Elementary	Teacher	Elementary	1	1	1		
36	0760	Whitewater K-12 Schools	Elementary	Teacher	Family and Consumer Sciences	1				
36	0760	Whitewater K-12 Schools	Elementary	Teacher	World Language	1				
36	0760	Whitewater K-12 Schools	High School	Teacher	Family and Consumer Sciences	1				
36	0760	Whitewater K-12 Schools	High School	Teacher	World Language	1				
36	0760	Whitewater K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences	1				
36	0760	Whitewater K-12 Schools	Middle Grades	Teacher	World Language	1				
36	0760	Whitewater K-12 Schools	System	Teacher				1		
36	0760	Whitewater K-12 Schools	System	Teacher	Family and Consumer Sciences			1		
36	0760	Whitewater K-12 Schools	System	Teacher	Music			1		
36	0760	Whitewater K-12 Schools	System	Teacher	Special Education		1	1		
36	0760	Whitewater K-12 Schools	System	Teacher	World Language			1		
37	0767	Heart Butte K-12 Schools	Elementary	Specialist	Library Media Specialist				1	
37	0767	Heart Butte K-12 Schools	Elementary	Teacher	Elementary		2		1	
37	0767	Heart Butte K-12 Schools	Elementary	Teacher	Special Education				1	
37	0767	Heart Butte K-12 Schools	High School	Specialist	Library Media Specialist				1	
37	0767	Heart Butte K-12 Schools	High School	Teacher			1			
37	0767	Heart Butte K-12 Schools	High School	Teacher	Elementary				1	
37	0767	Heart Butte K-12 Schools	High School	Teacher	Mathematics		1			
37	0767	Heart Butte K-12 Schools	High School	Teacher	Social Studies				1	
37	0767	Heart Butte K-12 Schools	High School	Teacher	Special Education				1	
37	0767	Heart Butte K-12 Schools	Middle Grades	Specialist	Library Media Specialist				1	
37	0767	Heart Butte K-12 Schools	Middle Grades	Teacher	Social Studies				1	
37	0767	Heart Butte K-12 Schools	Middle Grades	Teacher	Special Education				1	
37	0767	Heart Butte K-12 Schools	System	Teacher	Art			1		
37	0767	Heart Butte K-12 Schools	System	Teacher	Health/Physical Education			1		
37	0767	Heart Butte K-12 Schools	System	Teacher	Music			1		
37	0767	Heart Butte K-12 Schools	System	Teacher	Special Education		1			
37	0768	Dupuyer Elementary	Elementary	Teacher	Early Childhood				1	
37	0771	Conrad Public Schools	Elementary	Specialist	Library Media Specialist				1	
37	0771	Conrad Public Schools	Elementary	Teacher	Elementary	1	2	1	1	
37	0771	Conrad Public Schools	Elementary	Teacher	Early Childhood	1		1		
37	0771	Conrad Public Schools	Elementary	Teacher	Health/Physical Education		1			
37	0771	Conrad Public Schools	Elementary	Teacher	Mathematics		1			
37	0771	Conrad Public Schools	Elementary	Teacher	Special Education		1			
37	0771	Conrad Public Schools	High School	Administrative			1			
37	0771	Conrad Public Schools	High School	Teacher			1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
37	0771	Conrad Public Schools	High School	Teacher	Art		1			
37	0771	Conrad Public Schools	High School	Teacher	Business and Marketing				1	
37	0771	Conrad Public Schools	High School	Teacher	English				1	
37	0771	Conrad Public Schools	High School	Teacher	Health/Physical Education		1			
37	0771	Conrad Public Schools	High School	Teacher	Science		1	1		
37	0771	Conrad Public Schools	Middle Grades	Teacher	Business and Marketing				1	
37	0771	Conrad Public Schools	Middle Grades	Teacher	Mathematics		1			
37	0771	Conrad Public Schools	System	Teacher	Agriculture		1			
37	0771	Conrad Public Schools	System	Teacher	Music		1			
37	0775	Valier Public Schools	Elementary	Administrative	Principal or Assistant Principal		1			
37	0775	Valier Public Schools	Elementary	Teacher	Elementary		1		1	
37	0775	Valier Public Schools	Elementary	Teacher	Science				1	
37	0775	Valier Public Schools	Elementary	Teacher	Special Education				1	
37	0775	Valier Public Schools	High School	Teacher	Agriculture			1		
37	0775	Valier Public Schools	High School	Teacher	Elementary				1	
37	0775	Valier Public Schools	High School	Teacher	Family and Consumer Sciences		1	1		
37	0775	Valier Public Schools	High School	Teacher	Science		1	1		
37	0775	Valier Public Schools	High School	Teacher	Special Education				1	
37	0775	Valier Public Schools	Middle Grades	Teacher	Elementary				1	
37	0775	Valier Public Schools	Middle Grades	Teacher	Special Education				1	
37	0775	Valier Public Schools	System	Teacher			1			
37	0775	Valier Public Schools	System	Teacher	Special Education		1			
37	6194	Big Sky Special Needs Coop	System	Administrative				1		
37	6194	Big Sky Special Needs Coop	System	Professional	Occupational Therapist		1			
37	6194	Big Sky Special Needs Coop	System	Professional	Speech-Language Pathologist		1			
37	6194	Big Sky Special Needs Coop	System	Specialist	School Psychologist			1	1	
37	6194	Big Sky Special Needs Coop	System	Teacher	Special Education		1			
38	0786	Biddle Elementary	Elementary	Teacher	Elementary		1			
38	0799	Broadus Public Schools	Elementary	Teacher	Elementary		1			
38	0799	Broadus Public Schools	Elementary	Teacher	Special Education		1			
38	0799	Broadus Public Schools	High School	Teacher			1			
38	0799	Broadus Public Schools	High School	Teacher	Agriculture		1			
38	0799	Broadus Public Schools	High School	Teacher	Art		1			
38	0799	Broadus Public Schools	High School	Teacher	Elementary				1	
38	0799	Broadus Public Schools	High School	Teacher	Family and Consumer Sciences			1		
38	0799	Broadus Public Schools	High School	Teacher	Mathematics	1	1			
38	0799	Broadus Public Schools	Middle Grades	Teacher	Elementary				1	
38	0799	Broadus Public Schools	Middle Grades	Teacher	Mathematics	1				
39	0805	Deer Lodge Elementary	Elementary	Administrative			1			
39	0805	Deer Lodge Elementary	Elementary	Teacher	Elementary				1	
39	0805	Deer Lodge Elementary	Elementary	Teacher	Special Education				1	
39	0805	Deer Lodge Elementary	System	Specialist	School Counselor			1		
39	0805	Deer Lodge Elementary	System	Specialist	School Psychologist		1	1		
39	0806	Powell County High School	High School	Administrative				1		
39	0806	Powell County High School	High School	Administrative	Principal or Assistant Principal				1	
39	0806	Powell County High School	High School	Teacher	Mathematics			1		
39	0808	Ovando Elementary	Elementary	Teacher	Elementary			1		
39	0810	Helmville Elementary	Elementary	Teacher	Elementary		1		1	
39	0811	Garrison Elementary	Elementary	Teacher	Elementary		1	1		
39	0813	Avon Elementary	Elementary	Teacher	Elementary		1	1		
39	0813	Avon Elementary	Elementary	Teacher	Social Studies				1	
39	0814	Gold Creek Elementary	Elementary	Teacher	Elementary		1			
39	6184	Great Divide Educ Serv	System	Specialist	School Psychologist				1	
40	0818	Terry K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
40	0818	Terry K-12 Schools	Elementary	Teacher	Elementary			2	1	
40	0818	Terry K-12 Schools	Elementary	Teacher	Health/Physical Education	1	1			
40	0818	Terry K-12 Schools	Elementary	Teacher	Music		1			

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
40	0818	Terry K-12 Schools	Elementary	Teacher	Social Studies	1				
40	0818	Terry K-12 Schools	Elementary	Teacher	Special Education				1	
40	0818	Terry K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
40	0818	Terry K-12 Schools	High School	Teacher			1	1		
40	0818	Terry K-12 Schools	High School	Teacher	Art	1				
40	0818	Terry K-12 Schools	High School	Teacher	Business and Marketing				1	
40	0818	Terry K-12 Schools	High School	Teacher	Elementary				1	
40	0818	Terry K-12 Schools	High School	Teacher	English	1				
40	0818	Terry K-12 Schools	High School	Teacher	Family and Consumer Sciences			1		
40	0818	Terry K-12 Schools	High School	Teacher	Health/Physical Education		1			
40	0818	Terry K-12 Schools	High School	Teacher	Music		1			
40	0818	Terry K-12 Schools	High School	Teacher	Social Studies	1		1		
40	0818	Terry K-12 Schools	High School	Teacher	Special Education				1	
40	0818	Terry K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
40	0818	Terry K-12 Schools	Middle Grades	Teacher			1	1		
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Elementary				1	
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Health/Physical Education	1		1		
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Music			1		
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Social Studies	1				
40	0818	Terry K-12 Schools	Middle Grades	Teacher	Special Education				1	
40	0818	Terry K-12 Schools	System	Administrative			1			
40	0818	Terry K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
40	0818	Terry K-12 Schools	System	Administrative	Supervisor				1	
40	0818	Terry K-12 Schools	System	Teacher				1		
40	0818	Terry K-12 Schools	System	Teacher	Art		1			
40	0818	Terry K-12 Schools	System	Teacher	Health/Physical Education		1	1		
40	0818	Terry K-12 Schools	System	Teacher	Special Education				1	
41	0822	Corvallis K-12 Schools	Elementary	Specialist	School Counselor			1		
41	0822	Corvallis K-12 Schools	High School	Teacher	Health/Physical Education				1	
41	0822	Corvallis K-12 Schools	High School	Teacher	Special Education				1	
41	0822	Corvallis K-12 Schools	Middle Grades	Specialist	School Counselor			1		
41	0822	Corvallis K-12 Schools	Middle Grades	Teacher	Special Education			1	1	
41	0823	Stevensville Public Schls	Elementary	Specialist	School Counselor				1	
41	0823	Stevensville Public Schls	Elementary	Teacher	Elementary		1			
41	0823	Stevensville Public Schls	Elementary	Teacher	Special Education			1		
41	0823	Stevensville Public Schls	High School	Administrative			1			
41	0823	Stevensville Public Schls	High School	Administrative	English				1	
41	0823	Stevensville Public Schls	High School	Teacher			1			
41	0823	Stevensville Public Schls	High School	Teacher	English				1	
41	0823	Stevensville Public Schls	High School	Teacher	Industrial Technology		1			
41	0823	Stevensville Public Schls	High School	Teacher	Mathematics		1			
41	0823	Stevensville Public Schls	High School	Teacher	Science			1		
41	0823	Stevensville Public Schls	High School	Teacher	Special Education			1	1	
41	0823	Stevensville Public Schls	Middle Grades	Administrative			1			
41	0823	Stevensville Public Schls	Middle Grades	Administrative	English				1	
41	0823	Stevensville Public Schls	Middle Grades	Specialist	Library Media Specialist			1		
41	0823	Stevensville Public Schls	Middle Grades	Specialist	School Counselor			1	1	
41	0823	Stevensville Public Schls	Middle Grades	Teacher	Elementary				1	
41	0823	Stevensville Public Schls	Middle Grades	Teacher	English				1	
41	0823	Stevensville Public Schls	System	Administrative			1			
41	0824	Hamilton K-12 Schools	Elementary	Specialist	School Counselor				1	
41	0824	Hamilton K-12 Schools	Elementary	Teacher	Elementary		1	1		
41	0824	Hamilton K-12 Schools	Elementary	Teacher	Special Education				1	
41	0824	Hamilton K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
41	0824	Hamilton K-12 Schools	High School	Professional	Licensed Professional Counselor		1			
41	0824	Hamilton K-12 Schools	High School	Teacher	Art				1	

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
41	0824	Hamilton K-12 Schools	High School	Teacher	Drama/Theater		1			
41	0824	Hamilton K-12 Schools	High School	Teacher	Family and Consumer Sciences				1	
41	0824	Hamilton K-12 Schools	High School	Teacher	Industrial Technology		1			
41	0824	Hamilton K-12 Schools	High School	Teacher	Social Studies		1			
41	0824	Hamilton K-12 Schools	High School	Teacher	Special Education				1	
41	0824	Hamilton K-12 Schools	Middle Grades	Specialist	School Counselor				1	
41	0824	Hamilton K-12 Schools	Middle Grades	Teacher	Elementary				1	
41	0824	Hamilton K-12 Schools	Middle Grades	Teacher	English		1			
41	0824	Hamilton K-12 Schools	Middle Grades	Teacher	Mathematics		1			
41	0824	Hamilton K-12 Schools	Middle Grades	Teacher	Special Education				1	
41	0824	Hamilton K-12 Schools	System	Professional	Social Worker - General Education		1			
41	0824	Hamilton K-12 Schools	System	Specialist	School Psychologist				1	
41	0826	Victor K-12 Schools	Elementary	Specialist	School Counselor		1			
41	0826	Victor K-12 Schools	Elementary	Teacher	Elementary		1			
41	0826	Victor K-12 Schools	Elementary	Teacher	English				1	
41	0826	Victor K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
41	0826	Victor K-12 Schools	Elementary	Teacher	Special Education			1		
41	0826	Victor K-12 Schools	Elementary	Teacher	World Language				1	
41	0826	Victor K-12 Schools	High School	Specialist	School Counselor		1			
41	0826	Victor K-12 Schools	High School	Teacher	English				1	
41	0826	Victor K-12 Schools	High School	Teacher	Health/Physical Education				1	
41	0826	Victor K-12 Schools	High School	Teacher	World Language				1	
41	0826	Victor K-12 Schools	Middle Grades	Specialist	School Counselor		1			
41	0826	Victor K-12 Schools	Middle Grades	Teacher			1			
41	0826	Victor K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
41	0826	Victor K-12 Schools	System	Teacher			1			
41	0826	Victor K-12 Schools	System	Teacher	Special Education		1	1		
41	0827	Darby K-12 Schools	Elementary	Administrative			1			
41	0827	Darby K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
41	0827	Darby K-12 Schools	Elementary	Teacher	Elementary		1			
41	0827	Darby K-12 Schools	Elementary	Teacher	Special Education				1	
41	0827	Darby K-12 Schools	Elementary	Teacher	World Language				1	
41	0827	Darby K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
41	0827	Darby K-12 Schools	High School	Teacher			1			
41	0827	Darby K-12 Schools	High School	Teacher	Art		1			
41	0827	Darby K-12 Schools	High School	Teacher	English		1			
41	0827	Darby K-12 Schools	High School	Teacher	Health/Physical Education		1			
41	0827	Darby K-12 Schools	High School	Teacher	Industrial Technology		1			
41	0827	Darby K-12 Schools	High School	Teacher	Mathematics		1			
41	0827	Darby K-12 Schools	High School	Teacher	Science				1	
41	0827	Darby K-12 Schools	High School	Teacher	Special Education		1			
41	0827	Darby K-12 Schools	High School	Teacher	World Language		1		1	
41	0827	Darby K-12 Schools	Middle Grades	Administrative			1			
41	0827	Darby K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
41	0827	Darby K-12 Schools	Middle Grades	Teacher	English		1			
41	0827	Darby K-12 Schools	Middle Grades	Teacher	Mathematics		1			
41	0827	Darby K-12 Schools	Middle Grades	Teacher	Science				1	
41	0827	Darby K-12 Schools	Middle Grades	Teacher	Special Education		1		1	
41	0827	Darby K-12 Schools	Middle Grades	Teacher	World Language				1	
41	0827	Darby K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
41	0827	Darby K-12 Schools	System	Administrative	Supervisor		1			
41	0827	Darby K-12 Schools	System	Administrative	Supervisor				1	
41	0828	Lone Rock Elementary	Elementary	Teacher	Elementary			2	1	1
41	0828	Lone Rock Elementary	Elementary	Teacher	Music	1				
41	0828	Lone Rock Elementary	Elementary	Teacher	Special Education			1		
41	0828	Lone Rock Elementary	Middle Grades	Teacher	English					
41	0828	Lone Rock Elementary	Middle Grades	Teacher	Music	1				

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41	0828	Lone Rock Elementary	System	Professional	School Nurse - General Education			1		
41	0829	Florence-Carlton K-12 Schls	Elementary	Teacher	Health/Physical Education				1	
41	0829	Florence-Carlton K-12 Schls	Elementary	Teacher	Mathematics				1	
41	0829	Florence-Carlton K-12 Schls	Elementary	Teacher	Special Education		1			
41	0829	Florence-Carlton K-12 Schls	High School	Administrative			1			
41	0829	Florence-Carlton K-12 Schls	High School	Specialist	School Counselor				1	
41	0829	Florence-Carlton K-12 Schls	High School	Teacher			1			
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Elementary				1	
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	English			1		
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Health/Physical Education				1	
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Mathematics				1	
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Science		1		1	
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Special Education			1		
41	0829	Florence-Carlton K-12 Schls	High School	Teacher	Traffic Education		1		1	
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Specialist	Library Media Specialist		1			
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Specialist	School Counselor			1		
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Elementary				1	
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Health/Physical Education				1	
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Mathematics				1	
41	0829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Music		1			
41	0829	Florence-Carlton K-12 Schls	System	Administrative			1			
41	0829	Florence-Carlton K-12 Schls	System	Professional	Licensed Professional Counselor		1			
41	6171	Bitterroot Valley Coop	System	Professional	Occupational Therapist		1			
41	6171	Bitterroot Valley Coop	System	Professional	Social Worker, Special Education		1			
41	6171	Bitterroot Valley Coop	System	Professional	Speech-Language Pathologist		1			
41	6171	Bitterroot Valley Coop	System	Specialist	School Psychologist		1			
42	0831	Sidney Public Schools	Elementary	Administrative			1			
42	0831	Sidney Public Schools	Elementary	Specialist	Library Media Specialist	1	1			
42	0831	Sidney Public Schools	Elementary	Specialist	School Counselor		1			
42	0831	Sidney Public Schools	Elementary	Teacher	Elementary	1	1		1	
42	0831	Sidney Public Schools	Elementary	Teacher	Music		1			
42	0831	Sidney Public Schools	Elementary	Teacher	Special Education		1			
42	0831	Sidney Public Schools	High School	Teacher			1	1		
42	0831	Sidney Public Schools	High School	Teacher	Agriculture				1	
42	0831	Sidney Public Schools	High School	Teacher	Art				1	
42	0831	Sidney Public Schools	High School	Teacher	Business and Marketing				1	
42	0831	Sidney Public Schools	High School	Teacher	English		1		1	
42	0831	Sidney Public Schools	High School	Teacher	Family and Consumer Sciences		1		1	
42	0831	Sidney Public Schools	High School	Teacher	Health/Physical Education		1			
42	0831	Sidney Public Schools	High School	Teacher	Social Studies				1	
42	0831	Sidney Public Schools	High School	Teacher	Special Education				1	
42	0831	Sidney Public Schools	Middle Grades	Teacher	Mathematics		1			
42	0831	Sidney Public Schools	Middle Grades	Teacher	Science				1	
42	0831	Sidney Public Schools	Middle Grades	Teacher	Social Studies		1			
42	0831	Sidney Public Schools	Middle Grades	Teacher	Special Education		1		1	
42	0831	Sidney Public Schools	System	Professional	Speech-Language Pathologist		1			
42	0831	Sidney Public Schools	System	Teacher	Special Education		1			
42	0832	Savage Public Schools	Elementary	Teacher	Elementary		2	1	1	1
42	0832	Savage Public Schools	High School	Teacher	Science				1	
42	0832	Savage Public Schools	Middle Grades	Teacher	Science				1	
42	0832	Savage Public Schools	System	Administrative				1		
42	0832	Savage Public Schools	System	Specialist	School Counselor			1		
42	0832	Savage Public Schools	System	Teacher			1			
42	0832	Savage Public Schools	System	Teacher	English		1			
42	0832	Savage Public Schools	System	Teacher	Health/Physical Education		1	1		2
42	0832	Savage Public Schools	System	Teacher	Industrial Technology		1			
42	0832	Savage Public Schools	System	Teacher	Science		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
42	0832	Savage Public Schools	System	Teacher	Social Studies			1		
42	0833	Brorson Elementary	Elementary	Teacher	Elementary	1			1	
42	0834	Fairview Public Schools	Elementary	Teacher	Elementary		2			1
42	0834	Fairview Public Schools	Elementary	Teacher	Early Childhood					1
42	0834	Fairview Public Schools	Elementary	Teacher	English				1	
42	0834	Fairview Public Schools	Elementary	Teacher	Special Education			1		
42	0834	Fairview Public Schools	Elementary	Teacher	World Language				1	
42	0834	Fairview Public Schools	High School	Teacher			1			
42	0834	Fairview Public Schools	High School	Teacher	English					1
42	0834	Fairview Public Schools	High School	Teacher	World Language					1
42	0834	Fairview Public Schools	Middle Grades	Teacher	English					1
42	0834	Fairview Public Schools	Middle Grades	Teacher	World Language					1
42	0834	Fairview Public Schools	System	Teacher			1			
42	0834	Fairview Public Schools	System	Teacher	Art			1		
42	0834	Fairview Public Schools	System	Teacher	Computer Information Systems			1		
42	0837	Rau Elementary	Elementary	Teacher	Elementary		1	1	1	
42	0851	Lambert Public Schools	Elementary	Teacher	Elementary		2			
42	0851	Lambert Public Schools	Elementary	Teacher	Music					1
42	0851	Lambert Public Schools	High School	Teacher	Business and Marketing		1			
42	0851	Lambert Public Schools	High School	Teacher	Music					1
42	0851	Lambert Public Schools	Middle Grades	Teacher	Music					1
42	0851	Lambert Public Schools	System	Administrative	Superintendent or Assistant Superintendent					1
43	0856	Frontier Elementary	Elementary	Administrative	Principal or Assistant Principal					1
43	0856	Frontier Elementary	Elementary	Specialist	Library Media Specialist			1		
43	0856	Frontier Elementary	Elementary	Teacher	Elementary	1	2	1	1	
43	0856	Frontier Elementary	Elementary	Teacher	Music			1		1
43	0856	Frontier Elementary	Elementary	Teacher	Reading			1		
43	0856	Frontier Elementary	Middle Grades	Administrative				1		
43	0856	Frontier Elementary	Middle Grades	Administrative	Principal or Assistant Principal					1
43	0856	Frontier Elementary	Middle Grades	Teacher				1		
43	0856	Frontier Elementary	Middle Grades	Teacher	Elementary					1
43	0856	Frontier Elementary	Middle Grades	Teacher	Music					1
43	0856	Frontier Elementary	System	Administrative	Superintendent or Assistant Superintendent		1			
43	0857	Poplar Public Schools	Elementary	Teacher	Elementary	1				1 6
43	0857	Poplar Public Schools	Elementary	Teacher	Industrial Technology	1				
43	0857	Poplar Public Schools	Elementary	Teacher	Special Education			1		
43	0857	Poplar Public Schools	High School	Professional	Licensed Professional Counselor			1		
43	0857	Poplar Public Schools	High School	Teacher			1			
43	0857	Poplar Public Schools	High School	Teacher	English					1
43	0857	Poplar Public Schools	High School	Teacher	Social Studies					1
43	0857	Poplar Public Schools	High School	Teacher	Special Education			1		1
43	0857	Poplar Public Schools	Middle Grades	Teacher	Industrial Technology	1				
43	0857	Poplar Public Schools	Middle Grades	Teacher	Mathematics			1		
43	0857	Poplar Public Schools	Middle Grades	Teacher	Science	1				1
	0857	Poplar Public Schools	System	Specialist	Library Media Specialist					1
43	0857	Poplar Public Schools	Middle Grades	Teacher	Special Education			1		
43	0857	Poplar Public Schools	System	Teacher	Special Education			1		
43	0858	Culbertson Public Schools	Elementary	Teacher	Elementary		2	1		1
43	0858	Culbertson Public Schools	Elementary	Teacher	Special Education					1
43	0858	Culbertson Public Schools	High School	Teacher	Agriculture		1	1		
43	0858	Culbertson Public Schools	High School	Teacher	Special Education					1
43	0858	Culbertson Public Schools	Middle Grades	Teacher	Special Education					1
43	0860	Wolf Point Public Schools	Elementary	Administrative				1		
43	0860	Wolf Point Public Schools	Elementary	Administrative	Principal or Assistant Principal	1	1			
43	0860	Wolf Point Public Schools	Elementary	Specialist	Library Media Specialist	1	1			
43	0860	Wolf Point Public Schools	Elementary	Specialist	School Counselor	1				
43	0860	Wolf Point Public Schools	Elementary	Teacher	Elementary	1	1	2	1	

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
43	0860	Wolf Point Public Schools	Elementary	Teacher	Special Education			1		
43	0860	Wolf Point Public Schools	High School	Administrative				1		
43	0860	Wolf Point Public Schools	High School	Specialist	Library Media Specialist	1	1			
43	0860	Wolf Point Public Schools	High School	Teacher	English	1		1		
43	0860	Wolf Point Public Schools	High School	Teacher	Health/Physical Education	1				
43	0860	Wolf Point Public Schools	High School	Teacher	Mathematics			1		
43	0860	Wolf Point Public Schools	High School	Teacher	Social Studies		1			
43	0860	Wolf Point Public Schools	High School	Teacher	Special Education			1		
43	0860	Wolf Point Public Schools	Middle Grades	Administrative	Principal or Assistant Principal			1		
43	0860	Wolf Point Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
43	0860	Wolf Point Public Schools	Middle Grades	Specialist	School Counselor		1			
43	0860	Wolf Point Public Schools	Middle Grades	Teacher				1		
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	Elementary	1	1			
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	English	1				
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	Health/Physical Education	1				
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	Mathematics		1	1		
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	Science	1				
43	0860	Wolf Point Public Schools	Middle Grades	Teacher	Social Studies		1	1		
43	0860	Wolf Point Public Schools	System	Administrative	Superintendent or Assistant Superintendent			1		
43	0860	Wolf Point Public Schools	System	Administrative	Supervisor	1				
43	0861	Brockton Public Schools	Elementary	Administrative	Principal or Assistant Principal			1	1	
43	0861	Brockton Public Schools	Elementary	Specialist	Library Media Specialist			1		
43	0861	Brockton Public Schools	Elementary	Specialist	School Counselor		1		1	
43	0861	Brockton Public Schools	Elementary	Teacher	Elementary	1	1	2	1	
43	0861	Brockton Public Schools	High School	Administrative	Principal or Assistant Principal				1	
43	0861	Brockton Public Schools	High School	Specialist	School Counselor				1	
43	0861	Brockton Public Schools	High School	Teacher	Family and Consumer Sciences	1				
43	0861	Brockton Public Schools	High School	Teacher	Science			1		
43	0861	Brockton Public Schools	High School	Teacher	Social Studies				1	
43	0861	Brockton Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
43	0861	Brockton Public Schools	Middle Grades	Specialist	School Counselor				1	
43	0861	Brockton Public Schools	Middle Grades	Teacher	Family and Consumer Sciences	1				
43	0861	Brockton Public Schools	Middle Grades	Teacher	Social Studies				1	
43	0861	Brockton Public Schools	System	Administrative	Principal or Assistant Principal		1			
43	0861	Brockton Public Schools	System	Specialist	Library Media Specialist		1			
43	0862	Bainville K-12 Schools	Elementary	Teacher	Elementary		2			
43	0862	Bainville K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
43	0862	Bainville K-12 Schools	High School	Teacher			1			
43	0862	Bainville K-12 Schools	High School	Teacher	Health/Physical Education				1	
43	0862	Bainville K-12 Schools	High School	Teacher	Mathematics		1			
43	0862	Bainville K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
43	0862	Bainville K-12 Schools	System	Administrative			1			
43	0862	Bainville K-12 Schools	System	Teacher	Health/Physical Education		1			
43	0863	Froid Public Schools	Elementary	Teacher	Elementary				1	
43	0863	Froid Public Schools	Elementary	Teacher	Special Education				1	
43	0863	Froid Public Schools	High School	Teacher	Agriculture			1		
43	0863	Froid Public Schools	Middle Grades	Teacher	Agriculture			1		
43	6202	Roose-Valley Sp Ed Coop	System	Professional	Speech-Language Pathologist		1	1		
43	6202	Roose-Valley Sp Ed Coop	System	Specialist	School Psychologist		1			
44	0866	Forsyth Public Schools	Elementary	Teacher	Elementary		2	1		
44	0866	Forsyth Public Schools	Elementary	Teacher	Special Education			1		
44	0866	Forsyth Public Schools	High School	Teacher			1			
44	0866	Forsyth Public Schools	High School	Teacher	Art				1	
44	0866	Forsyth Public Schools	High School	Teacher	Business and Marketing			1		
44	0866	Forsyth Public Schools	High School	Teacher	English				1	
44	0866	Forsyth Public Schools	High School	Teacher	Science			1		
44	0866	Forsyth Public Schools	High School	Teacher	Special Education		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
44	0866	Forsyth Public Schools	Middle Grades	Teacher			1			
44	0866	Forsyth Public Schools	Middle Grades	Teacher	Art				1	
44	0866	Forsyth Public Schools	Middle Grades	Teacher	English				1	
44	0866	Forsyth Public Schools	Middle Grades	Teacher	Social Studies		1			
44	0866	Forsyth Public Schools	Middle Grades	Teacher	Special Education		1			
44	0867	Lame Deer Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
44	0867	Lame Deer Public Schools	Elementary	Teacher	Reading				1	
44	0867	Lame Deer Public Schools	Elementary	Teacher	Special Education		1	1		
44	0867	Lame Deer Public Schools	High School	Administrative	Principal or Assistant Principal			1		
44	0867	Lame Deer Public Schools	High School	Teacher			1			
44	0867	Lame Deer Public Schools	High School	Teacher	English		1			
44	0867	Lame Deer Public Schools	High School	Teacher	Science			1	1	
44	0867	Lame Deer Public Schools	High School	Teacher	Social Studies	1				
44	0867	Lame Deer Public Schools	High School	Teacher	Special Education		1			
44	0867	Lame Deer Public Schools	Middle Grades	Teacher			1			
44	0867	Lame Deer Public Schools	Middle Grades	Teacher	Science				1	
44	0867	Lame Deer Public Schools	Middle Grades	Teacher	Social Studies			1		
44	0867	Lame Deer Public Schools	Middle Grades	Teacher	Special Education		1			
44	0867	Lame Deer Public Schools	System	Administrative	Supervisor		1			
44	0869	Rosebud Public Schools	Elementary	Teacher	Elementary	1	1			
44	0869	Rosebud Public Schools	Elementary	Teacher	Early Childhood		1			
44	0869	Rosebud Public Schools	Elementary	Teacher	Health/Physical Education				1	
44	0869	Rosebud Public Schools	High School	Teacher				1		
44	0869	Rosebud Public Schools	High School	Teacher	Health/Physical Education				1	
44	0869	Rosebud Public Schools	High School	Teacher	Mathematics			1	1	
44	0869	Rosebud Public Schools	High School	Teacher	Social Studies			1		
44	0869	Rosebud Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
44	0869	Rosebud Public Schools	Middle Grades	Teacher	Mathematics			1	1	
44	0869	Rosebud Public Schools	Middle Grades	Teacher	Social Studies			1		
44	0869	Rosebud Public Schools	System	Administrative			1			
44	0869	Rosebud Public Schools	System	Teacher				1		
44	0869	Rosebud Public Schools	System	Teacher	Agriculture			1		
44	0869	Rosebud Public Schools	System	Teacher	Health/Physical Education		1			
44	0869	Rosebud Public Schools	System	Teacher	Music			1		
44	0870	Colstrip Public Schools	Elementary	Administrative			1			
44	0870	Colstrip Public Schools	Elementary	Teacher	Elementary	1	2			
44	0870	Colstrip Public Schools	Elementary	Teacher	Special Education		1	1		
44	0870	Colstrip Public Schools	High School	Administrative			1			
44	0870	Colstrip Public Schools	High School	Specialist	Library Media Specialist				1	
44	0870	Colstrip Public Schools	High School	Teacher			1			
44	0870	Colstrip Public Schools	High School	Teacher	Business and Marketing	1	1	1	1	
44	0870	Colstrip Public Schools	High School	Teacher	Family and Consumer Sciences		1		1	
44	0870	Colstrip Public Schools	High School	Teacher	Health/Physical Education			1		
44	0870	Colstrip Public Schools	High School	Teacher	Industrial Technology		1			
44	0870	Colstrip Public Schools	High School	Teacher	Mathematics	1	1			
44	0870	Colstrip Public Schools	High School	Teacher	Social Studies		1			
44	0870	Colstrip Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
44	0870	Colstrip Public Schools	Middle Grades	Teacher			1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Art	1	1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Elementary	1	1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Family and Consumer Sciences	1	1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Mathematics				1	
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Music		1			
44	0870	Colstrip Public Schools	Middle Grades	Teacher	Science				1	
44	0870	Colstrip Public Schools	System	Professional	School Nurse - General Education		1			
44	0872	Ashland Elementary	Elementary	Administrative	Principal or Assistant Principal				1	

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
44	0872	Ashland Elementary	Elementary	Teacher	Elementary		1	1	1	1
44	0872	Ashland Elementary	Elementary	Title 1 Teacher	Elementary					1
44	0872	Ashland Elementary	Middle Grades	Administrative	Principal or Assistant Principal					1
44	0872	Ashland Elementary	Middle Grades	Teacher	Elementary			1	1	
44	0872	Ashland Elementary	System	Administrative				1		
45	0874	Plains Public Schools	Elementary	Teacher	Elementary		2			
45	0874	Plains Public Schools	Elementary	Teacher	Health/Physical Education				1	
45	0874	Plains Public Schools	High School	Administrative	Principal or Assistant Principal		1			
45	0874	Plains Public Schools	High School	Teacher	Health/Physical Education					1
45	0874	Plains Public Schools	Middle Grades	Administrative	Health/Physical Education					1
45	0874	Plains Public Schools	Middle Grades	Teacher	Health/Physical Education					1
45	0874	Plains Public Schools	Middle Grades	Teacher	Science		1			
45	0874	Plains Public Schools	System	Specialist	School Psychologist		1			
45	0874	Plains Public Schools	System	Teacher	Family and Consumer Sciences			1		
45	0874	Plains Public Schools	System	Teacher	Health/Physical Education			1		
45	0874	Plains Public Schools	System	Teacher	Music			1		
45	0875	Thompson Falls Pub Schls	Elementary	Specialist	Library Media Specialist			1		
45	0875	Thompson Falls Pub Schls	Elementary	Teacher	Elementary		1			
45	0875	Thompson Falls Pub Schls	Elementary	Teacher	Music		1		1	
45	0875	Thompson Falls Pub Schls	Elementary	Teacher	Special Education		1			
45	0875	Thompson Falls Pub Schls	High School	Administrative			1			
45	0875	Thompson Falls Pub Schls	High School	Specialist	Library Media Specialist			1		
45	0875	Thompson Falls Pub Schls	High School	Specialist	School Counselor		1			
45	0875	Thompson Falls Pub Schls	High School	Teacher	Business and Marketing		1			
45	0875	Thompson Falls Pub Schls	High School	Teacher	English		1			
45	0875	Thompson Falls Pub Schls	High School	Teacher	Music		1			1
45	0875	Thompson Falls Pub Schls	Middle Grades	Specialist	Library Media Specialist		1			
45	0875	Thompson Falls Pub Schls	Middle Grades	Teacher	Music				1	
45	0875	Thompson Falls Pub Schls	System	Administrative			1			
45	0877	Trout Creek Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
45	0877	Trout Creek Elementary	Elementary	Teacher	Elementary		2	1		1
45	0877	Trout Creek Elementary	Elementary	Teacher	Special Education					1
45	0877	Trout Creek Elementary	Middle Grades	Teacher	Special Education					1
45	0877	Trout Creek Elementary	System	Administrative	Principal or Assistant Principal		1	1		
45	0877	Trout Creek Elementary	System	Teacher	Special Education		1	1		
45	0880	Noxon Public Schools	Elementary	Specialist	School Counselor					1
45	0880	Noxon Public Schools	Elementary	Teacher	Elementary		1	1		1
45	0880	Noxon Public Schools	Elementary	Teacher	Reading					1
45	0880	Noxon Public Schools	High School	Specialist	School Counselor					1
45	0880	Noxon Public Schools	High School	Teacher	Business and Marketing					1
45	0880	Noxon Public Schools	High School	Teacher	English		1	1		1
45	0880	Noxon Public Schools	High School	Teacher	Health/Physical Education			1		
45	0880	Noxon Public Schools	High School	Teacher	Industrial Technology			1		
45	0880	Noxon Public Schools	Middle Grades	Specialist	School Counselor					1
45	0880	Noxon Public Schools	Middle Grades	Teacher	Business and Marketing					1
45	0880	Noxon Public Schools	Middle Grades	Teacher	Elementary					1
45	0880	Noxon Public Schools	Middle Grades	Teacher	English					1
45	0880	Noxon Public Schools	System	Administrative				1		
45	0880	Noxon Public Schools	System	Teacher			1	1		
45	0880	Noxon Public Schools	System	Teacher	Health/Physical Education		1			
45	0880	Noxon Public Schools	System	Teacher	Special Education		1	1		
45	0882	Hot Springs K-12	System	Professional	Licensed Professional Counselor		1			
45	0882	Hot Springs K-12	System	Teacher			1			
45	0882	Hot Springs K-12	System	Teacher	Music			1		
45	6183	Sanders County Coop	System	Administrative			1			
45	6183	Sanders County Coop	System	Professional	Speech-Language Pathologist			1		
46	0885	Westby K-12 Schools	Elementary	Teacher	Elementary		1			

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
46	0885	Westby K-12 Schools	Elementary	Teacher	Science				1	
46	0885	Westby K-12 Schools	High School	Teacher	Science			1	1	
46	0885	Westby K-12 Schools	High School	Teacher	Social Studies		1	1		
46	0885	Westby K-12 Schools	Middle Grades	Teacher				1		
46	0885	Westby K-12 Schools	Middle Grades	Teacher	Science				1	
46	0887	Medicine Lake K-12 Schools	Elementary	Administrative			1	1		
46	0887	Medicine Lake K-12 Schools	Elementary	Administrative	Principal or Assistant Principal			1		
46	0887	Medicine Lake K-12 Schools	Elementary	Teacher	Elementary		2	1		
46	0887	Medicine Lake K-12 Schools	Elementary	Teacher	Health/Physical Education		1			
46	0887	Medicine Lake K-12 Schools	Elementary	Teacher	Special Education		1			
46	0887	Medicine Lake K-12 Schools	High School	Administrative			1	1		
46	0887	Medicine Lake K-12 Schools	High School	Teacher			1	1		
46	0887	Medicine Lake K-12 Schools	High School	Teacher	Business and Marketing				1	
46	0887	Medicine Lake K-12 Schools	High School	Teacher	English		1	1	1	
46	0887	Medicine Lake K-12 Schools	High School	Teacher	Family and Consumer Sciences	1		1		
46	0887	Medicine Lake K-12 Schools	High School	Teacher	Health/Physical Education		1			
46	0887	Medicine Lake K-12 Schools	High School	Teacher	Mathematics				1	
46	0887	Medicine Lake K-12 Schools	High School	Teacher	Special Education		1			
46	0887	Medicine Lake K-12 Schools	Middle Grades	Administrative			1	1		
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher			1	1		
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher	English		1	1	1	
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences	1		1		
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Health/Physical Education		1			
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Mathematics				1	
46	0887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Special Education		1			
46	0891	Plentywood K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
46	0891	Plentywood K-12 Schools	Elementary	Teacher	Elementary		2	1		
46	0891	Plentywood K-12 Schools	Elementary	Teacher	Special Education			1		
46	0891	Plentywood K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
46	0891	Plentywood K-12 Schools	High School	Teacher			1	1		
46	0891	Plentywood K-12 Schools	High School	Teacher	Agriculture		1			
46	0891	Plentywood K-12 Schools	High School	Teacher	English		1			
46	0891	Plentywood K-12 Schools	High School	Teacher	Family and Consumer Sciences		1		1	
46	0891	Plentywood K-12 Schools	High School	Teacher	Health/Physical Education		1	1		
46	0891	Plentywood K-12 Schools	High School	Teacher	Mathematics		1			
46	0891	Plentywood K-12 Schools	High School	Teacher	Music		1			
46	0891	Plentywood K-12 Schools	High School	Teacher	Science		1			
46	0891	Plentywood K-12 Schools	High School	Teacher	Social Studies				1	
46	0891	Plentywood K-12 Schools	High School	Teacher	Special Education		1			
46	0891	Plentywood K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
47	0905	Divide Elementary	Elementary	Teacher	Elementary		1			
48	0908	Park City Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
48	0908	Park City Public Schools	Elementary	Teacher	Elementary		2	1	1	
48	0908	Park City Public Schools	Elementary	Teacher	Reading				1	
48	0908	Park City Public Schools	High School	Administrative	Principal or Assistant Principal				1	
48	0908	Park City Public Schools	High School	Teacher	Business and Marketing			1		
48	0908	Park City Public Schools	High School	Teacher	Family and Consumer Sciences		1			
48	0908	Park City Public Schools	High School	Teacher	Mathematics		1			
48	0908	Park City Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
48	0908	Park City Public Schools	Middle Grades	Teacher			1			
48	0908	Park City Public Schools	Middle Grades	Teacher	English		1			
48	0908	Park City Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
48	0908	Park City Public Schools	Middle Grades	Teacher	Mathematics		1			
48	0908	Park City Public Schools	System	Teacher			1			
48	0908	Park City Public Schools	System	Teacher	Family and Consumer Sciences			1		
48	0908	Park City Public Schools	System	Teacher	Music			1		
48	0909	Columbus Public Schools	Elementary	Teacher	Elementary		1	1	1	

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
48	0909	Columbus Public Schools	High School	Teacher				1		
48	0909	Columbus Public Schools	High School	Teacher	Art		1			
48	0909	Columbus Public Schools	High School	Teacher	Business and Marketing		1			
48	0909	Columbus Public Schools	High School	Teacher	English		1			
48	0909	Columbus Public Schools	High School	Teacher	Mathematics		1		1	
48	0909	Columbus Public Schools	High School	Teacher	Science		1		1	
48	0909	Columbus Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
48	0909	Columbus Public Schools	Middle Grades	Teacher			1			
48	0909	Columbus Public Schools	Middle Grades	Teacher	Social Studies		1			
48	0909	Columbus Public Schools	System	Teacher	Art		1			
48	0910	Reed Point Public Schools	Elementary	Teacher	Elementary		1			
48	0910	Reed Point Public Schools	High School	Teacher	Mathematics				1	
48	0910	Reed Point Public Schools	Middle Grades	Teacher	Mathematics				1	
48	0910	Reed Point Public Schools	System	Specialist	School Counselor		1			
48	0910	Reed Point Public Schools	System	Teacher				1		
48	0910	Reed Point Public Schools	System	Teacher	Computer Information Systems			1		
48	0910	Reed Point Public Schools	System	Teacher	Family and Consumer Sciences			1		
48	0910	Reed Point Public Schools	System	Teacher	Mathematics			1		
48	0910	Reed Point Public Schools	System	Teacher	Science		1			
48	0917	Rapelje Public Schools	Elementary	Specialist	Library Media Specialist				1	
48	0917	Rapelje Public Schools	Elementary	Teacher	Elementary			1		
48	0917	Rapelje Public Schools	High School	Specialist	Library Media Specialist				1	
48	0917	Rapelje Public Schools	High School	Teacher	English		1			
48	0917	Rapelje Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
48	0917	Rapelje Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
48	0917	Rapelje Public Schools	System	Teacher	Business and Marketing		1			
48	0917	Rapelje Public Schools	System	Teacher	English		1			
48	0917	Rapelje Public Schools	System	Teacher	Special Education			1		
48	0919	Absarokee Public Schools	Elementary	Specialist	School Counselor	1				
48	0919	Absarokee Public Schools	High School	Specialist	School Counselor	1		1		
48	0919	Absarokee Public Schools	High School	Teacher	Business and Marketing			1		
48	0919	Absarokee Public Schools	High School	Teacher	Family and Consumer Sciences		1			
48	0919	Absarokee Public Schools	High School	Teacher	Health/Physical Education			1	1	
48	0919	Absarokee Public Schools	Middle Grades	Specialist	School Counselor	1				
48	0919	Absarokee Public Schools	Middle Grades	Teacher	Business and Marketing			1		
48	0919	Absarokee Public Schools	Middle Grades	Teacher	Elementary	1		1		
48	0919	Absarokee Public Schools	Middle Grades	Teacher	English			1		
48	0919	Absarokee Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
48	0919	Absarokee Public Schools	Middle Grades	Teacher	Health/Physical Education			1	1	
48	0919	Absarokee Public Schools	System	Teacher			1			
48	6185	Stillwater/Swt Grass Coop	System	Specialist	School Psychologist			1		
48	6185	Stillwater/Swt Grass Coop	System	Teacher	Special Education		1			
49	0922	Big Timber Elementary	Elementary	Teacher	Elementary		1			
49	0939	Sweet Grass County HS	High School	Teacher	Health/Physical Education				1	
49	0939	Sweet Grass County HS	High School	Teacher	Mathematics		1			
49	0939	Sweet Grass County HS	High School	Teacher	Music		1			
49	0939	Sweet Grass County HS	High School	Teacher	Science		1		1	
50	0940	Choteau Public Schools	Elementary	Specialist	Library Media Specialist		1			
50	0940	Choteau Public Schools	Elementary	Teacher	Elementary		1	1		
50	0940	Choteau Public Schools	Elementary	Teacher	Special Education		1			
50	0940	Choteau Public Schools	High School	Specialist	Library Media Specialist		1			
50	0940	Choteau Public Schools	High School	Teacher			1			
50	0940	Choteau Public Schools	High School	Teacher	English				1	
50	0940	Choteau Public Schools	High School	Teacher	Mathematics		1			
50	0940	Choteau Public Schools	High School	Teacher	Science		1			
50	0940	Choteau Public Schools	High School	Teacher	Special Education		1			
50	0940	Choteau Public Schools	Middle Grades	Specialist	Library Media Specialist		1			

TABLE 1: Critical Quality Educator Shortages for the 2022-2023 School Year

<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
50	0940	Choteau Public Schools	Middle Grades	Teacher	Special Education		1			
50	0940	Choteau Public Schools	System	Specialist	School Counselor		1			
50	0945	Bynum Elementary	Elementary	Teacher	Elementary		1	1		
50	0946	Fairfield Public Schools	Elementary	Teacher	Elementary		1			
50	0946	Fairfield Public Schools	High School	Administrative	Principal or Assistant Principal		1			
50	0946	Fairfield Public Schools	High School	Specialist	School Counselor		1			
50	0946	Fairfield Public Schools	High School	Teacher	English		1			
50	0946	Fairfield Public Schools	High School	Teacher	Family and Consumer Sciences		1			
50	0946	Fairfield Public Schools	High School	Teacher	Science		1			
50	0946	Fairfield Public Schools	Middle Grades	Specialist	School Counselor		1			
50	0946	Fairfield Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
50	0946	Fairfield Public Schools	Middle Grades	Teacher	Science		1			
50	0946	Fairfield Public Schools	System	Teacher				1		
50	0946	Fairfield Public Schools	System	Teacher	Health/Physical Education		1			
50	0946	Fairfield Public Schools	System	Teacher	Special Education			1		
50	0948	Power Public Schools	Elementary	Teacher	Elementary		1	1		
50	0948	Power Public Schools	High School	Teacher			1			
50	0948	Power Public Schools	High School	Teacher	Family and Consumer Sciences				1	
50	0948	Power Public Schools	High School	Teacher	Mathematics		1			
50	0948	Power Public Schools	High School	Teacher	Social Studies		1			
50	0948	Power Public Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
50	0948	Power Public Schools	Middle Grades	Teacher	Social Studies		1			
50	0948	Power Public Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
50	0948	Power Public Schools	System	Specialist	Library Media Specialist			1		
50	0949	Golden Ridge Elementary	Elementary	Teacher	Elementary		1	1		2
50	0953	Greenfield Elementary	Elementary	Teacher	Elementary		1		1	
50	0953	Greenfield Elementary	Elementary	Teacher	Music				1	
50	0953	Greenfield Elementary	Middle Grades	Teacher	Elementary				1	
50	0953	Greenfield Elementary	Middle Grades	Teacher	Music				1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Administrative			1			
50	1072	Dutton/Brady K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Elementary	1	2		1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
50	1072	Dutton/Brady K-12 Schools	High School	Teacher				1		
50	1072	Dutton/Brady K-12 Schools	High School	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	High School	Teacher	Science				1	
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Mathematics		1			
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Science				1	
50	1072	Dutton/Brady K-12 Schools	System	Administrative			1			
50	1072	Dutton/Brady K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
50	1072	Dutton/Brady K-12 Schools	System	Teacher	Agriculture		1			
51	0955	Sunburst K-12 Schools	Elementary	Specialist	Library Media Specialist				1	
51	0955	Sunburst K-12 Schools	Elementary	Teacher	Elementary				1	
51	0955	Sunburst K-12 Schools	High School	Specialist	Library Media Specialist				1	
51	0955	Sunburst K-12 Schools	Middle Grades	Specialist	Library Media Specialist				1	
51	0955	Sunburst K-12 Schools	Middle Grades	Teacher				1		
51	0955	Sunburst K-12 Schools	Middle Grades	Teacher	Elementary				1	
51	0955	Sunburst K-12 Schools	System	Administrative				1		
51	0962	Shelby Public Schools	Elementary	Teacher	Elementary		1		1	
51	0962	Shelby Public Schools	Elementary	Teacher	Special Education		1			
51	0962	Shelby Public Schools	High School	Specialist	School Counselor			1	1	2
51	0962	Shelby Public Schools	High School	Teacher			1			
51	0962	Shelby Public Schools	High School	Teacher	Art				1	
51	0962	Shelby Public Schools	High School	Teacher	Business and Marketing				1	
51	0962	Shelby Public Schools	High School	Teacher	English		1	1		

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
51	0962	Shelby Public Schools	High School	Teacher	Family and Consumer Sciences			1		
51	0962	Shelby Public Schools	High School	Teacher	Mathematics		1	1	1	
51	0962	Shelby Public Schools	High School	Teacher	Science		1			
51	0962	Shelby Public Schools	Middle Grades	Specialist	School Counselor				1	
51	0962	Shelby Public Schools	Middle Grades	Teacher	Art				1	
51	0962	Shelby Public Schools	Middle Grades	Teacher	Business and Marketing				1	
51	0962	Shelby Public Schools	Middle Grades	Teacher	Mathematics				1	
51	0962	Shelby Public Schools	System	Teacher	Art		1			
51	0966	Galata Elementary	Elementary	Teacher	Elementary				1	
52	0973	Hysham K-12 Schools	Elementary	Teacher	Elementary			1		
52	0973	Hysham K-12 Schools	High School	Teacher			1			
52	0973	Hysham K-12 Schools	High School	Teacher	Agriculture			1		
52	0973	Hysham K-12 Schools	High School	Teacher	Business and Marketing				1	
52	0973	Hysham K-12 Schools	High School	Teacher	Mathematics			1	1	
52	0973	Hysham K-12 Schools	High School	Teacher	Science	1		1		
52	0973	Hysham K-12 Schools	Middle Grades	Teacher	Agriculture			1		
52	0973	Hysham K-12 Schools	Middle Grades	Teacher	Science	1				
52	0973	Hysham K-12 Schools	System	Administrative	Principal or Assistant Principal		1			
52	0973	Hysham K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
53	0975	Glasgow K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
53	0975	Glasgow K-12 Schools	Elementary	Teacher	Elementary		1	1		
53	0975	Glasgow K-12 Schools	Elementary	Teacher	Special Education		1	1		
53	0975	Glasgow K-12 Schools	High School	Specialist	School Counselor	1	1			
53	0975	Glasgow K-12 Schools	High School	Teacher	Art				1	
53	0975	Glasgow K-12 Schools	High School	Teacher	English		1		1	
53	0975	Glasgow K-12 Schools	High School	Teacher	Mathematics		1		1	
53	0975	Glasgow K-12 Schools	Middle Grades	Administrative				1		
53	0975	Glasgow K-12 Schools	Middle Grades	Specialist	School Counselor	1				
53	0975	Glasgow K-12 Schools	System	Professional	Speech-Language Pathologist			1		
53	0976	Frazer Public Schools	Elementary	Administrative				1		
53	0976	Frazer Public Schools	Elementary	Teacher	Elementary	1			1	
53	0976	Frazer Public Schools	Elementary	Teacher	Health/Physical Education			1	1	
53	0976	Frazer Public Schools	Elementary	Teacher	Special Education			1	1	
53	0976	Frazer Public Schools	High School	Administrative				1		
53	0976	Frazer Public Schools	High School	Teacher	Business and Marketing				1	
53	0976	Frazer Public Schools	High School	Teacher	Health/Physical Education			1	1	
53	0976	Frazer Public Schools	High School	Teacher	Special Education			1	1	
53	0976	Frazer Public Schools	Middle Grades	Administrative				1		
53	0976	Frazer Public Schools	Middle Grades	Teacher	Business and Marketing				1	
53	0976	Frazer Public Schools	Middle Grades	Teacher	Elementary				1	
53	0976	Frazer Public Schools	Middle Grades	Teacher	Health/Physical Education			1	1	
53	0976	Frazer Public Schools	Middle Grades	Teacher	Special Education			1	1	
53	0976	Frazer Public Schools	System	Administrative	Principal or Assistant Principal		1	1		
53	0976	Frazer Public Schools	System	Specialist	Library Media Specialist			1		
53	0980	Hinsdale Public Schools	Elementary	Teacher	Elementary			2		
53	0980	Hinsdale Public Schools	Elementary	Teacher	Music				1	
53	0980	Hinsdale Public Schools	High School	Teacher			1	1		
53	0980	Hinsdale Public Schools	High School	Teacher	Mathematics				1	
53	0980	Hinsdale Public Schools	High School	Teacher	Music				1	
53	0980	Hinsdale Public Schools	High School	Teacher	Science			1	1	
53	0980	Hinsdale Public Schools	Middle Grades	Teacher			1	1		
53	0980	Hinsdale Public Schools	Middle Grades	Teacher	Mathematics				1	
53	0980	Hinsdale Public Schools	Middle Grades	Teacher	Music				1	
53	0980	Hinsdale Public Schools	Middle Grades	Teacher	Science				1	
53	0980	Hinsdale Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1	1		
53	0980	Hinsdale Public Schools	System	Teacher	Health/Physical Education			1		
53	0980	Hinsdale Public Schools	System	Teacher	Music			1		

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
53	0981	Opheim K-12 Schools	Elementary	Teacher	Music		1			
53	0981	Opheim K-12 Schools	High School	Teacher			1	1		
53	0981	Opheim K-12 Schools	High School	Teacher	Agriculture		1			
53	0981	Opheim K-12 Schools	High School	Teacher	Health/Physical Education			1		
53	0981	Opheim K-12 Schools	High School	Teacher	Science		1			
53	0981	Opheim K-12 Schools	High School	Teacher	Social Studies		1			
53	0981	Opheim K-12 Schools	Middle Grades	Teacher	Agriculture		1			
53	0981	Opheim K-12 Schools	Middle Grades	Teacher	Science		1			
53	0981	Opheim K-12 Schools	Middle Grades	Teacher	Social Studies		1			
53	0981	Opheim K-12 Schools	System	Teacher	Health/Physical Education		1			
53	0981	Opheim K-12 Schools	System	Teacher	Music		1			
53	0982	Nashua K-12 Schools	Elementary	Teacher	Music				1	
53	0982	Nashua K-12 Schools	High School	Teacher				1		
53	0982	Nashua K-12 Schools	High School	Teacher	English			1		
53	0982	Nashua K-12 Schools	High School	Teacher	Mathematics			1		
53	0982	Nashua K-12 Schools	High School	Teacher	Music				1	
53	0982	Nashua K-12 Schools	High School	Teacher	Social Studies			1		
53	0982	Nashua K-12 Schools	Middle Grades	Teacher	Music				1	
53	0982	Nashua K-12 Schools	System	Teacher	Art			1		
53	0982	Nashua K-12 Schools	System	Teacher	Special Education			1		
53	0986	Lustre Elementary	Elementary	Administrative			1			
53	0986	Lustre Elementary	Elementary	Teacher	Elementary		1	1	1	
54	0990	Harlowton Public Schools	Elementary	Teacher	Elementary		1			
54	0990	Harlowton Public Schools	High School	Teacher			1			
54	0990	Harlowton Public Schools	High School	Teacher	Agriculture				1	
54	0990	Harlowton Public Schools	High School	Teacher	English	1		1	1	
54	0990	Harlowton Public Schools	Middle Grades	Teacher	Agriculture				1	
54	0990	Harlowton Public Schools	Middle Grades	Teacher	English				1	
54	0990	Harlowton Public Schools	System	Teacher			1			
54	0990	Harlowton Public Schools	System	Teacher	Art			1		
54	0992	Judith Gap Public Schools	Elementary	Administrative	Superintendent or Assistant Superintendent			1		
54	0992	Judith Gap Public Schools	High School	Administrative	Superintendent or Assistant Superintendent			1		
54	0992	Judith Gap Public Schools	High School	Teacher	English		1			
54	0992	Judith Gap Public Schools	High School	Teacher	Health/Physical Education			1		
54	0992	Judith Gap Public Schools	High School	Teacher	Mathematics		1	1	1	
54	0992	Judith Gap Public Schools	High School	Teacher	Music			1		
54	0992	Judith Gap Public Schools	High School	Teacher	Science		1			
54	0992	Judith Gap Public Schools	High School	Teacher	Social Studies		1			
54	0992	Judith Gap Public Schools	Middle Grades	Administrative	Superintendent or Assistant Superintendent			1		
54	0992	Judith Gap Public Schools	Middle Grades	Teacher	English		1			
54	0992	Judith Gap Public Schools	Middle Grades	Teacher	Mathematics		1		1	
54	0992	Judith Gap Public Schools	Middle Grades	Teacher	Science		1			
54	0992	Judith Gap Public Schools	Middle Grades	Teacher	Social Studies		1			
54	0992	Judith Gap Public Schools	System	Teacher			1			
55	0997	Wibaux K-12 Schools	Elementary	Specialist	Library Media Specialist				1	
55	0997	Wibaux K-12 Schools	Elementary	Teacher	Special Education			1		
55	0997	Wibaux K-12 Schools	High School	Specialist	Library Media Specialist				1	
55	0997	Wibaux K-12 Schools	High School	Teacher	Mathematics				1	
55	0997	Wibaux K-12 Schools	Middle Grades	Specialist	Library Media Specialist				1	
55	0997	Wibaux K-12 Schools	Middle Grades	Teacher	Mathematics				1	
55	0997	Wibaux K-12 Schools	System	Administrative	Mathematics				1	
56	1011	Laurel Public Schools	Elementary	Professional	Social Worker - General Education		1			
56	1011	Laurel Public Schools	Elementary	Specialist	School Counselor		1			
56	1011	Laurel Public Schools	Elementary	Teacher	Elementary				1	
56	1011	Laurel Public Schools	Elementary	Teacher	English			1		
56	1011	Laurel Public Schools	High School	Administrative	Principal or Assistant Principal		1		1	
56	1011	Laurel Public Schools	High School	Teacher	Agriculture		1			

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<u>County</u>	<u>System</u>	<u>System Name</u>	<u>Recruitment Level</u>	<u>Recruitment Area</u>	<u>Recruitment Area Specifics</u>	<u>Emergency Authorization</u>	<u>Few in Recruitment Pool</u>	<u>Not Filled By Recruitment</u>	<u>Provisional License</u>	<u>Reemployed Retirees</u>
56	1011	Laurel Public Schools	High School	Teacher	Elementary				1	
56	1011	Laurel Public Schools	High School	Teacher	Family and Consumer Sciences		1			
56	1011	Laurel Public Schools	High School	Teacher	Health/Physical Education		1			
56	1011	Laurel Public Schools	High School	Teacher	Mathematics		1	1		
56	1011	Laurel Public Schools	High School	Teacher	Science		1			
56	1011	Laurel Public Schools	High School	Teacher	Special Education		1		1	
56	1011	Laurel Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
56	1011	Laurel Public Schools	Middle Grades	Teacher	Elementary	1			1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	English as a Second Language				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1		1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Mathematics				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Reading				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Science				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Special Education			1	1	
56	1011	Laurel Public Schools	System	Administrative				1		
56	1011	Laurel Public Schools	System	Professional	Physical Therapist			1		
56	1011	Laurel Public Schools	System	Professional	Speech-Language Pathologist			1		
56	1011	Laurel Public Schools	System	Specialist	School Psychologist			1		
56	1014	Custer K-12 Schools	Elementary	Specialist	School Counselor				1	
56	1014	Custer K-12 Schools	Elementary	Teacher	Elementary			1		
56	1014	Custer K-12 Schools	High School	Specialist	School Counselor				1	
56	1014	Custer K-12 Schools	Middle Grades	Specialist	School Counselor				1	
56	1014	Custer K-12 Schools	System	Specialist	School Counselor		1			
56	1014	Custer K-12 Schools	System	Teacher	Health/Physical Education		1	1		
56	1014	Custer K-12 Schools	System	Teacher	Music		1	1		1
56	1017	Broadview Public Schools	Elementary	Teacher	Elementary	1	2		1	
56	1017	Broadview Public Schools	High School	Teacher	Business and Marketing		1			
56	1017	Broadview Public Schools	High School	Teacher	English		1			
56	1017	Broadview Public Schools	System	Teacher				1		
56	1017	Broadview Public Schools	System	Teacher	Special Education			1		
56	1020	Huntley Project K-12 Schls	High School	Teacher			1			
56	1020	Huntley Project K-12 Schls	High School	Teacher	Mathematics		1			
56	1020	Huntley Project K-12 Schls	High School	Teacher	Music		1			
56	1020	Huntley Project K-12 Schls	Middle Grades	Teacher	Elementary				1	
56	1020	Huntley Project K-12 Schls	Middle Grades	Teacher	Health/Physical Education				1	
56	1020	Huntley Project K-12 Schls	Middle Grades	Teacher	Music		1			
56	1020	Huntley Project K-12 Schls	System	Teacher			1			
56	1022	Shepherd Public Schools	Elementary	Teacher	Elementary		2		1	
56	1022	Shepherd Public Schools	Elementary	Teacher	Reading			1		
56	1022	Shepherd Public Schools	High School	Specialist	School Counselor		1			
56	1022	Shepherd Public Schools	High School	Teacher			1			
56	1022	Shepherd Public Schools	High School	Teacher	Family and Consumer Sciences		1			
56	1022	Shepherd Public Schools	High School	Teacher	Health/Physical Education		1			
56	1022	Shepherd Public Schools	High School	Teacher	Mathematics		1	1		
56	1022	Shepherd Public Schools	High School	Teacher	Science		1			
56	1022	Shepherd Public Schools	High School	Teacher	Special Education		1			
56	1022	Shepherd Public Schools	Middle Grades	Specialist	Library Media Specialist			1		
56	1022	Shepherd Public Schools	Middle Grades	Teacher			1			
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Reading			1		
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Science		1			
56	6175	Eastern Yellowstone Coop	Elementary	Administrative			1			
56	6175	Eastern Yellowstone Coop	Elementary	Professional	Occupational Therapist		1			
56	6175	Eastern Yellowstone Coop	Elementary	Professional	Speech-Language Pathologist		1			
56	6175	Eastern Yellowstone Coop	System	Administrative			1			
56	6188	Yellowstone/W Carbon Coop	System	Administrative	Supervisor		1			
56	6188	Yellowstone/W Carbon Coop	System	Professional	Speech-Language Pathologist			1		



Current List of Impacted Schools

School Name	Community
Absarokee 6-8	Absarokee
Absarokee High School	Absarokee
Absarokee School	Absarokee
Alberton 7-8	Alberton
Alberton High School	Alberton
Alberton School	Alberton
Alder School	Alder
Alzada School	Alzada
Amsterdam School	Manhattan
Anaconda Jr High School	Anaconda
Anaconda Sr High School	Anaconda
Anna Jeffries Elementary	Cut Bank
Arlee 7-8	Arlee
Arlee Elementary	Arlee
Arlee High School	Arlee
Arrow Creek Elem School	Pryor
Arrowhead 7-8	Pray
Arrowhead School	Pray
Ashland 7-8	Ashland
Ashland School	Ashland
Auchard Creek School	Wolf Creek
Augusta 7-8	Augusta
Augusta Elementary School	Augusta
Augusta High School	Augusta
Avon School	Avon
Ayers School	Grass Range
B A Winans School	Livingston
Babb School	Babb
Bainville 7-8	Bainville
Bainville High School	Bainville
Bainville School	Bainville

Baker 7-8
Baker High School
Barbara Gilligan 7-8
Barbara Gilligan School
Basin School
Bear Paw Cooperative
Bear Paw School
Beaverhead Co High School
Belfry 7-8
Belfry High School
Belfry School
Belt 7-8
Belt High School
Belt School
Benton Lake School
Biddle School
Big Country Cooperative
Big Rose Colony School
Big Sandy 7-8
Big Sandy High School
Big Sky School
Big Sky Special Needs Cooperative
Big Stone School
Big Timber 7-8
Big Timber School
Bigfork 7-8
Bigfork Elementary
Bigfork High School
Birney School
Bissell 7-8
Bissell School
Bitterroot Valley Cooperative
Bloomfield School
Bo Peep School
Boulder 7-8
Boulder Elementary School
Box Elder 7-8
Box Elder High School
Box Elder School
Bridger 7-8
Bridger Elementary School
Bridger High School
Broadus 7-8
Broadus School
Broadview 7-8
Broadview High School
Broadview School

Baker
Baker
Brockton
Brockton
Basin
CHINOOK
Chinook
Dillon
Belfry
Belfry
Belfry
Belt
Belt
Belt
Floweree
Biddle
MILES CITY
Shelby
Big Sandy
Big Sandy
Cut Bank
CONRAD
Sand Coulee
Big Timber
Big Timber
Bigfork
Bigfork
Bigfork
Birney
Whitefish
Whitefish
STEVENSVILLE
Bloomfield
Circle
Boulder
Boulder
Box Elder
Box Elder
Box Elder
Bridger
Bridger
Bridger
Broadus
Broadus
Broadview
Broadview
Broadview

Broadwater High School	Townsend
Brockton High School	Brockton
Brorson School	Sidney
Browning Elementary	Browning
Browning High School	Browning
Browning Middle School	Browning
Bynum School	Bynum
Cam Rose School	Shelby
Cardwell School	Cardwell
Carter County High School	Ekalaka
Carter School	Carter
Cascade 6-8	Cascade
Cascade Colony School	Sun River
Cascade High School	Cascade
Cascade School	Cascade
Cecelia Hazelton School	Townsend
Centerville 6-8	Sand Coulee
Centerville High School	Sand Coulee
Centerville School	Sand Coulee
Central Elementary	Sidney
Charlo 6-8	Charlo
Charlo Elementary	Charlo
Charlo High School	Charlo
Cherry Valley School	Polson
Chester-Joplin-Inverness 7-8	Chester
Chester-Joplin-Inverness HS	Chester
Chester-Joplin-Inverness Schl	Chester
Chinook 7-8	Chinook
Chinook High School	Chinook
Choteau 7-8	Choteau
Choteau High School	Choteau
Choteau School	Choteau
Circle High School	Circle
Cleveland School	Chinook
Clinton 7-8	Clinton
Clinton School	Clinton
Cohagen School	Cohagen
Colstrip High School	Colstrip
Columbia Falls High Schl	Columbia Falls
Columbia Falls Jr HS	Columbia Falls
Columbus Elem School	Columbus
Columbus High School	Columbus
Columbus Middle School	Columbus
Conrad High School	Conrad
Cooke City School	Cooke City
Cool Spring Colony School	Rudyard
Corvallis 7-8	Corvallis

Corvallis High School
Cottonwood School
Cottonwood School
Crow Agency School
Culbertson High School
Culbertson Junior High
Culbertson School
Custer 7-8
Custer Co District High
Custer High School
Custer School
Cut Bank High School
Cut Bank Middle School
Daly School
Darby 7-8
Darby High School
Darby School
Davey Elementary
Dawson High School
Dayton School
Deer Creek School
Deer Park 6-8
Deer Park School
Deerfield School
Denton 7-8
Denton High School
Denton School
Dillon Middle School
Divide School
Dixon 7-8
Dixon Elementary
Dodson 7-8
Dodson High School
Dodson School
Drummond 7-8
Drummond High School
Drummond School
Dupuyer School
Dutton/Brady Elementary
Dutton/Brady High School
Dutton/Brady Middle School
E F Duvall 7-8
East Glacier Park School
East Side School
East Yellowstone Spec Service Coop
Edna Thomas School
Ekalaka 7-8

Corvallis
Bozeman
Havre
Crow Agency
Culbertson
Culbertson
Culbertson
Custer
Miles City
Custer
Custer
Cut Bank
Cut Bank
Hamilton
Darby
Darby
Darby
Havre
Glendive
Dayton
Glendive
Columbia Falls
Columbia Falls
Lewistown
Denton
Denton
Denton
Dillon
Divide
Dixon
Dixon
Dodson
Dodson
Drummond
Drummond
Drummond
Dupuyer
Dutton
Dutton
Dutton
Deer Lodge
E Glacier Park
Livingston
WORDEN
Corvallis
Ekalaka

Ekalaka Elementary School	Ekalaka
Elliston School	Elliston
Ennis 7-8	Ennis
Ennis High School	Ennis
Ennis School	Ennis
Eureka Elementary School	Eureka
Eureka Middle School 5-8	Eureka
F E Miley School	Big Sandy
Fairfield 7-8	Fairfield
Fairfield Elementary School	Fairfield
Fairfield High School	Fairfield
Fairhaven Colony	Ulm
Fairview 7-8	Fairview
Fairview High School	Fairview
Fairview School	Fairview
Fergus High School	Lewistown
Fishtail School	Fishtail
Flathead Special Ed Cooperative	Kalispell
Florence-Carlton 6-8	Florence
Florence-Carlton El Schl	Florence
Florence-Carlton HS	Florence
Forsyth 7-8	Forsyth
Forsyth Elementary School	Forsyth
Forsyth High School	Forsyth
Fort Benton 7-8	Fort Benton
Fort Benton High School	Fort Benton
Fort Benton School	Fort Benton
Fort Shaw Elem School	Fort Shaw
Fort Smith School	Fort Smith
Fortine 7-8	Fortine
Fortine School	Fortine
Frank Brattin Middle Schl	Colstrip
Frazer 7-8	Frazer
Frazer Elementary	Frazer
Frazer High School	Frazer
Fred Moodry Intermediate	Anaconda
Fred W Graff School	Laurel
Frenchtown 6-8	Frenchtown
Frenchtown Elementary School	Frenchtown
Frenchtown High School	Frenchtown
Frenchtown Intermediate School	Frenchtown
Froid 7-8	Froid
Froid Elementary School	Froid
Froid High School	Froid
Fromberg High School	Fromberg
Fromberg Middle School	Fromberg
Fromberg School	Fromberg

Frontier 7-8	Wolf Point
Frontier School	Wolf Point
Galata School	Galata
Gallatin/Madison Cooperative	Belgrade
Gardiner 7-8	Gardiner
Gardiner High School	Gardiner
Gardiner School	Gardiner
Garfield Co Dist HS	Jordan
Garfield School	Miles City
Garfield School	Lewistown
Garrison School	Garrison
Geraldine Elementary	Geraldine
Geraldine High School	Geraldine
Geraldine Middle School	Geraldine
Geyser 7-8	Geyser
Geyser High School	Geyser
Geyser School	Geyser
Gildford Colony School	Gildford
Glacier Elementary School	Cut Bank
Glacier Gateway Elem	Columbia Falls
Glasgow High School	Glasgow
Glasgow Middle School	Glasgow
Glendale School	Cut Bank
Golden Ridge School	Fairfield
Granite High School	Philipsburg
Grant School	Dillon
Grass Range 7-8	Grass Range
Grass Range High School	Grass Range
Grass Range School	Grass Range
Greenfield 7-8	Fairfield
Greenfield School	Fairfield
Greycliff School	Greycliff
H C Davis Elementary	Cut Bank
Hall School	Hall
Hamilton High School	Hamilton
Hamilton Middle School	Hamilton
Hammond School	Hammond
Hardin High School	Hardin
Hardin Intermediate	Hardin
Hardin Middle School	Hardin
Hardin Primary	Hardin
Harlem 7-8	Harlem
Harlem Elementary School	Harlem
Harlem High School	Harlem
Harlowton High School	Harlowton
Harrison 6-8	Harrison
Harrison High School	Harrison

Harrison School	Harrison
Hartland Elementary School	Havre
Havre High School	Havre
Havre Middle School	Havre
Hawks Home School	Hammond
Hays-Lodge Pole 7-8	Hays
Hays-Lodge Pole High Sch	Hays
Heart Butte 6-8	Heart Butte
Heart Butte Elementary	Heart Butte
Heart Butte High School	Heart Butte
Helmville School	Helmville
Hidden Lake Elementary	Cut Bank
Highland Park School	Miles City
Highland Park School	Lewistown
Highland Park School	Havre
Highwood High School	Highwood
Highwood Middle School	Highwood
Highwood School	Highwood
Hill Top Colony School	Stockett
Hillcrest 7-8	Harlowton
Hillcrest Colony Elementary	Power
Hillcrest School	Harlowton
Hillside Colony School	Sunburst
Hinsdale 7-8	Hinsdale
Hinsdale High School	Hinsdale
Hinsdale School	Hinsdale
Hobson 6-8	Hobson
Hobson High School	Hobson
Hobson School	Hobson
Horizon Elementary	Cut Bank
Hot Springs 7-8	Hot Springs
Hot Springs High School	Hot Springs
Hot Springs School	Hot Springs
Huntley Project 7-8	Worden
Huntley Project Elem K-6	Worden
Huntley Project High Schl	Worden
Hysham 7-8	Hysham
Hysham High School	Hysham
Hysham School	Hysham
Irle Elementary School	Glasgow
Jackson School	Jackson
Jefferson High School	Boulder
Jefferson School	Miles City
Jefferson School	Glendive
Joliet High School	Joliet
Joliet Middle School	Joliet
Joliet School	Joliet

Jordan 7-8
Jordan Elementary School
Judith Gap 7-8
Judith Gap High School
Judith Gap School
K William Harvey Elem
Kester School
Kila 7-8
Kila School
King Colony School
Kingsbury Colony Attn Ctr
Kinsey School
Kircher School
Knees School
KW-VC Elementary
L A Muldown School
Lambert 7-8
Lambert High School
Lambert School
Lame Deer 7-8
Lame Deer High School
Lame Deer School
Laurel High School
Laurel Middle School
Lavina Elementary
Lavina High School
Lavina Middle School
Lewis & Clark School
Lewistown 7-8
Libby Elementary School
Libby High School
Libby Middle School
Liberty Elementary School
Lima 7-8
Lima High School
Lima School
Lincoln 7-8
Lincoln Co High School
Lincoln Elementary School
Lincoln High School
Lincoln Primary
Lincoln School
Lincoln School
Lincoln School
Lincoln-McKinley School
Linderman School
Lindsay School

Jordan
Jordan
Judith Gap
Judith Gap
Judith Gap
Ronan
Jordan
Kila
Kila
Lewistown
Valier
Kinsey
Miles City
Carter
Browning
Whitefish
Lambert
Lambert
Lambert
Lame Deer
Lame Deer
Lame Deer
Laurel
Laurel
Lavina
Lavina
Lavina
Lewistown
Lewistown
Libby
Libby
Libby
Galata
Lima
Lima
Lima
Lincoln
Eureka
Lincoln
Lincoln
Anaconda
Miles City
Glendive
Baker
Havre
Polson
Lindsay

Lodge Grass 7-8
Lodge Grass High School
Lodge Grass School
Lodge Pole School
Lone Peak High School
Lone Rock Middle School
Lone Rock School
Longfellow School
Loring Colony School
Lustre School
Luther School
Malta 6-7-8
Malta High School
Malta K-5
Manhattan 5-8
Manhattan Elem
Manhattan H S
Marion 7-8
Marion School
McCormick School
McLeod School
Meadowlark School
Meadowlark School
Medicine Lake 7-8
Medicine Lake High School
Medicine Lake School
Melrose School
Melstone High School
Melstone Middle School
Melstone School
Melville School
Miami School
Midway Colony
Missoula Area Education Cooperative
Montana Youth Challenge
Moore 6-8
Moore High School
Moore School
Mountain View Elementary
Mountain View School
MT School for the Deaf & Blind Elem
MT School for the Deaf & Blind HS
Napi School
Nashua 6-8
Nashua High School
Nashua School
North Harlem Elementary

Lodge Grass
Lodge Grass
Lodge Grass
Hays
Gallatin Gateway
Stevensville
Stevensville
Baker
Loring
Frazer
Luther
Malta
Malta
Malta
Manhattan
Manhattan
Manhattan
Marion
Marion
Troy
McLeod
Chinook
Conrad
Medicine Lake
Medicine Lake
Medicine Lake
Melrose
Melstone
Melstone
Melstone
Melville
Conrad
Conrad
Missoula
DILLON
Moore
Moore
Moore
Cut Bank
Red Lodge
Great Falls
Great Falls
Browning
Nashua
Nashua
Nashua
Harlem

North Star 7-8
North Star High School
North Star School
Northside School
Noxon 7-8
Noxon High School
Noxon School
Nye School
O D Speer School
Opheim 7-8
Opheim High School
Opheim School
Ophir 7-8
Ophir Elementary School
Ovando School
Pablo Elementary
Park City 7-8
Park City High School
Park City School
Park County Cooperative
Park High School
Parkview School
Pass Creek School
Pendroy School
Philipsburg 7-8
Philipsburg School
Pine Butte Elementary Sch
Pine Creek 6-8
Pine Creek School
Pine Grove School
Pine Hills Youth Corr Facil El
Pine Hills Youth Corr Facil HS
Plains 7-8
Plains Elementary School
Plains High School
Pleasant Valley School
Plenty Coups High School
Plentywood 7-8
Plentywood High School
Plentywood School
Plevna 7-8
Plevna High School
Plevna School
Polaris School
Polson High School
Polson Middle School
Pondera Colony School

Rudyard
Rudyard
Gildford
Wolf Point
Noxon
Noxon
Noxon
Nye
Deer Lodge
Opheim
Opheim
Opheim
Gallatin Gateway
Gallatin Gateway
Ovando
Pablo
Park City
Park City
Park City
LIVINGSTON
Livingston
Dillon
Belgrade
Pendroy
Philipsburg
Philipsburg
Colstrip
Livingston
Livingston
Brusett
MILES CITY
MILES CITY
Plains
Plains
Plains
Belt
Pryor
Plentywood
Plentywood
Plentywood
Plevna
Plevna
Plevna
Polaris
Polson
Polson
Valier

Poplar 5-6 School	Poplar
Poplar 7-8	Poplar
Poplar High School	Poplar
Poplar School	Poplar
Potomac 7-8	Bonner
Potomac School	Bonner
Powder River Co Dist High	Broadus
Powell County High School	Deer Lodge
Power 7-8	Power
Power High School	Power
Power School	Power
Prairie View Cooperative	GLENDIVE
Prickly Pear Cooperative	East Helena
Pryor 7-8	Pryor
Quentin Brown Primary K-4	Corvallis
Rapelje 7-8	Rapelje
Rapelje High School	Rapelje
Rapelje School	Rapelje
Rau School	Sidney
Red Lodge High School	Red Lodge
Redwater 7-8	Circle
Redwater School	Circle
Reed Point 7-8	Reed Point
Reed Point Elementary	Reed Point
Reed Point High School	Reed Point
Reichle School	Glen
Richey 7-8	Richey
Richey High School	Richey
Richey School	Richey
Rimrock Colony School	Sunburst
Riverview Elementary	Galata
Roberts 7-8	Roberts
Roberts High School	Roberts
Roberts School	Roberts
Rocky Boy 7-8	Box Elder
Rocky Boy High School	Box Elder
Rocky Boy School	Box Elder
Ronan High School	Ronan
Ronan Middle School	Ronan
Roose-Valley Spec Ed Cooperative	CULBERTSON
Roosevelt Junior High	Red Lodge
Rosebud 7-8	Rosebud
Rosebud High School	Rosebud
Rosebud School	Rosebud
Ross School	Mosby
Roundup 7-8	Roundup
Roundup Elementary	Roundup

Roundup H S
Roy 6-8
Roy High School
Roy School
Ruder Elementary
Ryegate 7-8
Ryegate High School
Ryegate School
S Y School
Saco 7-8
Saco High School
Saco School
Sage Creek Elementary
Salmon Prairie School
Sand Springs School
Sanders County Ed Services Coop
Savage 7-8
Savage High School
Savage School
Scobey 7-8
Scobey High School
Scobey School
Seeley Lake 7-8
Seeley Lake Elementary
Seeley-Swan High School
Shelby 7-8
Shelby Elementary School
Shelby High School
Shepherd Elementary
Shepherd High School
Shepherd Middle School
Sheridan 7-8
Sheridan Elementary Schl
Sheridan High School
Sheridan/Daniels Cooperative
Shields Valley 7-8
Shields Valley Elementary
Shields Valley High Schl
Sidney High School
Sidney Middle School
Simms High School
Sleeping Giant Middle Sch
South School
Southside School
Spring Creek Colony Schl
Spring Creek School
Springhill School

Roundup
Roy
Roy
Roy
Columbia Falls
Ryegate
Ryegate
Ryegate
Miles City
Saco
Saco
Saco
Chester
Swan Lake
Sand Springs
THOMPSON FALLS
Savage
Savage
Savage
Scobey
Scobey
Scobey
Scobey
Seeley Lake
Seeley Lake
Seeley Lake
Shelby
Shelby
Shelby
Shepherd
Shepherd
Shepherd
Sheridan
Sheridan
Sheridan
PLENTYWOOD
Clyde Park
Wilsall
Clyde Park
Sidney
Sidney
Simms
Livingston
Laurel
Wolf Point
Lewistown
Decker
Belgrade

St Ignatius Elementary School	St Ignatius
St Ignatius High School	St Ignatius
St Ignatius Middle School	St Ignatius
St Regis 7-8	St Regis
St Regis High School	St Regis
St Regis School	St Regis
Stanford 7-8	Stanford
Stanford High School	Stanford
Stanford School	Stanford
Stevensville 7-8	Stevensville
Stevensville High School	Stevensville
Stevensville K-6	Stevensville
Stillwater/Sweet Grass Cooperative	COLUMBUS
Sun River Middle School	Simms
Sunburst 7 - 8	Sunburst
Sunburst Elementary	Sunburst
Sunburst High School	Sunburst
Sunnyside School	Havre
Sunset School	Greenough
Superior 7-8	Superior
Superior Elementary	Superior
Superior High School	Superior
Swan River 6-8	Bigfork
Swan River School	Bigfork
Swan Valley 7-8	Condon
Swan Valley School	Condon
Sweet Grass Co High Schl	Big Timber
Terry High School	Terry
Terry Middle School	Terry
Terry School	Terry
Thompson Falls 7-8	Thompson Falls
Thompson Falls Elem Schl	Thompson Falls
Thompson Falls High Schl	Thompson Falls
Three Forks 7-8	Three Forks
Three Forks Elem School	Three Forks
Three Forks High School	Three Forks
Townsend 7-8	Townsend
Trego School	Trego
Tri County Cooperative	BROADUS
Trinity School	Canyon Creek
Trout Creek 7-8	Trout Creek
Trout Creek School	Trout Creek
Troy 7-8	Troy
Troy High School	Troy
Turner 7-8	Turner
Turner High School	Turner
Turner School	Turner

Twin Bridges High School
Twin Bridges Middle School
Twin Bridges School
Ulm Junior High
Ulm School
Utterback 4-6
Utterback 7-8
Valier 7-8
Valier High School
Valier School
Valley View School
Vaughn 7-8
Vaughn School
Victor High School
Victor Middle School
Victor School
Vida School
W F Morrison School
Washington Middle School
Washington Middle School 6-8
Washington School
West Glacier School
West School
West Side Elementary
West Yellowstone 6-8
West Yellowstone HS
West Yellowstone School
Westby 7-8
Westby High School
Westby School
White Sulphur Springs 7-8
White Sulphur Springs El
White Sulphur Springs HS
Whitefish High School
Whitefish Middle 5-8
Whitehall 6-8
Whitehall Elementary
Whitehall High School
Whitewater 6-8
Whitewater High School
Whitewater School
Wibaux 7-8
Wibaux Elementary School
Wibaux High School
Willow Creek 7-8
Willow Creek High School
Willow Creek School

Twin Bridges
Twin Bridges
Twin Bridges
Ulm
Ulm
Conrad
Conrad
Valier
Valier
Valier
Polson
Vaughn
Vaughn
Victor
Victor
Victor
Vida
Troy
Glendive
Miles City
Hamilton
West Glacier
Laurel
Sidney
West Yellowstone
West Yellowstone
West Yellowstone
Westby
Westby
Westby
White Sulphur Springs
White Sulphur Springs
White Sulphur Springs
Whitefish
Whitefish
Whitehall
Whitehall
Whitehall
Whitewater
Whitewater
Whitewater
Wibaux
Wibaux
Wibaux
Willow Creek
Willow Creek
Willow Creek

Winifred 6-8
Winifred High School
Winifred School
Winnett 7-8
Winnett High School
Winnett School
Wisdom School
Wise River School
Wolf Creek School
Wolf Point 7-8
Wolf Point High School
Woodman 7-8
Woodman School
Wyola 6-8
Wyola Elementary
Yaak School
Yellowstone/W Carbon Cooperative
Zenith Elementary
Zurich School

Winifred
Winifred
Winifred
Winnett
Winnett
Winnett
Wisdom
Wise River
Wolf Creek
Wolf Point
Wolf Point
Lolo
Lolo
Wyola
Wyola
Troy
LAUREL
Cut Bank
Zurich

❖ **ACCREDITATION COMMITTEE – (Items 21-23)**

Dr. Tim Tharp

ITEM 21

ACTION ON CONTENT STANDARDS
REVISION TIMELINE

Chris Noel

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Proposed Content Standards Revision Timeline
Presenter	Chris Noel
Position Title	Senior Manager of Teaching and Learning Office of Public Instruction
Overview	Review of the Content Standards Revision timeline and proposed changes.
Requested Decision(s)	Action item: Approval of the Proposed Content Standards Revision Timeline
Related Issue(s)	Content Standards
Recommendation(s)	Approval of the Proposed Content Standards Revision Timeline



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



OPI Draft Proposed Timeline for Content Standards Review/Revision for January 2023 Board of Public Education Meeting

Cycle	Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption Phase	Adoption	Begin Implementation
I	English Learners	January 2023 – February 2023	March 2023 – April 2023	May 2023 – August 2023	September 2023 – March 2024	May 2024	July 1, 2025
II	Mathematics	September 2022 – March 2023	April- August 2023	September - December 2023	January – June 2024	September 2024	July 1, 2025
III	World Languages	January – March 2023	April- August 2023	September - December 2023	January – June 2024	September 2024	July 1, 2025
IV	English Language Arts/Literacy	September 2023 – March 2024	April- August 2024	September - December 2024	January – June 2025	September 2025	July 1, 2026
TBD	Health and Physical Education Arts Science Social Studies Career and Technical Education Technology Integration Computer Science Library Sciences						

*Neither Mathematics nor world Languages will come to the Board of Public Education for action during the 2023 Legislative Session



ITEM 22

ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION

Dr. Tim Tharp



Board of Public Education

BOARD OF PUBLIC EDUCATION TIMELINE PROPOSED CHAPTER 55 RULES

▪ Proposal notice to BPE for consideration	August 15, 2022
▪ BPE approves rulemaking timeline	Sept 14-15, 2022
▪ BPE authorization to publish proposal notice, including public hearing date <ul style="list-style-type: none">• Includes expert panel/work session (14) and notice (15)	Sept 14-15, 2022
▪ Proposal notice to SOS for publication in MAR	September 27, 2022
▪ MAR publication of proposal notice <ul style="list-style-type: none">• Public comment begins	October 7, 2022
▪ Public hearing date	October 31, 2022
▪ Final public comment deadline	November 4, 2022
▪ Notice and Economic Impact Statement to Education Interim Budget Committee	By November 7, 2022
▪ Adoption notice to BPE for consideration/respond to comments	Nov 17-18, 2022
▪ Education Interim Budget Committee Presentation	December 7, 2022
▪ BPE authorization to publish adoption notice Adoption notice to BPE for consideration/respond to comments (cont.)	January 12-13, 2023
▪ Adoption notice to SOS for publication in MAR BPE authorization to publish adoption notice	January TBD, 2023 March 9-10, 2023
▪ MAR publication of adoption notice Adoption notice to SOS for publication in MAR	January TBD, 2023 March 14, 2023
▪ MAR publication of adoption notice	March 24, 2023
▪ Effective date of rules	July 2023

The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the Negotiated Rulemaking statutes

ITEM 23

**ACTION ON AND RESPONSE TO PUBLIC
COMMENTS SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 55,
STANDARDS OF ACCREDITATION**

Dr. Tim Tharp

**Board of Public Education
Chapter 55 Public Comment-Compiled**

Key:

Education Organizations: Montana Association of School Business Officials, Montana Rural Education Association, Montana Schools Boards Association, School Administrators of Montana, and Montana Quality Education Coalition

CSPAC: Certification Standards and Practices Advisory Council

MFPE: Montana Federation of Public Employees

MOFE: Montanans Organized for Education

MHD: Montana House Democrats

MUS: Montana University System

NWMASS: Northwest Montana Association of School Superintendents

Note: The number of comments may not match the number of commenters, as many made comments on multiple sections, and comments are compiled based on “like themes” as indicated below.

NEW RULE I CHARTER SCHOOL APPLICATION
Pages 1966-1967

COMMENT 1: 36 commenters supported moving Charter Schools to its own section but recommends that the Board allow Charter Schools to operate independently of existing school boards of trustees.

COMMENT 2: CSPAC, MFPE, MOFE, and 11 commenters opposed moving charter schools to its own section and suggested that it remain under the variances to standards section in 604.

COMMENT 3: One commenter supported the proposed new rule and recommended removing the language in (1)(d)(i)-(vi).

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT
Pages 1967-1968

COMMENT 4: The Education Organizations and three commenters recommended replacing *action* with *strategic* in New Rule II and in several other sections throughout rule.

COMMENT 5: CSPAC, MOFE, and four commenters recommended striking all language after children in (1)(c) and stated that the language is aspirational and cannot be measured.

COMMENT 6: MFPE commented that the new rule needs to be simplified, provide an extended implementation timeline, and assure adequate technical assistance on best practices to meet community needs.

COMMENT 7: One commenter supported the proposed new rule.

COMMENT 8: One commenter opposed the proposed new rule.

COMMENT 9: The MUS proposed the following language in (1)(d)(vii), “families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities including FAFSA completion, College Application Week (Apply Montana), Decision Day, and other Montana University System post-secondary workforce training and degree program efforts”.

NEW RULE III MENTORSHIP AND INDUCTION

Pages 1968-1969

COMMENT 10: CSPAC, MFPE, and three commenters supported the proposed new rule.

NEW RULE IV EVALUATION

Page 1969

COMMENT 11: The Education Organizations and three commenters recommended making changes in this section and suggest the following, “(1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee’s files. (2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with MFPE, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.”

COMMENT 12: MFPE commented that the collective bargaining agreements often specify evaluation timelines, processes, and evaluation instruments to be used and should be taken under consideration. They stated that the rule should clarify that the collective bargaining process must be followed where appropriate, and that employees be given access to the evaluation instrument being used before evaluation is conducted, and employees be given access to and copies of documents in the personnel file, and the opportunity to respond in writing.

COMMENT 13: The Board Accreditation Committee recommended retaining the language in 701 (4)(a) and (b) that states the following: “(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files.

Personnel files shall be confidential.

- (a) The evaluation system used by a school district for licensed staff shall, at a minimum:
 - (i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;
 - (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);
 - (iii) identify what skill sets are to be evaluated
 - (iv) include both formative and summative elements; and
 - (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.
- (b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section."

NEW RULE V ENGLISH LEARNERS

Page 1969

COMMENT 14: MFPE supported this proposed new rule and recommended that technical assistance be provided when needed.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

Pages 1969-1970

COMMENT 15: The Education Organizations and three commenters recommended making changes in this section and suggest the following, "(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous~~ an integrated school improvement ~~plans~~ action strategic plan and make the ~~plans~~ plan publicly ~~publically~~ available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action strategic plan shall be ~~developed~~ updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback ~~that comply,~~ at a minimum, with applicable requirements in Title 2, Chapter 3, Part 1, MCA. The integrated action plan must be evaluated, and progress reviewed annually. The plan must clarify what specific steps must be taken to achieve the district ~~graduate profile~~ education profile and reflect a continuous improvement process. (4) Each plan shall include: (a) a school district ~~level education~~ level education profile ~~of a graduate as defined in ARM 10.55.602(22);~~ (b) the school district's educational goals pursuant to the requirements of ARM 10.55.701; the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment; (c) a description of planned progress toward implementing all content and

program area standards, in accordance with the schedule in ARM 10.55.603; ~~the school district's and each of school's desired outcomes that align with the district graduate profile;~~ (d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; ~~and the school district's educational goals for the school district that are incorporated and made applicable to and each school within the district; pursuant to the requirements of ARM 10.55.701;~~ (e) a professional development component, in accordance with ARM 10.55.714. ~~a description of the district's and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated;~~ (f) a description of how the district ~~and each of its schools~~ will meet programmatic requirements of state and federal grants; ~~(g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;~~ (iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content-specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and (v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];. (j) a description of strategies for family and community engagement, in accordance with [New Rule II]; ~~(k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801;~~ (l) a description of a learning model(s) aligned to the graduate profile; and (g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, ~~special education children with disabilities~~ in accordance with ARM 10.55.805, English learners students in accordance with [New Rule V], and ~~other populations with individual needs at-risk students as defined in section 20-1-101, MCA.~~ (5) The local board of trustees shall report and submit their adopted continuous integrated school improvement strategic action plan with to the Superintendent of Public Instruction. (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the continuous integrated improvement strategic action plan of each school district ~~and its schools~~. (7) To ensure learner centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of ~~the district and school~~ integrated action strategic plan to improve teaching and learning outcomes for all students.”

COMMENT 16: The Board Accreditation Committee noted that there are inconsistencies when referring to “integrated action plan” or “district action plan” and recommended remaining consistent in using “integrated action plan” throughout rule.

10.55.602 DEFINITIONS

Pages 1970-1977

COMMENT 17: The Board Accreditation Committee recommended reviewing the following definitions, as they are not used in rule:

- (7) Class 8 license: only referenced one other time in definition (17) dual credit.
- (8) Combined elementary-high school district: only referenced one other time in definition (57) School system

- (11) Concurrent enrollment: not referenced elsewhere in rule
- (17) Dual credit: not referenced elsewhere in rule
- (18) Dual enrollment: not referenced elsewhere in rule
- (24) Independent elementary school district: only referenced in (57) School system
- (25) Indian Education for All: not referenced elsewhere in rule
- (30) K-12 district: not referenced elsewhere in rule
- (37) Minimum aggregate hours: not referenced elsewhere in rule
- (39) Misassignment: not referenced elsewhere in rule
- (40) Nonlicensed: not referenced elsewhere in rule
- (41) Offsite instructional setting: not referenced elsewhere in rule
- (42) Online learning: not referenced elsewhere in rule
- (44) Postsecondary and workforce readiness: not referenced elsewhere in rule
- (51) Pupil instruction: referenced in (37) Minimum aggregate hours, (52) Pupil instruction day, and (53) Pupil instruction-related day
- (52) Pupil instruction day: not referenced elsewhere in rule
- (53) Pupil instruction-related (PIR) day: not referenced elsewhere in rule
- (58) Stakeholder engagement: not referenced elsewhere in rule
- (64) Synchronous: referenced in (16) Distance learning
- (68) Work-based learning: referenced in (43) Personalized learning

COMMENT 18: MFPE proposed the following addition to (5), “charter school operates under... locally elected board of trustees in an existing public school district.”

COMMENT 19: MFPE noted that the definition in (7) has a citation error, as 10.57.102 does not include a definition for Class 8 licenses.

COMMENT 20: The Education Organizations and three commenters recommended removing the definition for (22) “Graduate profile”, per their recommended revisions throughout rule.

COMMENT 21: The Board Accreditation Committee noted that there are inconsistencies with the use of “graduate profile” or “profile of a graduate” and recommended remaining consistent throughout rule.

COMMENT 22: The Education Organizations and three commenters proposed changes to the definition for (27) “Integrated action plan” and recommended the following, “Integrated ~~action~~ strategic plan” means a district plan adopted by the board of trustees that: (a) is aligned with the peoples’ goal in Article X, Section 1 of the Montana Constitution of developing the full educational potential of each person; (b) ensures a learner centered system and continuous improvement that reflects local context and needs.; (c) is based on school level comprehensive needs assessment.; (d) has engaged stakeholders and addresses ~~incorporates~~ stakeholder input and feedback.; and (e) aligns plans across with requirements of applicable ~~required~~ state and federal programs.”

COMMENT 23: The Education Organizations and three commenters proposed changes to the definition for (31) “Learning model” and recommended the following, “Learning model” means

the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile: an education profile.”

COMMENT 24: MFPE inquired whether there should be a definition for grade-band.

COMMENT 25: The Education Organizations and three commenters proposed changes to the definition for (35) “Measure” and recommended the following, "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile: education profile.”

COMMENT 26: One commenter noted that the definition for (36) “Middle grades” is confusing.

COMMENT 27: MFPE noted that (38) “Minimum requirements” seems unnecessary and questioned where “10 or more students” was stated in the rules.

COMMENT 28: MFPE recommended adding public entities to (43)(b) “Personalized learning”.

COMMENT 29: One commenter supported the definition for (49) “Program area standards”.

COMMENT 30: The Education Organizations and three commenters proposed changes to the definition for (51) “Pupil instruction” and recommended the following, "Pupil instruction" as provided in section 20-1-101(17), MCA, means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. The term includes any directed, distributive, collaborative, or work-based or other experiential learning activity provided, supervised, guided, facilitated, or coordinated under the supervision of a teacher that is conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils enrolled in public schools, and to otherwise fulfill their full educational potential.”

COMMENT 31: The Education Organizations and three commenters proposed changes to the definition for (52) “Pupil instruction day” and recommended the following, "Pupil instruction day" means a school day of pupil instruction when organized instruction is conducted with students under the supervision of a teacher.”

COMMENT 32: MFPE noted that 20-9-396, MCA, referenced in (54)(b) “School” does not exist in statute and recommended it be struck.

COMMENT 33: The Education Organizations and three commenters proposed changes to the definition for (56)(a)(b)(c) “School system” and recommended the following, “combined elementary-high school district” means an elementary district and a high school district which are combined into a single school system for district administration purposes through a k-12 district, unified school system or joint board; (b) “independent high school district” means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12 that is operated independent of an elementary district; and (c) independent

elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8 that is operated independent of a high school district."

COMMENT 34: The Education Organizations and three commenters proposed changes to the definition for (57) "Stakeholder engagement" and recommended the following, "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students. Stakeholder engagement shall satisfy, at a minimum, the applicable requirements for encouraging and facilitating public participation in Title 2, Chapter 3, Part 1, MCA."

COMMENT 35: MFPE noted that the definition in (58) "Stakeholder engagement" involves continuous engagement, ongoing, measurable, etc., and stated that these requirements will take more time for proper implementation.

COMMENT 36: The Education Organizations and three commenters proposed changes to the definition for (62) "Student performance standards" and recommended the following, "Student performance standards" means ~~minimum standards of a quality education, which measures the~~ measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school."

COMMENT 37: MFPE recommended adding a reference to public service and public workplace settings to (68) "Work-based learning".

10.55.603 CURRICULUM AND ASSESSMENT **Pages 1977-1978**

COMMENT 38: CSPAC and one commenter recommended the Board consider available resources and training to support school districts as they implement requirements for proficiency-based learning.

COMMENT 39: One commenter supported replacing "parents" with "families" in (3)(a).

10.55.604 VARIANCES TO STANDARDS **Pages 1978-1981**

COMMENT 40: MFPE suggested reconsideration of the proposed due date for an application for a variance in (c) and stated it could be a reaction to a shortage or inability to hire, rather than a plan to meet or exceed standards through a creative approach.

COMMENT 41: MFPE opposed the removal of the "joint endorsement of reviewed board members" and recommended retaining the groups in (1)(d)(i) and recommended MACIE be

included to review and recommend the tribal council representative.

COMMENT 42: MFPE opposed the deletion of language related to seeking advice from a pool of experts in (1)(d)(ii)(A)-(C).

COMMENT 43: NWMASS supported the variance to standards process to assist and provide flexibilities with hard-to-fill positions.

COMMENT 44: One commenter shared concern with the appointment process outlined in (d)(i) and stated there could be political bias.

COMMENT 45: One commenter proposed the elimination of (1)(a).

10.55.605 CATEGORIES OF ACCREDITATION

Pages 1981-1982

COMMENT 46: The Education Organizations, MFPE, and three commenters proposed changes to this section and recommended the following, “(1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to ~~waive assurance standards for the school for three years remain accredited with distinction thereafter solely on the basis of whether the school continues to exceed student performance standards as defined in ARM 10.55.606 performance from year to year thereafter. If the school ceases to exceed student performance standards, the accreditation of such school will be determined through standards applicable to initial accreditation.~~”

COMMENT 47: Eight commenters opposed the new category “Accredited with Distinction” and stated that the distinction category goes above the requirement for minimum standards.

COMMENT 48: MFPE opposed the 3 years on probation and stated that is too long and recommended a revision in (3).

COMMENT 49: The Board Accreditation Committee stated that there are inconsistencies in the “accredited with probation” and “accredited on probation” language and recommended remaining consistent by using “accredited with probation” throughout rule.

COMMENT 50: The Board Accreditation Committee commented that this section needs more work. There are major concerns from the committee on numerous areas, worth noting are removing the nonaccredited status language in (9), the ability for a board of trustees to waive assurance standards in (1), and the new names and levels of accreditation. Potential changes in this section will also require changes in 10.55.606.

10.55.606 ACCREDITATION PROCESS

Pages 1982-1983

COMMENT 51: One commenter opposed the language in (3)-(7).

10.55.701 BOARD OF TRUSTEES

Pages 1983-1986

COMMENT 52: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(2) Each school district shall make available to the staff and public: (a) ~~goals that reflect the district's strategic plan of education~~ an integrated strategic action plan that includes a graduate profile an education profile as outlined in ARM 10.55.601; (b) sequential K-12 curriculum for each program area that aligns to the content standards, ~~specific grade level~~ grade band learning progressions, and program area standards; (c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; ~~and~~ (d) ~~policies that delineate~~ policies providing descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. (e) a policy addressing grievances for students, families, staff, and stakeholders. (f) any other policies required by state or federal law”

COMMENT 53: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(3)(a) ~~keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in [New Rule II];~~ and (ii) (b) engage in a continuous school improvement process that is aligned with the school district's integrated strategic plan; and: (b) ~~establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~ (4) The local board of trustees shall develop, with stakeholder input, a district mission and vision an integrated strategic plan to which that aligns to the district graduate profile education profile is aligned. (5) The local board of trustees with meaningful stakeholder involvement shall establish and implement such additional policies as the board deems necessary that: (a) provide for the safety and well-being of all students and staff;”

COMMENT 54: MFPE and three commenters recommended retaining the language in (e)-(s).

COMMENT 55: One commenter opposed the proposed revisions to eliminate the requirement that school boards adopt policies pertaining to bullying, academic freedom, due process, materials selection, IEFA, suicide prevention, emergency plans, etc.

COMMENT 56: Six commenters opposed the proposed revisions and stated that required policies should be listed in rule.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT

Page 1986

COMMENT 57: MFPE noted that the proposed rules regarding superintendent duties do not align with requirements in current Educator Preparation Program Standards.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL

Page 1986

COMMENT 58: MFPE noted that the proposed rules regarding principal duties do not align with requirements in current Educator Preparation Program Standards.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS

Pages 1986-1987

COMMENT 59: CSPAC, MFPE, the Education Organizations, and 87 commenters opposed the proposed revisions and recommended retaining the ratios for superintendents.

COMMENT 60: The Board Accreditation Committee recommended removing (1)(a) -(c) and stated that this language is already referenced in statute, which is referenced in (1).

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS

Pages 1987-1989

COMMENT 61: CSPAC, MFPE, the Education Organizations, and 95 commenters opposed the proposed revisions and recommended retaining the ratios for principals.

COMMENT 62: The Board Accreditation Committee stated that this section needs work and that they are unclear of the differences in (1) and (2).

10.55.706 TEACHER INVOLVEMENT

Page 706

COMMENT 63: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) Teachers ~~should~~ **shall** use their professional

judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ pupil instruction to all students based on individual need.

10.55.708 TEACHING ASSIGNMENTS

Pages 1989-1990

COMMENT 64: MFPE, the Education Organizations, and 55 commenters opposed the proposed revisions and recommended retaining the language in this section regarding teaching assignments.

10.55.709 LIBRARY MEDIA SERVICES, K-12

Page 1990

COMMENT 65: CSPAC, MHD, MOFE, NWMASS, the Education Organizations, and 1044 commenters opposed the proposed revisions and recommended retaining the ratios for school librarians.

COMMENT 66: MFPE supported the use of consortiums, multidistrict agreements, and interlocal cooperatives.

COMMENT 67: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 68: One commenter supported reducing the ratio for school librarians to 250:1.

COMMENT 69: One commenter supported the proposed revisions.

COMMENT 70: One commenter opposed striking language in (1) and noted that this removed the responsibility of having a library in each school.

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF

Pages 1990-1991

COMMENT 71: CSPAC, MHD, MOFE, MFPE, NWMASS, the Education Organizations, Missoula County Public Schools Counselor Leadership Team, and 1273 commenters opposed the proposed revisions and recommended retaining the ratios for school counselors.

COMMENT 72: 34 commenters supported reducing the ratio for school counselors (300:1, 250:1).

COMMENT 73: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 74: One commenter supported the proposed revisions.

10.55.712 CLASS SIZE: ELEMENTARY

Page 1991

COMMENT 75: CSPAC, MOFE, MFPE, and 59 commenters opposed the proposed revisions and recommended retaining the requirement for instructional aides.

COMMENT 76: Seven commenters supported the proposed revisions and recommended the following language, “The school district must provide additional **and competent** human resources when exceeding the maximum class size.”

COMMENT 77: The Board Accreditation Committee stated that the “human resources” language in (5) is unclear in terms of who and what would qualify as a human resource, and recommended the following language, “The school district must ~~provide additional~~ assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes.”

10.55.714 PROFESSIONAL DEVELOPMENT

Page 1992

COMMENT 78: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) (a) shall be aligned with the district ~~graduate profile~~ **education profile** and educational goals outlined in the district integrated ~~action~~ **strategic** plan described in ARM 10.55.601 ~~and objectives~~; (b) shall be provided to address safety, well-being, and mental health of students **and staff**.”

COMMENT 79: MFPE supported the proposed revisions.

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION

Page 1993

COMMENT 80: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a)... The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional

paraprofessional and not to delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment reserved to licensed teachers.”

COMMENT 81: MFPE supported the proposed revisions.

10.55.716 SUBSTITUTE TEACHERS
Page 1993

COMMENT 82: MFPE supported the proposed revisions.

**10.55.717 ASSIGNMENT OF PERSONS PROVIDING
INSTRUCTION TO BRAILLE STUDENTS**
Pages 1993-1994

COMMENT 83: MFPE supported the proposed revisions.

**10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN
LANGUAGE INTERPRETING FOR STUDENTS WHO ARE
DEAF OR HARD OF HEARING**
Page 1994

COMMENT 84: MFPE supported the proposed revisions.

10.55.721 HAZARD AND EMERGENCY PLANS
Page 1995

COMMENT 85: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety. Nothing in this rule shall be construed to require disclosure of elements of a school safety plan protected from public disclosure under the safety and security exceptions set forth in section 2-6-1003, MCA”

COMMENT 86: MFPE supported the proposed revisions.

10.55.801 SCHOOL CLIMATE

Page 1995

COMMENT 87: MFPE supported the proposed revisions.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY

Page 1995

COMMENT 88: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law regardless of race, color, sex, culture, social origin or condition, or political or religious ideas, ~~without~~ with prejudice of any kind toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities”.”

10.55.803 LEARNER ACCESS

Page 1995

COMMENT 89: The Board Accreditation Committee stated that the language under (1)(a) is not consistent with the stem and recommended the following changes, “(1)(a) high quality instruction provided by a qualified educator that meets each of the following criteria: (i) ~~students are engaged~~ engages students in authentic learning experiences that tie to their interests; (ii) ~~students are all included~~ includes students in activities and given equal opportunity;”

10.55.804 GIFTED AND TALENTED

Page 1997

COMMENT 90: MFPE supported the proposed revisions.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

Page 1997

COMMENT 91: MFPE supported the proposed revisions.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

Pages 1997-1999

COMMENT 92: CSPAC, MFPE, MOFE, and 113 commenters opposed the proposed changes to remove required elective offerings for middle grades.

COMMENT 93: The Education Organizations and three commenters proposed changes to this section and recommended the following, “10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL (1) A school district’s junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district’s compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district 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 grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.”

COMMENT 94: One commenter supported adding native languages.

COMMENT 95: One commenter supported the addition of computer science.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

Page 1999

COMMENT 96: The MUS supported adding the following language to (2)(j), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

10.55.905 GRADUATION REQUIREMENTS

Pages 1999-2000

COMMENT 97: Two commenters supported the proposed revisions to add ½ unit of financial literacy for graduation.

COMMENT 98: MFPE supported the proposed revisions.

COMMENT 99: One commenter supported the proposed revisions to add ½ unit of civics for graduation.

COMMENT 100: The MUS supported adding the following language to (2)(h), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

COMMENT 101: One commenter noted that the addition of civics and economics does not go far enough.

COMMENT 102: One commenter expressed the need for more electives for students to choose from.

10.55.906 HIGH SCHOOL CREDIT

Page 2000

COMMENT 103: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or equivalent proficiency without regard to time or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.”

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY- DELIVERED LEARNING

Pages 2000-2001

COMMENT 104: MFPE opposed the removal of the requirement that teachers of distance, online, and technology-delivered courses receive a license granted because of the completion of an accredited professional educator preparation program in (3) and recommended that the proposed rule be amended to comply with the provisions of current rule in (5)(a), (b), and (c).

COMMENT 105: The Board Accreditation Committee noted that this section needs some cleanup and recommended striking “taught” in (3).

COMMENT 106: The Board Accreditation Committee suggested the following changes, “(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall: (a) annually, ~~by the first Monday in August,~~ register, prior to delivering courses, with the Office of Public Instruction;”

10.55.908 SCHOOL FACILITIES

Page 2001

COMMENT 107: MFPE supported the proposed revisions.

COMMENT 108: The Board Accreditation Committee noted that a school district does not have the discretion to decide whether they want to follow state or federal accessibility standards, rather they are required to follow both, and recommended the following language to be consistent with previous language, “(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state ~~or~~ and federal accessibility standards”.

10.55.1001 PROGRAM STANDARDS

Page 2001

COMMENT 109: MFPE supported the proposed revisions.

GENERAL COMMENTS

COMMENT 110: CSPAC, MOFE, and 18 commenters supported adding ratio requirements for special education teachers (30:1).

COMMENT 111: The Board Accreditation Committee recommended retaining “specific grade level” language when referring to grade band and suggested the following changes throughout rule, “specific grade level or grade-band”.

COMMENT 112: Two commenters supported the proposed changes.

COMMENT 113: 55 commenters opposed the proposed changes.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New)	NOTICE OF PUBLIC HEARING ON
Rules I through V; the amendment of)	PROPOSED ADOPTION,
ARM 10.55.601, 10.55.602,)	AMENDMENT, REPEAL, AND
10.55.603, 10.55.604, 10.55.605,)	TRANSFER
10.55.606, 10.55.701, 10.55.702,)	
10.55.703, 10.55.704, 10.55.705,)	
10.55.706, 10.55.707, 10.55.708,)	
10.55.709, 10.55.710, 10.55.712,)	
10.55.714, 10.55.715, 10.55.716,)	
10.55.717, 10.55.718, 10.55.721,)	
10.55.801, 10.55.802, 10.55.803,)	
10.55.804, 10.55.901, 10.55.902,)	
10.55.904, 10.55.905, 10.55.906,)	
10.55.907, 10.55.908, 10.55.1001,)	
10.55.1003, 10.55.1101, 10.55.1301,)	
10.55.1701, 10.55.1801, 10.55.1901,)	
and 10.55.2101; the repeal of ARM)	
10.55.711 and 10.55.1302; and the)	
transfer of ARM 10.55.607 pertaining)	
to Standards of Accreditation)	

TO: All Concerned Persons

1. On October 31, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol Building, in Helena, Montana, to consider the proposed adoption, amendment, repeal, and transfer of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact Board of Public Education no later than 5:00 p.m. on October 28, 2022, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, Board of Public Education, 46 N Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I CHARTER SCHOOL APPLICATION (1) A school district with the approval of an existing local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to form a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and student performance standards.

(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of an existing locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.

(d) To be proposed by an existing local board of trustees and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:

- (i) school district governance and control;
- (ii) unrestricted, open student access;
- (iii) compliance with all health and safety laws;
- (iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;
- (v) employee collective bargaining to the same extent as required or provided by state law; and
- (vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

(e) Charter school applications must comply with statutory criteria, assurance standards pertaining to ARM Title 10, chapter 55, subchapter 6, General Provisions, ARM 10.55.601 through 10.55.606, ARM 10.57.114, ARM 10.55.719 through 10.55.721, or subchapter 8, Educational Opportunity, ARM 10.55.801 through [New Rule V], assurance standards pertaining to educator licensure or endorsement, student performance standards, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(f) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT (1) The local board of trustees shall implement a comprehensive family and community engagement plan that:

- (a) is aligned to the district integrated action plan required in ARM 10.55.601;
- (b) includes effective engagement practices that are linked to relational, developmental, collaborative, and interactive learning;

(c) recognizes that family and school staff have a shared responsibility in the learning of their child(ren) as evidenced by the following core beliefs:

- (i) families have dreams for their children and want the best for them;
- (ii) all families have the capacity to support their children's learning;
- (iii) family and school staff are partners; and
- (iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school staff; and

(d) meets the following goals:

- (i) families actively participate in the life of the school and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
- (ii) families and school staff engage in regular, two-way meaningful communication about student learning;
- (iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
- (iv) families and school staff are empowered to advocate for children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
- (v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs; and
- (vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III MENTORSHIP AND INDUCTION (1) The local board of trustees shall implement a mentorship and induction program as outlined in the integrated action plan described in ARM 10.55.601 that:

(a) is research-based to ensure 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 [New Rule IV];

(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.

(2) The mentorship and induction program may include the following criteria:

(a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;

(b) prioritize mentor-mentee matches that are grade and subject-level aligned;

- (c) focus on research-based instructional practice;
- (d) engage with mentoring partners in professional collaboration; and
- (e) establish effective coaching for learning methods.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV EVALUATION (1) The local board of trustees shall ensure written evaluations of all regularly employed instructional personnel.

(2) The local board of trustees shall implement an evaluation component as outlined in the integrated action plan described in ARM 10.55.601.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V ENGLISH LEARNERS (1) Districts shall provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach.

(2) Each district shall comply with all federal and state laws and regulations addressing English learners.

(3) Each district shall identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) and (2) remain the same.

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous an integrated school improvement plans~~ action plan and make the plans plan publicly ~~publically~~ available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action plan shall be developed every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback. The integrated action plan must be evaluated, and progress reviewed annually. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

~~(a)~~ (4) Each plan shall include:

~~(i)~~ (a) a school district ~~level education~~ profile of a graduate as defined in ARM 10.55.602(22);

(b) the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment;

(c) the school district's and each of school's desired outcomes that align with the district graduate profile;

(ii) (d) the school district's educational goals for the school district and each school within the district; pursuant to the requirements of ARM 10.55.701;

(e) a description of the district and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated;

(f) a description of how the district and each of its schools will meet programmatic requirements of state and federal grants;

(iii) (g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content-specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and

(v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];-

(j) a description of strategies for family and community engagement, in accordance with [New Rule II];

(k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801;

(l) a description of a learning model(s) aligned to the graduate profile; and

(m) a description of strategies for gifted and talented in accordance with ARM 10.55.804, special education in accordance with ARM 10.55.805, English learners in accordance with [New Rule V], and other populations with individual needs.

(b) (5) The local board of trustees shall report and submit their adopted continuous integrated school improvement action plan with to the Superintendent of Public Instruction.

(c) (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the continuous integrated improvement action plan of each school district and its schools.

(4) (7) To ensure learner centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school integrated action plans to improve teaching and learning outcomes for all students.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.602 DEFINITIONS For the purposes of this chapter, the following terms apply:

(1) remains the same.

(2) "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.

(3) remains the same.

(a) Subchapter 6, General Provisions, ARM 10.55.601 through ~~40.55.607~~
[New Rule I];

(b) Subchapter 7, School Leadership, ARM 10.55.701 through ~~40.55.719~~
[New Rule IV];

(c) Subchapter 8, ~~Academic Requirements~~ Educational Opportunity, ARM 10.55.801 through ~~40.55.805~~ [New Rule IV];

(d) Subchapter 9, ~~Educational Opportunity~~ Academic Requirements, ARM 10.55.901 through 10.55.910; and

(e) ~~Subchapter 10, Program Area Standards~~, ARM 10.55.1001 through ~~40.55.1003~~ 10.55.2301.

(4) remains the same.

~~(5) "At-risk student" means any student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation, as defined in 20-1-101(4), MCA.~~

(5) "Charter school" means a publicly funded school that may be exempt from an assurance standard or a section of assurance standards as defined in ARM 10.55.602(3). A charter school operates under the supervision and control of an existing locally elected board of trustees in an existing school district.

(6) "Class 6 specialist" means a person with a Class 6 specialist license in a nonteaching role of school psychologist or school counselor.

~~(6)~~(7) "Class 8 license" means an educator license as defined in ARM 10.57.102.

~~(7)~~(8) "Combined elementary-high school district" means an elementary district and a high school district, which are combined into a single school system for district administration purposes.

(9) "Community engagement" means the partnership between members of the community and schools that may share resources and volunteer to support student well-being and learning development.

(10) "Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.

(11) "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the completed course.

~~(8)~~(12) "Content standard" means what all students should know, understand, and be able to do in a specific content area.

~~(9)~~(13) "Corrective plan" means a systematic procedure and timeline for resolving deviations ~~from regular accreditation~~ when a school has an accredited with probation status.

~~(10)~~(14) "Deviation" means a citation of noncompliance with any given standard.

~~(11)~~(15) "Digital content provider" means an entity, organization, or individual registered pursuant to ARM 10.55.907 offering K-12 educational content for distance, online, and technology-delivered programs and courses.

~~(12)~~(16) "Distance learning" means instruction in which students and teachers are separated by time ~~and/or~~, location, or both with synchronous or asynchronous content, instruction, and communication between student and teacher. This instruction may consist of learning opportunities provided through online (Internet-based) and other emerging technologies.

~~(17)~~ "Dual credit" means students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day. The college faculty member must have an appropriate license and endorsement in the subject taught or a Class 8 license.

~~(13)~~(18) "Dual enrollment/~~dual credit~~" means opportunities for ~~high school~~ students to be enrolled in high school and postsecondary courses at the same time. ~~There are three categories of such opportunities:~~

~~(a) "College credit only" means students receive college credit for courses taken from a postsecondary institution but do not receive high school credit. Students may or may not be taking these courses during the school day.~~

~~(b) "Dual credit" means students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day. The faculty member must have an appropriate K-12 license and endorsement in the subject taught or a Class 8 license.~~

~~(c) "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the completed course.~~

~~(14)~~(19) "Endorsement" means an official indication on a license of the subject area(s) ~~and/or~~, specialized program area(s), ~~or both~~ for which the holder of the license is authorized to practice in Montana accredited schools.

~~(15)~~(20) "Facilitator" means the individual assigned to monitor distance, online, and technology-delivered learning programs pursuant to ARM 10.55.907. The facilitator may be an instructional paraprofessional as long as there is a licensed teacher providing the instruction.

~~(21)~~ "Family engagement" means a partnership with shared responsibility among families, educational staff, and community groups to promote each student's learning, well-being, and development of full educational potential during their entire K-12 experience.

~~(22)~~ "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

~~(23)~~ "Graduation rate" means a calculation based on the four-year adjusted cohort graduation rate for all students and for each student group.

~~(16)~~(24) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.

~~(17)~~(25) "Indian Education for All" means the constitutionally declared policy of this state to recognize the distinct and unique cultural ~~heritage~~ heritages of American Indians and to be committed in its educational goals to the preservation of their cultural ~~heritage~~ heritages. Implementation of these requirements ensures:

(a) every Montanan, Indian or non-Indian, is encouraged to learn about the distinct ~~heritage~~ heritages and contributions of Montana tribal groups and

governments in a culturally responsive manner; and

(b) every educational agency ~~shall~~ must work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.

~~(18)~~(26) "Instructional paraprofessional" means school or district personnel whose positions are instructional in nature and who work under the direct supervision of licensed school personnel. The supervising licensed school personnel are responsible for:

(a) the design, implementation, and assessment of learner progress; and

(b) the evaluation of the effectiveness of learning programs and related services for children.

(27) "Integrated action plan" means a district plan that ensures a learner centered system and continuous improvement that reflects local context and needs, is based on school level comprehensive needs assessment, incorporates stakeholder input and feedback, and aligns plans across required state and federal programs.

~~(19)~~(28) "Intensive assistance" means a required process for schools in ~~continuous or serious deficiency accreditation~~ accredited with probation status. Such schools have failed to develop or implement an approved corrective plan to remedy accreditation deviations within the designated timeline.

~~(20)~~(29) "Internship" as provided for in ARM ~~40.55.607~~ 10.57.114 means an agreement between a fully licensed Class 1, 2, or 3 educator, the school district, and a Montana accredited educator preparation program. Internships are permitted in endorsement areas approved by the Board of Public Education in ARM 10.57.412 and ~~40.57.413~~ 10.57.414 through 10.57.419.

~~(21)~~(30) "K-12 district" as defined in 20-6-701, MCA, means an elementary district, with the same district boundaries as a high school district, which has been attached to that high school district. The high school district remains an organized district and the elementary district is an inactive district pursuant to 20-6-101, MCA.

~~(31)~~ "Learning model" means the learning experiences student engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.

~~(22)~~(32) "Learning progression" means the specific performance expectations in each content area ~~at each and grade-level~~ grade-band from kindergarten through grade 12.

~~(23)~~(33) "Licensure" means a certificate ~~certification issued or applied for under 20-4-101, et seq., MCA. of an educator/specialist as issued by the state of Montana, based on completion of an approved educator preparation program.~~ Licensure indicates grade-level(s), endorsement(s), and classification.

~~(24)~~(34) "Literacy" means constructing and validating knowledge in specific content areas which includes interpretation and learning with language, numeracy, and media ~~learning to read, write, speak, listen, and use language effectively.~~

~~(35)~~ "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

~~(25)~~(36) "Middle grades" means grades 4 through 9.

~~(26)~~(37) "Minimum aggregate hours" means the minimum hours of pupil instruction that must be conducted during the school fiscal year in accordance with 20-1-301, MCA and includes passing time between classes. Minimum aggregate

hours ~~does~~ do not include lunch time and periods of unstructured recess, as defined in 20-1-101, MCA.

~~(27)~~(38) "Minimum requirement" means groups of 10 or more students.

~~(28)~~(39) "Misassignment" means a licensed educator/specialist teaching outside their endorsed teaching area(s) ~~and/or~~ level (elementary K-8 and secondary 5-12).

~~(29) "Nonaccredited status" means previously accredited school which failed to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.~~

~~(30)~~(40) "Nonlicensed" means a person who does not hold a current Montana educator license, except for a person for whom an emergency authorization of employment has been issued under the provisions of 20-4-111, MCA.

(41) "Offsite instructional setting" means an instructional setting at a location, separate from a main school site, where a school district provides for the delivery of instruction to a student who is enrolled in the district.

(31)(42) "Online learning" means educational activity in which instruction and content are delivered primarily via the Internet and through emerging technologies. Online learning is a form of distance learning.

(43) "Personalized learning" means to:

(a) develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture;

(b) support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;

(c) embed community-based, experiential, online, and work-based learning opportunities; and

(d) foster a learning environment that incorporates both face-to-face and virtual connections.

(44) "Postsecondary and workforce readiness" means the knowledge, skills, and dispositions that a student should attain prior to completing a high school program.

~~(32)~~(45) "Principal" means a person who holds a valid Montana Class 3 educator license with an applicable principal endorsement and who is employed by a district as a principal, or who is enrolled in a Board of Public Education approved principal internship program under ARM ~~40-55-607~~ 10.57.114.

(46) "Professional development" means adult learning that increases educator effectiveness and learning outcomes for all students.

(47) "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.

(48) "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.

~~(33)~~(49) "Program area standards" means the subject matter Montana

school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include English language arts, arts, health enhancement and physical education, mathematics, science, social studies, career and technical education, technology integration, workplace competencies, computer science, library media and information literacy, world languages, and school counseling.

~~(34)~~(50) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded equal educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level grade-band learning progressions.

(51) "Pupil instruction" means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher.

~~(35)~~(52) "Pupil instruction day" means a school day when organized instruction is conducted with students under the supervision of a teacher.

~~(36)~~(53) "Pupil instruction-related (PIR) day" means days of teacher activities devoted to improving the quality of instruction. The activities may include, but are not limited to in-service training, attending state meetings of teacher organizations, and conducting parent conferences.

~~(37)~~(54) "School" means, for accreditation purposes, an educational program and grade assignments designated by the local board of trustees in one of the following categories:

(a) an elementary school, which offers any combination of kindergarten through eighth grade;

(b) a seventh and eighth grade school, which comprises the basic education program for grades 7 and 8 that may be funded at the high school rate pursuant to 20-9-396, MCA;

(c) a junior high school, which offers the basic education program for grades 7 through 9;

(d) a middle school, which offers education programs for grades 4 through 8 or any combination thereof; and

(e) a high school, which offers the educational programs for grades 9 through 12 or grades 10 through 12 when operating in conjunction with a junior high school.

~~(38)~~(55) "School administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a Class 3 license and is appropriately endorsed, or who is enrolled in a Board of Public Education approved administrator internship program under ARM ~~10-55-607~~ 10.57.114.

~~(39)~~(56) "School district" means the territory, regardless of county boundaries, organized under the provisions of Title 20, MCA to provide public educational services under the jurisdiction of the local board of trustees. A high school district may encompass all or parts of the territory of one or more elementary districts. "School district" ~~shall~~ refers to all state-funded special purpose schools that are accredited under this chapter.

~~(40)~~(57) "School system" means the administrative unit of a district or combination of districts. In Montana, types of school systems are as follows:

(a) "combined elementary-high school district" means an elementary district and a high school district which are combined into a single school system for district

administration purposes;

(b) "independent high school district" means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12; and

(c) independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8.

~~(41) "Specialist" means a person with a Class 6 Specialist license in a nonteaching role of school psychologist or school counselor.~~

(58) "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students.

(59) "Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.

~~(42)(60)~~ "State accountability system" means federally mandated academic measures and Montana defined flex indicator(s) within the annual meaningful differentiation process ~~and the other state defined indicators.~~

(61) "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.

~~(43)(62)~~ "Student performance standards" means ~~minimum standards of a quality education, which measures the measurement of~~ student performance proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

~~(44)(63)~~ "Superintendent" means a person who holds a valid Montana Class 3 educator license, with an applicable superintendent's endorsement ~~and who is employed by a district as a district superintendent,~~ or who is enrolled in a Board of Public Education approved superintendent internship program under ARM 10-55-607 ~~10.57.114.~~

~~(45)(64)~~ "Synchronous" means occurring at the same time. "Synchronous" refers to instruction and communication between participants (i.e., students and teachers) that occurs at the same time even though they may be in different physical locations. For example, instruction in which students and teachers are online at the same time so that a question can be immediately answered ~~(e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing).~~

~~(46)(65)~~ "Teacher" means a person, except a district superintendent, who holds a valid Montana educator license issued by the Superintendent of Public Instruction under the policies adopted by the Board of Public Education and who is employed by a district as a member of its instructional, supervisory, or administrative staff. This definition of a teacher includes a person for whom an emergency authorization of employment has been issued under the provisions of 20-4-111, MCA.

~~(47)(66)~~ "Technology-delivered learning" means instruction and content

digitally delivered via digital technologies, (e.g., online, CD-ROM, DVD-ROM, or learning experiences that involve primarily the use of computers).

~~(48)~~(67) "Variance to standard" means an alternate approach to meeting or exceeding the minimum standards.

(68) "Work-based learning" means sustained interactions with industry or community professionals in workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.603 CURRICULUM AND ASSESSMENT (1) Local school districts shall ~~ensure their~~ develop and implement a proficiency-based learning model that includes curriculum is aligned to all content standards and ~~the appropriate learning progression~~ progressions for each grade level.

(2) School districts shall ~~maintain~~ review, update, and align their learning programs ~~consistent with~~ following or after the state's schedule for revising standards.

(3) School districts shall assess ~~the progress of all students~~ students' progression, growth, and proficiency of toward achieving content standards and content-specific ~~grade-level~~ grade-band learning progressions in each program area as aligned with the district assessment plan in (5). The district shall use multiple measures ~~assessment results~~, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the ~~educational~~ learning program and measure its effectiveness.

(a) The examination of program effectiveness using assessment results shall include current students and be supplemented with information about graduates and other students no longer in attendance; and

(b) the information obtained shall be considered in curriculum and assessment development.

(4) For content standards in all program areas pursuant to the requirements of ARM 10.55.602, school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel licensed and endorsed in the program area and trustees, administrators, other teachers, students, specialists, ~~parents~~ families, community members, and, when appropriate, tribal representatives and state resource ~~people~~ staff;

(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet the educational goals of the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601;

(c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule, that are consistent with the goals of the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601; and

(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural ~~heritage~~ heritages and contemporary portrayal of American Indians.

(5) The school district shall develop and implement ~~its~~ an assessment plan that details progression, growth, and proficiency, promotes demonstrations of student learnings, and used to measure ~~measures~~ student progress ensuring alignment to the local curriculum in all program areas pursuant to ARM 10.56.101.

(a) The assessment plan shall be included in the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601 and be in place within two years following the development of local curriculum.

(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student ~~progress~~ growth and proficiency of in achieving content standards and content-specific ~~grade-level~~ grade-band learning progressions in all program areas.

(c) The Superintendent of Public Instruction shall develop criteria and procedures for the selection of appropriate multiple measures and methods to be used to assess student ~~progress in achieving~~ growth and proficiency of content standards and appropriate content-specific ~~grade-level~~ grade-band learning progressions in all program areas.

(d) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.604 VARIANCES TO STANDARDS (1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(a) In its application, the local board of trustees shall outline how and why its proposed variance would be workable, educationally sound, and designed to meet or exceed results under established standards and, where applicable, aligned with program standards under ARM 10.55.1101 through ~~10.55.1904~~ 10.55.2201.

(b) In its application, the school district shall provide evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, ~~parents~~ families, community members, and students as applicable. A district shall provide evidence it adopted its application for variance at an official, properly noticed meeting of its board of trustees.

(c) An application for variance to an assurance standard or a section of assurance standards ~~to take effect at the beginning of the academic year~~ is due in writing to the Superintendent of Public Instruction no later than the ~~first~~ second

Monday in March ~~October~~ for the current academic year. An application for variance to standards to take effect the second semester of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in July.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to an assurance standard ~~standards~~ or a section of assurance standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction and approved by the Board of Public Education from a list of qualifying individuals jointly endorsed by MEA-MFT, Montana Rural Education Association (MREA), Montana Small Schools Alliance (MSSA), School Administrators of Montana (SAM), and Montana School Boards Association (MTSBA): one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, ~~and two elementary school teachers,~~ one tribal council representative, and one family or community representative.

~~(ii) As needed, the review board shall seek advice from experts.~~

~~(A) The Superintendent of Public Instruction shall solicit a pool of experts from curriculum groups and educational associations to serve "on call" in an advisory capacity.~~

~~(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.~~

~~(C) The review board shall notify the Superintendent of Public Instruction when and what type of experts are needed.~~

~~(D) The Superintendent of Public Instruction shall notify the appropriate pool of experts of this needed input and arrange for the pool member(s) to advise the committee.~~

~~(iii)~~(ii) The review board members shall serve five-year terms with no limit to the number of terms any one person may serve. Terms shall be staggered where half of all positions shall be filled every three years prior to the first meeting of the review board in the third year.

(e) The review board shall review all applications and use a uniform rubric, made available to districts in advance of applying to implement a variance to a an assurance standard or a section of assurance standards. The uniform rubric will ensure consistent and ~~high-quality~~ high-quality applications from school districts across Montana.

(f) through (h) remain the same.

(2) The Board of Public Education shall approve or deny proposed variances to an assurance standard or a section of assurance standards. If the board denies a proposed variance to an assurance standard or a section of assurance standards, it shall remit in writing to the applicant school district why it has done so.

(3) If the Board of Public Education approves a proposed variance to an assurance standard or a section of assurance standards, it shall initially do so for no more than two years pending ongoing review of the implementation by the Superintendent of Public Instruction.

(4) Following the second year of implementation of a variance to an

assurance standard or a section of assurance standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.

(5) through (7) remain the same.

(8) If the Superintendent of Public Instruction finds the variance to an assurance standard or a section of assurance standards is not working as intended or does not meet or exceed results that could be achieved under established standards, the superintendent shall recommend to the Board of Public Education that the variance be revoked.

(9) and (10) remain the same.

~~(11) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.~~

~~(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.~~

~~(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.~~

~~(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.~~

~~(d) To be proposed by a school district and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:~~

~~(i) school district governance and control;~~

~~(ii) unrestricted, open student access;~~

~~(iii) compliance with all health and safety laws;~~

~~(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;~~

~~(v) employee collective bargaining to the same extent as required or provided by state law; and~~

~~(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.~~

~~(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.~~

~~(ii) unrestricted, open student access;~~

~~(iii) compliance with all health and safety laws;~~

~~(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;~~

~~(v) employee collective bargaining to the same extent as required or provided by state law; and~~

~~(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.~~

~~(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.605 CATEGORIES OF ACCREDITATION (1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to waive assurance standards for the school for three years.

~~(1) (2) Regular accreditation Accredited means the school has met the assurance standards with minor and/or few deviations from the standards, and met or exceeded the student performance standards as defined and delineated in ARM 10.55.606, and met the Licensure Endorsement Requirements Related to Teaching Assignments, a copy of which may be found A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.~~

~~at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/B/Endorsement%20Codes.pdf?ver=2019-09-04-130721-823>.~~

~~(2) Regular with minor deviation accreditation means the school does not meet all the requirements of regular accreditation outlined in (1) and delineated in the Accreditation Status Criteria Reference Guide, a copy of which may be found at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/A/Accreditation%20Status%20Criteria%20Reference%20Guide.pdf?ver=2019-06-13-113341-203>.~~

~~(3) A school with regular accreditation with a deviation in student performance standards, as defined in ARM 10.55.606, or regular with minor deviations accreditation as defined in ARM 10.55.606(7), shall remedy the deviations within three years or will be reassigned to a lower category of accreditation.~~

~~(4) (3) Advice accreditation Accredited on probation status means the school exhibits serious and/or numerous deviations from the assurance standards and/or does not meet the student performance standards as defined and delineated in ARM 10.55.606, and the Licensure Endorsement Requirements Related to Teaching~~

Assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. For a district with a school accredited on probation status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted. Schools identified as accredited on probation will be required to participate in an annual review of progress from the Office of Public Instruction. If a school has three consecutive years on probation, the school shall be placed into the intensive assistance process.

~~(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.~~

~~(6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.~~

~~(7) A school shall be immediately placed in deficiency status if:~~

~~(a) the school employs a teacher who does not have a Montana teaching license; or~~

~~(b) the school has a facility that creates an unhealthy environment with safety and health hazards.~~

~~(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process as defined in the Accreditation Status Criteria Reference Guide, a copy of which may be found at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/A/Accreditation%20Status%20Criteria%20Reference%20Guide.pdf?ver=2019-06-13-113341-203>.~~

~~(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.~~

~~(10) (4)~~ A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in ~~(4) (2)~~. This process shall include an on-site review from the Office of Public Instruction.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.606 ACCREDITATION PROCESS (1) remains the same.

(2) Assurance standards are comprised of the following subchapters in ARM Title 10, chapter 55:

(a) Subchapter 6, General Provisions, ARM 10.55.601 through ~~40.55.607~~ [New Rule I];

(b) Subchapter 7, School Leadership, ARM 10.55.701 through ~~40.55.719~~ [New Rule IV];

(c) Subchapter 8, ~~Academic Requirements~~ Educational Opportunity, ARM 10.55.801 through ~~40.55.805~~ [New Rule V];

(d) Subchapter 9, Educational Opportunity Academic Requirements, ARM 10.55.901 through ~~10.55.940~~ 10.55.911; and

(e) ~~Subchapter 10, Program Area Standards~~, ARM 10.55.1001 through ~~10.55.1003~~ 10.55.2301.

(3) Student performance standards are comprised of measures required under ARM 10.56.101(3) and other measures described in the state accountability system, defined in ARM 10.55.602, recommended by the state superintendent and approved by the Board of Public Education (~~BPE~~).

(a) ~~BPE~~ The Board of Public Education shall annually review the minimum requirement, defined in ARM 10.55.602, for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the State Superintendent of Public Instruction.

(b) The State Superintendent of Public Instruction shall recommend to the ~~BPE~~ Board of Public Education modifications to the student performance standards after consultation with representative stakeholders.

(4) and (5) remain the same.

(6) A school shall be designated accredited with distinction by using the combined results of accredited status for assurance standards and distinguished status for student performance results, where 80% of students are proficient or advanced and/or obtain an 80% or higher graduation rate.

~~(6) A school shall be designated regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:~~

~~(a) Regular status for assurance standards and regular status for student performance standards;~~

~~(b) Regular status for assurance standards and regular with minor deviation for student performance standards; or~~

~~(c) Regular with minor deviation for assurance standards and regular status for student performance standards.~~

(7) A school shall be designated ~~regular with minor deviation~~ accredited status by using the combined results of both assurance standards and student performance standards in ~~regular with minor deviation status~~ accredited status, or as stated in ARM 10.55.605.

(8) A school shall be designated in ~~advice~~ accredited on probation status by using the combined results of the assurance standards and student performance standards in accredited with probation for either set of standards, or as stated in ARM 10.55.605.

~~(9) A school shall be designated deficiency status by using the combined results of assurance standards and student performance standards in deficiency in either set of standards, or as stated in ARM 10.55.605.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.701 BOARD OF TRUSTEES (1) remains the same.

(2) Each school district shall make available to the staff and public:

(a) ~~goals that reflect the district's strategic plan of education~~ an integrated

action plan that includes a graduate profile as outlined in ARM 10.55.601;

(b) sequential K-12 curriculum for each program area that aligns to the content standards, ~~specific grade-level~~ grade-band learning progressions, and program area standards;

(c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; and

(d) policies that delineate descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. ~~The local board of trustees shall review these policies on a regular basis;~~

(e) policy on student, parent, and school employee due process rights;

(f) policies addressing bullying, hazing, intimidation, and harassment of students and meeting the requirements in ARM 10.55.719;

(g) an equity policy;

(h) a transfer policy for determining the appropriate placement of incoming students;

(i) an academic freedom policy;

(j) a materials selection policy, including a challenge procedure, for all curricular and support materials;

(k) a copyright policy;

(l) a policy that defines the use of school facilities and resources;

(m) comprehensive family engagement policy aligned to meet the following goals:

(i) families actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;

(ii) families and school staff engage in regular, two-way meaningful communication about student learning;

(iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;

(iv) families are empowered to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;

(v) families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and

(vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation;

(n) a policy incorporating the distinct and unique cultural heritage of American Indians, ensuring integration of the history and contemporary portrayals of Indians, and that is aligned with district goals;

(o) a policy addressing distance, online, and technology-delivered learning as defined in ARM 10.55.602;

(p) a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM 10.55.720;

~~(q) a policy addressing hazard and emergency plans as outlined in ARM 10.55.721;~~

~~(r) a policy that defines a significant writing program; and~~

~~(s) a policy that addresses student health issues that arise in the school setting.~~

~~(3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.~~

~~(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.~~

~~(a) The evaluation system used by a school district for licensed staff shall, at a minimum:~~

~~(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;~~

~~(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);~~

~~(iii) identify what skill sets are to be evaluated~~

~~(iv) include both formative and summative elements; and~~

~~(v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.~~

~~(b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.~~

~~(5)(3) The local board of trustees shall:~~

~~(a) establish conditions that contribute to a positive school climate which:~~

~~(i) (a) keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in [New Rule II]; and~~

~~(ii) (b) engage in a continuous school improvement process; and,~~

~~(b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~

~~(4) The local board of trustees shall develop, with stakeholder input, a district mission and vision that aligns to the district graduate profile.~~

~~(5) The local board of trustees with meaningful stakeholder involvement shall establish and implement policies that:~~

~~(a) provide for the safety and well-being of all students;~~

~~(b) emphasize student learning and each student's growth;~~

~~(c) allow for personalized and proficiency-based learning models; and~~

~~(d) establish other policies for the effective operation of the school district.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT (1) and (1)(a) remain the same.

(b) considered appropriately assigned if the superintendent is enrolled in an internship program as defined in ARM 10.55.602 and meets the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) and (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL (1) and (1)(a) remain the same.

(b) be considered appropriately assigned if the principal is enrolled in an internship as defined in ARM 10.55.602 and meets the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) remains the same.

(3) The principal shall carry out the district's policies and procedures, provide instructional leadership that allows for personalized and proficiency-based learning models, engage in strategic planning and school improvement, intentionally engage families and community members, ensure a positive school climate, and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources to maximize student learning outcomes.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) The assignment of licensed superintendents for all configurations of school systems shall be determined by the local board of trustees, who recognize that in order to have a quality school system, leadership and leadership stability matter. The employment, assignment, functions, and duties of superintendents must comply with 20-3-207, 20-4-401, 20-4-402, MCA, based upon full-time equivalency (FTE) and shall be assigned as follows: The local board of trustees shall hire a district superintendent when:

(a) It operates a County High School, except the trustees may employ a Class 3 holder with a district superintendent endorsement as the county high school principal in lieu of a superintendent.

(b) The trustees of any high school district that operates under a separate board of trustees due to alternate methods of electing members of the high school board of trustees and the trustees of the elementary district where its high school building is located shall jointly employ and appoint a district superintendent.

(c) A joint board of trustees has been formed by a county high school and the elementary district where the county high school is located, the joint board shall jointly employ and appoint a district superintendent.

(d) The trustees of any other district may employ and appoint a district superintendent or when practicable seek the services of the county school superintendent as outlined in 20-3-207, MCA, to assist with the supervision or other support requirements identified by the county superintendent (e.g., employ a principal, subcontract with a licensed superintendent).

(2) When a district superintendent is employed, the trustees shall enter into a minimum of a one-year negotiated contract with the superintendent but can negotiate up to three years. Renewal of contracts must comply with 20-4-401, MCA.

(3) Based on the enrollment of a school system and the scope, functions, and duties of the superintendent, the district superintendent is encouraged to recommend to the local board of trustees the assignment of additional staff (e.g., assistant superintendents, coordinators, directors, supervisors) to assist with the operation of the school district to provide a quality education that results in actualized learning outcomes and the safety and wellness of students.

~~(a) School systems with 14 or fewer FTE licensed staff and without a licensed superintendent employed may use a supervising teacher and the services of the office of the county superintendent to satisfy administrator requirements;~~

~~(b) School systems with more than 14 and fewer than 18 FTE licensed staff shall employ a part time, at a minimum of .10 FTE, licensed superintendent. One individual may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);~~

~~(c) School systems with more than 18 and fewer than 31 FTE licensed staff shall employ a half time (.50 FTE) licensed superintendent. One administrator may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);~~

~~(d) school systems with 31 or more FTE licensed staff shall employ a full-time (1.0 FTE) licensed superintendent who shall devote full time to administration and supervision not to exceed a total assignment of 1.0 FTE.~~

~~(e) No individual superintendent assigned pursuant to the ratios in (1) may be assigned as more than 1.0 FTE.~~

(2) (4) School systems with 100 or more full-time equivalency (FTE) FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a Class 3 administrative license. Those districts with fewer than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a consortium, multidistrict collaborative, or interlocal cooperative, or a part-time, designated curriculum coordinator.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (1) School systems with nine or fewer FTE

licensed staff and without a licensed superintendent may use a supervising teacher and the services of the office of the county superintendent to satisfy principal requirements. The assignment of licensed school administrators/principals for all configurations of school systems shall be recommended by the district superintendent or county superintendent to the local board of trustees based on the scope, functions, and duties of the administrator/principal outlined in ARM 10.55.703, who recognize that in order to have a quality school system, leadership and leadership stability matter. Further, it is recognized that principals and assistant principals are the school leaders whose impact is second only to the classroom teacher in quality student learning outcomes and the safety and well-being of students.

(a) The local board of trustees may employ a principal/superintendent combination to lead their school districts.

(b) The local board of trustees shall ensure that administrator/principal duties shall be met through the employment of a superintendent/principal or, where practicable, seek the needed services of the county superintendent in a school district with fewer than 125 students.

(c) A school district must assign a licensed school administrator/principal full or partial FTE based on scope, function, and responsibilities for a school district with an enrollment of 125 students or more.

~~(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:~~

~~(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;~~

~~(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;~~

~~(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;~~

~~(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;~~

~~(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;~~

~~(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;~~

~~(g) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.~~ Dependent on the student enrollment of the school and the scope, function, and responsibility of a principal/administrator, local boards of trustees are encouraged to set staffing levels of principals/administrators that will provide a quality education that results in learning outcomes and supports the safety and well-being of students.

(a) The local board of trustees may employ and assign a principal/superintendent combination to lead their school districts.

(b) The local board of trustees may assign a supervising teacher and/or county superintendent to fill the duties of the principal in schools.

(c) The local board of trustees may assign a licensed school administrator/principal at a partial or full-time equivalency.

(3) No individual principal assigned pursuant to the ratios in (2) may be

~~assigned as more than 1.0 FTE. Additional administrator/principal FTE may be recommended by the district or county superintendent to the local board of trustees for consideration at any time during the school year.~~

~~(4) In a school that requires two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have an administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs. No individual administrator assigned pursuant to the ratios in ARM 10.55.705(2) may be assigned as more than 1.0 FTE.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.706 TEACHER INVOLVEMENT (1) Teachers should use their professional judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ instruction to all students based on individual need.

(2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.707 TEACHER AND SPECIALIST LICENSURE (1) and (1)(a) remain the same.

(b) considered appropriately assigned if enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) remains the same.

(3) School psychologists shall be licensed under ARM 10.57.432(1) or 10.57.433 and 10.57.434, or considered appropriately assigned if they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(4) and (4)(a) remain the same.

(b) considered appropriately assigned if they hold a Class 1 or 2 license and are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(5) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for which they are licensed and endorsed, unless they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) Teachers assigned in grade 5 or 6 in the departmentalized classroom or

middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. ~~A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom.~~

(3) ~~Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, a copy of which may be found at: <http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf>.~~

(4) Licensure at the elementary level entitles the holder to teach in grades K through 8.

(5) ~~No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) Each school must have a library media and literacy information program aligned to the content standards in ARM 10.53.1201 and the program standards in ARM 10.55.1801 that results in student learning outcomes for media and information literacy. The school library shall be housed in a central location, and each shall have a licensed and endorsed library media specialist at the following ratio:

- (a) ~~.5 FTE for schools with 126-250 students;~~
- (b) ~~1 FTE for schools with 251-500 students;~~
- (c) ~~1.5 FTE for schools with 501-1000 students;~~
- (d) ~~2 FTE for schools with 1001-1500 students;~~
- (e) ~~2.5 FTE for schools with 1501-2000 students;~~
- (f) ~~3 FTE for schools with 2001 or more students.~~

(2) ~~Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist. Based on the needs of the district, in concert with national and state program standards, the superintendent must recommend to the local board of trustees the assignment of library media staff to provide library media and information literacy services that result in the knowledge, skills, and dispositions students need by:~~

- (a) employing licensed and endorsed library media specialist(s); or
- (b) contracting with a licensed and endorsed school library media specialist;

or

- (c) utilizing a consortium, multidistrict agreement, interlocal cooperative; or
- (d) utilizing any other cooperative method that is authorized to secure these services.

(3) ~~If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (1) A

~~minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. Each school must have a school counseling program for K-12 students aligned to delivery standards in ARM 10.55.1901 and national counselor and student standards. The school system will assess the need for student supports that result in the knowledge, skills, and dispositions students need to:~~

~~(a) address mental health, safety, and well-being;
(b) achieve academic success and college and career readiness; and
(c) develop the mindsets and behaviors as identified in the national school counseling standards.~~

~~(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated. Based on the needs of the district in concert with national and state standards, the superintendent must recommend to the local board of trustees the assignment of counseling staff based on the capacity of individual counselors to provide school counseling programming and services by:~~

~~(a) employing licensed school counselor(s) or Class 6 specialist(s); or
(b) contracting licensed school counselor(s) or Class 6 specialist(s); or
(c) utilizing a consortium, multidistrict agreement, or interlocal cooperative to secure these services; or~~

~~(d) utilizing any other cooperative method that is authorized to secure these services.~~

~~(3) Districts with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services. Based on the student need and school population(s), the district superintendent must recommend to the local board of trustees the assignment of additional degreed, licensed, or credentialed staff (e.g., school counselors, school psychologists, career advisors, licensed clinical social workers, licensed professional counselors, behaviorists, other mental health professionals, and/or other resources) that supports the staffing levels based on evidence-based research and national counseling standards.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.712 CLASS SIZE: ELEMENTARY (1) through (4) remain the same.

~~(5) The school district must provide additional human resources when exceeding maximum class sizes. Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload up to six hours.~~

~~(6) An overload of six or more five students per classroom is not allowed considered excessive.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.714 PROFESSIONAL DEVELOPMENT (1) Professional development:

(a) shall be aligned with the district graduate profile and educational goals outlined in the district integrated action plan described in ARM 10.55.601 and objectives;

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

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

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

~~(d)~~(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;

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

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

~~(g)~~(h) ~~promotes continuous inquiry and improvement embedded in daily life of schools~~ offers opportunities for feedback and reflection;

~~(h)~~(i) is ongoing and sustained;

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

~~(j)~~(k) requires substantial time, ~~and 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;

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

~~(i)~~(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.

(2) remains the same.

(3) The local board of trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan; and develop and recommend a plan for the subsequent school year, which is a required component of the integrated action plan outlined in ARM 10.55.601.

(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.

(b) Each school year the local board of trustees shall adopt a professional development plan embedded in the district integrated action plan for the subsequent school year based on the recommendation of the advisory committee.

(c) through (h) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION (1) remains the same.

~~(b)~~ (a) Instructional paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional paraprofessional and not to delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment.

~~(e)~~ (b) Instructional paraprofessionals assigned to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher licensed at the proper level. The supervising teacher is responsible for instruction and assessment of students and shall not be simultaneously assigned to another teaching duty or preparation time.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, MCA

10.55.716 SUBSTITUTE TEACHERS (1) through (4)(b) remain the same.

~~(c) The district may accept the report of a previous fingerprint-based background check if it is submitted by a Montana university or college for a student currently or formerly enrolled in an accredited Montana professional educator program or from a public or nonpublic state-accredited school that previously employed the substitute. The report shall not be accepted if it was completed more than two years prior to the date of submission.~~

~~(d)~~ The district shall consider the information obtained from the results of the fingerprint-based background check under the provisions of Title 37, chapter 1, part 2, MCA, governing the licensure of criminal offenders and under 20-4-110, MCA. Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the district as grounds for removal from the classroom if the conviction was for a sexual offense, theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

~~(5) Sections (2), (3), and (4) may be waived by the local board of trustees in whole or in part, if the nonlicensed substitute has previous teaching or substitute teaching experience in a Montana-accredited public school prior to November 28, 2002 and who has continued to substitute yearly thereafter.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-4-102, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-4-102, 20-7-101, MCA

10.55.717 ASSIGNMENT OF PERSONS PROVIDING INSTRUCTION TO BRAILLE STUDENTS (1) No licensed or classified employee of a school district, cooperative, or any contracted service provider shall be assigned to provide instruction of Braille to a student or produce Braille materials who has not

demonstrated competency in "contracted" (grade two) standard literary Braille code by:

~~(a) successful completion of the National Literary Braille Competency Test~~
successful completion of a program, for teaching visually impaired students, from an approved educator preparation program as defined in ARM 10.57.102; or

~~(b) successful completion of the Braille competency test developed by Portland State University (Braille Literacy Usage Exam)~~
National Certification in Unified English Braille Test and maintenance of that certificate; or

~~(c) successful completion of Library of Congress transcriber's certificate~~
the Unified English Braille Exam (Washington State School for the Blind) and ongoing maintenance; or

~~(d) successful completion of a program, for teaching visually impaired students, from an accredited college or university~~
successful completion of the Literary Braille Transcribing Course available through the National Federation of the Blind.

(2) The employing agency (school district and/or cooperative) is responsible for:

(a) monitoring appropriate assignment of personnel under (1);

(b) assuring personnel working towards certification are making adequate gains in their coursework; and

(c) assuring maintenance of certification.

(3) through (6) remain the same.

(7) If a paraprofessional, who has not successfully met the requirements found in (1), is assigned to work with a student who has a visual impairment, the paraprofessional will be supervised by the ~~district's~~ designated special education teacher in collaboration with a teacher of the visually impaired who holds a credential from an ~~accredited university~~ approved educator preparation program as defined in ARM 10.57.102. In addition, the assigned paraprofessional and the school district shall meet the requirements contained in (1) within two years of the date a student with a visual impairment has been identified as in need of Braille instruction and/or materials.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-1-121, 20-2-121, 20-3-106, 20-7-101, 20-7-475, MCA

10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

(1) through (4) remain the same.

(5) Employees who have met the requirements in (1) and who seek to remain eligible to work as educational sign language interpreters are responsible for documenting a completion of 12 clock hours of professional development and/or Office of Public Instruction ~~renewal~~ professional development units per calendar year related to the improvement of educational interpreting, performance, and knowledge skills. Such individuals will provide documentation of completion to their employing school district, cooperative, or contracting agency.

(6) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.721 HAZARD AND EMERGENCY PLANS (1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety.
(2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.801 SCHOOL CLIMATE (1) through (1)(b) remain the same.
(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 ~~age, sex, religion, race, national origin~~ with prejudice toward none, ~~or handicapping condition~~;
(d) through (f) remain the same.
(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school; ~~and~~
(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; ~~and~~
(i) measure school climate through a valid and reliable tool to understand student, staff, family, and community perceptions of climate in their school and make data-driven decisions about programs and practices that could improve school climate.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law ~~regardless of race, color, sex, culture, social origin or condition, or political or religious ideas~~, with prejudice toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.

AUTH: ~~Montana Constitution, Article II, Section 4,~~ Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: ~~Montana Constitution, Article II, Section 4,~~ Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.803 LEARNER ACCESS (1) Equal opportunity to learn is a primary

consideration of all program areas, at all levels. In order to integrate this concept throughout the education program, the local board of trustees shall develop and implement processes that ensure each learner has access to the following: for assessing the educational needs of its students.

(a) high quality instruction provided by a qualified educator that meets each of the following criteria:

(i) students are engaged in authentic learning experiences that tie to their interests;

(ii) students are all included in activities and given equal opportunity;

(iii) uses formative and interim assessments to guide instruction;

(iv) supports student metacognition, self-assessment, and reflection; and

(v) provides opportunities for individual self-direction and decision making;

(b) rigorous learning activities that are complex, engaging, can be accessed by all learners, and match student interests;

(c) standards aligned curriculum and instructional materials that are place based, culturally diverse, honor differences among learners, reflect authentic historical and contemporary portrayals of American Indians, and include opportunity for choice and voice;

(d) technology hardware and software appropriate to support individual student learning;

(e) time for learning that includes opportunities for multiple modalities, collaboration in a variety of configurations, and student discussion;

(f) supportive learning environment that provides a safe physical space for learning, furniture and other fixtures that provide adequate space for students to fully engage in learning activities, is accessible to all learners, regardless of physical limitations; and

(g) other resources, such as after school programming, tutoring, paraprofessionals, counselors, librarians and libraries, and support staff.

(2) In implementing curriculum in all program areas, the local board of trustees shall:

(a) provide learning experiences matched to student's interests, readiness, and learning styles;

(b) recognize individual and cultural diversity and differences among learners, including American Indians. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;

(c) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, across all content areas;

(d) provide learning resources that are relevant, culturally inclusive, and current;

(e) provide opportunities for individual self-direction and decision making;

(f) provide equal access to learning resources;

(g) provide instructional materials that support the adopted curricula; and

(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians.

(3) The local board of trustees shall identify, using appropriate criteria,

students who may be at risk or in need of special services.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.804 GIFTED AND TALENTED (1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image, and create a supportive learning environment.

(2) and (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards. ~~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;~~

~~(3)(d) includes, at~~ At a minimum, the following program areas, as aligned with ARM 10.55.603 and 10.55.1001 are required of all students yearly:

~~(i)(a)~~ English language arts;

~~(ii)(b)~~ mathematics;

~~(iii)(c)~~ physical and life sciences;

~~(iv)(d)~~ social studies; and

~~(v)(e)~~ health and physical enhancement education; and

(f) elective/exploratory offerings at the discretion of the local board of trustees to provide a minimum of three of the following:

(i) arts (visual arts, media arts, theater arts, music, and dance);

(ii) career and technical education;

(iii) computer science;

(iv) world languages; and

(v) exploratory courses, for example: mathematics exploration, science exploration, business, creative writing, financial education, photography, and leadership.

~~(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.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.
- (2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content 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 (including 1/2 unit of Civics or Government);
 - (e) 2 units of career and technical education;
 - (f) 2 units of arts;
 - (g) 1 unit of health enhancement and physical education;
 - (h) 2 units of world languages; and
 - (i) 2 units of electives; and
 - (j) 1/2 unit of economics or financial literacy within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning.

- (2) In order for students to graduate, they must to meet the content and performance standards; The the following 13 units shall be part of the 20 units. The required units may be satisfied by an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards required for all students to graduate:
 - (a) 4 units of English language arts;
 - (b) 2 units of mathematics;

- (c) 2 units of social studies (including a 1/2 unit of Civics or Government);
 - (d) 2 units of science;
 - (e) 1 unit of health ~~enhancement~~, and physical education ~~with 1/2 unit each year for two years~~;
 - (f) 1 unit of arts; ~~and~~
 - (g) 1 unit of career and technical education-; and
 - (h) 1/2 unit of economics or financial literacy within the 2 units of social studies, the 2 units of mathematics, or the 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.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.

(b) through (4) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING (1) through (2)(a) remain the same.

(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~~ grade-band 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) through (4) remain the same.

(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) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.908 SCHOOL FACILITIES (1) and (2) remain the same.

(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state or federal accessibility standards.

(4) through (6) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1001 PROGRAM STANDARDS (1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific ~~grade-level~~ grade-band learning progressions.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1003 PROGRAM FOUNDATION STANDARDS (1) remains the same.

(2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific ~~grade-level~~ grade-band learning progressions. All programs shall follow the content standards in the ~~accreditation~~ Administrative Rules of Montana. The local board of trustees shall:

(a) through (b)(vi) remain the same.

(vii) integrate information literacy skills, and technology tools, ~~and workplace competencies~~ to support learning in all curricular areas; and

(viii) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1101 COMMUNICATION ARTS ENGLISH LANGUAGE ARTS AND

LITERACY PROGRAM DELIVERY STANDARDS (1) In general, a basic program in ~~communication~~ English language arts and literacy shall:

- (a) meet the following conditions:
 - (i) ~~promote literacy and language excellence in the spoken, written, and visual form; and~~ reading, writing, speaking, and listening for creative and purposeful expression in language;
 - (ii) engage with high-quality literary and informational text that builds knowledge, expands experiences, and broadens views; and
 - (iii) emphasize reasoning and use of evidence that is essential for deliberation;
 - ~~(ii)~~ (iv) make available a variety of print and non-print materials encompassing fiction and non-fiction, classic and contemporary works, and diverse perspectives including Montana American Indian works; and
 - (v) promote critical reading that is necessary to navigate the vast amount of information available both in print and digitally; and
- (b) include the following practices:
 - (i) integrate reading, literature, writing, speaking, listening, and media literacy with a balanced approach supported by current research and/or based on best practices in the field of ~~communication~~ English language arts and literacy;
 - (ii) through (vi) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1301 HEALTH AND PHYSICAL EDUCATION ENHANCEMENT PROGRAM DELIVERY STANDARDS (1) In general, a basic health and physical education ~~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 and physical education enhancement; and
 - (v) provide for the participation of all students in a health and physical education program; and
 - (vi) maintain adequate first aid materials and communication device capabilities; and
- (b) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1701 CAREER AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS (1) through (1)(b)(iii) remain the same.

- (iv) leadership, ~~and character development, and character, and employability~~ skills through participation in career and technical student organizations (CTSOs);
- (v) remains the same.
- (vi) integration of career and ~~vocational~~ technical competencies with academic knowledge in a contextual setting.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1801 LIBRARY MEDIA AND INFORMATION LITERACY PROGRAM DELIVERY STANDARDS (1) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS

- (1) In general, school counseling shall:
 - (a) meet the following conditions:
 - (i) provide a comprehensive, preventive, and developmentally planned program to all students systematically;
 - (ii) develop and implement a counseling program based on data-informed decision making;
 - ~~(ii)~~(iii) advocate for all students and encourage students to develop to their full potential;
 - ~~(iii)~~(iv) respect the worth and dignity of all individuals by building trust and respecting confidentiality; ~~and~~
 - (v) value and respond to the diversity and individual differences in communities in a culturally responsive manner; and
 - ~~(iv)~~(vi) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, ~~parents~~ families, business, and industry.
 - (b) include the following practices:
 - (i) remains the same.
 - (ii) develop, implement, and assess a guidance curriculum aligned with the American School Counselor Association (ASCA) national model which includes the student standards for success, mindsets, and behaviors which is presented through structured groups and classroom presentations;
 - (iii) and (iv) remain the same.
 - (v) provide system support through management, consultation with staff, community outreach, and public relations; and collaborate with families, community stakeholders, and other educators to create environments resulting in positive impact on student achievement, attendance, and discipline.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.2101 WORLD LANGUAGES PROGRAM DELIVERY STANDARDS

(1) through (1)(b)(ii) remain the same.

(iii) ~~build an authentic cultural ambiance~~ gain understanding of the cultural perspectives of the target culture.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

5. The Board of Public Education proposes to repeal the following rules:

10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.55.1302 HEALTH ENHANCEMENT PARTICIPATION

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

6. The Board of Public Education proposes to transfer the following rule:

OLD

10.55.607

NEW

10.57.114 INTERNSHIPS

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REASON: By authority of 20-7-101, MCA, Standards of Accreditation for all schools are adopted by the Board of Public Education upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review was in 2013.

The Office of Public Instruction facilitated the comprehensive review process to amend ARM Title 10, chapter 55, Standards of Accreditation, with input from a task force and negotiated rulemaking committee comprised of education stakeholders appointed by the superintendent.

Based on recommendations from the task force and the negotiated rulemaking committee, the superintendent has proposed new rules specific to charter school applications, family and community engagement, mentorship and induction, evaluation, and English learners. The superintendent has proposed comprehensive amendments to existing rules to clarify language and process; clarify and add necessary definitions; clarify and amend school district policy requirements;

add and define student performance and provide transparency to the accreditation process; address the process for application for variance to accreditation standards; clarify the categories of accreditation and the consequences for deficiencies; delineate the procedures used by the Office of Public Instruction when reviewing accreditation status, program, and assurance standards; and update program foundation standards. Other amendments are made for consistency with other Board of Public Education rules.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N Last Chance Gulch, Suite 2B; P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., November 4, 2022.

8. McCall Flynn, Executive Director, Board of Public Education, has been designated to preside over and conduct this hearing.

9. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in #7 above or may be made by completing a request form at any rules hearing held by the Board of Public Education.

10. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

11. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

12. With regard to the requirements of 2-4-111, MCA, the Board of Public Education has determined that the adoption, amendment, repeal, and transfer of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State September 27, 2022.

❖ **EXECUTIVE COMMITTEE – (Item 24)**

ITEM 24

**RECOGNITION OF EXITING BOARD
MEMBER**

Madalyn Quinlan

FUTURE AGENDA ITEMS

Helena, MT

Assessment Update

Federal Update

Accreditation Report

Annual School Food Services Report

*Approve Annual Reports Transformational Learning
and Advanced Opportunity Grants*

MACIE Update

Approval of MSDB School Calendar