

**Board of Public Education Meeting  
Montana State Capitol Building  
Helena, MT**

**Room 303 - September 14, 2022**

**Room 172 - September 15, 2022**

***BOARD OF PUBLIC EDUCATION***

# **AGENDA**

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

**September 14-15, 2022**  
**Montana State Capitol Building**  
**Helena, MT**

**Wednesday, September 14, 2022**  
**8:30 AM, Room 303**

**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](mailto: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](mailto: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. July 14-15, 2022, and August 15, 2022, Meeting Minutes
- B. Financials
- C. Annual Agenda Calendar

**ADOPT AGENDA**

❖ **REPORTS – Tammy Lacey (Items 1-4)**

- Item 1**                      **CHAIRPERSON’S REPORT – 15 Minutes, page #37**  
Tammy Lacey
- Item 2**                      **EXECUTIVE DIRECTOR’S REPORT - 15 Minutes, page #39**  
McCall Flynn
  - Review Seal of Biliteracy Items
- Item 3**                      **STATE SUPERINTENDENT’S REPORT – 30 Minutes, page #52**  
State Superintendent Elsie Arntzen
  - Federal Update

Item 4                      **STUDENT REPRESENTATIVE’S REPORT – 15 Minutes, page #62**  
Charles Fox

❖ **MACIE LIAISON – Susie Hedalen (Item 5)**

Item 5                      **MACIE REPORT – 15 Minutes, page #63**  
Jordann Lankford Forster

**ACTION ITEMS:**

- Action on MACIE Appointments
- Action on MACIE Renewal

❖ **ASSESSMENT COMMITTEE – Jane Hamman (Items 6-8)**

Item 6                      **UPDATE ON MAST PILOT PROGRAM – 15 Minutes, page #68**  
Chris Noel

Item 7                      **UPDATE ON SCIENCE CUT SCORES – 15 Minutes, page #82**  
Chris Noel

Item 8                      **MATH AND ENGLISH LANGUAGE ARTS (ELA) STATEWIDE STUDENT  
ACHIEVEMENT PRESENTATION– 15 Minutes, page #86**  
Brett Carter

\*\*\*\*\***TIME CERTAIN AT 11:00AM**\*\*\*\*\*

❖ **EDUCATION INTERIM BUDGET COMMITTEE MEETING**  
Room 172  
[Agenda](#)

\*\*\*\*\***LUNCH WITH EDUCATION INTERIM BUDGET COMMITTEE**\*\*\*\*\*

Room 172

**\*\*Lunch will be provided for Board members\*\***

❖ **ACCREDITATION COMMITTEE – Susie Hedalen – (Items 9-13)**

Item 9                      **ACTION AND UPDATE ON ARM TITLE 10, CHAPTER 53 – CONTENT  
STANDARDS REVISION SCHEDULE – 15 Minutes, page #101**  
Chris Noel

Item 10                     **INFORMATION ON PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53  
– MATH STANDARDS – 15 Minutes, page #109**  
Chris Noel

Item 11                     **ACTION ON PROPOSED TIMELINE FOR REVISIONS TO ARM TITLE 10,  
CHAPTER 55 – STANDARDS OF ACCREDITATION – 15 Minutes, page #112**  
Susie Hedalen

Item 12                     **CHAPTER 55 – STANDARDS OF ACCREDITATION EXPERT PANEL  
DISCUSSION – 1 Hour, page #114**



Item 13                      **CHAPTER 55 – STANDARDS OF ACCREDITATION WORK SESSION – 2**  
*Hours, page #115*  
**Susie Hedalen**

❖ **MSDB LIAISON – Tammy Lacey (Item 14)**

Item 14                      **MSDB REPORT – 20 Minutes, page #279**  
**Paul Furthmyre**

**ACTION ITEMS:**

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

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**Thursday, September 15, 2022**  
**8:30 AM, Room 172**

**CALL TO ORDER**

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

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.

❖ **EXECUTIVE COMMITTEE – Tammy Lacey (Items 15-23)**

Item 15                      **ACTION ON BYLAWS – 15 Minutes, page #305**  
**McCall Flynn**

Item 16                      **ACTION ON STRATEGIC PLAN – 15 Minutes, page #311**  
**McCall Flynn**

Item 17                      **DISCUSSION ON SHARED GOALS WITH OPI – 30 Minutes, page #314**  
**Tammy Lacey, Superintendent Elsie Arntzen**

- **Support proficiency-based learning**
- **Transform the teaching profession**
- **Support early childhood education**
- **Promote Career and Technical Education**
- **Support the Montana Seal of Biliteracy**
- **Support recruitment and retention efforts**
- **Support legislation to fully fund base aid for schools**
- **Discussion on relationship between CSPAC, MACIE, OPI and the Board**

Item 18                      **OPI STAFFING REPORT– 15 Minutes, page #315**  
**Jeff Kirksey**

Item 19                      **ANNUAL MONTANA DIGITAL ACADEMY REPORT – 30 Minutes, page #319**  
**Dr. Jason Neiffer, MTDA**

- Item 20**                      **COMMISSIONER OF HIGHER EDUCATION'S REPORT – 15 Minutes,**  
*page #320*  
**Dr. Angela McLean**
- Item 21**                      **PRESENTATION ON MONTANA GEAR UP PROGRAM – 15 Minutes,**  
*page #322*  
**Dr. Travis Anderson, OCHE**
- Item 22**                      **PRESENTATION ON MONTANA EDUCATIONAL TALENT SEARCH – 15**  
*Minutes, page #328*  
**Jeannie Origbo, OCHE**
- Item 23**                      **MONTANA SCHOOL SAFETY ADVISORY COMMITTEE PANEL DISCUSSION**  
*– 1 Hour, page #334*

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

❖ **CSPAC LIAISON – Tammy Lacey – (Item 24)**

- Item 24**                      **ACTION ON PROFESSIONAL EDUCATORS OF MONTANA CODE OF**  
**ETHICS – 30 Minutes, page #335**  
**Tammy Lacey**

❖ **LICENSURE COMMITTEE – Madalyn Quinlan – (Item 25)**

- Item 25**                      **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON**  
**REVISIONS TO ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR**  
**PREPARATION PROGRAM STANDARDS – 4 Hours, page #338**  
**Madalyn Quinlan**

❖ **ACCREDITATION COMMITTEE – Susie Hedalen – (Item 26)**

- Item 26**                      **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING**  
**TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 55, STANDARDS OF**  
**ACCREDITATION, AND AUTHORIZE FILING OF THE NOTICE WITH THE**  
**SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA**  
**ADMINISTRATIVE REGISTER – 15 Minutes, page #360**  
**Susie Hedalen**

❖ **EXECUTIVE COMMITTEE – Tammy Lacey (Item 27)**

- Item 27**                      **ELECTION OF OFFICERS – 15 Minutes, page #362**  
**McCall Flynn**

**FUTURE AGENDA ITEMS November 17-18, 2022, | Bozeman, MT**

MCDE Update  
 MACIE Update  
*Assessment Update*  
*Federal Update*  
*Variance to Standards Requests & Renewals*  
*Accreditation Report*  
*Annual Renewal Unit Providers List*

## **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](mailto: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](mailto:bpe@mt.gov) and will be shared with the Board members and included as part of the official public record.)*

## **ADJOURN**

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*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.*

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## **CALL TO ORDER**

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

## **CONSENT AGENDA**

Items may be pulled from Consent Agenda if  
requested

- A. July 14-15, 2022, and August 15, 2022, Meeting Minutes**
- B. Financials**
- C. Annual Agenda Calendar**

# **CONSENT AGENDA**

## **MINUTES**

# **BOARD OF PUBLIC EDUCATION** **MEETING AGENDA**

**July 13-15, 2022**  
**Montana State Capitol Building, Room 152**  
**Helena, MT**

**Wednesday, July 13, 2022**

**3:00 PM**

## **STRATEGIC PLANNING SESSION – (INFORMATION) – Tammy Lacey**

Chair Lacey called the meeting to order at 3:23 PM and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Dr. Tim Tharp; Ms. Jane Hamman; Ms. Anne Keith; Ms. Susie Hedalen; Mr. Charles Fox, Student Representative; Dr. Angela McLean, Commissioner of Higher Education Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Moffie Funk; Ms. Barbara Brown, CSPAC member; Ms. Hannah Nieskens, CSPAC member.

## **DISCUSSION ON CONSTITUTIONAL PLAYERS MEETING OUTCOMES**

Chair Lacey recapped the June 6<sup>th</sup>, 2022, meeting of the Constitutional Players which met to discuss education in Montana. The group included members of the Board of Public Education, Board of Regents, Montana School Boards Association, Governor's Office, Office of Public Instruction, and Legislators. The Chair reviewed and the Board discussed the 8-bullet points that Representative Bedey shared during the meeting. Board member Hamman discussed the one-page document she wrote which would establish School Resource Regions to aid schools.

## **AGENDA FORMAT DISCUSSION**

The Board discussed the current set up of the agenda including likes and dislikes of the current format, and possible revisions. Ms. Flynn reviewed conversations she had with the Montana School Boards Association and Legislative Services Division discussing how they advise their members and committees when drafting agendas.

## **CSPAC AUTHORITY**

The Board reviewed the legal analysis from Ms. Katherine Orr, Agency Legal Services, on the duties and statutory authority of the Certification Standards and Practices Advisory Council. The Board discussed what, if any, action should be taken on the Code of Ethics, and what that process might look like.

## **PUBLIC COMMENT**

Public comments regarding the Code of Ethics from Ms. Hannah Nieskens, CSPAC member and Ms. Diane Fladmo, Montana Federation of Public Employees.

**Thursday July 14, 2022**

**8:30 AM**

## **CALL TO ORDER**

The Chair called the meeting to order at 8:30 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took roll call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Anne Keith; Ms. Jane Hamman; Ms. Susie Hedalen; Mr. Charles Fox, Student Representative. Ex-officio members: Dr. Angela McLean, Commissioner of Higher Education Office; Superintendent of Public Instruction Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician.

## **PUBLIC COMMENT**

Public comment from Mr. Brandon Sorlie, Kooth, regarding public education in Montana and the need for mental health services for students in Montana.

## **CONSENT AGENDA**

***Ms. Renee Rasmussen moved to approve the Consent Agenda as presented. Ms. Jane Hamman seconded the motion.***

***Question from Dr. Tharp regarding financials.***

*No further discussion. Motion passed unanimously.*

#### ADOPT AGENDA

*Ms. Madalyn Quinlan moved to adopt the agenda as presented. Motion seconded by Ms. Jane Hamman.*

*No discussion. Motion passed unanimously.*

#### STRATEGIC PLANNING SESSION (CONT.) – (INFORMATION) – Tammy Lacey

##### REVIEW STRATEGIC PLAN

The Board reviewed the Strategic Plan and discussed possible revisions to the plan moving forward.

##### REVIEW BYLAWS

Ms. Flynn discussed a review of the Bylaws by Ms. Bea Kaleva who recommended several changes. The Board discussed the memo from the Governor's Education Policy Advisor regarding suggestions to the Board Bylaws from the Governor's Office. A final version of the Bylaws will be presented for Action at the September Board meeting.

##### COMMITTEE PREFERENCES

The Chair requested members review the list and communicate with Ms. Flynn on their committee preferences.

\*\*\*\*\*TIME CERTAIN AT 9:30 AM\*\*\*\*\*

#### ❖ LICENSURE COMMITTEE – Madalyn Quinlan (Items 1-2)

##### Item 1

##### HEARING ON BPE CASE #2020-10, SANTALA – (ACTION)

##### Tara Harris, Counsel for the Office of Public Instruction

Ms. Quinlan opened the item introducing Ms. Caitlin Buzzas, Assistant Attorney General, Department of Justice, Ms. Tara Harris, attorney for OPI, and Mr. Andy Huff, attorney for Mr. Santala. Ms. Buzzas asked all parties to go on record as being present. Mr. Huff introduced witnesses for Mr. Santala. Mr. Huff requested the hearing to be closed due to discussion of confidential employment, criminal, and medical records. The Chair ordered the hearing to go into Executive Session.

Hearing moved to Executive Session at 9:38 am.

Open session at 12:13 pm.

*Ms. Madalyn Quinlan moved that the board concur that Mr. Santala's conduct constituted immoral conduct and as a consequence, the Board issue a letter of reprimand and enter into a stipulated agreement with Mr. Santala to submit a letter to the Board at his next renewal in 2024, and subsequent renewals in 2029 and 2034. If, under any circumstances, Mr. Santala violates the list of items considered immoral conduct in 10.57.601A(1)(b) and (c) Mr. Santala will self-report or, if the Board becomes aware of any conviction, that Mr. Santala surrender his license, or the Board will revoke his license. Dr. Tharp seconded the motion.*

*No discussion. Motion passed unanimously.*

##### Item 2

##### PRESENTATION AND ACTION ON STIPULATION AGREEMENT IN BPE CASE #2018-12, OELKERS – (ACTION)

##### Tara Harris, Counsel for the Office of Public Instruction

Ms. Tara Harris, attorney for OPI, reviewed the background of BPE Case #2018-12, Oelkers. Ms. Harris noted that a stipulated agreement has been agreed upon and signed by all parties. Ms. Harris reviewed the stipulated agreement for the Board. Ms. Hedalen and Dr. Tharp noted they worked at the OPI when the initial complaint was received and will abstain from voting.

*Ms. Madalyn Quinlan moved to approve the stipulated agreement in BPE Case #2018-12, Oelkers, and dismiss the revocation request by the State Superintendent of Public Instruction. Ms. Keith seconded the motion.*

*Chair Lacey thanked everyone for their work.*

*No discussion. Motion passed.*



## LEGISLATIVE BUDGET REQUESTS

This item was continued from the Strategic Planning session during the morning. Ms. Flynn reviewed the budget requests the Board staff have submitted to the Office of Budget and Program Planning for the 2025 Biennium. Ms. Flynn answered Board member questions.

## INFORMATION ITEMS

### ❖ REPORTS – Tammy Lacey (Items 3-8)

#### Item 3 CHAIRPERSON'S REPORT

**Tammy Lacey**

Ms. Lacey directed Board members to the Board packet and the information provided there for her report.

#### Item 4 EXECUTIVE DIRECTOR REPORT

**McCall Flynn**

Ms. Flynn updated the Board on the work she has been involved with for the Chapter 55 Task Force, the Chapter 55 Negotiated Rulemaking committee, the Montana Alternative Student Testing (MAST) Task Force, and the revisions to Chapter 58.

#### ACTION Item:

- **ACTION on CSPAC District Trustee Position**

Ms. Flynn discussed the interviews she facilitated which were conducted by the Chair and Vice Chair of the Board and the Chair and Vice Chair of CSPAC for the three applicants for the CSPAC Trustee Position. Chair Lacey thanked Ms. Flynn for setting up the process and answered Board member questions regarding the interviews.

***Ms. Madalyn Quinlan moved to select Jill Rocksund for the Trustee Position to CSPAC. Ms. Jane Hamman seconded the motion.***

***Ms. Quinlan discussed Ms. Rocksund's application and her experience.***

***No further discussion. Motion passed with Board member Rasmussen dissenting.***

#### Item 5 STATE SUPERINTENDENT'S REPORT

**State Superintendent Elsie Arntzen**

Superintendent Arntzen gave her report to the Board highlighting the Constitutional Players meeting in June, implementation of the new Chapter 57 rules, the new licensing system in place effective June 1<sup>st</sup>, a teacher mentor program for students in their final year of teacher education, and an update on the Chapter 55 Accreditation Standards. The Superintendent answered Board member questions. Chair Lacey announced that the Board will discuss the Superintendent's Shared Goals for OPI and the Board at the September Board meeting.

#### Item 6 COMMISSIONER OF HIGHER EDUCATION'S REPORT

**Dr. Angela McLean**

Dr. McLean welcomed new Student Representative Charles Fox to the Board and passed out "Apply Montana" t-shirts to all the Board members. Dr. McLean updated the Board on projects at the Commissioner of Higher Education's Office including an update on the American Indian and Minority Achievement (AIMA) department, MUS College Access Portal, Statewide ACT, Educator Recruitment and Retention efforts, the Dual Enrollment Summit, and a new grant-Montana's Future at Work. Dr. McLean answered Board member questions.

#### Item 7 GOVERNOR'S OFFICE REPORT

**Dylan Klapmeier**

The Governor's Office was absent from the meeting but provided a 2-page document that is included in the packet.

#### Item 8 STUDENT REPRESENTATIVE'S REPORT

**Charles Fox**

Mr. Fox introduced himself to the Board and gave his report discussing goals he has for his year on the Board including gathering student opinion on topics the Board is discussing, a possible student panel discussion at a future Board meeting, creating a system to teach students what the Board is doing, and a process for students to provide input to Mr. Fox that he will report to the Board.

❖ **MSDB LIAISON – Tammy Lacey (Item 9)**

**Item 9 MSDB REPORT – (INFORMATION)**

**Paul Furthmyre**

Mr. Furthmyre gave his report to the Board noting that the Visually Impaired Camp is underway on campus this week. He also highlighted building projects at the school, personnel updates, and continuing efforts to recruit interpreters.

**ACTION ITEMS:**

*Ms. Renee Rasmussen moved to approve the Personnel Actions for the MSDB as listed in the packet. Motion seconded by Ms. Anne Keith.*

*No discussion. Motion passed unanimously.*

*Ms. Renee Rasmussen moved to approve MSDB Policy 4301 – Visitors to School and Residential Facilities. Motion seconded by Ms. Madalyn Quinlan.*

*No discussion. Motion passed unanimously.*

*Ms. Renee Rasmussen moved to approve the MHSA 2022-2023 Dues for the MSDB. Motion seconded by Ms. Susie Hedalen.*

*No discussion. Motion passed unanimously.*

Mr. Furthmyre concluded his report by reviewing the MSDB Legislative Budget Requests and projects underway on campus including the phone upgrade, asbestos abatement, and the new lighting project.

❖ **MACIE LIAISON – Susie Hedalen (Item 10)**

**Item 10 MACIE REPORT – (INFORMATION)**

**Jennifer Smith**

Ms. Hedalen opened the item and turned the report over to Ms. Jennifer Smith, Chair of MACIE. Ms. Smith requested Board approval of Ms. Hilary Gourneau to MACIE and briefly described her background.

*Ms. Susie Hedalen moved to approve the nomination to MACIE for Hilary Gourneau. Ms. Madalyn Quinlan seconded the motion.*

*No discussion. Motion passed unanimously.*

*Ms. Susie Hedalen moved to approve the American Indian Regalia Protections Resolution. Ms. Renee Rasmussen seconded the motion.*

*Ms. Hedalen thanked the MACIE members for their hard work on the resolution and thanked the Board for approving the resolution. The Chair asked Mr. Fox, as the Student Representative, if this is something that could be shared with the State Student Council, and he agreed to do so.*

*No further discussion. Motion passed unanimously.*

Ms. Smith reported that MACIE has been working with the Superintendent on Native American dropout and graduation rates, and to define "rigorous action" in reference Native American students. Ms. Smith announced that a new Chair of MACIE will be elected at the next meeting, as she will be retiring, and thanked the Board for their work with MACIE.

❖ **ASSESSMENT COMMITTEE – Anne Keith (Item 11)**

**Item 11 ASSESSMENT REPORT (INFORMATION)**

**Ashley McGrath**

Ms. McGrath updated the Board on the Montana Alternative Summative Testing (MAST) project, the project timeline, schedule of meetings, and what will occur in each phase of the project. Ms. McGrath answered Board member questions.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan (Items 12-13)**

**Item 12 ACTION ON 2022-2023 CAEP MOU – (ACTION)**

**Dr. Julie Murgel**

Dr. Julie Murgel presented the CAEP MOU for the Board's approval for the 2022-2023 year. Dr. Murgel answered Board member questions.

**Ms. Madalyn Quinlan moved to approve the 2022-2023 CAEP MOU. Motion seconded by Ms. Jane Hamman.**

***No discussion. Motion passed unanimously.***

**Item 13 WORK SESSION OF SUPERINTENDENT RECOMMENDATIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (ACTION)**

**Madalyn Quinlan**

Ms. Madalyn Quinlan discussed the process for the review of Chapter 58. Ms. Quinlan reviewed a document referencing corrections and areas of inconsistency between the recommendations and the draft notice. The document makes note of grammatical corrections and punctuation errors and directs Board staff to correct the errors in the draft Notice of Public Hearing for approval the following day. Changes were made to wording in other areas for ease of read and flow of the document. The Board discussed the deletions of the words "ethics", "ethical", "equity", "equality", and discussed whether to keep or delete those words.

**Ms. Renee Rasmussen moved to direct Board staff to make minor editing corrections. Motion seconded by**

***No discussion. Motion passed unanimously.***

**PUBLIC COMMENT**

Chad Johnson, Superintendent of Hardin Public Schools gave public comment to the Board.

**RECESS**

The Board recessed at 5:26 pm.

\*\*\*\*\*  
**Friday July 15, 2022**

**8:30 AM**

**CALL TO ORDER**

The Chair called the meeting to order at 8:30 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took roll call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Dr. Tim Tharp; Ms. Susie Hedalen; Ms. Jane Hamman; Ms. Anne Keith; Mr. Charles Fox, Student Representative. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Moffie Funk; Mr. Kelly Elder, Chair of CSPAC; Ms. Jessie Counts, OPI; Mr. Zach Hawkins, OPI; Ms. Carrie Kouba, OPI; Ms. Wendi Fawns, OPI; Ms. Diane Fladmo, MFPE; Mr. Jay Phillips, OPI; Ms. Ellery Bresler, OPI; Mr. Mike Paffhausen, State Farm; Dr. Carly Urban, MSU; Ms. Jody Sandru, Teacher; Mr. Carl Shaw, Student.

❖ **EXECUTIVE COMMITTEE – Tammy Lacey (Items 14-19)**

**Item 14 ACTION ON CSPAC AUTHORITY – (ACTION)**

**Tammy Lacey**

The Chair recapped the discussion on Wednesday between the Board and the Certification Standards and Practices Advisory Council (CSPAC) regarding their statutory authority. At that time, CSPAC members explained the process the Council used to revise the Montana Educator Code of Ethics and reasons the revisions were made. It was noted that the Code is an aspirational document of how teachers should behave in the classroom, with students, with parents, and with the community, but is not a set of curriculums to be taught in the classroom. It was agreed that the Code should not be placed in Administrative Rule or have any legal consequences. The Board discussed how the Code is being used in the Educator Performance Appraisal System (EPAS), which is a widely used, optional, free, evaluation tool offered through OPI for districts to use for their teacher evaluations. A discussion ensued about requesting OPI remove the Code from EPAS, but that requesting the Code be removed from EPAS does not mean removing any requirements for ethical behavior for teachers. Local districts still could use the Code of Ethics, or any Code of Ethics, for their local district policy if they choose.

Ms. Renee Rasmussen moved to reaffirm that CSPAC is an Advisory Council to the Board of Public Education, charged with studying and making recommendations to the Board of Public Education regarding establishing standards of professional practice and ethical conduct, as was stated in their 2020-2021 Annual Report, and does not have the ability to set policy. Any changes to the Code of Ethics must be reported and acknowledged annually by the Board and be accepted by the full Board. Ms. Madalyn Quinlan seconded the motion.

*Public comment from Mr. Kelly Elder, Chair of CSPAC.*

*Question from Dr. Tharp about whether there needs to be discussion about the Code of Ethics and how it is being used. The Chair directed Ms. Flynn to work with the CSPAC subcommittee to provide more information in the Code of Ethics document.*

*Question of clarification on the motion from Ms. Hamman.*

*Ms. Hedalen thanked the CSPAC members for their work and discussion during the Joint meeting on Wednesday, and that their work was thoughtful and took time. Ms. Hedalen noted her respect for the work and for the Council.*

*No further discussion. Motion passed unanimously.*

Chair Lacey noted that this was the discussion she had envisioned the Board having in March, with action in May, and that it took a lawsuit to do so.

Dr. Tharp moved to direct Ms. Flynn to request OPI remove the reference to the Code of Ethics in Domain 4 of EPAS. Ms. Anne Keith seconded the motion.

*Ms. Quinlan asked that Ms. Flynn include in the request the discussion about letting local districts determine what, if any Code of Ethics, is used.*

*Ms. Rasmussen noted that districts can use the Code of Ethics but that must be a local decision.*

*No further discussion. Motion passed unanimously.*

#### Item 15

##### **FINANCIAL LITERACY PRESENTATION – (INFORMATION)**

**Mike Paffhausen, State Farm; Dr. Carly Urban, Associate Professor of Economics, MSU; Jody Sandru, Teacher; Carl Shaw, Student**

Mr. Mike Paffhausen, State Farm Insurance Agent, opened the discussion on Financial Literacy in schools and efforts underway to establish a program for high school students. Dr. Carly Urban, MSU, gave a presentation on what states have stand-alone personal finance/financial literacy courses, what schools are offering courses in Montana, and how other schools deliver similar instruction in other capacities. Ms. Sandru, teacher at Twin Bridges High School, discussed the financial literacy course she teaches. Mr. Carl Shaw, former Twin Bridges HS student, spoke about what he learned from taking Ms. Sandru's high school course. Mr. Paffhausen concluded the presentation by summarizing the data surrounding the importance of financial literacy, and the need for students to be financially literate.

#### Item 16

##### **ACTION ON SEAL OF BILITERACY RECOMMENDATION – (ACTION)**

**McCall Flynn**

Ms. Flynn discussed the process and the work done to date by the Seal of Biliteracy Advisory Committee, noting that today's action will complete the work on establishing the Seal, but that word still needs to get out to schools and the education community that this option is available for students. Additional work will need to be done with the Office of Public Instruction as well. Board members offered ways to communicate and disseminate information to the education community. Concerns were voiced over where the seal should be retained permanently. Dr. McLean made comments thanking the Board staff for their work on getting the group together. Ms. Hedalen echoed those comments.

Ms. Anne Keith moved to accept the Montana Seal of Biliteracy and direct the Board staff to work with the Office of Public Instruction to develop materials and procedures for awarding the Seal of Biliteracy. Motion seconded by Ms. Jane Hamman.

*Mr. Fox noted that students and teachers in Helena are excited for this new opportunity.*

*No further discussion. Motion passed unanimously.*

#### Item 17

##### **ANNUAL SPECIAL EDUCATION REPORT – (INFORMATION)**

**Jessie Counts**

Ms. Jessie Counts reviewed the Annual Special Education Report highlighting Differentiated Monitoring, ESSER funds specific to Special Education, and the percentage of Special Education students per enrollment. Ms. Counts answered Board member questions.

**Item 18** **INDIAN EDUCATION FOR ALL UPDATE AND REPORT – (INFORMATION)**  
**Zach Hawkins**

Mr. Hawkins presented an update to the Board on Indian Education for All. Mr. Hawkins highlighted professional development courses available, the Indian Education for All course for educators, the state Indian Education for All Conference, grants received, and initiatives and events scheduled for the next year. Mr. Hawkins answered Board member questions.

**Item 19** **FEDERAL PROGRAMS REPORT – (INFORMATION)**  
**Wendi Fawns, Carrie Kouba**

Ms. Carrie Kouba and Ms. Wendi Fawns, OPI, gave the Federal Programs report to the Board. Ms. Kouba discussed the e-grants tour across the state, and the American Rescue Plan (ARP) funding for Homeless Youth Grants given, highlighted how the money has been expended to date, and what remains to be expended. Ms. Fawns updated the Board on the Elementary and Secondary Schools Education Relief (ESSER) funding and the ARP funding. Ms. Fawns reviewed the expenditure of funds to date and that it is expected expenditures will be completed by the deadline. Ms. Fawns answered Board member questions. Mr. Jay Philips, CFO at OPI answered Board member questions regarding the unspent federal funds. Ms. Fawns discussed new hirings at the OPI who will work with schools to ensure the federal funds are spent and to assist schools on applying for available funds.

❖ **ACCREDITATION COMMITTEE – Susie Hedalen (Items 20-22)**

**Item 20** **ACCREDITATION DEVIATION ANALYSIS REPORT – (INFORMATION)**  
**Ellery Bresler**

Ms. Bresler reviewed the Deviation Analysis Report for the Board and answered Board member questions.

**Item 21** **ACCREDITATION OF DISTRICTS FOR THE 2022-2023 SCHOOL YEAR – (ACTION)**  
**Ellery Bresler**

Ms. Bresler explained the updated Executive Summary the Board received and discussed the revised Accreditation Plan for the 2022-2023 school year. Schools will be back on a regular accreditation status after maintaining status from 2020 due to COVID-19. Ms. Bresler and Dr. Julie Murgel answered Board member questions. Dr. Murgel explained and clarified the action being requested by OPI for the upcoming school year accreditation process. The process is being “restarted” from year one since statuses were on hold due to COVID-19.

**Ms. Susie Hedalen moved to restart the number of consecutive years for deviations such that each deviation will be considered year one on the “accreditation status criteria guide”. Ms. Madalyn Quinlan seconded the motion**

***No discussion. Motion passed unanimously.***

**Ms. Susie Hedalen moved to approve the federal LEA plan required by all school districts who received ARP-ESSER funds as the continuous school improvement plan for 2022-2023. Ms. Renee Rasmussen seconded the motion.**

***No discussion. Motion passed unanimously.***

Discussion clarifying that the first motion is waiving ARM 10.55.605 for this year to reset all schools back to their status prior to COVID-19 considering the Board previously approved maintaining school accreditation status due to COVID-19.

**Ms. Susie Hedalen moved to approve the Student Performance Assessment Results from the 2021-2022 school year for the Student Performance Standards. Ms. Jane Hamman seconded the motion.**

***No discussion. Motion passed unanimously.***

**Item 22** **CHAPTER 55 UPDATE – (INFORMATION)**  
**Dr. Julie Murgel**

Dr. Julie Murgel updated the Board on the most recent status of the revisions to Chapter 55, Accreditation Standards. The final meeting is taking place today to finalize the process of reviewing the full Chapter. Thirteen rules are not being changed; 45 rules are being changed. The Superintendent is also recommending 5 new rules be added to the Accreditation Standards. Consensus has been reached on 49 of the 50 rules and the final rule is under review. Statute requires an Economic Impact Statement be completed, and a draft has been completed via surveys that were sent out from the Office of Public Instruction. There were 652 responses received on the first survey, and 128 responses were received on the second survey. The Economic Impact Statement will be assembled and sent to Ms. Flynn for the Board's review. An attachment will be sent along with the redlines of the rule revisions, group members, and the survey questions. The Chair noted that Ms. Flynn has received some of the information but that the Chair requested the information not be sent to the Board until all pieces were finalized. The Chair stated that on August 15<sup>th</sup> the Board will meet for a half day meeting to review the recommendations for the Chapter 55 revisions.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan (Item 23)**

**Item 23**

**REQUEST APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SOS FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – (ACTION)**

**Madalyn Quinlan**

Ms. Quinlan thanked Ms. Flynn for updating the Chapter 58 draft notice overnight, and after the previous full day of meetings. Ms. Flynn reviewed the revisions she made for the Board and asked for feedback. It was noted that punctuation and grammar were not changed overnight, and Ms. Flynn asked the Board to please review for grammatical and editing changes and to send any edits to her by July 20. Ms. Quinlan asked Ms. Flynn to review the hearing date of August 23rd. Ms. Hamman asked that all the hearing and public comment dates and timelines be listed on the Board website. The Board thanked Ms. Flynn for her work on the document.

**Ms. Madalyn Quinlan moved to approve the Notice of Public Hearing pertaining to the revisions to ARM Title 10, Chapter 58, Educator Preparation Programs. Ms. Renee Rasmussen seconded the motion.**

***Dr. Julie Murgel offered public comment on behalf of the Superintendent that if the words “ethics” and “ethical conduct” are contained in the rule, that those words be defined. The Chair noted that the Superintendent can formally make those comments written during the public comment period.***

***Ms. Hamman noted a few areas on which she will note corrections to be sent to Ms. Flynn.***

***Chair Lacey thanked everyone for their work.***

***No further discussion. Motion passed unanimously.***

**FUTURE AGENDA ITEMS – September 14-15, 2022**

Election of Board Officers  
Set Yearly Board Meeting Calendar - C  
Set Annual Agenda Calendar – C  
BPE Goal Review – C  
MACIE Update  
Digital Academy Update  
Assessment Update  
Federal Update  
MACIE Renewal (Even Years)  
MSDB Superintendent Evaluation – preview  
OPI Staffing Report  
Annual HiSet Report

**PUBLIC COMMENT**

Comments from Dr. Tharp that the Board is here for students and their mental health and announced that the new Suicide Prevention Hotline 9-8-8 number is now live for anyone who needs it.

Request from Ms. Hamman about getting access to the OPI's Teacher Learning HUB and a report on the Learning HUB.

Ms. Rasmussen noted that she logged into the new Teacher Licensing System to record Professional Development Units and it was very seamless and easy.

**ADJOURN**

**Meeting adjourned at 12:42 pm.**

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DRAFT



**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

**August 15, 2022**  
**Montana State Capitol Building, Room 152**  
**Helena, MT**

**Monday, August 15, 2022**  
**1:00 PM**

**CALL TO ORDER**

The Chair called the meeting to order at 1:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Statement of Public Participation was read, and the Chair welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Susie Hedalen; Ms. Renee Rasmussen; Dr. Tim Tharp; Ms. Jane Hamman; Ms. Anne Keith; Mr. Charles Fox, Student Representative. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Dr. Julie Murgel, OPI; Deputy Superintendent Sharyl Allen, OPI; Ms. Julie Merritt, Montana Association of Gifted and Talented Education; Mr. Isaac Nehring, Helena; Ms. Marla Unruh, School Librarian; Ms. Renee' Schoening, Montana School Counselor Association; Ms. Jessica Buboltz, Montana School Counselor Association; Ms. Shy Christensen, student; Mr. Elliot Cleary, Helena Middle School; Mr. Jacob Lighthisen, Helena Middle School; Ms. Amy Friez, Helena Middle School; Mr. Daniel Sybrant, Cognia; Ms. Moffie Funk, Helena; Mr. Dennis Parman, MREA; Dr. Rob Watson, SAM.

**PUBLIC COMMENT \*\* written public comment received is attached\*\***

(Public comment from current and former students from Helena on the proposed revisions was allowed early)

Students from the Student Library Council at Helena Middle School commented on the library revisions. Ms. Amy Friez, teacher/librarian at Helena Middle School spoke regarding the recommendations in Chapter 55-Standards of Accreditation for librarian ratios.

Isaac Nehring, former Helena student, gave public comment regarding the proposed revisions to the librarian and school counselor ratios in Chapter 55-Standards of Accreditation.

Shy Christensen, University of Montana student in the School of Education, gave public comment on the importance of librarians and school counselors, and the proposed revisions to the ratios in Chapter 55-Standards of Accreditation.

Chair Lacey thanked the students for their comments.

Mr. Daniel Sybrant, from COGNIA, read a letter from Dr. Bolling at COGNIA.



## ADOPT AGENDA

**Ms. Madalyn Quinlan moved to adopt the agenda as presented. Ms. Jane Hamman seconded the motion.**

***No discussion. Motion passed unanimously.***

### ❖ EXECUTIVE COMMITTEE – Tammy Lacey (Item 1)

**Item 1      ACTION ON STIPULATED AGREEMENT IN MONTANA NEWSROOM AND MFPE vs. MONTANA BOARD OF PUBLIC EDUCATION (page 6)**  
**Tammy Lacey**

Ms. McCall Flynn, Executive Director, thanked Ms. Bea Kaleva, attorney who represented the Board in this matter. At the recommendation of Ms. Kaleva, the Board settled this matter, and Ms. Flynn noted the settlement is contained in the Board packet. Ms. Flynn explained that the Board has met all the requirements listed in the agreement, and all parties have signed the agreement.

**Ms. Madalyn Quinlan moved to approve the stipulated agreement in Montana Newsroom and MFPE vs. Montana Board of Public Education. Ms. Susie Hedalen seconded the motion.**

***No discussion. Motion passed unanimously.***

### ❖ ACCREDITATION COMMITTEE – Susie Hedalen (Items 2-3)

**Item 2      DISCUSSION ON PROPOSED TIMELINE FOR REVISIONS TO ARM TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS (page 11)**  
**McCall Flynn**

Ms. Flynn discussed that the timeline is being worked on at this time, and that the Board is bound by the Montana Administrative Procedures Act and the Negotiated Rulemaking Act, which must be considered when determining the timeline. Ms. Flynn explained that the Board would have the timeline for consideration to approve at the September meeting. Chair Lacey explained that this is the beginning of the process and that no action will be taken today on the proposed recommendations from the Superintendent. Ms. Flynn noted that public comment should be made at the public hearing or during the public comment period to be included in the records, and to be considered in the final adoption of the revised rules. For any comments received at the Board office, Ms. Flynn is directing individuals to make their comments during the public comment period. When the timeline is complete, the dates for all that information will be made available to the public.

**Item 3      REVIEW OF SUPERINTENDENT ARNTZEN'S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS (page 12)**  
**Dr. Julie Murgel, Ms. Sharyl Allen**

Dr. Murgel reviewed the order in which she and Ms. Allen will review the documents. A brief overview of the process to revise ARM Title 10, Chapter 55, Accreditation Standards was given, and Dr. Murgel discussed the document containing the recommendations as well as the Economic Impact Statement, before guiding the Board through the review of the recommendations.

10.55.601 – Board members asked questions on the proposed revisions regarding school improvement plans.

10.55.602 – Definitions Board member Hamman suggested several revisions to include new definitions, and Board member Rasmussen suggested adding taxpayers to the list of stakeholders.

10.55.605 – Categories of Accreditation: question from member Quinlan on the new status of “accredited with probation” category, and the bar for meeting accredited with distinction. Chair Lacey expressed concern with that new category as well, possibly restructuring or formatting the language in the new category “accredited with probation”, so that it does not appear punitive. Dr. Tharp made comments regarding graduation rates and questioned how those are calculated. Member Rasmussen commented on the “accreditation with distinction” category.

10.55.704 – Administrative Personnel: Assignment of District Superintendents: question of clarification from Chair Lacey confirming that the ratios for Superintendents have been removed but not for Curriculum Coordinators. Dr. Murgel confirmed that as correct.

10.55.705 – Administrative Personnel: Assignment of School Administrators/Principals: question of clarification regarding Class 3 licenses for principal and superintendent.

10.55.709 – Library Media Services, K-12: Clarifying questions from Chair Lacey on if the District Superintendent only makes the recommendations regarding library media specialists, or if the trustees make the decision. Dr. Murgel explained the trustees would make the final decision, not the district superintendent. Chair Lacey asked what the lowest level of FTE is to have an employed library media specialist. Dr. Murgel state that .002 is the minimum level which must be reported.

10.55.710 – Assignment of School Counseling Staff: comment from Dr. Tharp echoing Chair Lacey’s concerns from 10.55.709 that the Superintendent can recommend how many counselors to hire but in the proposed recommendations, trustees are not required to hire any. Member Hedalen made point of clarification that School Counselors are licensed to work with all students, not just specific students as some specialists are licensed to do.

10.55.712 – Class Size for Elementary: comment from member Hamman that more flexibility is needed regarding class sizes. Member Hedalen noted that even 5 students can be overwhelming for teachers, and that should be considered.

Dr. Tharp asked why in 10.55.717 and 10.55.1801 specific groups were named, but in Chapter 58 specific groups were not named. Dr. Murgel noted that there are no state standards to reference in Chapter 55, so it is important for the national standards to be referenced so that individuals could locate the specific group being referenced in the rule.

Member Quinlan noted that part of school funding is tied to middle school standards and asked if the School Finance group had been consulted regarding the statute tied to middle school standards and suggested that they should have input.

Chair Lacey thanked Dr. Murgel and Deputy Allen for guiding the Board through all the recommendations.

## **PUBLIC COMMENT**

Ms. Julie Merritt, Association of Gifted and Talented, spoke to their support for retaining the Library and School Counselor staff ratios and that they do not want students to miss out on opportunities.

Ms. Moffie Funk thanked the Board for their hard work today and at the meeting in July. Ms. Funk noted concern over moving the Charter School Application out of the Variance to Standards section and creating a new standard

Ms. Jessica Buboltz, Hellgate High School Counselor, member of Montana School Counselor Association and current Chair, advocated for retaining the School Counselor ratio.

Ms. Renee' Schoening, President of the Montana School Counselor Association, and previous mental health counselor and current school counselor, thanked the Board for their service and dedication, and spoke about the importance of and need for School Counselors.

Mr. Dennis Parman, Executive Director, MREA, gave public comment that historically the Accreditation Standards are the minimum standards, and what was presented today were not minimum standards, but instead erode local control.

Dr. Rob Watson, Executive Director of SAM, noted that based upon the low response of the Economic Impact Survey, the Board should not rely on the results. Based upon distribution of the survey, and the response rate, the statistics indicate less than a 5% response rate.

Ms. Diane Fladmo, MFPE, thanked the Board for their work and stated that MFPE will be submitting written public comments. She noted the previous comments regarding the ratios and giving charter schools their own standard are their main areas of concern.

Chair Lacey noted the date change for the September meeting due to the meeting on September 13 for the Constitutional Players meeting. The Board will meet September 14-15 in Helena at the Montana State Capitol building.

**Ms. Susie Hedalen moved to adjourn the meeting. Ms. Renee Rasmussen seconded the motion.**

**No discussion. Motion passed unanimously.**

**The meeting adjourned at 5:09 PM.**

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## APPENDIX A

DRAFT

**Board of Public Education  
Public Comment | August Meeting**

**1. Colleen McHugh**

I am opposing the proposed changes in regards to standards for Library Media Specialists and Counselors.

Neither change to the standards is in the best interest of the students they serve and would greatly impact classroom staff by placing even more responsibilities on them.

These are very important positions and impact a lot of students. For many students Counselors and Librarians are the most important people they see during their school day.

School library-media specialists support student research and academic achievement; school counselors support student mental health and college/career planning. Both of these are essential elements of a comprehensive education.

Thank you for taking time to listen to my concerns.

**2. Elizabeth Bird, Ph.D.**

Every school needs counseling and library staff! Please do NOT change this requirement.

**3. Rebecca Dupre**

Missoula, MT

I am a parent and a National Board Certified Teacher Librarian in Missoula. I have taught since 2009 in Class C and AA middle and high schools. I disagree fundamentally with the removal of ratios as a minimum standard for endorsed teacher librarians and counselors. Local districts have the ability to rise above the minimum standards, but many do not. . Without minimum staffing standards and by weakening 10.55.709, we remove basic protections for a more equitable student experience and force districts to make difficult decisions allocating precious resources, perhaps unintentionally overloading certain areas. Localities would be much better served preserving minimum staffing standards, and having those pivotal positions more fully supported by State dollars.

After following the process and careful consideration of the Superintendents recommendations, I strongly believe:

- The library staffing ratio should not be removed. If changes are needed, a study should be done and teacher librarians should be involved and represented in the process.
- The counselor ratio minimum should not be removed and, if anything, should be lowered to better meet national standards.
- Recent changes to teacher licensing and endorsement granting the ability for teachers to more easily add an endorsement (including library) through Praxis testing should sufficiently address the issues of a few small areas not being able to hire endorsed teacher librarians.
- I am concerned about the removal of language that provides for a centrally located library in each school. The library is the beating heart of any school and should remain mentioned in 10.55.709.

I was disappointed that neither the Task Force and NRM Committee had a teacher librarian for representation, though one school counselor was included and many members made efforts to understand the supposed problem of some systems not being able to can see where changing the language around school systems versus schools or districts may help in certain areas, but I think it might have unintended (or possibly intended) consequences in other areas. I mentor teachers in an internship course for teachers earning their library endorsement in MT and something that I see repeated is that in rural areas access to a teacher librarian (if there is one) may be given or prioritized at the elementary level and students in the middle or high schools do not receive the same access. In one area, a candidate was hired and will be the first endorsed TL in 10 years. In another, a teacher librarian candidate in Eastern MT told me she has a librarian contact in Billings to ask questions of "when it's helpful to have a more robust library program to look at, since ours....is extremely minimal and doesn't really serve middle or high school students beyond those that take it upon themselves to check out the (mostly outdated) books there."

I am extremely concerned about the removal of the first line from 10.55.709: "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:". Whether purposefully or unintentionally, the newly proposed language removes any mention of each school having a library. I want my daughter (and every Montana student) to attend schools with access to a well-stocked, centrally located library, and properly licensed and endorsed teacher librarian(s) and school counselor(s).

Is this change really better for our Montana students? Or will it result in weakened access to high quality materials, information literacy, and other library services?

Superintendent Artzen is proposing to leap away from minimum standards with no safety net. I read all of the Chapter 55 public comment posted at <https://sites.google.com/opiconnect.org/ch55taskforce/resources#h.aflw8eltd0ak> [sites.google.com] and I believe only 1, possibly 2 comments of well over 1,000 were even remotely in support of the removal of ratios. I do not believe these commenters do not understand what is being proposed, I believe they understand and reject the idea that we need to remove ratios.

Please do not accept the proposed changes to 10.55.709 and 10.55.710 that are not supported by the overwhelming majority of public comment from parents, teachers, and community members and that weaken the vital impact of our teacher librarians and school counseling professionals.

#### **4. Stephen M. Vantassel**

Lewistown, MT

I would like to express my support for Elsie Arntzen's proposal to eliminate state mandated ratios. We need to give more flexibility to schools and less to teacher unions that don't help student learning.

#### **5. Paul Haesemeyer**

I stand in opposition to Ms. Arntzen's revisions to ARM Title 10 Chapter 55 Accreditation Standards. Librarians and counselors were very important to my student experience. They shaped how I see the world. Both through understanding myself and understanding the world beyond where I live. Each student must be guaranteed access to both to be successful in life.

DATE: August 8, 2022

TO: The Montana Board of Public Education  
46 N. Last Chance Gulch  
P.O. Box 200601  
Helena, MT 59620-0601

FROM: Concerned members of the School Quality Task Force and Negotiated Rulemaking Committee

**RE: Superintendent Arntzen's Recommendations for Chapter 55 Revision**

Dear Members of the Board of Public Education:

We are writing to share our concerns related to the recommendations from Superintendent Arntzen regarding the Chapter 55 Accreditation Standards amendments. You make decisions that will impact all of Montana schools, and the signatory of this letter feel compelled to offer our experience in order for you to have a complete picture of the process we engaged in for the last seven months and its impact on the report before you.

Our substantive concerns center on the lack of ratios assigned for school counselors and librarians. We hope to make you aware that the Chapter 55 review process was not comprehensive in depth or scope. There was not enough time allotted to the process, nor was there adequate representation on the School Quality Task Force. This chapter has not had a review in ten years and we believe it should have gotten more thorough attention.

We, like you, are all passionate educators who volunteered hours to this meaningful work. We were invited to engage in what initially seemed like a tremendous opportunity to make significant and important changes that would lead to school improvement. The short timeline was a concern from the beginning and this impacted the quality of the information and work. For example, the survey sent out during the process which was later evaluated and analyzed by the Negotiated Rulemaking Committee was rushed and resulted in a very poor return. The data was inadequate and not meaningful for the **process, but was "checked off" as having been** done.

The first time the Task Force was presented with Superintendent **Arntzen's** recommendations was at their final meeting and some of her proposals were in direct opposition to what they had decided. They had spent weeks doing research and gathering input and when they were given her recommendations, they had no opportunity to investigate it further or look at other possible options.

The School Quality Task Force voted unanimously to change the school counseling ratio from 400:1 to 300:1. The Superintendent wanted to eliminate the ratio altogether. She also recommended elimination of the Librarian ratios. In her concluding remarks to the SQTF, Superintendent Arntzen repeatedly claimed that they were "in agreement," **when** in fact, the opposite was true. When she came forward with recommendations before the SQTF work was complete, she rendered the work of that group mute. The Negotiated Rulemaking Committee no longer reviewed the work of the Task Force or considered

what they had proposed, but rather concentrated only **on the Superintendent's** recommendations.

The recommendation to eliminate school counseling ratios will do harm to Montana students. **We heard a circular logic from proponents of this change, saying that “the minimum becomes the maximum,” as if establishing a minimum standard meant that** school boards would never go beyond that. We believe school boards and school administrators will and have gone beyond the minimum standard as evidenced by the current average ratio of 1:291. The ratio equalizes opportunity for all students in Montana and will give more assurance that schools will provide what is necessary for their students. Additionally, the data is clear that we need more mental health supports in schools than ever before. A ratio of 1:250 is the recommendation by the American School Counselor Association and we would like to see this adopted in Montana. Every student deserves access to a school counselor. Early intervention is the key to long-term success and we do not invest now, the citizens of Montana will pay the cost later.

**Proponents of the Superintendent's** recommendations argued that the elimination of ratios was necessary because of the staffing shortages. We believe that the Variances to Standards as put forth in ARM 10.55.604 address this concern. We have a process in place to assist districts with this challenge while still safeguarding the minimum standard of public education.

Minimum standards are a key component of quality education in Montana and staffing requirements are a part of that equation. We believe that local control is valuable and that the state standards and local control work in tandem to produce the best and most equitable opportunities for our students. School boards look to the standards as a guide for budgetary and staffing decisions and then make decisions that fit the unique needs of their school and population. Dualistic thinking about educational control is not a helpful approach or good rationale for making sweeping changes like eliminating ratio requirements. We believe in a healthy interdependence between state guidelines and local control.

We want to be clear that the Negotiated Rulemaking Committee supports an accreditation process that assesses outcomes of school districts and not only inputs. That being said, the time required to thoroughly and thoughtfully consider assessment outcomes was not available. We recommend a concerted effort be made to develop a team of stakeholders to explore and review outcome-based assessments for the state of Montana.

One of the most alarming things about **the Superintendent's** recommendations is that they do not consider the overwhelming and fervent voice of the majority. The Negotiated Rulemaking Committee received hundreds of letters expressing concern and outrage at these proposed changes. We heard many people in meeting after meeting asking that we retain ratios for librarians and school counselors. These were parents, teachers, educators, counselors, suicide experts, administrators, state educational leaders, mental health advocates, professors, and library media specialists all saying the same thing: keep the ratios for librarians and school counselors. This is significant to us and we wanted to carry this message forward to you, out of a sense of responsibility to these stakeholders.



The consensus model adopted by the Negotiated Rule Making Committee did not allow for the majority voice to be heard from that group, which was another flaw in the process. This seemed very undemocratic, which was again why we felt motivated to outline this summary of events for you.

We humbly ask that you consider our request and honor expert opinion, majority voice, and recent educational research. Please retain the school counseling and librarian ratios as assurance standards in Chapter 55. Clearly, we all want what is best for the students in public schools in Montana. We appreciate your hard work and due diligence as you consider the concerns of all stakeholders, especially the students we serve.

Sincerely,

Janelle Beers  
Sue Corrigan  
Heather Hoyer  
Heather Jarrett  
Jon Konen  
Adrea Lawrence  
Daniel Lee  
Kitty Logan  
Gary Lusin  
Craig Mueller  
Chris Olszewski  
Michele Paine  
**Renee' Schoening**  
Curtis Smeby  
Ruth Uecker  
Tony Warren  
Christina Wekkin

August 8, 2022

Dear Members of the Board of Education,

Thank you for your time and service to the students of Montana.

I am writing this letter in strong opposition to the proposed version of ARM 10.55.710 which, as it is currently written, is absent of a numerical school-counselor-to-student ratio. I vehemently believe that the ratio should remain in the accreditation standards to ensure that Montana's youth receive the mental health support they so desperately need.

The data that emerged from the 2021 Montana Youth Risk Behavior Survey reflects the worst mental health crisis to date. The survey showed a 64% increase in the number of students who felt sad or hopeless nearly every day (for at least two weeks) since 2011.

Even more concerning, since 2011, the number of students who:

- \* considered suicide increased 43%
- \* made a plan to take their life increased 46%
- \* made an attempt to take their life increased 57%

These numbers are alarming, yet they can never fully communicate the emotional impact that is felt by even one family whose child has struggled with these issues, or sadly, taken their own life. If you were to hear their stories and feel the weight of their pain, these numbers would be even more meaningful. However, because school counselors are bound by confidentiality, these accounts go untold. Because of this, it's difficult to accurately convey the significant impact school counselors make in their schools and communities.

School counselors are the only professionals specifically trained to deliver the standards of a comprehensive school counseling program (ARM 10.55.1901). They impact attendance, discipline and achievement outcomes while addressing student needs in social/emotional development, academic skills and career awareness. Additionally, professional school counselors are held to high ethical and legal standards. They are on the front lines supporting students and assisting families to access critical resources and mental health services.

OPI's economic impact survey requested an estimated dollar amount that schools would incur for having a credentialed school counselor whose caseload has no limits, yet is expected to deliver a program; possibly beyond their capacity. The reality is that no amount of money equates to the value of human life.

Montana schools don't just need school counseling programs; they need school counseling programs that are *effective*. Research reported in 2019 indicates that low school-counselor-to-student ratios (1:250) correlate to lower student absenteeism, fewer suspensions and higher SAT scores and graduation rates. These results are worthy of examination, and maintaining a low ratio would be a step toward replicating them. Similar to classroom teachers, school

counselors are more effective when they are assigned reasonable caseloads. As you know, OPI has recognized this limitation (capping class sizes) for K-8 teachers in ARM 10.55.712.

With no ratio, it will undoubtedly be more difficult to recruit school counselors to Montana. Our rural communities already struggle to fill school counseling positions quite often, and our larger communities won't be filling positions, either, if school counselors are unreasonably expected to serve too many students.

The American Counselor Association, American Psychological Association, National Association of School Psychologists, and the American School Counselor Association all advocate for increased mental health services in our schools. Please recognize current research, overwhelming public opinion about this issue and the needs of our students by choosing to maintain a low school-counselor-to-student ratio in Montana.

With appreciation for your service,

Tanya Kirschman  
K-5 School Counselor  
Billings, Montana

# **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 03 (Sep)/2023

This report compares ORG Budgets (ORG\_BUD) to Actuals Expended amounts

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					396,666.60	58,855.52	(610.17)	338,421.25
	235H1 ADMINISTRATION				339,744.00	56,212.69	(610.17)	284,141.48
		01100 General Fund			153,833.00	38,382.88	0.00	115,450.12
			61000 Personal Services		138,616.00	35,562.88	0.00	103,053.12
				{1 BOARD OF PUBLIC EDUCATION	138,616.00	35,562.88	0.00	103,053.12
			62000 Operating Expenses		15,217.00	2,820.00	0.00	12,397.00
				{1 BOARD OF PUBLIC EDUCATION	15,217.00	2,820.00	0.00	12,397.00
			(blank)		0.00	0.00	0.00	0.00
				{ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			122,907.00	2,675.60	0.00	120,231.40
			61000 Personal Services		122,907.00	2,675.60	0.00	120,231.40
				{30 Advisory Council Program 01	122,907.00	2,675.60	0.00	120,231.40
			(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	15,154.21	(610.17)	48,459.96
			62000 Operating Expenses		63,004.00	15,154.21	(610.17)	48,459.96
				{50 Research Program 01	63,004.00	15,154.21	(610.17)	48,459.96
			(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	0.00	0.00	15,530.60
		01100 General Fund			15,530.60	0.00	0.00	15,530.60
			62000 Operating Expenses		15,530.60	0.00	0.00	15,530.60
				{1 BOARD OF PUBLIC EDUCATION	15,530.60	0.00	0.00	15,530.60
			(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	0.00	0.00	25,000.00
		01100 General Fund			25,000.00	0.00	0.00	25,000.00
			62000 Operating Expenses		25,000.00	0.00	0.00	25,000.00
				{1 BOARD OF PUBLIC EDUCATION	25,000.00	0.00	0.00	25,000.00
			(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	2,642.83	0.00	13,749.17
		01100 General Fund			16,392.00	2,642.83	0.00	13,749.17
			62000 Operating Expenses		16,392.00	2,642.83	0.00	13,749.17
				{1 BOARD OF PUBLIC EDUCATION	16,392.00	2,642.83	0.00	13,749.17
			(blank)		0.00	0.00	0.00	0.00
				{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

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235Z1 WORK	01100 General Fund	(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		<u>02122 Advisory Council</u>			0.00	0.00	0.00	0.00
			<u>61000 Personal Services</u>		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
<b>Grand Total</b>					<b>396,666.60</b>	<b>58,855.52</b>	<b>(610.17)</b>	<b>338,421.25</b>

# **CONSENT AGENDA**

## **ANNUAL AGENDA CALENDAR**

# **BOARD OF PUBLIC EDUCATION**

## **ANNUAL AGENDA CALENDAR January 2023 – November 2023**

**(Proposed items from OPI are in italics – C symbolizes Consent Agenda)**

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### **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*

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### **March 9-10, 2023- Helena**

*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

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### **May 11-12, 2023- Great Falls**

CSPAC Appointments  
Student Representative Last Meeting & Recognition  
*Approve K-12 Schools Payment Schedule*  
*Assessment Update*  
*Draft – CAEP MOU*  
*Accreditation Report*  
*Variance to Standards Requests & Renewals*  
*Federal Update*  
MACIE Update  
MCDE Update  
**Executive Director Performance Evaluation**

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### **July 12-14, 2023 - Helena**

Strategic Planning Meeting  
CSPAC/BPE Joint Meeting  
CSPAC Annual Report  
MACIE Update  
Approve MSDB/Golden Triangle Co-op  
*Annual HiSET Report*  
*Approve CAEP - MOU*  
*Annual Special Education Report*  
*Assessment Update*  
*Federal Update*  
*Educator Preparation Program Report*

*OPI Staffing Report*  
*Accreditation Report*

---

### **September 14-15, 2023 - Helena**

Election of Board Officers  
Set Yearly Board Meeting Calendar - C  
Set Annual Agenda Calendar – C  
MACIE Update  
Digital Academy Update  
*Assessment Update*  
*Federal Update*  
MACIE Renewal (Even Years)  
MSDB Superintendent Evaluation - preview

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### **November 16-17, 2023 - Missoula**

MCDE Update  
MACIE Update  
*Assessment Update*  
*Federal Update*  
*Variance to Standards Requests & Renewals*  
*Accreditation Report*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*Annual Renewal Unit Providers List*  
**MSDB Superintendent Performance Evaluation & Contract Extension Discussion**



# **ITEM 1**

## **CHAIRPERSON'S REPORT**

**Tammy Lacey**

# BPE CHAIR REPORT OUTLINE

## September, 2022

### OPENING REMARKS

#### CHAIR ACTIVITIES SINCE LAST MEETING REPORT

- Attended weekly Executive Committee Zoom meetings
- Attended one Licensure Committee meetings
- Attended one Legislative Interim Committee meeting
- Attended one Accreditation Committee meeting
- Attended three meeting with Executive Director Flynn and Superintendent Arntzen
  - Debrief July meeting
  - Plan for August 15 Chapter 55 special meeting
  - Plan for September meeting
- Attended SAM Administrative Institute (see photos below)
- Spoke with OPI staff regarding licensure rules
- Attended MUS Partnership dinner

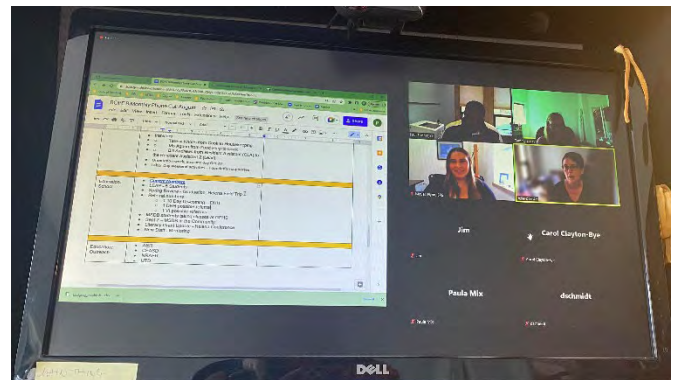
#### MSDB LIAISON REPORT

- MSDB Bimonthly Zoom Call, August 25, 2022 →

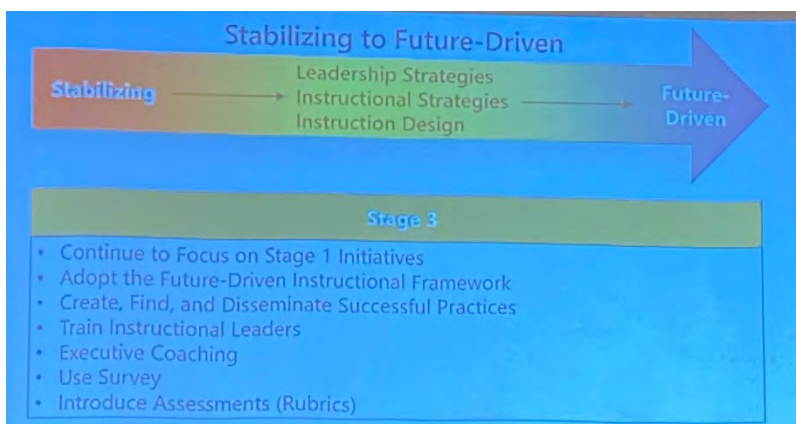
#### CSPAC LIASION REPORT

- No activity since July meeting

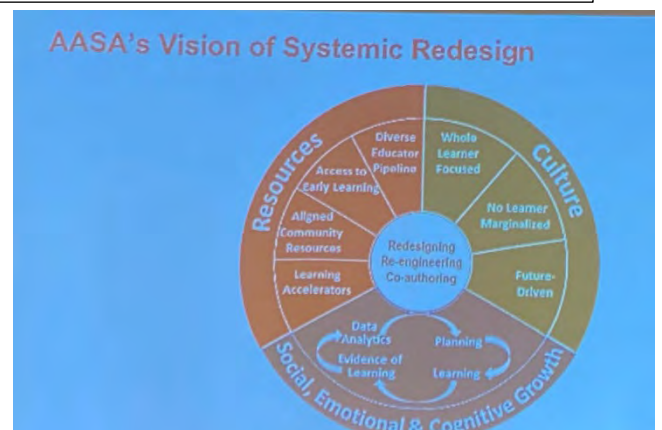
### CLOSING REMARKS



Teacher Recruitment Panel featuring Anne Keith, Angela McLean and Sharyl Allen



Bill Daggett's Future Driven Processes for School Reform



Another school reform model from AASA

## **ITEM 2**

### **EXECUTIVE DIRECTOR'S REPORT**

- **Review Seal of Biliteracy Items**

**McCall Flynn**

{Insert Seal of Biliteracy}

## Student Application 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. Submit application and documentation of qualifying scores to a high school official no later than May 1<sup>st</sup>.

Name of Student: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Current Grade Level: \_\_\_\_\_ Expected Year of Graduation: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of School Official: \_\_\_\_\_ Position: \_\_\_\_\_

School Address: \_\_\_\_\_

### Assessment information used to document proficiency in English and a Second Language:

Language	Name of Assessment	Date Completed	Score*

\*Attach copy of score report

*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: \_\_\_\_\_

---

For school official use only

### Qualifications Checklist for a Montana Seal of Biliteracy:

- ☐ Eligible for graduation
- ☐ Acceptable evidence of proficiency in English
  - ☐ Intermediate Mid
  - ☐ Advanced Low
- ☐ Acceptable evidence of proficiency in a Second Language
  - ☐ Intermediate Mid
  - ☐ Advanced Low
- ☐ Student awarded Seal of Biliteracy
  - ☐ Yes
    - Gold Seal / Intermediate Mid level of proficiency in both languages
    - Platinum Seal / Advanced Low level of proficiency in both languages
  - ☐ No

## Criteria

Assessment Options	Languages	Score / Proficiency Level
<b>Native Languages of Montana</b>		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.
<b>* STAMP 4S</b>	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba Upcoming: ASL, Latin, Kurdish, Cape Verdean and Ukrainian	IM: 5 AL: 7
<b>STAMP WS</b>	<u>Less-Commonly Taught/Tested Languages</u>	IM: 5 AL: 7
<b>* APPLL (ACTFL Assessment of Performance toward Proficiency in Languages)</b>	Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish	IM: I-4 AL: A-1
<b>ACTFL OPI (interview) &amp; WPT (writing tasks)</b>	<u>Less-Commonly Taught/Tested Languages</u>	IM: 14 AL: A-1
<b>ACTFL ALIRA</b>	Latin	IM: 1-2 AL: A-1
<b>Advanced Placement Exam (AP / College Board)</b>	Chinese (Mandarin), French, German, Italian, Japanese, Latin, Spanish, English	IM: 3 AL: 5
<b>* International Baccalaureate (IB)</b>	French, Spanish, English	IM: 4 AL: 6
<b>SLPI</b> National Technical Institute for the Deaf (SLPI),	American Sign Language	IM: Intermediate Plus AL: Advanced Plus
<b>ASLPI</b> Gallaudet University (ASLPI)	American Sign Language	IM: Level 3 AL: Level 4
<b>* WIDA ACCESS for ELLs</b>	English	IM: Completion of 4 units of English language arts, as required by the Montana Board of Public Education AL: 4.7
<b>* ACT (ELA Composite Score)</b>	English	AL: 20
<b>Montana BPE ELA Graduation Requirements</b>	English	IM: Completion of 4 units of English language arts

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

Please submit all application materials to the Board of Public Education at [bpe@mt.gov](mailto:bpe@mt.gov) or  
46 N Last Chance Gulch, Suite 2B, Helena, MT 59620 by **DATE**.

# MONTANA SEAL OF BILITERACY PLATINUM/GOLD LEVEL

THIS CERTIFIES THAT

## MCCALL FLYNN

has fully met the Montana Seal of Biliteracy criteria in English and XX at the Advanced  
Low/Intermediate Mid level of proficiency.

Your biliteracy skills will contribute significantly to your lifelong endeavors.

Congratulations to you on this worthy accomplishment!

DATE

---

Board of Public Education  
Chair

---

Office of Public Instruction  
Superintendent

{Insert Seal of Biliteracy}

## **School District Guidance for the Montana Seal of Biliteracy**

### **Step 1:**

Identify students in your district who might be able to qualify for the State Seal of Biliteracy.

- Working from your home language surveys, contact families with a home language other than English to see if their students would like to earn the Seal of Biliteracy.
- Contact students who are currently receiving or previously received English Learner (EL) services and might be interested in being recognized for their language proficiency in a language other than English, as well as English.
- Reach out to students enrolled in advanced levels of World Language classes offered in your district.
  - Students enrolled in language classes up through level III or IV may qualify for the Seal based on the language proficiency they've developed and can take one of the approved assessments for the Seal.
  - Students in AP and or IB classes who take the associated exams can potentially qualify students for the Seal. However, the Seal will be awarded after high school graduation.
- Contact families to see if their children have had out-of-school language learning experiences, such as attending community-language programs or traveling and living abroad.

### **Step 2:**

Determine what testing options you'll need to offer in order to test the languages of your students.

- Options vary by language, cost, and availability.
  - Provide a link to guidance in finding a test for the language(s)
- Once you decide on the tests you'll need to offer, set up some testing days in your district.
  - Keep equity at the forefront in determining what languages to test and when, and how to make the testing fees affordable for students.

### **Step 3:**

Publicize your testing dates to students and families.

- Encourage counselors and teachers, especially EL teachers and World Language teachers, to reach out to their students.
- Small districts with no EL / WL - or counselor???
- Provide information in multiple languages. Offer opportunities for families to ask questions.



#### **Step 4:**

Establish testing dates and record the results.

- Students may test at any time and demonstrate proficiency that will qualify them for the Seal of Biliteracy, but they can't earn the Seal until they complete all English Language requirements for their chosen pathway.
- Review the test results as they come in.
- Determine if a student qualifies for the Gold Seal (Intermediate Mid) or the Platinum Seal (Advanced Low).
- Maintain accurate and complete data records. Collect the data on all the students who qualify as proficient for the State Seal into a file, (create reporting form?) update it in your district data system (this can be done several times during the year, but definitely by the end of August, after AP and IB test results come in), and ensure that you have records for all graduating seniors who have earned the Seal.

#### **Step 5:**

Celebrate success!

- By May/June, identify the graduating seniors who will earn the Seal of Biliteracy upon graduation and arrange for them to receive recognition. Here are some ideas.
  - Contact ?? for the embossment of the Seal for their diplomas.
  - Provide letters or certificates recognizing students.
  - Provide Seal of Biliteracy medallions for students to wear during graduation ceremonies. - Are we doing medallions?
  - Recognize Seal recipients during honors ceremonies at school; invite parents and families, and community members to attend.

#### **Timeline**

- September/October
  - Identify students in your district who might be able to qualify for the State Seal of Biliteracy
  - Contact students who have already expressed interest in applying for the Seal of Biliteracy
- March
  - Schedule Testing
- May 1
  - Submit application and documentation of qualifying scores to ??



# **Montana Seal of Biliteracy**

## **School District Guidance**

### **Purpose Statement**

The Montana Seal of Biliteracy will honor and serve in efforts to revitalize Montana's native languages, recognize the rich cultural and linguistic assets of our heritage language speakers, and support all students seeking recognition of proficiency in a world language. The Montana Seal of Biliteracy will recognize bilingualism and cultural competence as personal and community assets and serve as a catalyst for students who speak languages other than English to sustain and advance their linguistic skills and connect with their cultural heritage through their language. In addition, the Montana Seal of Biliteracy will encourage global citizenship for our students acquiring proficiency and cultural competence in a world language.

The Montana Seal of Biliteracy will communicate a policy-level commitment to develop proficiency in two or more languages in an ever-shifting global landscape so that Montana students have the opportunity to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society.

### **Rationale**

In this 21st century, our communities demand the expertise of socioculturally competent and multilingual individuals who can navigate diverse cultural contexts and are also culturally and linguistically proficient. As such, multilingualism should be nurtured within Montana's students.

The Montana Seal of Biliteracy seeks to develop, maintain, and revitalize the attitudes and dispositions regarding high levels of bilingualism and biliteracy, raise awareness of the benefits of bilingualism and biliteracy, and elevate the status of languages other than English.

With the establishment of the Montana Seal of Biliteracy, the state publicly demonstrates that it values high levels of multilingualism in its communities and workforce.

### **Creating Pathways**

To award a Montana Seal of Biliteracy, schools must establish or recognize clear and intentional language development pathways open to students of all language backgrounds, including speakers of heritage or native languages.

Districts are encouraged to maximize the linguistic and cognitive benefits of early language learning through elementary school programs that extend into the secondary level. Districts are not required to provide specialized programs for students to be able to learn a specific language but are encouraged to describe how they plan to be responsive to their local linguistic landscape and community context for language learning and use.

School-based language education programs should be standards and proficiency based. Time dedicated to the development of bilingualism and biliteracy will vary by program model. Districts are encouraged to innovate and expand access to languages through facilitated language study, online courses, and partnerships with community-based education programs.

A district's language-learning pathways will depend on a number of factors, including but not limited to staff capacity, resources, student demographics, and community interest. In the progress of designing a framework for language learning, districts should reflect upon these overarching questions:

- ❖ What school-based language programs are designed to prepare students to be bilingual, biliterate, and bicultural;
- ❖ What early-start, extended, and sustained language-learning pathways exist for students to reach, or exceed, language proficiency by graduation;
- ❖ Do school-based language courses target and assess proficiency development through standards-based curricula and benchmarks;
- ❖ Do all student groups have equitable access to sustained language learning;
- ❖ Is additive bilingualism supported for English, Native, and world language learners;
- ❖ What home languages are spoken in the school community for which pathways to the Seal of Biliteracy may be validated or developed;
- ❖ What community-based language programs and community partners can help prepare students to be bilingual, biliterate, and bicultural;
- ❖ How does the district plan to assess language proficiency for languages learned at school, in the community, or at home;
- ❖ How does the district support the development of intercultural skills through language learning and civic engagement;
- ❖ How does the Seal of Biliteracy program align with other district priorities;
- ❖ What district hiring criteria and professional development plans ensure educator effectiveness with development of language proficiency and socio-cultural competence;
- ❖ Which district personnel will administer and manage the Seal of Biliteracy program;
- ❖ How will Seal of Biliteracy program information be communicated to students, families, and community members;
- ❖ How will students' progress toward the Seal of Biliteracy be measured and reported; and
- ❖ How will students' progress and achievement toward the Seal of Biliteracy be recognized and celebrated?

## Awards

The Montana Seal of Biliteracy will be available to students who meet the criteria for granting the awards listed below in both English and another language. Two levels recognize language learners.

## Award Levels

- ❖ Gold - Intermediate Mid Level of Proficiency
- ❖ Platinum - Advanced Low Level of Proficiency

## Criteria

Assessment Options	Languages	Score / Proficiency Level
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.
<b>* STAMP 4S</b>	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba Upcoming: ASL, Latin, Kurdish, Cape Verdean and Ukrainian	IM: 5 AL: 7
<b>STAMP WS</b>	<u>Less-Commonly Taught/Tested Languages</u>	IM: 5 AL: 7
<b>* APPLL (ACTFL Assessment of Performance toward Proficiency in Languages)</b>	Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish	IM: I-4 AL: A-1
<b>ACTFL OPI (interview) &amp; WPT (writing tasks)</b>	<u>Less-Commonly Taught/Tested Languages</u>	IM: 14 AL: A-1
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<b>* ACT (ELA Composite Score)</b>	English	AL: 20
<b>Montana BPE ELA Graduation Requirements</b>	English	IM: Completion of 4 units of English language arts

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

In addition to the graduation award, school districts are encouraged to adopt pathway awards for 5<sup>th</sup> and 8<sup>th</sup> grades to encourage the continued development of proficiency and literacy skills, and

to chart progress towards benchmarks that lead to the level required for the Montana Seal of Biliteracy.

The 5<sup>th</sup> and 8<sup>th</sup> grade pathway awards are to be awarded at the local school district level, based on meeting the following criteria. We understand that not all students will have access to language speakers or the ability to interact with their community. Online or digital opportunities should be considered. For languages that do not have an emphasis on written language, students should plan to show understanding and incorporation of additional aspects of heritages and cultures such as dance, ceremony, storytelling, sign language, film narration, etc.

### **5th Grade Pathway Award**

The following criteria must be met to be eligible for this pathway award:

- ❖ Recommendation from an educator or engaged community member;
- ❖ Portfolio of language materials to map progress;
- ❖ Writing samples in both English and other languages that reflect on the importance of bilingualism; and
- ❖ Community engagement components that show the student is learning about people in the community who speak other languages and their connection to those languages.

### **8th Grade Pathway Award**

The following criteria must be met to be eligible for this pathway award:

- ❖ Recommendation from an educator or engaged community member;
- ❖ Portfolio of language materials to map progress;
- ❖ Writing samples in both English and other languages that reflect on the importance of bilingualism;
- ❖ Electronic interviews and conversation samples to go along with written components; and
- ❖ Community engagement component that shows the student is learning about people in the community who speak other languages and their connection to those languages.

### **District Responsibilities**

The Montana Seal of Biliteracy is a state-level award. School districts who choose to participate assume the responsibilities listed below:

- ❖ Disseminating of Information {include flyers}
- ❖ Testing
- ❖ Awarding {The Board of Public Education will send all necessary materials, including the seal to be affixed to the graduation diploma, a certificate of completion, and affirmation of information to be added to the official transcript}
- ❖ Record Keeping

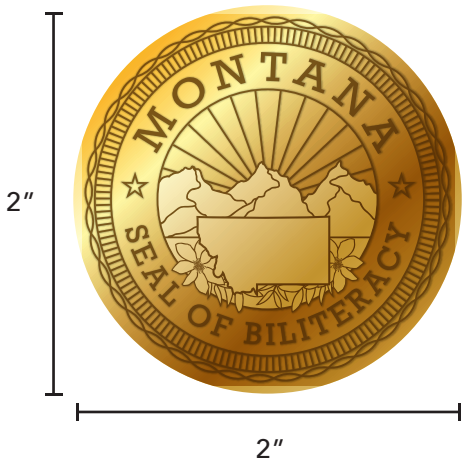
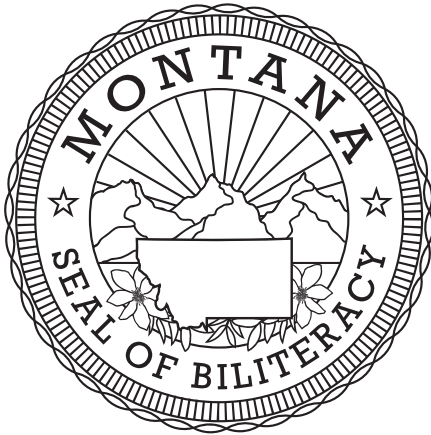
### **Application**

The following application must be submitted by **DATE: {link application}**. The application must include proof of assessment scores/proficiency levels on both languages listed (English and other language).

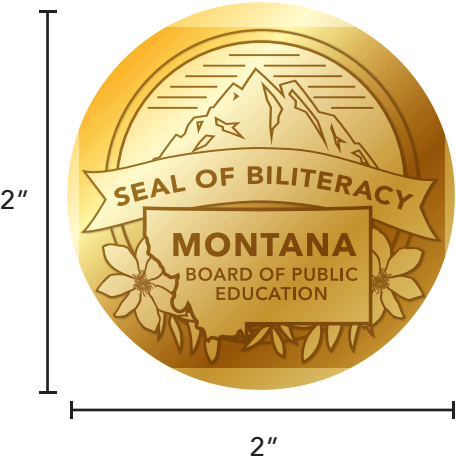
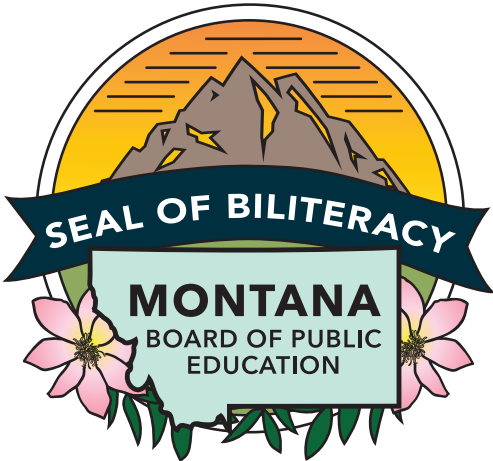
**Awards**

The Montana Seal of Biliteracy will be awarded based on the application and meeting the timeline. Upon completion, students will receive the seal to be affixed to the graduation diploma, a certificate of completion, and affirmation of information to be added to the official transcript. This information will be sent to the school of completion.

OPTION ONE



OPTION TWO



## **ITEM 3**

### **STATE SUPERINTENDENT'S REPORT**

- **Federal Update**

**Superintendent Arntzen**





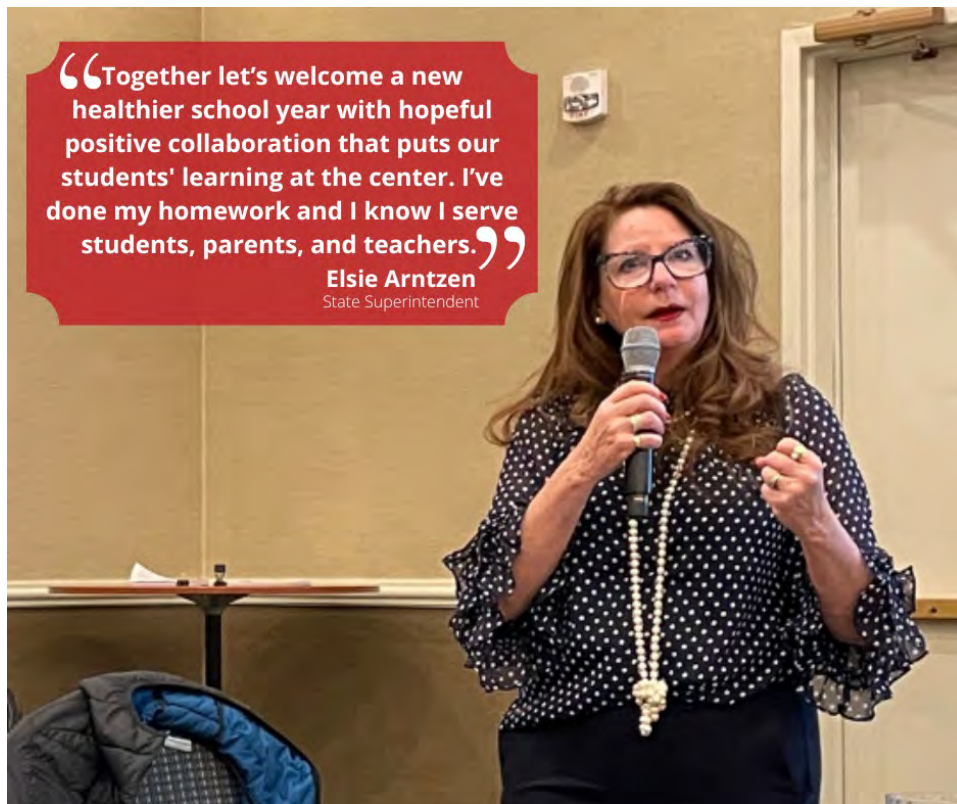
## Montana Board of Public Education Executive Summary Date: September 2022

<b>Presentation</b>	Office of Public Instruction Superintendent's Report
<b>Presenter</b>	State Superintendent Elsie Arntzen
<b>Position Title</b>	Montana Superintendent of Public Instruction Montana Office of Public Instruction
<b>Overview</b>	Superintendent Arntzen will be providing an update on changes and information related to Office of Public Instruction and education throughout the state of Montana.
<b>Requested Decision(s)</b>	Informational Only.
<b>Related Issue(s)</b>	MAST Nutrition ESSER Teacher Residency Licensing School Safety Teacher of the Year Legislative Session
<b>Recommendation(s)</b>	None.





## Superintendent Arntzen's Report to BOPE as of August 26, 2022



“Together let's welcome a new healthier school year with hopeful positive collaboration that puts our students' learning at the center. I've done my homework and I know I serve students, parents, and teachers.”

Elsie Arntzen  
State Superintendent

Please read Superintendent Arntzen's latest OpEd: [Constitutional Promise for a New School Year](#) or watch it [here](#).

### **Superintendent Arntzen's Message:**

When school doors open with the first bell ringing, the focus in Montana will be on student learning! The basics of math and reading are the keys to delivering educational excellence to our Montana students. In [Article X](#), our 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.” The 2022-2023 school year brings new opportunities and innovative solutions to that constitutional promise for the success of our students and teachers.



### **Chapter 55 – School Quality:**



On August 24, 2022, the OPI held two Question and Answer sessions on Chapter 55. There were good discussions that centered around the duties and roles of principals and superintendents and the relationship between school boards and superintendents.

**Another Question and Answer session will be held on September 20, 2022, 2022 at 4:30 PM for school board trustees and county superintendents.**

The partnership between the Board and OPI is very appreciated during this process. My office remains available for any questions and support that you may need moving our School Accreditation forward. Together we are defining quality schools and putting our Montana students first!

For more information, please contact Julie Murgel, Chief Operating Officer at [julie.murgel@mt.gov](mailto:julie.murgel@mt.gov) or (406) 444-3172.

### **Montana Alternative Assessment Testing Program (MAST):**



Montana was one of 10 states that received a federal Competitive Grants for State Assessments in order to complete the innovative MAST pilot program. Montana was awarded \$3 million. To read the award letter, please click [here](#).

The new Montana Alternative Student Testing (MAST) pilot program will introduce an instructionally aligned ‘testlet’ model, providing students with multiple opportunities throughout the school year to demonstrate their learning in both English language arts and math using short assessments that are closely connected to their classroom instruction. The system will integrate culturally relevant test content designed with input from Montana educators, parents, and students, reducing the inequities that result when testing differs from taught curriculum and lived experience.

Data from the testlets can be used by teachers to help shape classroom learning in real-time while aggregating to provide administrators and state officials with the information needed to make critical decisions.

Twenty-eight educators from Montana and 12 from Louisiana, another state piloting the system, spent a week writing test questions under the supervision of experts from the Montana Office of Public Instruction (OPI), the Louisiana Department of Education, and New Meridian. New Meridian is now conducting a thorough review of these questions for bias and sensitivity.

The new system will be rolled out in at least 30 districts starting this fall, with a minimum of 3,200 students in grades 5 and 7 taking the testlets. Based on the results, OPI and New Meridian will evaluate and improve the system, expanding it to include grades 4 and 6 in the 2023-24 school year. The pilot is scheduled to continue in the 2025-26 school year, expanding again to encompass all grades 3-8.

For more information, please contact Sharyl Allen at [sharyl.allen@mt.gov](mailto:sharyl.allen@mt.gov) or (406) 444-5658.

### **School Meal Program:**



**Free and reduced school meals will require that family income information be reported this coming school year.** This requirement was waived during the last two school years. For the 2022-2023 school year, schools will be using a digital streamlined application for income determination of the Free and Reduced Meals program. Between October 2021 and June 2022 Montana received \$53,058,245 in Seamless Summer Lunch and Breakfast reimbursements. The Summer 2022 reimbursement for May 2022 to June 2022 is approximately \$834,295. The July and August claims have not been submitted yet.

Schools can use the [Direct Certification Application](#) (DCA) to opt-in and use the online free and reduced-price application, process the applications that are submitted and run reports. The eligibility math is done in the system.

For more information, please contact Bitsey Draur, IT Project Manager, at [BDraur@mt.gov](mailto:BDraur@mt.gov) or (406) 461-5423.

### **Elementary and Secondary Schools Emergency Relief Funds - ESSER**



The federal COVID relief ESSER I dollars must be *expended by September 30, 2022*. The OPI team is available to assist with any questions school districts have on expending these ESSER I dollars.

By the 15th of each month OPI will send an updated ESSER report to each Board Chair. These reports will show the allocation, expenditure, and balance for ESSER I, II, and III. An example report can be seen [here](#). Monthly allocation and expenditure reports can be found [here](#).

An 80-page [August Monthly Status Report](#) for ESSER includes all Montana School Districts.

#### **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	\$	39,077,623	\$ 2,217,607	95%
ESSER II	\$	170,099,465	\$	78,909,359	\$ 91,190,106	46%
ESSER III	\$	382,019,236	\$	51,034,297	\$ 330,984,939	13%
<b>Totals</b>	<b>\$</b>	<b>593,413,931</b>	<b>\$</b>	<b>169,021,279</b>	<b>\$ 424,392,652</b>	<b>28%</b>

*Reminder: ESSER II ends September 2023 and ESSER III ends September 2024.*

The ESSER Funds Management Conference was held on August 9, 2022. This conference had 95 attendees from Montana, Colorado, Oregon, and Texas and included superintendents, trustees, administrators/directors, and clerks.

The top three topics of interest were:

- Broadband
- Audits
- Egrant Amendments

The ESSER Conference was a kickoff event as the first part of a series of insightful monthly opportunities for school districts and OPI staff to work collaboratively. **Please help** determine the time and topics for these monthly guidance sessions by **filling out THIS SURVEY** to let OPI know what to discuss.

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

### **TeachMontana (TMT) – New Educator Licensing System:**



Our new educator licensing system, TeachMontana (TMT) launched on June 1. Between June 1 and August 12, 2022, the OPI licensing unit processed over 1600 educator licenses.

For more information, please contact Crystal Andrews at [crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov), or (406) 444-6325.

### **Teacher Residency Demonstration Project Update:**



I am proud to announce that 17 teacher residents have been placed in 10 Montana school districts for the 2022-2023 school year. The residents are part of the first Teacher Residency Demonstration Project. The resident program is a one-year paid student teaching experience during the fourth year of undergraduate studies for education majors. Residents will be paired with a teacher-leader, and receive a stipend, district-provided housing, and partial tuition support. Resident teachers will also commit to teaching in a

Montana school district for a minimum of two years.

Teacher Residents are located in the following districts:

- Browning, Glacier County (5)
- Cayuse Prairie Elementary, Flathead (1)
- Frontier Elementary, Roosevelt (1)
- Lodge Grass Public Schools, Big Horn (3)
- Poplar Public Schools, Roosevelt (1)
- Pryor Public Schools, Big Horn (1)
- Sunset School, Missoula (1)
- Trout Creek Elementary, Sanders (1)
- Victor K-12 Schools, Ravalli (2)
- Woodman School, Missoula (1)






## Montana Teacher Residency Demonstration Project

Resident Placement with Participating School Districts and Universities by County



-  **Participating School Districts (10) with number of residents (17)**
- Browning -, Glacier County (5)
  - Cayuse Prairie Elementary, Flathead (1)
  - Frontier Elementary, Roosevelt (1)
  - Lodge Grass Public Schools, Big Horn (3)
  - Poplar Public Schools, Roosevelt (1)
  - Pryor Public Schools, Big Horn (1)
  - Sunset School, Missoula (1)
  - Trout Creek Elementary, Sanders (1)
  - Victor K-12 Schools, Ravalli (2)
  - Woodman School, Missoula (1)

-  **Participating Universities (2) with number of residents (17)**
- University of MT Western, Beaverhead (15)
  - University of MT, Missoula (2)

For more information, please contact Sharyl Allen at [sharyl.allen@mt.gov](mailto:sharyl.allen@mt.gov) or (406) 444-5658.

### **School Safety and Student Voices**



As a new school year begins, the safety of our students and schools is a top priority. According to a [2021 study](#) authored by the U.S. Secret Service's National Threat Assessment Center, perpetrators of acts of violence often choose dates around the start or end of school breaks.

The OPI has many resources available to schools on the [Emergency Planning and Safety](#) website. [SchoolSafety.gov](http://SchoolSafety.gov) also has resources for school safety including a [Back to School Resources](#) flyer.

Supporting our student's mental health is an important aspect of school safety. The [School Climate and Safety Youth Advisory Board](#) brings our Montana high school students together to discuss topics that are important to supporting student mental health and wellness. For more information on the value of our student's voices, please click [here](#).

For more information, please contact Michele Henson, School Safety Program Manager, at [Michele.Henson@mt.gov](mailto:Michele.Henson@mt.gov) or (406) 595-1058 or Jamey Petersen, Coordinated School Health Unit Director, at [jamey.petersen@mt.gov](mailto:jamey.petersen@mt.gov) or (406) 437-1760.

### **Montana Teacher of the Year – 2023:**



A big thank you to Bill Stockton from Arlee High School for all he has done as our 2022 Teacher of the Year!

The finalists for the 2023 Teacher of the Year will be announced at the end of August. This year there were 57 nominees from all around our great state. Of the 57 nominees, 16 teachers filled out an application.

The committee members that will choose the finalists are:

- Bill Stockton – 2022 Montana Teacher of the Year
- Dylan Klapmeier – Education and Workforce Policy Advisor Montana Governor’s Office
- McCall Flynn – Executive Director Montana Board of Public Education
- Dr. Rob Watson – Executive Director School Administrators of Montana
- Dr. Julie Murgel – OPI Chief Operating Officer
- Steve Meredith – OPI Digital Communications Team
- Travis Anderson – Director Gear Up Montana Office of the Commissioner of Higher Education

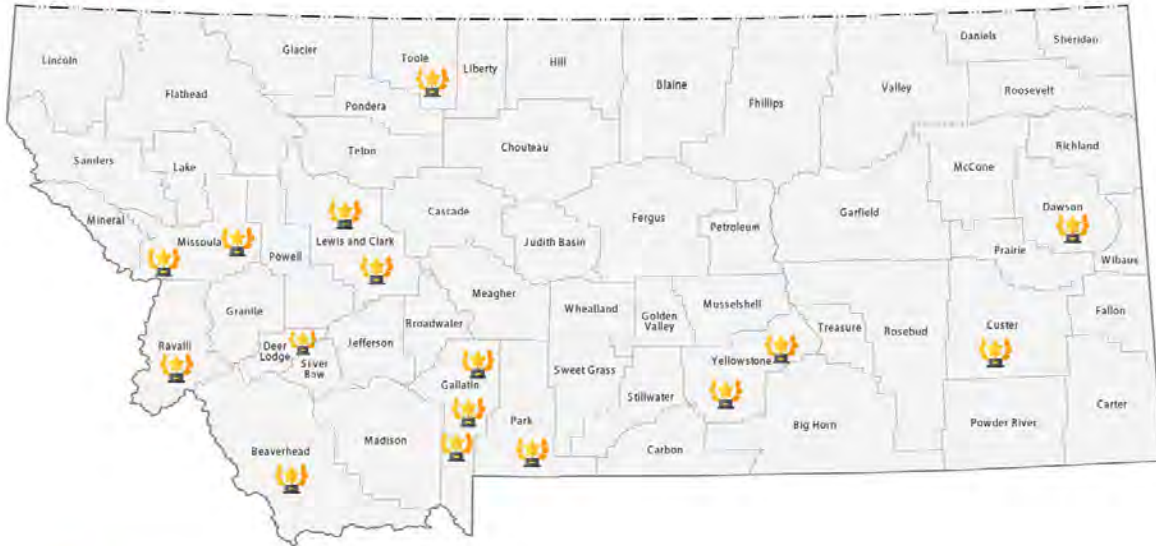
The 2023 Teacher of the Year applicants are:

- Kelsey Zitzer, Beaverhead County
- Valerie Pachl, Custer County
- Rebecca Fawns, Dawson County
- Kimberley Lorengo, Deer Lodge County
- Abbey Wesche, Gallatin County
- Catherine Matthews, Gallatin County
- Jessica Hartman, Gallatin County
- Cole Bass, Lewis and Clark County
- Jake Warner, Lewis and Clark County
- Kristina McGee, Missoula County
- Sheila Devins, Missoula County
- Chris Pavlovich, Park County
- Kris Gulman, Ravalli County
- Kim Bloch, Toole County
- Amy Schendel, Yellowstone County
- Jaclyn Tobin, Yellowstone County



## 2023 Montana Teacher of the Year Applicants

Applicants by County



### 2023 TOY Applicants(16)

Kelsey Zizer, Beaverhead County  
Valerie Pacht, Custer County  
Rebecca Fawns, Dawson County  
Kimberley Lorenzo, Deer Lodge County  
Abbey Wesche, Gallatin County  
Catherine Matthews, Gallatin County  
Jessica Hartman, Gallatin County  
Cole Bass, Lewis and Clark County  
Jake Warner, Lewis and Clark County  
Kristina McGee, Missoula County  
Sheila Devins, Missoula County  
Chris Pavlovich, Park County  
Kris Gulman, Ravalli County  
Kim Bloch, Toole County  
Amy Schendel, Yellowstone County  
Jaclyn Tobin, Yellowstone County

**Watch for the 2023 Teacher of the Year to be announced in September!**

For more information, please contact Chris Noel, Teaching and Learning Senior Manager, at [Chris.Noel@mt.gov](mailto:Chris.Noel@mt.gov) or (406) 444-2765.

### **OPI Proposed Legislation:**

1. Fulfill Legislative “Promise is a Promise” - Base Aid Plus Inflation
2. Supporting TeachMT (TMT) - Redirecting Educator License Fees
3. Supporting School Mental Health

### **Countdown to the 68th Legislative Session:**



There are 129 days until the legislative session begins.



## 2022 Facts About Montana Education:

Each year the OPI publishes a brochure with graduation, dropout, school staff, and public and private enrollment data. To view the 2022 brochure, please click [here](#).

### Land Board

The Land Board oversees the Department of Natural Resources and Conservation's management of Trust Land resources, which in turn help fund Montana's public schools.

Fiscal Year 2021	
Surface Acres Managed	5.2 million
Mineral Acres Managed	6.2 million
Leases, Bonuses & Timber Sales	\$46,573,056 (approx.)
Mineral Royalties & Rights of Way	\$31,034,270 (approx.)

\* Source: Montana DNRC Annual Report, Fiscal Year 2021, Trust Land Management Division

### About the Big Sky State

- Population:** 1,084,225 (2020 Census)
- Size:** 147,040 square miles (fourth largest state), 556 miles wide; 320 miles long
- Population density:** 7.4 per square mile
- State racial make up:** White 84.5%, American Indian 6.2%, Hispanic 4.2%, Asian 0.8%, Black 0.5%, Pacific Islander 0.1% and other 1.3% (2020 Census)
- American Indian Tribes:** Eight Federally Recognized Tribes and Seven Indian Reservations
- School racial makeup:** White 77.75%, American Indian 10.92%, Hispanic 5.38%, Asian 0.73%, Black 0.77%, Pacific Islander 0.2%, and more than one race 4.25%
- Elevation range:** 1,820 to 12,799 feet above sea level
- Borders:** Three Canadian provinces and four states
- Headwaters for two major rivers:** Missouri and Columbia
- Primary Industries:** agriculture, services, government (including education) and retail trade



### Message from 2022 Montana Teacher of the Year

Montana really is the greatest place to teach. We are blessed with amazing wildlife, scenery, and culture that we can easily bring into our classrooms. As Montana's Teacher of the Year, it has been extremely rewarding to promote the amazing educators across our state and to advocate for all of Montana's students. I know the past two years have been difficult, but one thing that has stayed strong is our public schools.

Bill Stockton  
Arlee, MT

### Message from the Superintendent

The spirit of Montana is unique and so are our schools. Our public school enrollment and our graduation rates are stable. I am proud of the work my office has done in serving all of our Montana teachers, students, and families. There is still more work to do as we focus on student learning and the basics of math, science, and reading. Together we can help our students achieve educational excellence by putting our Montana students first!



Elsie Arntzen

Montana Superintendent of Public Instruction

The OPI is committed to providing reasonable accommodations to individuals with disabilities. If a disability-related accommodation, an alternate format of a document is needed, or if there are questions concerning accommodations, please contact the OPI ADA Coordinator at 406.444.3151 or [opi@opi.mt.gov](mailto:opi@opi.mt.gov). This document was produced by the OPI and was printed at state expense. Information on the cost of this publication can be obtained by contacting Brian O'Leary at [brian.oleary@opi.mt.gov](mailto:brian.oleary@opi.mt.gov) or 406.444.3559.

## Facts About Montana Education

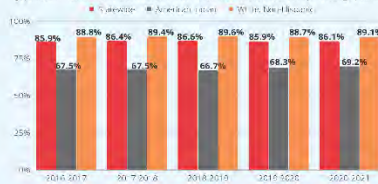
### Putting Montana Students First

## Facts About Montana Education 2022

**High School Graduates**  
High School Graduates 2021: 9,771  
2021 HSIP (residents ages 16 to 19): 7,077

**Public and State-Funded Only: Montana 4 Year Cohort Graduation Rates**

Over the past five years, high school graduation rates have improved over the past five years. The gap between American Indian students and all students combined is less than 17 percentage points. The gap between White students and all students combined is less than 10 percentage points.



**Dropout Rates for Grades 9-12, 2016-17 to 2020-21**



**Licensed K-12 Staff and Paraprofessionals**

	2020-2021
Teachers, Classroom, Title I, Special Ed	10,977
Other Educator Staff	146
Superintendents and Assistant Superintendents	148
Principals and Assistant Principals	548
Other Administrative Staff	95
Education Specialists (Library, Guidance Counselors)	959
Licensed Professional (Noneducator)	373
Paraprofessionals	3,972
<b>Total Licensed and Paraprofessional Staff</b>	<b>16,588</b>

**Student/Teacher Ratio**

	2019	2020	2021
Montana average	14.1	14.0	13.4
National average	15.9	15.9	16.3

Please note: the 2021-2022 graduation, dropout, and licensed staff data will be released at the beginning of 2023.

### Montana Public School Enrollment

	2019-20	2020-21	2021-22	% Change
Elementary	106,544	102,066	104,590	2.44%
Pre-kindergarten	1,146	946	744	-18.18%
Kindergarten	12,398	11,649	12,825	10.10%
Grades 1-6	69,449	65,988	67,247	1.91%
Grades 7-8	23,551	23,483	23,744	1.11%

**Total Elementary** 106,544 102,066 104,590 2.44%

**High School** 42,590 43,516 44,544 2.36%

**Total High School** 42,590 43,516 44,544 2.36%

**State-Funded Schools**

	2019-20	2020-21	2021-22	% Change
Elementary (PK-8)	12	19	20	5.20%
High School (9-12)	35	31	44	41.94%

**Total State-Funded Schools** 47 50 64 28.00%

**Total Public School**

**Enrollment** 149,181 145,632 149,198 2.45%

### School Size and Enrollment

School Size	# of Schools	% of Schools	Enrollment	% Enrollment
500 plus	59	7.14%	50,129	33.60%
250 to 499	157	19.01%	54,732	36.68%
100 to 249	170	20.58%	28,685	19.23%
50 to 99	129	15.62%	8,949	6.00%
less than 50	311	37.65%	6,703	4.49%
<b>Total</b>	<b>826</b>	<b>100.00%</b>	<b>149,198</b>	<b>100.00%</b>

### Poverty Indicators

Poverty Indicators	MT	National	Rank
Age 5-17 in Families in Poverty*	13.4%	14.9%	25th
Percent Eligible for Free/Reduced Lunch**	39.0%	52.3%	11th

### Public School Districts

	2021-2022
K-12 districts	64
Elementary districts	4295
High school districts	408
State-Funded Districts	2
Nonoperating Districts	3
<b>Total Districts</b>	<b>402</b>

\*or in these districts are combined elementary-high school districts which means that elementary and high school are used as a common unit and combined into a single school system for district administration purposes.

Please note: all data is current as of August 2, 2022.

### School Data

Elementary Schools	435
Middle /88 Junior High Schools	218
High Schools	173
<b>Total Schools</b>	<b>826</b>

### Nonpublic School Enrollment

	2019-20	2020-21	2021-22	% of Change Enrollment
Private	7,845	7,600	8,634	13.61%
Homeschool	5,815	9,868	7,368	-25.33%
<b>Total</b>	<b>13,660</b>	<b>17,468</b>	<b>16,002</b>	<b>-8.39%</b>

### Federal COVID Relief Dollars

ESSER I	ESSER II	ESSER III	EANS
Elementary and Secondary School Emergency Relief	Elementary and Secondary School Emergency Relief	Elementary and Secondary School Emergency Relief	Emergency Assistance for Non-Public Schools
\$41,295,230	\$170,099,465	\$382,019,236	\$11,904,804

\*ESSER I was authorized by the CARES Act (March 27, 2020). ESSER II was authorized by the Consolidated Appropriations Act (December 29, 2020). ESSER III was authorized by the American Rescue Plan Act (March 11, 2021).



**Total Funds = \$605,318,735**

Montana received Elementary and Secondary School Emergency Relief (ESSER I) and Emergency Assistance for Non-Public Schools (EANS) funds in May 2020. These funds are allocated to our public and non-public schools. For a location and expenditure information, please visit <https://opi.mt.gov/COVID-19-Information/ESSER>.

**ITEM 4**

**STUDENT REPRESENTATIVE'S REPORT**

**Charles Fox**

❖ **MACIE LIAISON – (Item 5)**

**Susie Hedalen**

**ITEM 5**

**MACIE REPORT**

- **Action on MACIE Appointments**
  - **Action on MACIE Renewal**

**Jordann Lankford Forster**

**Montana Board of Public Education**  
**MACIE Summary**  
September 2022

<b>Presentation</b>	MACIE Report
<b>Presenter</b>	Jordann Lankford Forster
<b>Position Title</b>	MACIE Chair
<b>Overview</b>	<p>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:</p>
<b>Requested Decision</b>	<ol style="list-style-type: none"><li>1. Approve new MACIE members:<ul style="list-style-type: none"><li>• Paul Finnicum, Montana School Boards Association-Indian School Board Caucus</li><li>• Calli Rusche-Nicholson, Billings Urban Area</li></ul></li><li>2. Approve extension of MACIE as an advisory council to the Board of Public Education and Office of Public Instruction, in accordance with <a href="#">2-15-122(10)</a>, MCA.</li></ol>
<b>Related Issue(s)</b>	New MACIE Chair
<b>Recommendations</b>	Approve new members and extension of MACIE

## **1. Approve new MACIE members:**

### **Paul Finnicum-Biography**

Paul Finnicum currently serves on the Culbertson School Board as Chairperson. He has served for 20 years, 18 as chairman. He has been on the Montana School Board Association board for nine years, including two terms as President of the association. He has worked on the Fort Peck Reservation as a Tribal Liaison for the USDA- Natural Resources Conservation Service for the past 22 years.

### **Calli Rusche-Nicholson-Biography**

Calli Rusche-Nicholson has recently been hired as the Billings Public Schools Director of Indian Education. Prior to this position she worked as an elementary literacy coach for the Billings Public Schools. She has worked in the Billings Public Schools since 2006 teaching kindergarten, fourth and fifth grades. Calli has also worked as an Instructional Leader for the Office of Public Instruction under the School Improvement Grant. Throughout her career, Calli has worked to advocate and promote Indian Education for All implementation and infusion. Her work earned her the Teresa Velkamp Advocacy Award. Calli was also the lead instructional coach for the OPI IEFA Grant, awarding the district additional funding since 2019.

Calli is a member of the Fort Peck Assiniboine tribes. Calli is married with two children. Her husband and children are members of the Fort Belknap Gros Ventre. When not working towards the infusion of IEFA into the classrooms and American Indians Student Achievement, she loves spending time riding horses, attending powwows, and running.

## **2. Approve extension of MACIE:**

[2-15-122, MCA](#) Creation of Advisory Councils:

(1) (a) A department head or the governor may create advisory councils.

(10) An advisory council may not be created to remain in existence longer than 2 years after the date of its creation or beyond the period required to receive federal or private funds, whichever occurs later, unless extended by the appointing authority in the manner set forth in subsection (1).

## **Mission Statement**

The Montana Advisory Council on Indian Education (MACIE) was created by the Montana Board of Public Education in 1984 to advise the Board and the Superintendent of Public Instruction on matters related to Indian education. The purpose of the Council is to provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

## **Goals**

### **1. Community, family, and parental engagement with local school system.**

Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.



**2. School programs targeting systemic racism, disparate discipline, student achievement, historical trauma.**

Goal 2: MACIE will encourage the adoption of school-based programming which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.

**3. Culture, language, and culturally relevant curriculum.**

Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI students self-identity and self-actualization.

**4. Equitable access to virtual teaching-learning platforms and connectivity.**

Goal 4: MACIE supports community programs that are focused on providing equitable access for NA/AI students to technological resources and internet connectivity within rural communities and school systems in response to the growing demand for the integration of virtual teaching and learning.

**Current MACIE members**

The council is composed of representatives of the eleven tribal groups in Montana and other groups working in the interest of Indian people.

**Dawn Bishop-Moore - Secretary**  
Indian Impact Schools of Montana  
Hays, MT

**Rodney Bird**, ex-officio  
Bureau of Indian Education  
Two Eagle River School  
Pablo, MT

**Norma Bixby**  
Northern Cheyenne Tribe  
Lame Deer, MT

**Levi Black Eagle**  
Crow Tribe  
Crow Agency, MT

**Marcy Cobell**  
Montana Indian Education Association  
Lame Deer Public Schools  
Lame Deer, MT

**Dugan Coburn**  
Urban – Great Falls  
Great Falls Public Schools  
Great Falls, MT

**Michelle Crazy**  
Fort Belknap Tribes  
North Central Upward Bound  
Harlem MT

**Jason Cummins – Vice Chair**  
Class 7  
Crow Agency, MT

**Michael Dolson**  
Confederated Salish & Kootenai Tribes  
Pablo, MT

**Harold Dusty Bull**  
Blackfeet Tribe  
Browning, MT

**Jonathan Jay Eagleman**

Chippewa Cree Tribe  
Box Elder, MT

**Jordann Lankford Forster - Chair**

Montana Federation of Public Employees  
Great Falls Public Schools  
Great Falls, MT

**Carrie Gopher, ex-officio**

Montana Office of Public Instruction  
Helena, MT

**Hillary Gourneau, ex-officio**

Tribal Head Start  
Fort Peck Tribes  
Poplar, MT

**Megan Gourneau**

Fort Peck Tribes  
Poplar, MT

**Melissa Hammett**

Urban – Missoula  
Missoula MT

**Susie Hedalen, ex-officio**

Board of Public Education  
Townsend, MT

**Iris Killeagle**

Little Shell Tribe  
Great Falls, MT

**Richard Little Bear, ex-officio**

Montana Tribal College Presidents  
Chief Dull knife College  
Lame Deer, MT

**Jeremy MacDonald**

School Administrators of Montana  
Box Elder Public Schools  
Box Elder, MT

**Angela McLean, ex-officio**

Montana University System  
Office of the Commissioner of Higher  
Education  
Helena, MT

**Vacant Positions** (to be approved at the September BPE meeting)

-Urban Billings

-Montana School Boards Association Indian School Board Caucus

❖ **ASSESSMENT COMMITTEE – (Items 6-8)**

**Jane Hamman**

**ITEM 6**

**UPDATE ON MAST PILOT PROGRAM**

**Chris Noel**





## Montana Board of Public Education Executive Summary Date: September 2022

<b>Presentation</b>	Assessment Update
<b>Presenter</b>	Chris Noel Senior Manager
<b>Position Title</b>	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction will present updates on the Montana Alternative Student Testing (MAST) Pilot Program including the Theory of Action Report and task force recommendations, current MAST Pilot Program status and the adoption of proficiency levels for science.
<b>Requested Decision(s)</b>	Action Needed.
<b>Related Issue(s)</b>	Chapter 56 Assessment ESEA-ESSA Section 1111(b)(2)
<b>Recommendation(s)</b>	Approve the <a href="#">Math and ELA Theory of Action Report</a> for Through-Year Assessments and Approve the Adoption of <a href="#">MSA</a> and <a href="#">AMSA</a> Science Proficiency Levels.





# Montana

## Office of Public Instruction

### Assessment Update

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### September Meeting

**Chris Noel | Senior Manager  
Teaching and Learning Department**

**September 14-15, 2022**

# Presentation Overview

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1. Math and ELA Theory of Action Report for Through-Year Assessments
  - a) Task Force Recommendations
2. Adoption of MSA Proficiency Levels
3. Adoption of AMSA Proficiency Levels



# Montana Alternate Student Testing (MAST) MAST Pilot Program Theory of Action Task Force Recommendations

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## **Math and English Language Arts Grades 3 – 8 Through-Year Model**

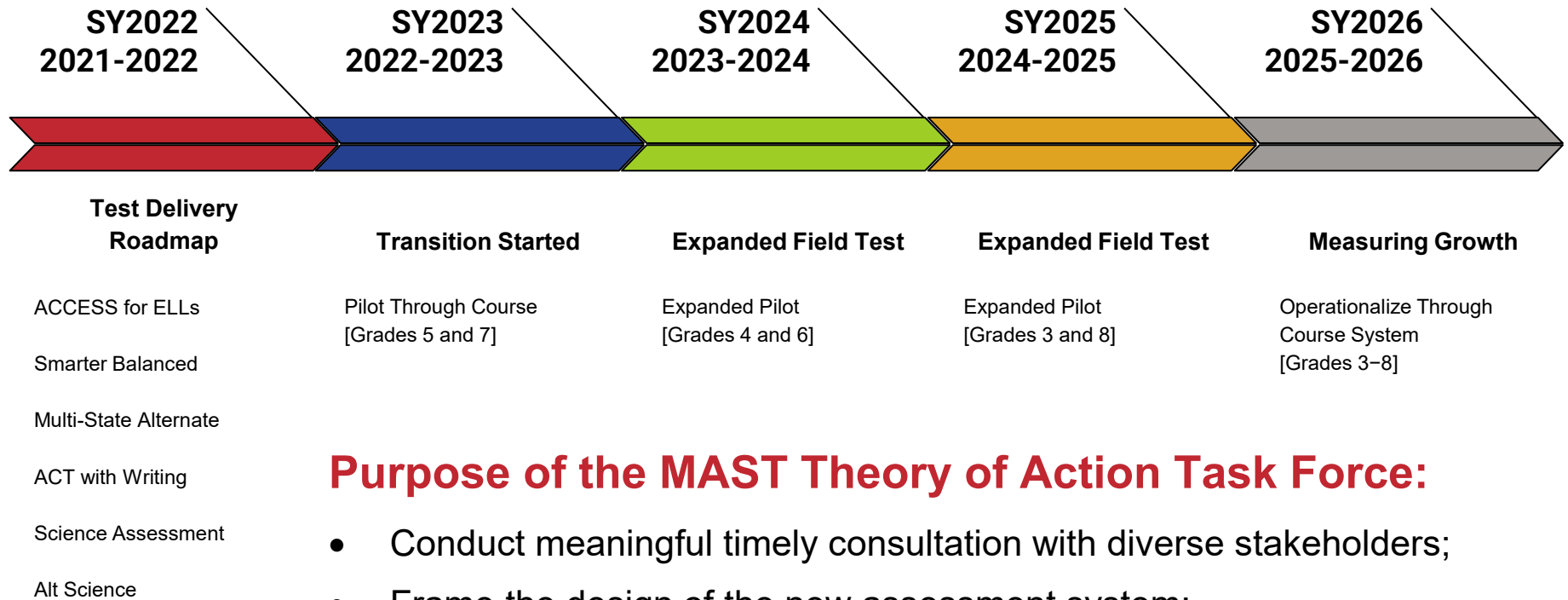
### **Purpose of Grant:**

The purpose of the Competitive Grants for State Assessments (CGSA) program is to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students.

### **Absolute Priority 2:**

Comprehensive academic assessments that emphasize the mastery of standards and aligned competencies in a competency-based education model.

# MAST Pilot Program Timeline



## Purpose of the MAST Theory of Action Task Force:

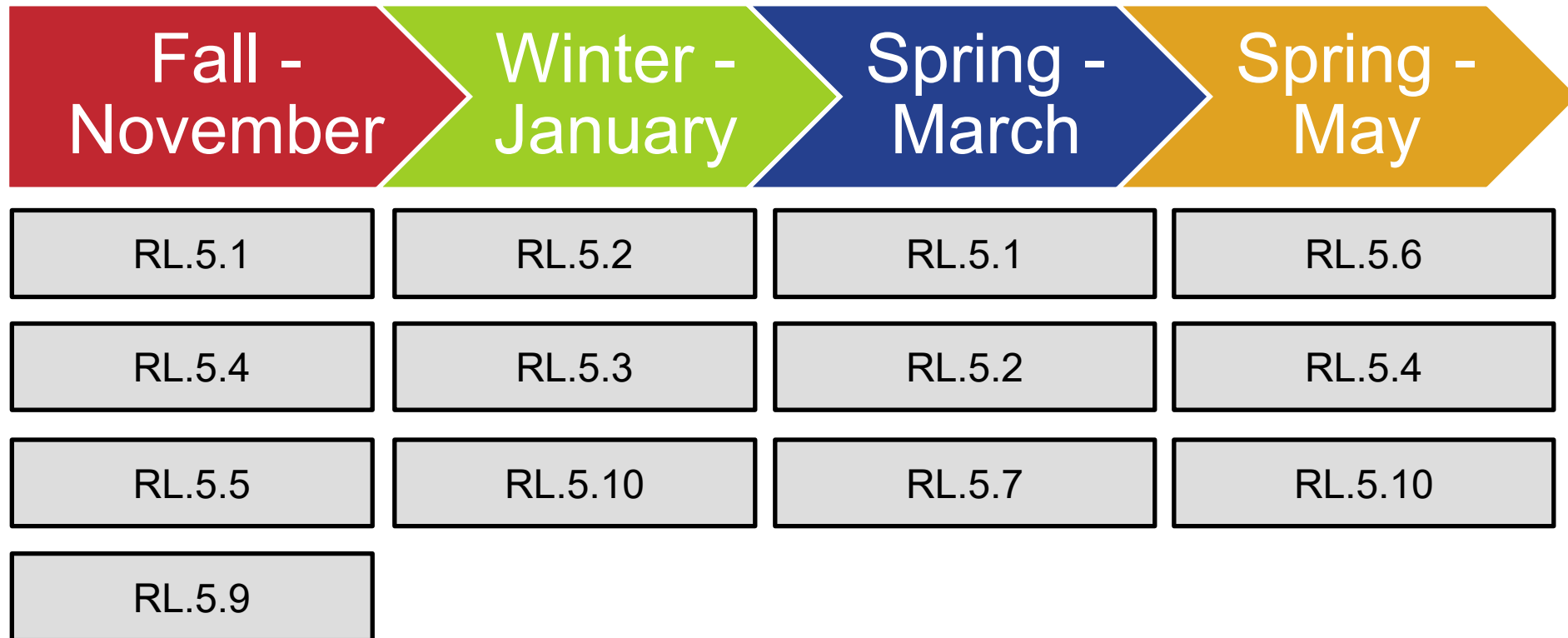
- Conduct meaningful timely consultation with diverse stakeholders;
- Frame the design of the new assessment system;
- Review the innovative design put forward by New Meridian and OPI;
- Identify the problem that users are trying to address; and
- Identify priorities for OPI to consider for pilot implementation.

# Task Force Members

FIRST NAME	LAST NAME	AFFILIATION	STAKEHOLDER CATEGORY
Crista	Anderson	Dixon	Principal
Norah	Barney	Anaconda	Special Education Specialist
Scott	Beagles	Libby	Curriculum Director
Opal	Besaw	Kalispell	Student
Jonna	Brandt	Missoula	Curriculum Director
Jilyn	Chandler	Helena	Elementary School Principal
Ashley	Davis	Gallatin Gateway	High School Teacher
Rick	Duncan	Deer Lodge	Superintendent
McCall	Flynn	Helena	State Board of Education
Sandra	Francis	Hardin	System Test Coordinator
Jane Lee	Hamman	Clancy	State Board of Education
Drea	O'Donnell	Shepherd	District Superintendent
Angie	Nelson	Savage	Middle School Principal
Carol	Paul	Great Falls	English Learner Specialist
Pam	Pettigrew	Glendive	Special Education Specialist
Karen	Pollari	Sidney	Elementary School Teacher
Shaun	Scott	Helena	Higher Education/School Board
Beth	Walsh	East Helena	Middle School Teacher

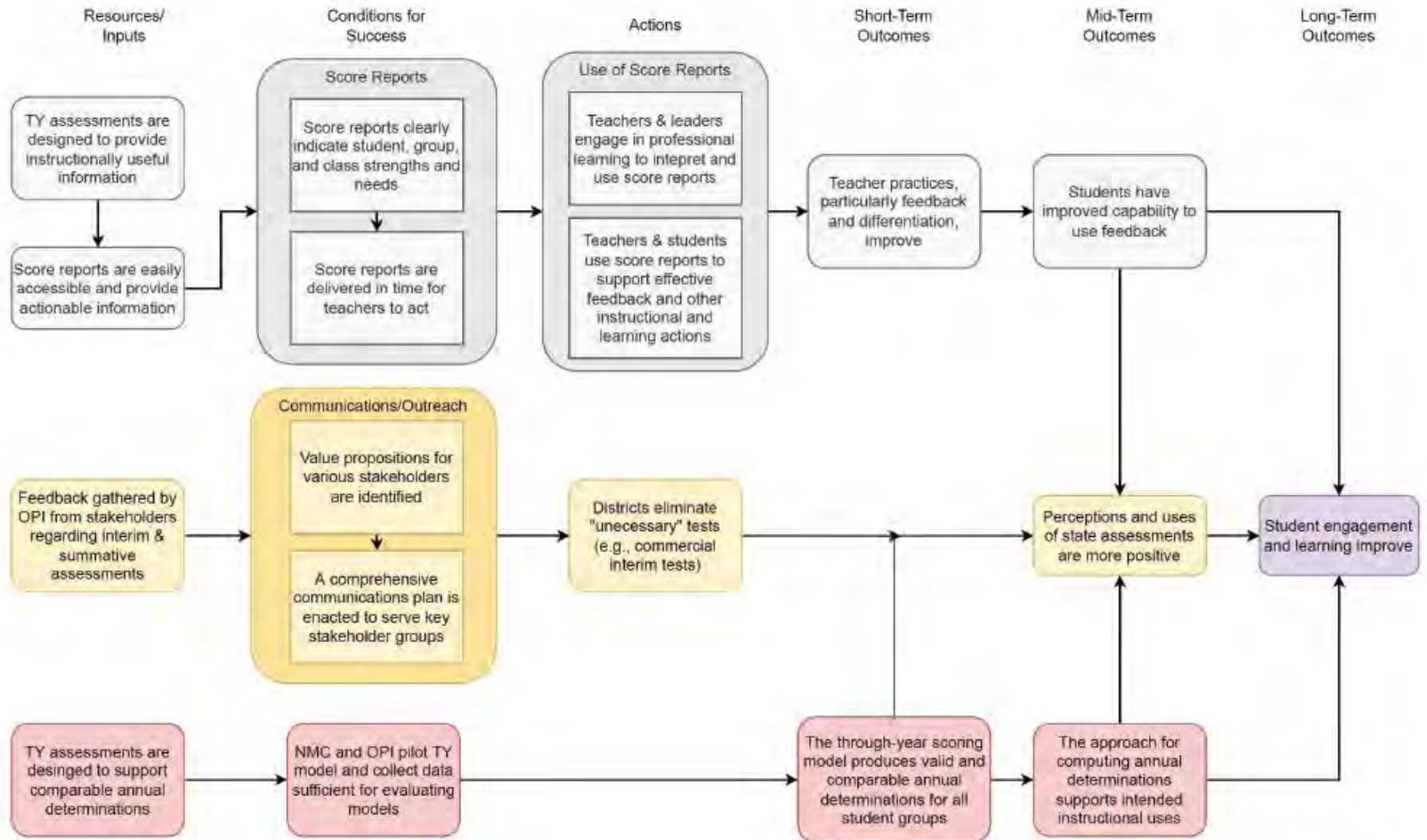


# What is the Through-Year Assessment System Design?





# Figure 1. Overall Theory of Action





# Task Force Recommendations on Test Design

Item Specifications	Assessment Specifications	Administration Requirements
<ul style="list-style-type: none"> <li>• Must have a variety of item types</li> <li>• Item types must be familiar and accessible to students</li> <li>• Must leverage technology and cost efficiencies</li> <li>• Involve Montana content experts and educators</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based</li> <li>• Full range of accommodations</li> <li>• Computer adaptive</li> <li>• Modular design</li> </ul>	<ul style="list-style-type: none"> <li>• Provide local control of the frequency and sequencing of administrations</li> <li>• Have at least three unique assessments</li> <li>• Measure fall-to-spring growth</li> </ul>



# Task Force Recommendations on Resources and Guidance

Reporting Guidance	Technology Infrastructure	Implementation Guidance
<ul style="list-style-type: none"> <li>• Reports at each level - student, parent, classroom, and school/district</li> <li>• Support assessment literacy and related professional-learning opportunities</li> <li>• All users have access to timely, effective data regardless of status</li> <li>• Include suggested actions for designated user groups</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an audit of technology capabilities for all schools</li> <li>• Evaluate the results of the audit against the demands of the innovative system</li> <li>• Provide the resources necessary for all schools to successfully engage in the innovative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• a phased pilot, beginning with limited implementation in 2022-2023</li> <li>• Incentivize schools to participate in the pilot</li> <li>• Clearly communicate the expectations</li> <li>• Provide guidance for all participants in the process</li> <li>• Collect student, teacher, and parent feedback</li> <li>• Share the results with all stakeholders</li> </ul>

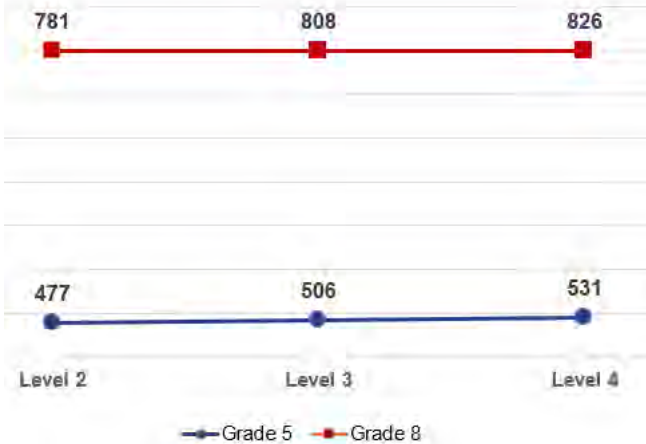
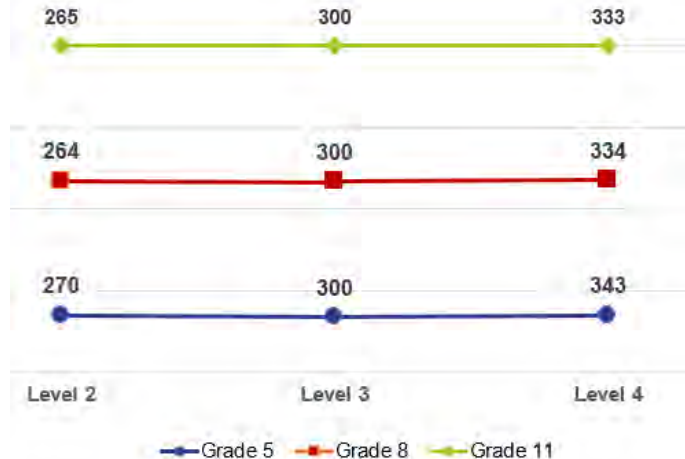


# Task Force Recommendations on Project Management

Administration Needs	Professional Development	Project Management
<ul style="list-style-type: none"><li>• Communicate before, during, and after innovative assessments are administered</li><li>• Establish administration rules and conditions</li><li>• Allow grant schools to substitute the scores from the pilot</li><li>• Grant relief from the current state summative</li><li>• Apply for and receive flexibility as part of the ESSA Innovative Assessment Demonstration Authority (IADA)</li></ul>	<ul style="list-style-type: none"><li>• Establish and fund regional education centers</li><li>• Offer more professional-learning opportunities and guidance</li><li>• Engage educational partners</li><li>• Provide district guidance regarding locally selected interim assessment programs</li></ul>	<ul style="list-style-type: none"><li>• Hire, or designate, a project leader for the pilot</li><li>• Leader should be the primary point of contact for district leaders and other pilot stakeholders</li><li>• Maintain an advisory committee to provide advice to OPI and its contractors</li></ul>



# Science Proficiency Levels

Test Name	Montana Science Assessment (MSA)	Alternate MSA																												
Grades Tested	Grades 5 and 8	Grades 5, 8 and 11																												
Event Dates	August 2-3, 2022	August 4-5, 2022																												
Participants	30 Educators	36 Educators																												
Purpose	Recommend performance standards (cut scores) for the Montana Science Standards	Recommend performance standards (cut scores) for the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS)																												
Score Range	Range of 200 points	Range of 400 points																												
Cut Scores	 <table><caption>MSA Cut Scores</caption><thead><tr><th>Grade</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>Grade 5</td><td>477</td><td>506</td><td>531</td></tr><tr><td>Grade 8</td><td>781</td><td>808</td><td>826</td></tr></tbody></table>	Grade	Level 2	Level 3	Level 4	Grade 5	477	506	531	Grade 8	781	808	826	 <table><caption>Alternate MSA Cut Scores</caption><thead><tr><th>Grade</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>Grade 5</td><td>270</td><td>300</td><td>343</td></tr><tr><td>Grade 8</td><td>264</td><td>300</td><td>334</td></tr><tr><td>Grade 11</td><td>265</td><td>300</td><td>333</td></tr></tbody></table>	Grade	Level 2	Level 3	Level 4	Grade 5	270	300	343	Grade 8	264	300	334	Grade 11	265	300	333
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Grade 11	265	300	333																											

**ITEM 7**

**UPDATE ON SCIENCE CUT SCORES**

**Chris Noel**





## Montana Board of Public Education Executive Summary Date: September 2022

<b>Presentation</b>	Assessment Update
<b>Presenter</b>	Chris Noel Senior Manager
<b>Position Title</b>	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction will present a proposal for the adoption of defined cut scores for science.
<b>Requested Decision(s)</b>	Informational Only.
<b>Related Issue(s)</b>	Chapter 56 Assessment ESEA-ESSA Section 1111(b)(2)
<b>Recommendation(s)</b>	None.





# Montana

## Office of Public Instruction

### Science Cut Scores Update

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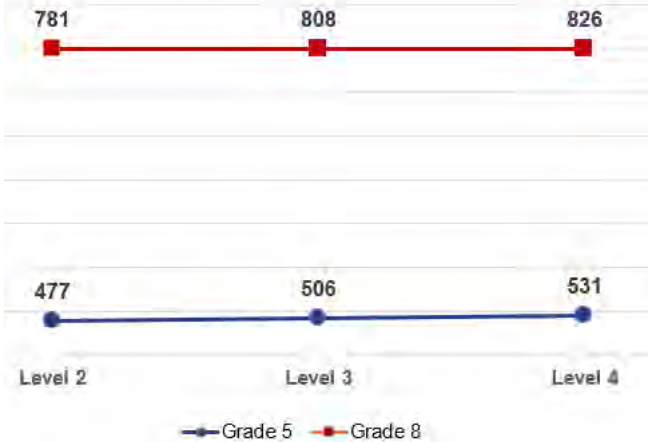

### September Meeting

**Chris Noel | Senior Manager  
Teaching and Learning Department**

**September 14-15, 2022**



# Science Proficiency Levels

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Score Range	Range of 200 points	Range of 400 points																												
Cut Scores	 <p>Line graph showing cut scores for Montana Science Assessment (MSA) for Grade 5 and Grade 8 across Levels 2, 3, and 4. The x-axis represents the proficiency levels (Level 2, Level 3, Level 4) and the y-axis represents the score. Grade 5 is represented by a blue line with circular markers, and Grade 8 is represented by a red line with square markers.</p> <table><thead><tr><th>Grade</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>Grade 5</td><td>477</td><td>506</td><td>531</td></tr><tr><td>Grade 8</td><td>781</td><td>808</td><td>826</td></tr></tbody></table>	Grade	Level 2	Level 3	Level 4	Grade 5	477	506	531	Grade 8	781	808	826	 <p>Line graph showing cut scores for Alternate MSA for Grade 5, Grade 8, and Grade 11 across Levels 2, 3, and 4. The x-axis represents the proficiency levels (Level 2, Level 3, Level 4) and the y-axis represents the score. Grade 5 is represented by a blue line with circular markers, Grade 8 is represented by a red line with square markers, and Grade 11 is represented by a green line with diamond markers.</p> <table><thead><tr><th>Grade</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>Grade 5</td><td>270</td><td>300</td><td>343</td></tr><tr><td>Grade 8</td><td>264</td><td>300</td><td>334</td></tr><tr><td>Grade 11</td><td>265</td><td>300</td><td>333</td></tr></tbody></table>	Grade	Level 2	Level 3	Level 4	Grade 5	270	300	343	Grade 8	264	300	334	Grade 11	265	300	333
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**ITEM 8**

**MATH AND ENGLISH LANGUAGE ARTS**  
**(ELA) STATEWIDE STUDENT**  
**ACHIEVMENT PRESENTATION**

**Brett Carter**



## Montana Board of Public Education Executive Summary

**Date:** September 2022

<b>Presentation</b>	Math and English Language Arts [ELA] Statewide Student Achievement Presentation
<b>Presenter</b>	Brett Carter
<b>Position Title</b>	SLDS Program & Grant Manager Statewide Longitudinal Data System (SLDS) Montana Office of Public Instruction
<b>Overview</b>	Mr. Carter will present the 2021-2022 state achievement results that include the performance, participation, and subgroup achievement for Montana's Math and ELA state assessments. A demonstration of these results in Montana's Growth & Enhancement of Montana Students (GEMS) longitudinal data warehouse will be shared at the meeting.
<b>Requested Decision(s)</b>	Informational Only.
<b>Related Issue(s)</b>	Chapter 56 Assessment ESEA-ESSA Section 1111(b)(2)
<b>Recommendation(s)</b>	None.





# Montana

## Office of Public Instruction

# Math and English Language Arts [ELA] Statewide Student Achievement Presentation

**Brett Carter | SLDS Program & Grant Manager | GEMS Unit**

**September 14-15, 2022**

**Disclaimer:** The data included in these slides serve as a placeholder given the district embargo period and is current as of the 2020-2021 school year.

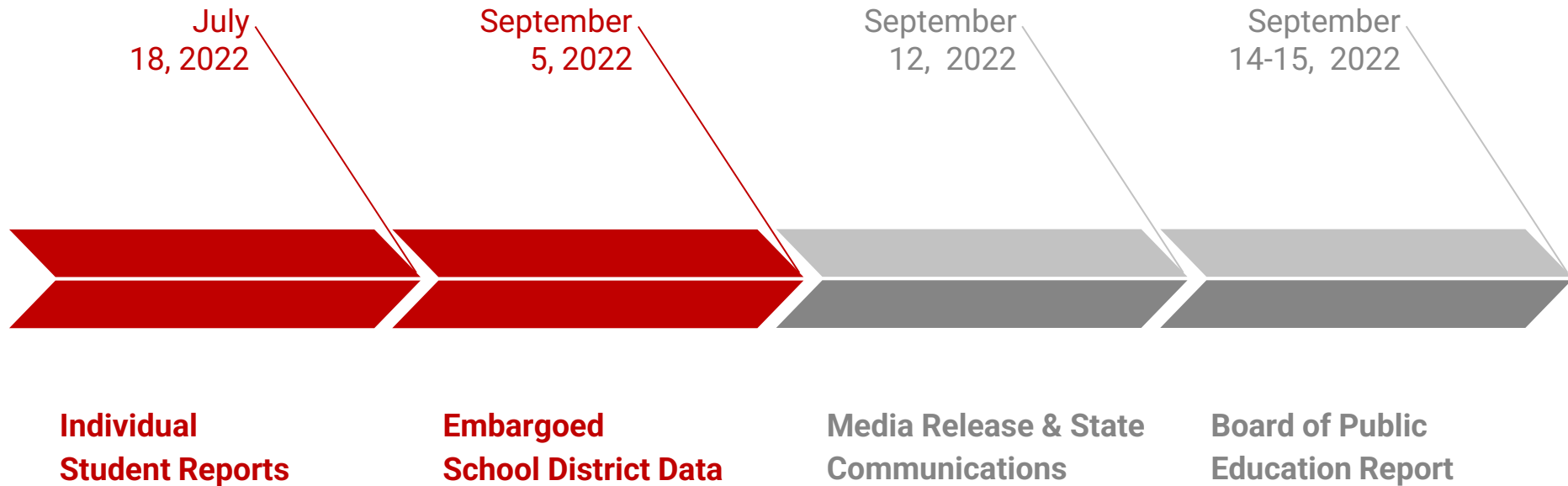
Data from the 2021-2022 school year will be shown live at the meeting.



# Presentation Overview

1. What is the results release timeline?
2. What is the purpose of state assessments?
3. What were the testing, accountability, and reporting requirements?
4. What information has been released to school districts?
5. What flexibilities did the OPI provide to school districts?
6. How many Montana students participated in the math and ELA assessments?
7. How do Montana students score on math and ELA assessments?
8. What do the requirements look like for testing, accountability, and reporting?

# Results Release Timeline



## OPI Flexibilities Offered and Comparability Challenges

### Q: What flexibilities did the OPI offer this year?

The following are the flexibilities the OPI permitted during 2021-2022 school year.

Category	Differences and Observations
Flexibilities and Modifications	(1) Extended Test Windows (2) Shortened Smarter Balanced Blueprint (3) Medical Exemptions for COVID

At the Meeting,  
the OPI will  
provide a Live  
Demonstration:



Search...

## Growth & Enhancement of Montana Students (GEMS)

*GEMS provides access to data collected from Montana's educational community to help inform the OPI, schools, educators, and the community about the success of Montana's schools.*



NAVIGATION GUIDE FOR NEW GEMS

[gems.opi.mt.gov](https://gems.opi.mt.gov)

### Montana Education Facts



Public Schools Districts: 402\*



Enrolled Students: 145,632\*\*



Statewide Graduation Rate:  
85.89%\*

\*Figures represent 2019-2020 data.

\*\*Figures represent 2020-2021 data.

### Explore Data

1

STUDENT

SCHOOL & DISTRICT DATA

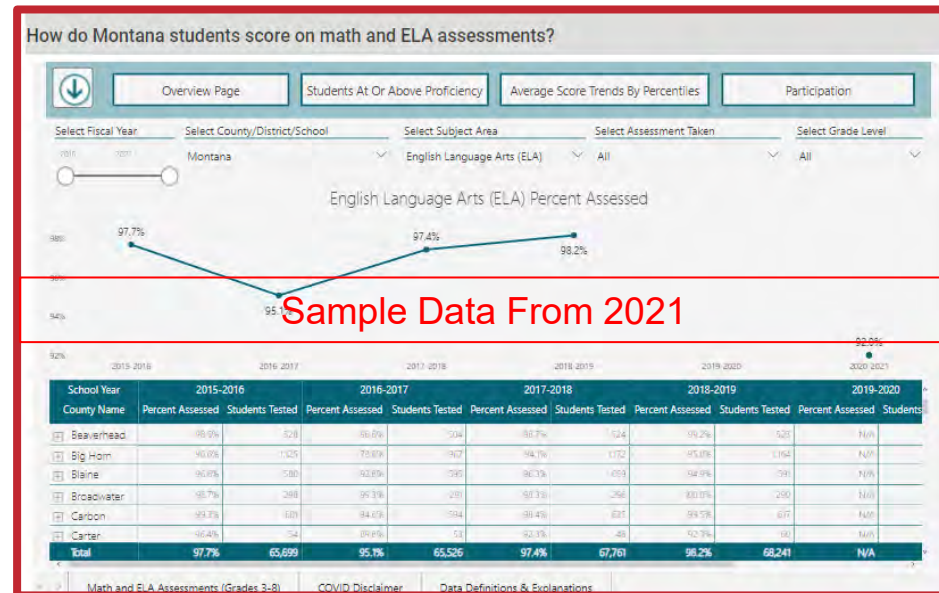
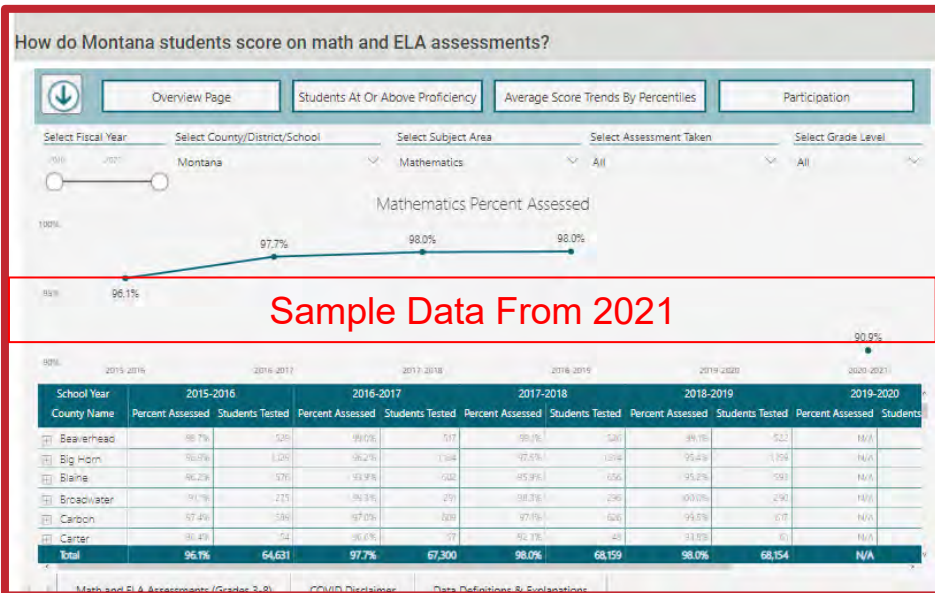
FINANCE



# Participation: Math and ELA Grades 3-8

Math Statewide Participation at 90.9%

ELA Statewide Participation at 92.0%



## Note Hover Tip in GEMS to Locate the Following:

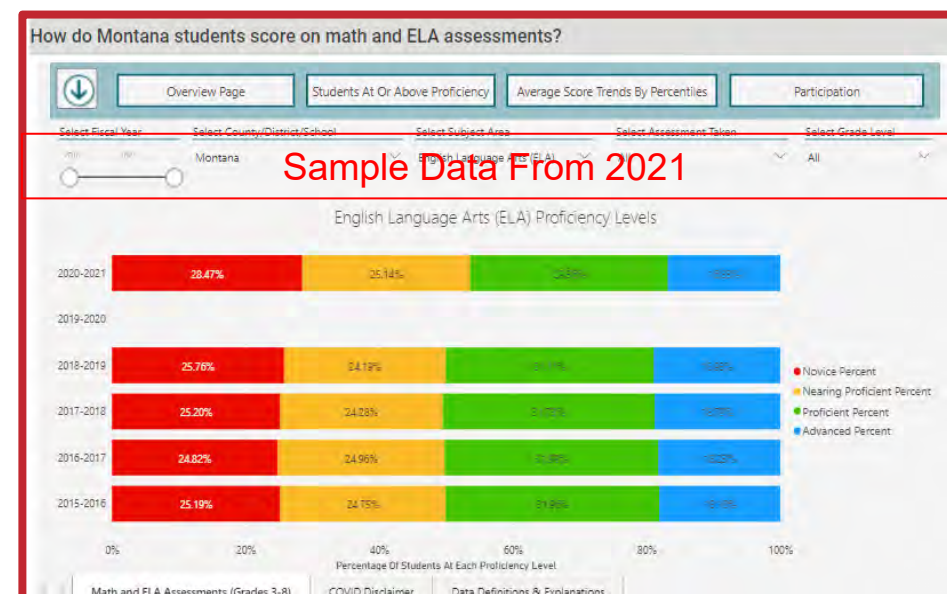
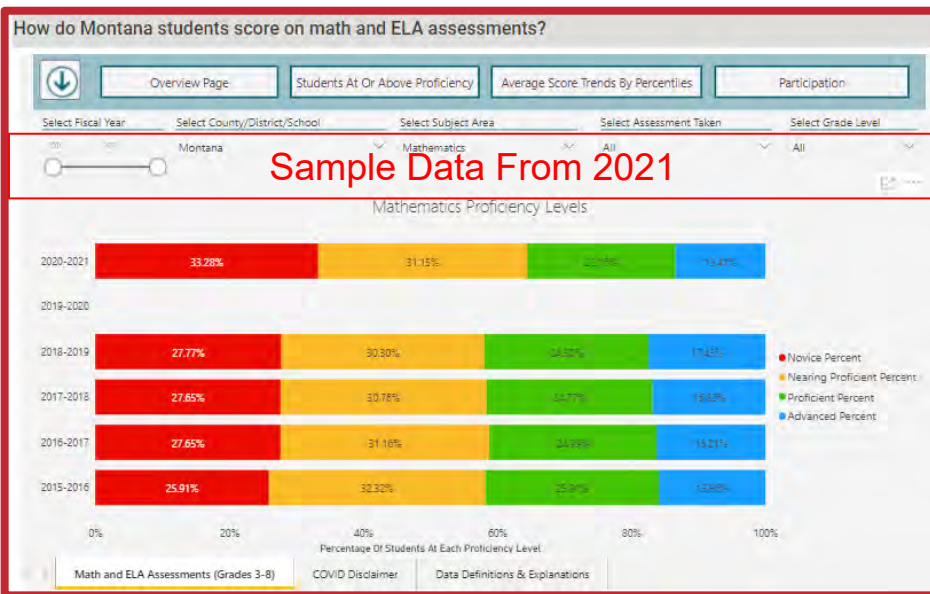
- Percent Assessed
- Students Tested
- Students Not Tested
- Percent Not Assessed

**Disclaimer:** Sample data from the 2020-2021 school year is shown here and live 2021-2022 data will be shown at the meeting.

# Proficiency Levels: Math and ELA Grades 3-8

Math Statewide Proficiency at 35.6%

ELA Statewide Proficiency at 46.4%



**Note Hover Tip in GEMS to Locate the Following:**

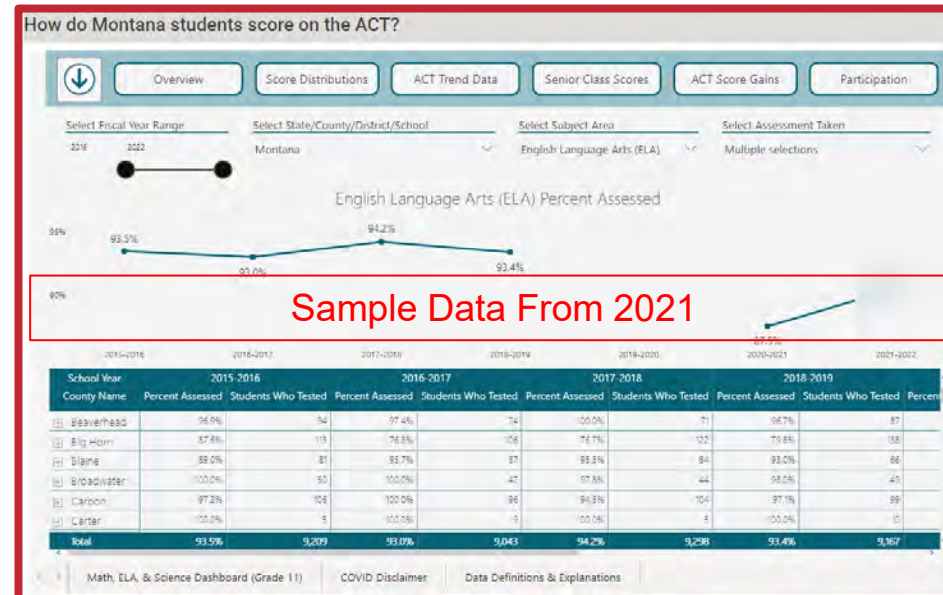
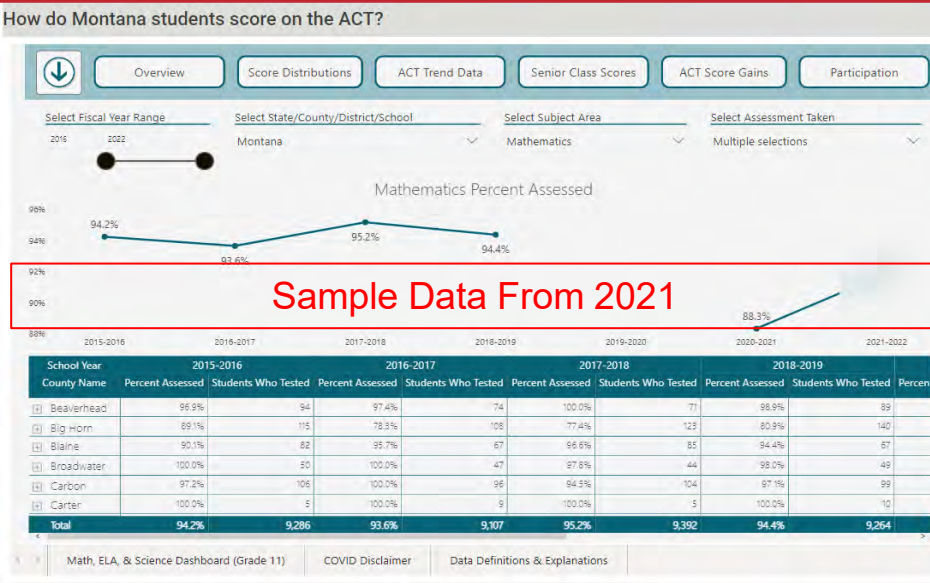
- Count of Students Per Proficiency Levels

**Disclaimer:** Sample data from the 2020-2021 school year is shown here and live 2021-2022 data will be shown at the meeting.

# Participation: Math and ELA Grade 11

Math Statewide Participation at 88.3%

ELA Statewide Participation at 87.5%



## Note Hover Tip in GEMS to Locate the Following:

- Percent Assessed
- Count of Students Who Took ACT Test
- Count of Eligible Students Not Tested
- Percent Not Assessed

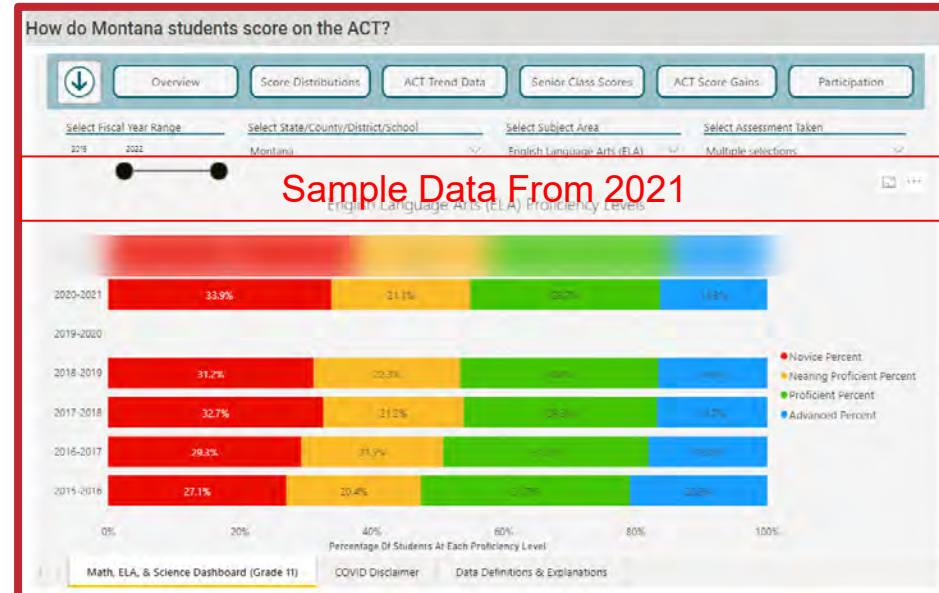
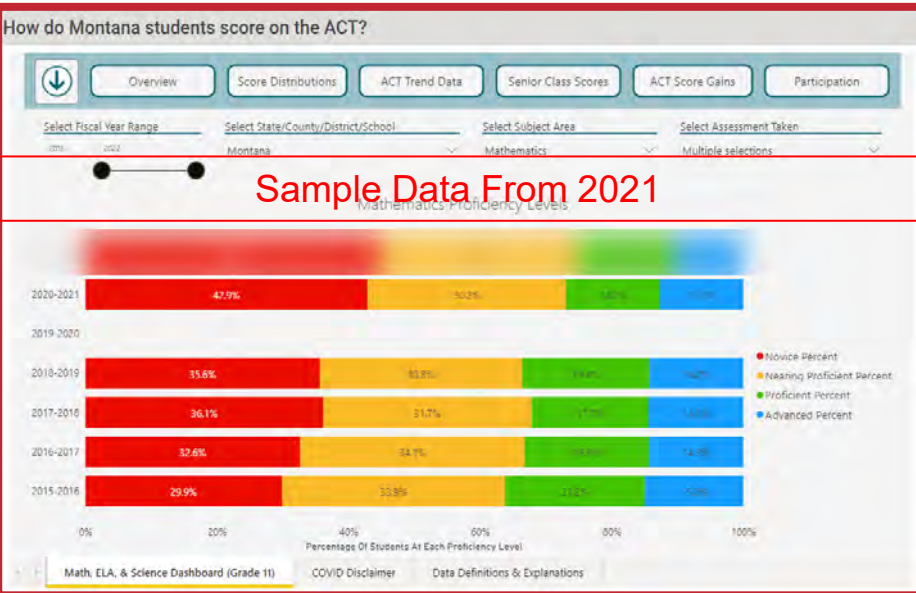
**Disclaimer:** Sample data from the 2020-2021 school year is shown here and live 2021-2022 data will be shown at the meeting.



# Proficiency Levels: Math and ELA Grade 11

Math Statewide Proficiency at 26.9%

ELA Statewide Proficiency at 45.0%



**Note Hover Tip in GEMS to Locate the Following:**

- Count of Students Per Proficiency Levels

**Disclaimer:** Sample data from the 2020-2021 school year is shown here and live 2021-2022 data will be shown at the meeting.

# Questions?

**Brett Carter**

SLDS Program & Grant Manager

Statewide Longitudinal Data System (SLDS) Unit

Montana Office of Public Instruction

Phone: 406.444.0475

E-mail: [BCarter2@mt.gov](mailto:BCarter2@mt.gov)

**\*\*\*TIME CERTAIN @11:00AM\*\*\***

**EDUCATION INTERIM BUDGET  
COMMITTEE MEETING**

**Room 172**



PO BOX 201706  
Helena, MT 59620-1706  
(406) 444-3064  
FAX (406) 444-3036

# Education Interim Budget Committee

## 67th Montana Legislature

### SENATE MEMBERS

DAN SALOMON – Vice Chair  
KENNETH BOGNER  
SHANE MORIGEAU

### HOUSE MEMBERS

DAVID BEDEY – Chair  
JOHN FULLER  
LLEW JONES  
CONNIE KEOGH  
JONATHAN WINDY BOY

### COMMITTEE STAFF

KATY CALLON, Fiscal Analyst  
KATIE GUENTHER, Fiscal Analyst  
ALICE HECHT, Fiscal Analyst  
JULIA PATTIN, Fiscal Analyst  
KATHY SANGRAY, Clerk

## Education Interim Budget Committee Agenda

September 14, 2022

State Capitol Room 172

- 8:30 a.m. Call to order  
Roll call
- 8:35 a.m. Commissioner of Higher Education
- Quarterly Financial Report – Katie Guenther, LFD
  - Update and Assessment of the HiSET Program – Shauna Lyons, MUS Director of Accounting and Budget
  - Update on Teacher Education Programs, Workforce Recovery, Accelerate Montana, Cyber Hub – Shauna Lyons, Director
  - Committee questions on the agency budget submission (September 1, 2022)
- 9:15 a.m. Montana State Library
- Quarterly Financial Report – Katy Callon, LFD
  - Update on the real-time network, MLIA funding (HB 49), and 911 funding (HB 50), Covid-19 funding – Jennie Stapp, State Librarian
  - Committee questions on the Agency Budget Submission (September 1, 2022)
- 9:45 a.m. Montana Arts Council
- Quarterly Financial Report – Alice Hecht, LFD
  - Update on Covid-19 Funding – MAC
  - Committee questions on the Agency Budget Submission (September 1, 2022)
- 10:15 a.m. Break
- 10:30 a.m. Montana Historical Society
- Quarterly Financial Report – Alice Hecht, LFD
  - Committee questions on the Agency Budget Submission (September 1, 2022)
- 11:00 a.m. Board of Public Education
- Quarterly Financial Report – Alice Hecht, LFD
  - Committee questions on the Agency Budget Submission (September 1, 2022)
  - Teacher Licensing Fees
    - PD 34 - Bill draft addressing Legislative Audit Division issue – Pad McCracken, LSD

- Evaluation of the annual cost of operating the licensing system - OPI
    - Potential agency legislation – OPI
  - Chapter 55 Review – Economic Impact Statement
    - Overview of the process - Laura Sankey Keip, LSD
    - Preview of the economic impact statement – OPI
- 12:00 p.m.      Lunch (provided for committee members)
- 1:00 p.m.      Montana School for the Deaf and Blind (MSDB)
- Committee questions on the Quarterly Financial Report – Alice Hecht, LFD
  - Agency Budget Submission (September 1, 2022)
- 1:30 p.m.      Office of Public Instruction (OPI)
- Quarterly Financial Report – Julia Pattin, LFD
  - Committee questions on the Agency Budget Submission (September 1, 2022)
  - Update on Covid-19 Funding – OPI
    - Progress and schedule for the data modernization project
    - Update on ARPA Homeless Children and Youth Funding
  - Update on 20-7-435, MCA – Payment and cost information for the three residential treatment facilities – OPI
    - The payments from state funds and district funds (shown separately)
    - Differentiate between educational costs and treatment costs
    - What are the daily rates per eligible child for each of the facilities (20-7-435(3), MCA)
  - PD 29 – Bill draft on ANB absorption factor for K-12 enrollment increases – Pad McCracken, LSD and Paul Taylor, OPI
  - PD 39 – Bill draft on under 5-year olds enrolled in kindergarten and special education under 5-year olds enrolled in kindergarten – Pad McCracken, LSD
  - Montana Indian Language Preservation (MILP) Program and Indian Language Immersion Program (ILIP) – Rep. Windy Boy and OPI
    - Update on the Class 7 Professional Development Training / Language Revitalization Workshop
- 3:45 p.m.      Personal Services and 17-7-111, MCA Checklist – Katie Guenther, LFD
- 4:00 p.m.      Committee Discussion
- 4:15 p.m.      Public Comment
- 4:30 p.m.      Adjourn



❖ **ACCREDITATION COMMITTEE – (Items 9-13)**

**Susie Hedalen**

**ITEM 9**

**ACTION AND UPDATE ON ARM TITLE 10,**  
**CHAPTER 53 – CONTENT STANDARDS**  
**REVISION SCHEDULE**

**Chris Noel**



## Montana Board of Public Education Executive Summary

**Date:** September 2022

<b>Presentation</b>	DRAFT Standards Revision Timeline
<b>Presenter</b>	Chris Noel Senior Manager
<b>Position Title</b>	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction will present our DRAFT timeline for opening and revising Content Standards moving forward.
<b>Requested Decision(s)</b>	Action Needed.
<b>Related Issue(s)</b>	Chapter 53 Content Standards Chapter 54 Content Standards: World Languages Negotiated Rulemaking
<b>Recommendation(s)</b>	Adopt and Approve Draft Content Revision Timeline.





## Proposed Revision Cycle: from November 2016 Board Agenda Packet

### Proposed Revision of the BPE Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking	Adoption	Begin Implementation
<b>Cycle I</b> September 2016-July 2019	Social Studies Career and Technical Education Digital Literacy	September 2016-April 2017	May-October 2017	November 2017-March 2018	September 2018	<b>July 1, 2019</b>
<b>Cycle II</b> January 2019- July 2021	Mathematics World Languages	January – April 2019	May – October 2019	November 2019 – March 2020	September 2020	<b>July 1, 2021</b>
<b>Cycle III</b> January 2021-July 2023	English Language Arts/Literacy and English Learners Health & Physical Education	January – April 2021	May – October 2021	November 2021 – March 2022	September 2022	<b>July 1, 2023</b>
<b>Cycle IV</b> January 2023- July 2025	Arts Science	January – April 2023	May – October 2023	November 2023 – March 2024	September 2024	<b>July 1, 2025</b>

This was proposed during the November 2016 BPE meeting, and was put on hold during the May 2017 BPE meeting.





Revision Cycle on Hold: from May 2017 Board Agenda Packet:

## Proposed Revision of the Board of Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking	Adoption	Begin Implementation
Cycle I September 2018-July 2021	Social Studies Career and Technical Education Digital Literacy/Computer Science	January 2018-April 2019	May-October 2018	November 2019-March 2020	September 2020	July 1, 2021
Cycle II January 2021-July 2023	Mathematics World Languages	January – April 2021	May – October 2021	November 2021 – March 2022	September 2022	July 1, 2023
Cycle III January 2023-July 2025	English Language Arts/Literacy and English Learners Health & Physical Education	January – April 2023	May – October 2023	November 2023 – March 2024	September 2024	July 1, 2025
Cycle IV January 2025-July 2027	Arts Science	January – April 2025	May – October 2025	November 2025 – March 2026	September 2026	July 1, 2027





## OPI Draft Proposed Timeline for Content Standards Review/Revision for September 2022 Board of Public Education Meeting

Cycle	Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption	Begin Implementation
I	Mathematics	September 2022-April 2023	May-October 2023	November 2023-March 2024	September 2024	July 1, 2025
II	World Languages	January 2023-April 2023	May-October 2023	November 2023-March 2024	September 2024	July 1, 2025
III	English Language Arts/Literacy and English Learners  Health and Physical Education	October 2024-April 2025	May-October 2025	November 2025-March 2026	September 2026	July 1, 2027
IV	Arts  Science	October 2026-April 2027	May-October 2027	November 2027-March 2028	September 2028	July 1, 2029
V	Social Studies  Career and Technical Education  Technology Integration  Computer Science  Library Sciences	October 2028-April 2029	May-October 2029	November 2029-March 2030	September 2030	July 1, 2031

**\*Neither Mathematics nor World Languages will come to the Board of Public Education for action during the 2023 Legislative Session**







## Adoption, Revision, and Repeal History for Content Standards

Standards	Initial Adoption	Revised	Revised	Repealed	ARM Chapter	Current Framework
Mathematics	1999	2009	2011		10.53	K-5, 6-8, 9-12
Science	1999	2006	2016		10.53	K-5, 6-8, 9-12
World Languages	1999				10.54	Standards/Benchmarks
Arts	2000	2016			10.53	K-5, 6-8, 9-12
Career and Technical Education	2000	<b>2020</b>			10.53	Standards/Benchmarks
Library Media	2000	2008	<b>2020</b>		10.53	Standards/Benchmarks
Social Studies	2000	<b>2020</b>			10.53	Standards/Benchmarks
Computer Science	2000	2008	<b>2020</b>		10.53	Standards/Benchmarks
Technology Integration	2000	2008	<b>2020</b>		10.53	Standards/Benchmarks
Workplace Competencies	2000			2021	10.54	Standards/Benchmarks
English Language Arts	2011				10.53	K-5, 6-8, 9-12
English Language Proficiency	2011				10.53	Standards/Performance Descriptions
Health	2016				10.53	K-5, 6-8, 9-12
Physical Education	2016				10.53	K-5, 6-8, 9-12





## Standards Review Schedule: ARM Chapters 53 and 54

### **10.53.104 STANDARDS REVIEW SCHEDULE**

- (1) Montana's content standards shall be reviewed and revised on a recurring schedule.
- (2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals.
- (3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 2011 MAR p. 2520, Eff. 11/26/11.

### **10.54.2503 STANDARDS REVIEW SCHEDULE**

- (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.
- (2) A schedule for review of specific programs shall be established as a collaborative process with the office of public instruction and the board of public education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.
- (3) The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools.

History: Sec. [20-2-114](#), MCA; IMP, Sec. [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.





## Content Standards Revision Timeline

### **Research and Review** (6 months)

The OPI may

- Gather and identify resources
- Conduct a comparison of current standards to research and data
- Conduct focus groups

### **Revision** (6 months)

The OPI will

- Select team members for the revision task force
- Convene a revision task force
- Conduct review for integration of Indian Education for All

### **Negotiated Rulemaking** (3 to 6 months)

The OPI will

- Select committee members
- Convene committee
- Create Economic Impact Statements and present them to the Interim Education Committee of the Legislature

### **Rule Adoption** (3 to 6 months)

The OPI will

- Present the Superintendent's recommendation to the Board of Public Education

The BPE will

- Conduct public hearings
- Vote to adopt administrative rules

### **Implementation**

The OPI will

- Identify and create resources
- Identify and create professional development





**ITEM10**

**INFORMATION ON PROPOSED REVISIONS**  
**TO ARM TITLE 10, CHAPTER 53 – MATH**  
**STANDARDS**

**Chris Noel**



## Montana Board of Public Education Executive Summary

**Date:** September 2022

<b>Presentation</b>	DRAFT Math Standards Revision Timeline
<b>Presenter</b>	Chris Noel Senior Manager
<b>Position Title</b>	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction will present our DRAFT timeline for opening and revising Math Content Standards.
<b>Requested Decision(s)</b>	Informational Only.
<b>Related Issue(s)</b>	Chapter 53 Content Standards Negotiated Rulemaking
<b>Recommendation(s)</b>	None.





# Math Content Standards Revision Timeline

**Content Standards:** Mathematics

**Board Approval of Timeline Revision:** September 2022

**Research and Review:** October 2022- March 2023

**Revision:** April-September 2023

**Negotiated Rulemaking:** October 2023 - February 2024

**Adoption Phase** February 2024 -June 2024

**Adoption** September 2024

**Implementation** **July 2025**

## Research and Review (6 months)

The OPI may:

- Gather and identify resources
- Conduct comparison of current standards to research and data
- Conduct focus groups

## Revision (6 months)

The OPI will:

- Select team members for the revision task force
- Convene revision task force
- Conduct review for integration of Indian Education for All

## Negotiated Rulemaking (3 to 6 months)

The OPI will:

- Select committee members
- Convene committee
- Create Economic Impact Statements and present to the Interim Education Committee of the Legislature

## Rule Adoption (3 to 6 months)

The OPI will:

- Present Superintendent's recommendation to the Board of Public Education (BPE)

The BPE will:

- Conduct public hearings
- Vote to adopt administrative rules

## Implementation

The OPI will:

- Identify and create resources
- Identify and create professional development

## **ITEM 11**

### **ACTION ON PROPOSED TIMELINE FOR REVISIONS TO ARM TITLE 10, CHAPTER 55 – STANDARDS OF ACCREDITATION**

**Susie Hedalen**



**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"><li>• Includes expert panel/work session (14) and notice (15)</li></ul>	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"><li>• Public comment begins</li></ul>	October 7, 2022
▪ Public hearing date	October 31, 2022
▪ Final public comment deadline	November 4, 2022
▪ Draft Notice and Economic Impact Statement to Education Interim Committee	Before Nov. 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, including comments and responses	January 12-13, 2022
▪ Adoption notice to SOS for publication in MAR	January TBD, 2023
▪ MAR publication of adoption notice	January TBD, 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 12**

### **CHAPTER 55 – STANDARDS OF ACCREDITATION EXPERT PANEL DISCUSSION**

**ITEM 13**

**CHAPTER 55 - STANDARDS OF  
ACCREDITATION WORK SESSION**

**Susie Hedalen**

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A<sup>+</sup>**



## **Final Report of Proposed Amendments, Repeals, Transfers and New Rules to the Administrative Rules of Montana, Chapter 55, Standards of Accreditation**

July 22, 2022

Prepared for: The Montana Board of Public Education

Recommendations of the State Superintendent of Public Instruction received through the Negotiated Rulemaking Process

Prepared by:

- Julie Murgel, Chief Operating Officer, Montana Office of Public Instruction
- Sharyl Allen, Deputy Superintendent, Montana Office of Public Instruction

### **Overview**

The Superintendent of Public Instruction launched an amendment process for the Administrative Rules of Montana (ARM) 10, Chapter 55, Standards of Accreditation, in the fall of 2020. This document provides for consideration of the Montana Board of Public Education (BPE) the Superintendent's recommended amendments to Chapter 55. It includes an introduction to Montana's school accreditation standards; a summary of the research and review activities that informed the Superintendent's consideration and deliberation with stakeholders; the Superintendent's proposed amendments, consisting of both the rationales for the amendments and their proposed specific language (i.e., "redlines"); and a draft economic impact statement for the proposed amendments as required by Montana Code Annotated (MCA) § 2-4-405.



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# Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive, multi-year amendment process for ARM 10, Chapter 55, Standards of Accreditation in the fall of 2020 to better ensure Montana’s school accreditation standards provide all Montana students with access to a **quality educational program** that will develop their **full educational potential** and preserve the **cultural heritages of American Indians**<sup>1</sup>. The accreditation standards guide student learning success and include rules on curriculum, class sizes, teacher and staff qualifications, program delivery standards, and student learning assessments. Per § 20-7-101, MCA amendments to standards of accreditation for all schools must be adopted by the BPE upon the recommendation of the Superintendent.

## Historical Context

Montana has had school accreditation standards since 1947, making it a pioneer in having documented standards for elementary and secondary schools and one of few states that accredit at the school level versus the district level. The preface of the 1976 accreditation standards described their purpose as to:

*Establish a measure of adequacy by specifying for schools the ‘minimum’ upon which a quality educational program can be built. Second, they serve to insure the size, scope, and quality of the minimum educational program available to the citizens of the state.*<sup>2</sup>

Over time, Montana’s accreditation standards have undergone many changes. Before 1972, accreditation standards determined funding for accredited schools. In 1976, the definition above was articulated and the standards focused on assessing “how much/how many” of specific program components (e.g., inputs) a school has in place. At this time, the standards were formatted into “minimum” and “recommended” standards.

In 1988, the decision in the court case *Helena School District v. State of Montana* stated that the accreditation standards were minimum standards only and did not define the basis for defining quality education<sup>3</sup>. Additional litigation in subsequent years identified that the components of a quality education were still undefined, resulting in the Montana legislature in 2005 codifying a “basic system of free quality public elementary and secondary schools” in § 20-9-309, MCA, as “the educational program specified by the accreditation standards provided for in § 20-7-111”<sup>4</sup>, MCA. As § 20-9-309, MCA included a requirement to have a procedure to assess and track student achievement, the standards, which had until then only included a set of minimum inputs for schools. Thus, the standards were updated in 2012 to include minimum output standards for school assessment scores and graduation rates.

Montana’s accreditation standards have continued to be revised over time to meet the changing educational landscape. The amendments to ARM 10, Chapter 55 proposed in this document are focused on further defining the essential and ideal contributors to **quality schools** and supporting schools to continually improve to **put Montana students first**.

<sup>1</sup> Constitution of the State of Montana, Article X, Education and Public Lands.  
<sup>2</sup> As quoted in Morton, C., & Erickson, C. (2018). *A Basic System of Free Quality Education: Montana Public Schools 1972-2012*. University of Montana Press.  
<sup>3</sup> <https://static1.squarespace.com/static/53ab63e1e4b0cb2b67560152/t/55ef378ee4b0c69cd5ef1ac9/1441740686418/Helena-Elementary-Decision.pdf>  
<sup>4</sup> [https://leg.mt.gov/bills/mca/title\\_0200/chapter\\_0090/part\\_0030/section\\_0090/0200-0090-0030-0090.html](https://leg.mt.gov/bills/mca/title_0200/chapter_0090/part_0030/section_0090/0200-0090-0030-0090.html)

## Summary of Research and Review Activities

As guided by the rule-making policy of OPI<sup>5</sup> and summarized in Table 1 below, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal, and external research and stakeholder engagement activities to facilitate the development of proposed amendments to ARM 10, Chapter 55.

Table 1: ARM 10, Chapter 55 Amendment Timeline<sup>6</sup>

Research (OPI)	Review (OPI)	Negotiated Rulemaking (OPI)	Review of Proposed Amendments & Economic Impact (BPE)	Review of Proposed Amendments & Economic Impact (cont'd) (Education Interim Committee)	Montana Administrative Procedure Act (MAPA) process (BPE)	Implementation
August 2019–October 2021	November 2021-May 2022	January–June 2022	July–August 2022	September 2022	TBD	July 2023

The first three steps (Research, Review, Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE and the Education Interim Committee of the Montana State Legislature, although OPI staff will support the BPE and Interim Committee members as they carry out their responsibilities in considering the Superintendent’s proposed amendments and moving forward those recommendations that they accept. Throughout the research, review, and Negotiated Rulemaking steps, OPI staff engaged staff of the BPE as observers and key informants, including inviting them to serve as ex-officio representatives of the review and Negotiated Rulemaking phases.

### Research Phase

Beginning in the summer of 2019, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the Chapter 55 review and revision process. As a first step, OPI staff, with the assistance of staff from the Region 17 Comprehensive Center, collected and reviewed existing school quality and accountability rules in Montana to identify potential opportunities for refinement. Inputs for this review included current Montana state laws and regulations related to accreditation, such as Montana Code Annotated (2017); Administrative Rules of Montana (Section 10, Chapters 42, 53, 55); and documents related to comprehensive school improvement guidelines prepared by OPI and submitted to the U.S. Department of Education as required under the federal Every Student Succeeds Act (ESSA)<sup>7</sup>. Additional inputs included OPI administrative data related to accreditation, such as data from OPI’s Terms of Employment, Accreditation, and Master Schedule (TEAMS) database, and research collected by the Region 17 Comprehensive Center on the school accreditation policies and practices of other states.

Through this review, areas of misalignment and opportunities for enhancements for Montana’s accreditation standards were identified. Specifically, three key opportunities were articulated:

<sup>5</sup><https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320>

<sup>6</sup> Shared as information item at BPE meeting on 11/18/21

<sup>7</sup> See “[Putting Montana’s Students First: Montana’s Consolidated State Plan](#)”

### **1. Ensure alignment between state and federal accountability policies and standards.**

Public schools in Montana are subject to two separate accountability standards and processes: (a) the accreditation process and (b) accountability under Montana's Elementary Every Student Succeeds Act (ESSA) plan<sup>8</sup>. This creates competing models of quality for schools to adhere to, possible confusion related to indicators of school quality, and inefficiencies in resources that are devoted to school support. This provides an opportunity for Montana to create cohesion between the measures and indicators of quality identified within federal education law and the quality standards that comprise the education accreditation program standards identified in the ARMs to facilitate a more effective and efficient school-support model.

### **2. Ensure coherence and a focus on student outcomes.**

The review identified a lack of coherence in Montana's accreditation program standards, including contradictions and redundancies and a mix of clear legal standards with professional guidelines that are difficult to assess, as well as a need to bring more coherence to the standards to increase their utility. It was noted that the OPI works together with stakeholders to periodically revise school accreditation standards, but only the instructional content standards (i.e., what students should know and be able to do) are on a regular revision calendar. Conducting an initial thorough review and codifying a regular review schedule of the standards of accreditation would be beneficial to correct discrepancies and add more emphasis on student outcomes.

### **3. Base accreditation standards on the most current research and evidence about school quality and improvement.**

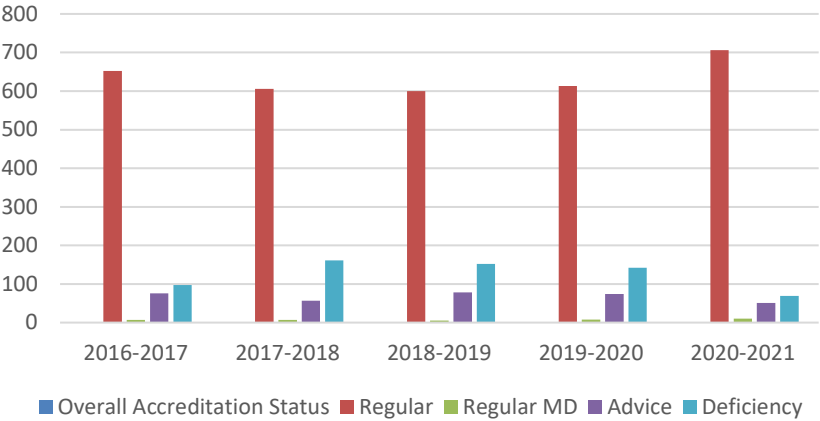
The Montana accreditation standards include some ideas that evidence has proven untrue and/or are not inclusive of the current understanding of several important dimensions of schooling. At minimum, there is a need to bring the Chapter 55 standards of accreditation and Montana's plan for ESSA into alignment, but there is also room to upgrade, innovate and potentially transform rules and processes that are not in service of school improvement or student success. While the standards of accreditation place the authority and responsibility for meeting the standards on the local board of trustees, the standards encompass most aspects of schooling, with funding tied directly to the accreditation standards. In addition, flexibility for innovation may be limited, an important consideration in light of the passage of Montana House Bills 351 and 387, both of which focus on increasing flexibility for schools to personalize student learning opportunities.

In the Spring of 2020, OPI staff began a review of school accreditation and reasons for specific deviations over a period beginning in the 2016/17 and ending in the 2020/21 school year to gain further insights into the impact of Montana's accreditation standards at the school level. The results of this review indicated the number of schools in each category of accreditation status remained relatively stable (see Figure 1). Similarly, excluding 2020/21 when student performance assessment was not evaluated due to COVID-19, accreditation status based on student performance remained stable over the same period (see Figure 2). During this five-year period the most frequent deviations occurred related to class overload and misassigned or non-licensed teachers (see Figure 3). A spike in occurrences for deviations related to non-licensed and misassigned teachers were documented in 2020/21.

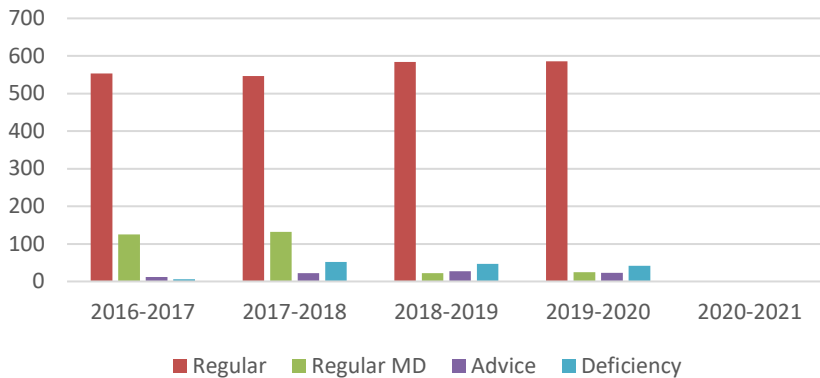
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<sup>8</sup> <https://opi.mt.gov/Portals/182/ESSA/ESSAPlan.pdf?ver=2020-07-21-174024-567>

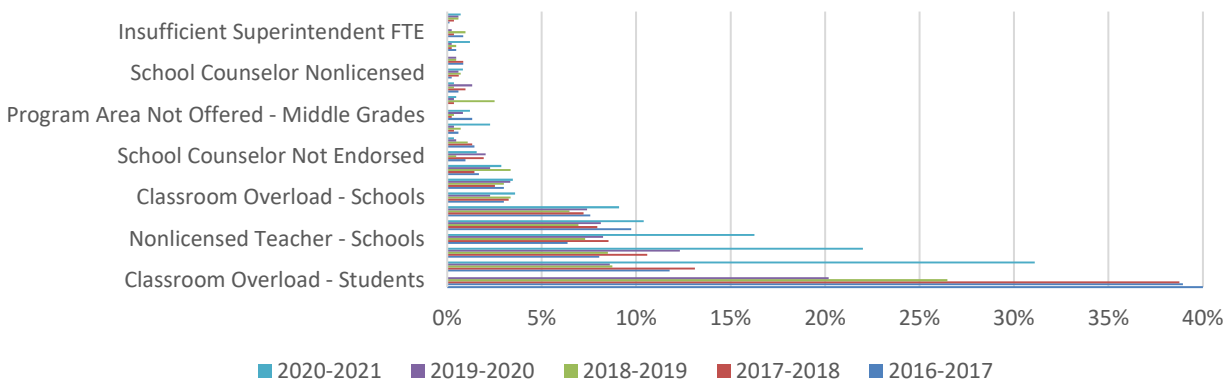
**Figure 1: Montana School Accreditation Status from 2016/17 to 2020/21**



**Figure 2: Montana School Student Performance Accreditation Status from 2016/17 to 2020/21**



**Figure 3: Percent of Montana Schools Having an Occurance of the Twenty Most Common Deviations 2016/17 to 2020/21**



The OPI also commissioned a review of accreditation and accountability policies for Alaska, Arizona, Colorado, Idaho, North and South Dakota, Utah, Washington, and Wyoming. This review provided an overview of state accreditation policies, practices, and providers (if applicable) and a review of state federal accountability policies. Findings from the report identified much differentiation in how states approach accreditation and accountability. Many states require accreditation for secondary schools but not for elementary. A common identified accreditation practice was for accreditation to be a requirement, but the process of fulfilling accreditation certification is facilitated by local education agencies through third parties.

**Review Phase**

Informed by the research and opportunities for revision identified in the research phase described above, the Superintendent launched and OPI staff facilitated an informal, internal review process to review the research phase outputs and solicit from OPI staff and educators across the state feedback and suggestions to further articulate and refine the Superintendent’s proposed amendments. The Superintendent convened a “School Quality Task Force” composed of selected Montana education stakeholders (see Attachment C for a list of Task Force Members) to make initial recommendations to the Superintendent. The task force initial recommendations informed the Superintendent’s recommendations for the Negotiated Rule-Making Committee (NRC) commissioned by the Superintendent as required by §20-7-101, Montana Code Annotated (MCA). (see “Negotiated Rulemaking” section below).

The members of the Task Force met 11 times through both virtual and in-person meetings and work sessions convened between January and May of 2022 and facilitated by OPI staff with support from staff of the Region 17 Comprehensive Center. Task Force members participated in varied brainstorming, reflection, and application activities organized to surface emerging opportunities and needs in Montana schools that amendments to Chapter 55 could potentially address or enhance—consistent with and respectful of Montana’s tradition of

local control—with a special focus on:

- Articulating the **essential elements of quality schools**;
- Ensuring a **meaningful accreditation process** that goes beyond “check the box” compliance and balances indicators of inputs (program standards) and outcomes (student performance standards) without overburdening district and school resources;
- Increasing the transparency, accountability, and responsibility for both OPI and districts and schools in how they **respond to accreditation findings and outcomes**; and
- Using the accreditation process to support continuous school improvement and innovation more effectively.

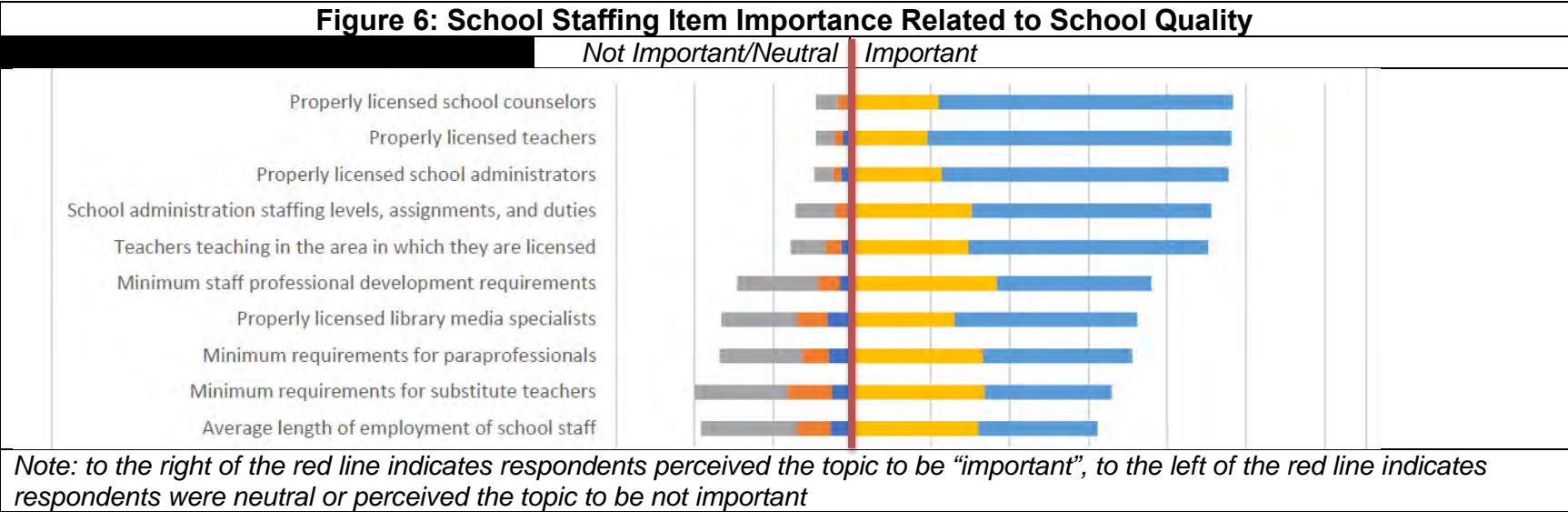
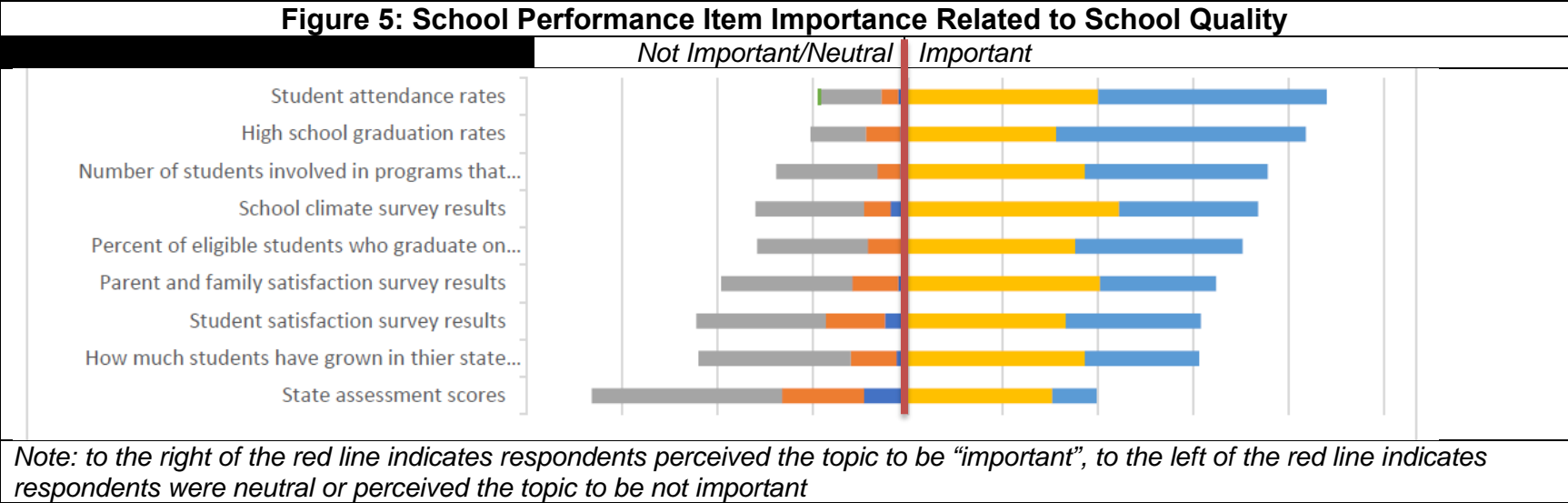
The Task Force generated two primary deliverables: an informal, non-scientific field survey that was programmed and administered by OPI to identify emerging needs and perspectives among educators across the state related to accreditation and solicit their specific recommendations for potential revisions to Chapter 55 accreditation standards; and a conceptual framework for an initial set of proposed amendments providing both a high-level rationale and proposed revision language (i.e., “redlines”) for consideration by the Superintendent.

Two-hundred and seventy-one persons responded to the field survey developed by the Task Force (see Figure 4). Respondents were presented a list of items related to umbrella topic areas and asked to identify on a scale of one to five (1 = not important, 5 = very important) the importance of the specific item in relation to **school quality**. Specific questions on the survey asked respondents to provide their perception of importance for items associated with *school performance* (see Figure 5), *school staff*, and *school policy and programs* and their relation to school quality (see Figure 6 and Figure 7). Survey results were shared with the Task force on March 22<sup>nd</sup> and again on April 21<sup>st</sup>, 2022.

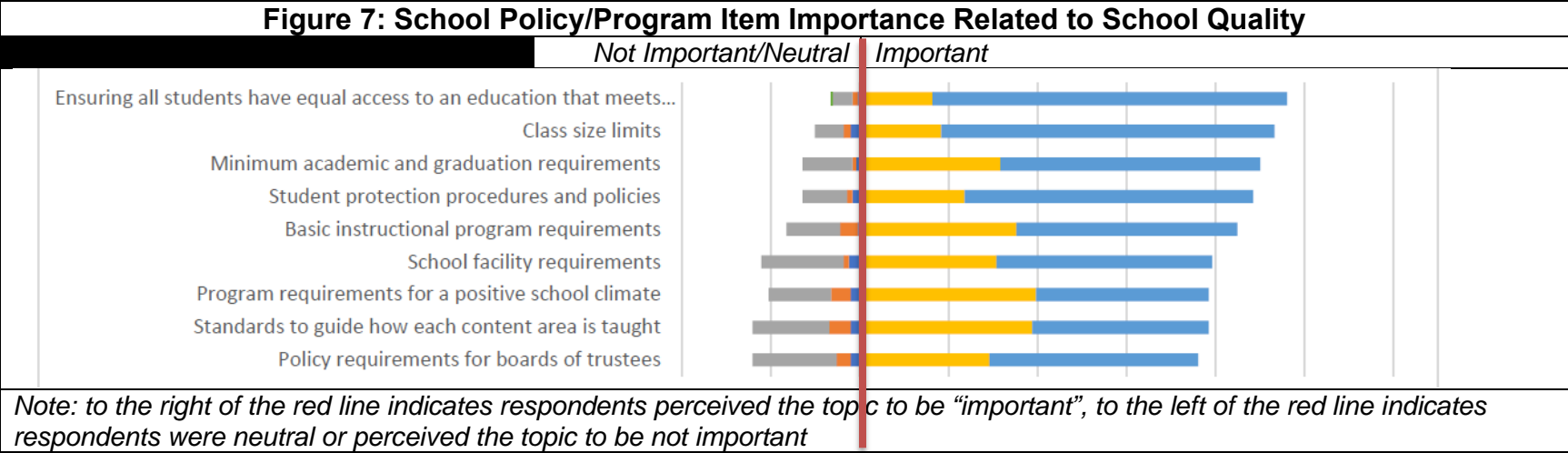
**Figure 4: Accreditation Stakeholder Survey Respondents**

Role	Count
PK-12 teacher or staff member	112
School building administrator (e.g., principal)	33
Parent/Guardian of a PK-12 Student	34
School district administrator (e.g., supervisor, superintendent)	24
Community member	17
Higher education faculty or staff member	17
Other:	16
Retired educational professional	8
School district board member/trustee	5
PK-12 Student	4
Business leader	1
TOTAL	271

On average, none of the presented items were identified as not important. However, under the topic of school performance, *state assessment scores* were, on average, rated the lowest (average response 3.1, standard deviation 1.1), and *student attendance and high school graduation rates* were rated the highest (average response 4.2, standard deviation 1.0). In relation to school quality and school staff, the *average length of employment and minimum requirements for substitute teachers* were rated lowest (average response 3.7, standard deviation 1.1), and *properly licensed teachers and school counselors* were rated the highest (average response 4.6, standard deviation 1.0). Related to school policy/programs *school board trustees’ policy requirements* was rated lowest (average response 3.6, standard deviation 1.2), and *ensuring all students have equal access to an education that meets their needs* rated highest (average response 4.7, standard deviation 1.0).







The emerging recommendations prepared by the Task Force as its second deliverable were submitted periodically to the Superintendent and shared with the NRC. Of the existing 58 individual rules within Chapter 55, the task force recommended changes to 8 of the individual rules. The Task Force submitted its final recommended revisions and rationales for them to the Superintendent for her consideration in late May.

Although not required, OPI staff facilitated the Task Force convenings and maintained Task Force meeting notes, video recordings, and work products consistent with public/open meeting requirements and best practices to assure the public of the transparency of the process and the method and inputs by which the Superintendent formulated her final proposed amendments. These outputs were archived and/or linked to from OPI’s public website<sup>9</sup>.

**Negotiated Rulemaking**

As required by §20-7-101, Montana Code Annotated (MCA) and building on the contributions and outputs of the research and review phases, the Superintendent convened an ARM 10, Chapter 55 Negotiated Rulemaking Committee to undertake an expanded public-engagement and consensus making process of her recommended amendments. The NRC met 13 times between February and July 2022 through a combination of virtual and in-person meetings and work sessions and was facilitated by an attorney appointed by the Montana Department of Justice. The Committee convenings overlapped for several months with those of the School Quality Task Force to support the Superintendent with the pre-work and emerging recommendations generated by Task Force members. Consistent with Montana’s public meeting laws, convenings of the Committee and the resulting notes, video recordings, and work outputs were posted publicly on the OPI website<sup>9</sup>.

<sup>9</sup> See <https://opi.mt.gov/School-Quality-Task-Force-Negotiated-Rulemaking>

Superintendent’s Recommended Amendments to ARM 10, Chapter 55

The Superintendent’s recommended revisions to ARM 10, Chapter 55 are based on a thoughtful consideration of the myriad and intersecting conditions, inputs, challenges, and opportunities confronting public schools in Montana. They are informed by the research and stakeholder input collected through the methods described above. The following two sections provide (respectively) the high-level rationales for the Superintendent’s final recommended amendments and the proposed detailed revision language to be added to, removed from, or incorporated into ARM 10, Chapter 55. It should be noted that through the consensus model of negotiated rulemaking, the Negotiated Rulemaking Committee negotiated 49 rules and reached consensus on changed language for 48 rules or a 98 percent consensus. The single unresolved rule returned to the superintendent for the recommended language for that rule.

Conceptual Framework

Table 2 below provides context for the detailed amendment language presented in the next section. This context includes observations, input, and insights generated or shared by members of the School Quality Task Force and the NRC, as well as the Superintendent’s own contributions based on her contact with and deliberations with education stakeholders, students and families, and the general public. They are organized and delineated by the indicated ARM subchapters.

Table 2: Conceptual Framework Guiding the Superintendent’s Proposed Amendments to ARM Chapter 55

ARMs Subchapter(s)	Conceptual Changes
ARM 10.55 Subchapter 6: General Provisions	<ul style="list-style-type: none"><li>Remodeling the Continuous School Improvement Plan to an Integrated Action Plan. The <b>Integrated Action Plan</b> integrates and aligns all plans (including the local board of trustees’ strategic plan) that a district and schools are required to complete and provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes.</li><li>Incorporating within the Integrated Action Plan a <b>graduate profile</b>, which is a collective vision that articulates the community’s aspirations for all students.</li><li>Shifting from an input system to an <b>outcome-based model</b> because inputs provide helpful criteria and indicate critical success factors in instructional design and managing programs—but they don’t tell us what works and is effective based on outcomes.</li><li>Emphasizing a <b>proficiency-based</b> learner model within the curriculum and assessment section.</li><li>Encouraging <b>multiple measures</b> determined at the local level to assess student learning progression, growth, and proficiency.</li><li>Redefining categories of accreditation from 5 to 3 categories: <b>Accreditation with distinction, accreditation, and accreditation with probation</b>. Raising the bar for accreditation to include a rating for exceeding expectations.</li><li>Separating <b>charter school application</b> from variance to standards rule to make a new rule and updated the language to focus on student performance outcomes.</li><li>Transferring internships to Chapter 57: Licensure, where its better fits with educator certificate requirements.</li></ul>

ARMs Subchapter(s)	Conceptual Changes
	<ul style="list-style-type: none"> <li>• Modernizing and aligning all definitions to align with recommend rule changes.</li> </ul>
<b>ARM 10.55</b> <b>Subchapter 7: Leadership</b>	<ul style="list-style-type: none"> <li>• Elevating meaningful <b>family and community engagement</b> as a partnership between school communities and families based on best practices and principles that keep the focus on the learner and core beliefs about engagement.</li> <li>• Recommending a new rule for <b>mentorship and induction</b>, while updating the model based on research models and best practices.</li> <li>• Expanding the <b>role of the principal</b> to include personalized and proficiency-based learning, and strategic planning with community and family involvement to maximize student learning.</li> <li>• Empowering local school districts to determine <b>leadership staffing</b> (principals and superintendents) per school and instructional program. Through <b>local control</b> districts can strategically assign leadership staff to programs while ensuring the needs of students are met.</li> <li>• Adjusting the determination of staffing for licensed and endorsed library media and counseling program services to <b>local district discretion</b>. Districts are best suited to allocate staff appropriately to meet the needs of students through program services.</li> <li>• Removing duplicate language that is embedded throughout the chapter and streamlining the local board of trustees' policies and procedures to require school districts to comply with all local, state, and federal laws and regulations, while prioritizing policies for <b>safety, student learning, and community engagement</b>.</li> <li>• Prioritizing instructional responsibilities of teachers and providing <b>flexibility for local school districts</b> to determine the resources needed when elementary classrooms are overloaded.</li> <li>• Aligning <b>professional development</b> to the comprehensive district strategies that improve learner outcomes is vital to each student developing their full educational potential.</li> <li>• Updating and aligning specialized programs (braille and sign language instruction) to Chapter 57 certification requirements.</li> </ul>
<b>ARM 10.55</b> <b>Subchapter 8: Educational Opportunity</b>	<ul style="list-style-type: none"> <li>• Adding an assessment component to <b>school climate</b>, to ensure that schools make improvements where necessary because there is a correlation between school climate and student outcomes.</li> <li>• Updating <b>learner access</b> language to focus on what learners need that ensures learner safety, growth, well-being, and learning outcomes.</li> <li>• Adding the need to appropriately assess and supply technology for each student</li> <li>• Adding a new rule for <b>English Language Learners</b> that aligns with existing federal requirements.</li> </ul>

ARMs Subchapter(s)	Conceptual Changes
<b>ARM 10.55 Subchapter 9: Academic Requirements</b>	<ul style="list-style-type: none"> <li>Enhancing High School program offerings and graduation requirements to include <b>Civics/Government</b> and <b>Economic or Financial Literacy</b>. Both recommended changes would be within the existing required 20 credits not additional to. Flexibility has been built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses.</li> <li>Highlighting a <b>proficiency-based model</b> and existing flexibility for high school graduation units to be earned with an <b>equivalent course</b> that meets the district's curriculum and assessment requirements.</li> <li>Expanding grade-level learning progressions to <b>grade-band</b> based on proficiency-based learning models.</li> <li>Including the constitutional mandate for <b>IEFA</b> within basic education programs requirements for Elementary, Middle, and High School.</li> <li>Adding state to federal accessibility standards for facilities.</li> </ul>
<b>ARM 10.55 Subchapter 10: Program Area Standards</b>	<ul style="list-style-type: none"> <li>Updating Program Area standards to current content standards. Ex. Communicating Arts Program to English Language Arts and Literacy, removing Vocational from Career and Vocational Technical Education, and retitling Health Enhancement to Health and Physical Education.</li> <li>Aligning the counseling program delivery standards to current national program standards.</li> </ul>

Current Rule	Red Line Changes	Rationale
<u><a href="#">10.55.601</a></u> ACCREDITATION STANDARDS: PROCEDURES		
(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.	(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.	No change recommended in (1) and (2)
(2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.	(2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.	

<p>(3) To ensure continuous education improvement, the school district and each of its schools shall develop, implement, and evaluate continuous school improvement plans and make the plans publically available. These plans shall be reviewed on a yearly basis to reflect a continuous improvement process.</p> <p>(a) Each plan shall include:</p> <p>(i) a school district level education profile;</p> <p>(ii) the school district's educational goals pursuant to the requirements of ARM <a href="#">10.55.701</a>;</p> <p>(iii) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM <a href="#">10.55.603</a>;</p> <p>(iv) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM <a href="#">10.55.603</a> and ARM <a href="#">10.56.101</a>; and</p> <p>(v) a professional development component, in accordance with ARM <a href="#">10.55.714</a>.</p> <p>(b) The local board of trustees shall report and submit their adopted continuous school improvement plan with the Superintendent of Public Instruction.</p> <p>(c) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the continuous improvement plan of each school district and its schools.</p>	<p>(3) To ensure <u>a learner-centered system and establish a plan for</u> continuous education improvement, the school district <del>and each of its schools</del> shall develop, implement, <u>monitor,</u> and evaluate <del>continuous-an integrated school improvement plans-action plan</del> and make the <u>plans-plan</u> <del>publicly publically</del> available. <u>These plans 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 on a yearly basis to annually. The plan must clarify what specific steps must be taken to achieve the district graduate profile and</u> reflect a continuous improvement process.</p> <p><del>(a)</del>(4) Each plan shall include:</p> <p><del>(i)</del>(a) a school district <del>level education</del> profile <u>of a graduate as defined in 10.55.602(22);</u></p> <p><u>(b) the school district's and each of its schools identified area(s) of need based on an analysis of school level comprehensive needs assessment;</u></p> <p><u>(c) the school district's and each of school's desired outcomes that align with the district graduate profile;</u></p> <p><del>(ii)</del>(d) the <del>school district's</del> educational goals <u>for the school district and each school within the district; pursuant to the requirements of ARM 10.55.701;</u></p> <p><u>(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;</u></p> <p><u>(f) a description of how the district and each of its schools will meet programmatic requirements of state and federal grants;</u></p> <p><del>(iii)</del>(g) a description of planned progress toward implementing all content and program area standards, in</p>	<p>Remodeling the Continuous School Improvement Plan to an Integrated Action Plan. The <b>Integrated Action Plan</b> integrates and aligns all plans (including the local board of trustees' strategic plan) that a district and schools are required to complete and provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes.</p> <p>Continuous improvement and school accreditation are both critical processes that lead to quality schools. A continuous improvement plan allows districts and schools to review student learning outcomes and determine areas of need for improvement.</p> <p>Continuous improvement is an ongoing process that requires strategic planning based on areas of need, desired outcomes, goals, strategies, and action steps that are implemented, monitored, and evaluated.</p> <p>Integrating and aligning all plans that a district and schools are required to complete provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes.</p> <p>There are five key elements for a strategic plan that leads to continuous improvement that have been validated by research: establish a vision, conduct a needs assessment, identify goals, specific action steps, and involving all stakeholders in the process. (School Improvement Network, 2015).</p>
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	<p>accordance with the schedule in ARM <a href="#">10.55.603</a>;</p> <p><del>(iv)</del>(h) a description of strategies for assessing student <del>progress toward meeting growth and proficiency of</del> all content standards and <u>content-specific learning progressions</u>, pursuant to the requirements of ARM <a href="#">10.55.603</a> and ARM <a href="#">10.56.101</a>; <del>and</del></p> <p><del>(v)</del>(i) a professional development, <u>mentoring, induction, and evaluation</u> component, in accordance with ARM <a href="#">10.55.714</a>, <a href="#">10.55.723</a>, and <a href="#">10.55.724</a>;</p> <p><u>(j) a description of strategies for family and community engagement, in accordance with ARM 10.55.722;</u></p> <p><u>(k) a description of strategies to maintain and enhance a school climate, in accordance with ARM 10.55.801;</u></p> <p><u>(l) a description of a learning model(s) aligned to the graduate profile; and</u></p> <p><u>(m) a description of strategies for gifted and talented, special education, English learners in accordance with 10.55.804, 10.55.805, and 10.55.806;</u></p> <p><del>(b)</del>(5) The local board of trustees shall report and submit their adopted <del>continuous-integrated school improvement-action</del> plan to the Superintendent of Public Instruction.</p> <p><del>(c)</del>(6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the <del>continuous-integrated improvement-action</del> plan of each school district and its schools.</p>	<p>The Integrated Action Plan contains a <b>graduate profile</b>, which is a collective vision that articulates the community's aspirations for all students.</p> <p>"The single most powerful thing a school or district can do to redefine student success is to adopt or develop a profile of a graduate." Edutopia-Boss, Ken Kay, Suzie Doss 8/16/2021</p>
<p>(4) To ensure continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.</p>	<p><del>(4)</del>(7) To ensure <u>learner centered systems and</u> continuous educational improvement the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district <del>and school-integrated action</del> plans to improve <del>teaching and learning</del> <u>outcomes</u> for all students.</p>	<p>Shifting from an input system to an <b>outcome-based model</b> because inputs provide helpful criteria and indicate critical success factors in instructional design and managing programs—but they don't tell us what works and is effective based on outcomes.</p>

<b><u>10.55.602 DEFINITIONS</u></b>		
For the purposes of this chapter, the following terms apply:	For the purposes of this chapter, the following terms apply:	Modernizing and aligning all definitions to align with recommend rule changes.
(1) “Accreditation” means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.	(1) “Accreditation” means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.	
(2) “Assessment” means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program.	(2) “Assessment” means the gathering, organizing, and evaluation of information about student learning <u>progression, growth, and proficiency</u> in order to monitor and measure the effectiveness of the instructional program.	
(3) “Assurance standards” means the minimal standards of a quality education program comprised of the following subchapters: (a) Subchapter 6, General Provisions, ARM <a href="#">10.55.601</a> through <a href="#">10.55.607</a> ; (b) Subchapter 7, School Leadership, ARM <a href="#">10.55.701</a> through <a href="#">10.55.719</a> ; (c) Subchapter 8, Academic Requirements, ARM <a href="#">10.55.801</a> through <a href="#">10.55.805</a> ; (d) Subchapter 9, Educational Opportunity, ARM <a href="#">10.55.901</a> through <a href="#">10.55.910</a> ; and ©Subchapter 10, Program Area Standards, ARM <a href="#">10.55.1001</a> through <a href="#">10.55.1003</a> .	(3) “Assurance standards” means the minimal standards of a quality education program comprised of the following subchapters: (a) Subchapter 6, General Provisions, ARM 10.55.601 through <del>10.55.607</del> <a href="#">10.55.608</a> ; (b) Subchapter 7, School Leadership, ARM 10.55.701 through <del>10.55.719</del> <a href="#">10.55.724</a> ; (c) Subchapter 8, <del>Academic Requirements</del> <a href="#">Educational Opportunity</a> , ARM 10.55.801 through <del>10.55.805</del> <a href="#">10.55.806</a> ; (d) Subchapter 9, <del>Educational Opportunity Academic Requirements</del> , ARM 10.55.901 through 10.55.910; and (e) Subchapter 10, Program Area Standards, ARM 10.55.1001 through <del>10.55.1003</del> <a href="#">10.55.2201</a> .	
(4) “Asynchronous” means not occurring at the same time. “Asynchronous” refers to instruction and communication between participants (i.e., students and teachers) that occur at different times.	(4) “Asynchronous” means not occurring at the same time. “Asynchronous” refers to instruction and communication between participants (i.e., students and teachers) that occur at different times.	
(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 <a href="#">20-1-</a>	<del>(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-</del>	



<a href="#">101</a> (4), MCA.	<del>101(4), MCA.</del>	
NEW DEFINITION	<u>(5) “Charter school” means a publicly funded school that may be exempt from assurance standard(s) or a section(s) of an assurance standard as defined in ARM 10.55.602(3). A charter school operates under the supervision and control of a locally elected board of trustees in an existing school district.</u>	
DEFINITION MOVED FROM 10.55.602 (41) AND RENAMED	<del>(41)</del> <u>(6)</u> “Class 6 Specialist” means a person with a Class 6 Specialist license in a nonteaching role of school psychologist or school counselor.	
(6) “Class 8 license” means an educator license as defined in ARM <a href="#">10.57.102</a> .	<del>(6)</del> <u>(7)</u> Class 8 license” means an educator license as defined in ARM <a href="#">10.57.102</a> .	
(7) “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.	<del>(7)</del> <u>(8)</u> “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.	
NEW DEFINITION	<u>(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.</u>	
NEW DEFINITION	<u>(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.</u>	
NEW DEFINITION	<u>(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.</u>	
(8) “Content standard” means what all students should know, understand, and be able to do in a specific content area.	<del>(8)</del> <u>(12)</u> “Content standard” means what all students should know, understand, and be able to do in a specific content area.	
(9) “Corrective plan” means a systematic procedure and timeline for resolving deviations from regular accreditation	<del>(9)</del> <u>(13)</u> “Corrective plan” means a systematic procedure and timeline for resolving deviations <del>from regular</del>	



status.	<del>accreditation</del> <u>when a school has an accredited with probation</u> status.	
(10) "Deviation" means a citation of noncompliance with any given standard.	<del>(10)</del> (14) "Deviation" means a citation of noncompliance with any given standard.	
(11) "Digital content provider" means an entity, organization, or individual registered pursuant to ARM <a href="#">10.55.907</a> offering K-12 educational content for distance, online, and technology-delivered programs and courses.	<del>(11)</del> (15) "Digital content provider" means an entity, organization, or individual registered pursuant to ARM <a href="#">10.55.907</a> offering K-12 educational content for distance, online, and technology-delivered programs and courses.	
(12) "Distance learning" means instruction in which students and teachers are separated by time and/or location 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.	<del>(12)</del> (16) "Distance learning" means instruction in which students and teachers are separated by time <del>and/or</del> , 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.	
<b>NEW DEFINITION</b>	<u>(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.</u>	
(13) "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	<del>(13)</del> (18) "Dual enrollment/ <del>dual credit</del> " means opportunities for <del>high school</del> students to be enrolled in high school and postsecondary courses at the same time. <del>There are three categories of such opportunities:</del> <del>(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.</del> <del>(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.</del> <del>© "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district</del>	

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.	<del>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.</del>	
(14) "Endorsement" means an official indication on a license of the subject area(s) and/or specialized program area(s) for which the holder of the license is authorized to	<del>(14)</del> (19) "Endorsement" means an official indication on a license of the subject area(s) and/or, specialized program area(s), <u>or both</u> for which the holder of the license is authorized to practice in Montana accredited schools.	
in Montana accredited schools.		
(15) "Facilitator" means the individual assigned to monitor distance, online, and technology-delivered learning programs pursuant to ARM <a href="#">10.55.907</a> . The facilitator may be an instructional paraprofessional as long as there is a licensed teacher providing the instruction.	<del>(15)</del> (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.	
NEW DEFINITION	<u>(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.</u>	
NEW DEFINITION	<u>(22) "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.</u>	
NEW DEFINITION	<u>(23) "Graduation rate" means a calculation based on the four-year adjusted cohort graduation rate for all students and for each student group.</u>	
(16) "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.	<del>(16)</del> (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) "Indian Education for All" means the constitutionally declared policy of this state to recognize the distinct and	<del>(17)</del> (25) "Indian Education for All" means the constitutionally declared policy of this state to recognize the	

<p>unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. Implementation of these requirements ensures:</p> <p>(a) every Montanan, Indian or non-Indian, is encouraged to learn about the distinct heritage and contributions of Montana tribal groups and governments in a culturally responsive manner; and</p> <p>(b) every educational agency shall work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.</p>	<p>distinct and unique cultural <del>heritage</del> <u>heritages</u> of American Indians and to be committed in its educational goals to the preservation of their cultural <del>heritage</del> <u>heritages</u>. Implementation of these requirements ensures:</p> <p>(a) every Montanan, Indian or non-Indian, is encouraged to learn about the distinct <del>heritage</del> <u>heritages</u> and contributions of Montana tribal groups and governments in a culturally responsive manner; and</p> <p>(b) every educational agency <del>shall</del><u>must</u> work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.</p>	
<p>(18) "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:</p> <p>(a) the design, implementation, and assessment of learner progress; and</p> <p>the evaluation of the effectiveness of learning programs and related services for children.</p>	<p><del>(18)</del><u>(26)</u> "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:</p> <p>(a) the design, implementation, and assessment of learner progress; and</p> <p>(b) the evaluation of the effectiveness of learning programs and related services for children.</p>	
<p><b>NEW DEFINITION</b></p>	<p><u>(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.</u></p>	
<p>(19) "Intensive assistance" means a required process for schools in continuous or serious deficiency accreditation status. Such schools have failed to develop or implement an approved corrective plan to remedy accreditation deviations within the designated timeline.</p>	<p><del>(19)</del><u>(28)</u> "Intensive assistance" means a required process for schools in <del>continuous or serious deficiency accreditation</del><u>accredited with probation</u> status. Such schools have failed to develop or implement an approved corrective plan to remedy accreditation deviations within the designated timeline.</p>	
<p>(20) "Internship" as provided for in ARM <u>10.55.607</u> means an agreement between a fully licensed Class 1, 2, or 3 educator, the school district, and a</p>	<p><del>(20)</del><u>(29)</u> "Internship" as provided for in ARM <del>10.55.607</del> <u>10.57.114</u> means an agreement between a fully licensed Class 1, 2, or 3 educator, the school district, and a Montana</p>	

Montana accredited educator preparation program. Internships are permitted in endorsement areas approved by the Board of Public Education in ARM <a href="#">10.57.412</a> and <a href="#">10.57.413</a> .	accredited educator preparation program. Internships are permitted in endorsement areas approved by the Board of Public Education in ARM 10.57.412 and <del>10.57.413-10.57.414 to 10.57.419.</del>	
(21) "K-12 district" as defined in <a href="#">20-6-701</a> , 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 <a href="#">20-6-101</a> , MCA.	<del>(24)(30)</del> "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.	
<b>NEW DEFINITION</b>	<del>(31)</del> "Learning model" means <u>the learning experiences student engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.</u>	
(22) "Learning progression" means the specific performance expectations in each content area at each grade level from kindergarten through grade 12.	<del>(22)(32)</del> "Learning progression" means the specific performance expectations in each content area <del>at each</del> <u>and grade-level-grade-band</u> from kindergarten through grade 12.	
(23) "Licensure" means certification 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.	<del>(23)(33)</del> "Licensure" means <u>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.</u>	
(24) "Literacy" means learning to read, write, speak, listen, and use language effectively.	<del>(24)(34)</del> "Literacy" means <u>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.</u>	
<b>NEW DEFINITION</b>	<del>(35)</del> "Measure" means <u>a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.</u>	
(25) "Middle grades" means grades 4 through 9.	<del>(25)(36)</del> "Middle grades" means grades 4 through 9.	
(26) "Minimum aggregate hours" means the minimum hours of pupil instruction that must be conducted during the school fiscal year in accordance with <a href="#">20-1-301</a> , MCA	<del>(26)(37)</del> "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,	

and includes passing time between classes. Minimum aggregate hours does not include lunch time and periods of unstructured recess, as defined in <a href="#">20-1-101</a> , MCA.	MCA and includes passing time between classes. Minimum aggregate hours <del>does</del> <u>do</u> not include lunch time and periods of unstructured recess, as defined in 20-1-101, MCA.	
(27) "Minimum requirement" means groups of 10 or more students.	<del>(27)</del> (38) "Minimum requirement" means groups of 10 or more students.	
(28) "Misassignment" means a licensed educator/specialist teaching outside their endorsed teaching area(s) and/or level (elementary K-8 and secondary 5-12).	<del>(28)</del> (39) "Misassignment" means a licensed educator/specialist teaching outside their endorsed teaching area(s) <del>and</del> /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.	<del>(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.</del>	
(30) "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 <a href="#">20-4-111</a> , MCA.	<del>(30)</del> (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.	
NEW DEFINITION	<u>(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.</u>	
(31) "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.	<del>(31)</del> (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.	
NEW DEFINITION	<u>(43) "Personalized learning" means to:</u> <u>(a) develop individualized pathways for career and postsecondary educational opportunities that honors individual interests, passions, strengths, needs, and culture;</u> <u>(b) support through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;</u> <u>(c) embed community-based, experiential, online, and</u>	

	<u>work-based learning opportunities; and</u> <u>(d) foster a learning environment that incorporates both face-to-face and virtual connections.</u>	
NEW DEFINITION	<u>(44) "Postsecondary and workforce readiness" means the knowledge, skills, and dispositions that a student has attained prior to completing a high school program.</u>	
(32) "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 <a href="#">10.55.607</a> .	<del>(32)</del> <u>(45)</u> "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 <del>10.55.607</del> <u>10.57.114</u> .	
NEW DEFINITION	<u>(46) "Professional Development" means adult learning that increases educator effectiveness and learning outcomes for all students.</u>	
NEW DEFINITION	<u>(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.</u>	
NEW DEFINITION	<u>(48) "Proficient" means that a student demonstrated a high 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.</u>	
(33) "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, mathematics, science, social studies, career and technical education, technology, workplace competencies, library media, world languages, and school counseling.	<del>(33)</del> <u>(49)</u> "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 <del>enhancement</del> <u>and physical education</u> , mathematics, science, social studies, career and technical education, technology <u>integration</u> , <del>workplace competencies</del> , <u>computer science</u> , library media <u>and information literacy</u> , world languages, and school counseling.	

(34) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level learning progressions.	<del>(34)</del> (50) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded <u>equal</u> educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific <del>grade-level</del> <u>grade-band</u> learning progressions.	
<b>NEW DEFINITION</b>	<del>(51)</del> "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) "Pupil instruction day" means a school day when organized instruction is conducted with students under the supervision of a teacher.	<del>(35)</del> (52) "Pupil instruction day" means a school day when organized instruction is conducted with students under the supervision of a teacher.	
(36) "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.	<del>(36)</del> (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.	
<p>(37) "School" means, for accreditation purposes, an educational program and grade assignments designated by the local board of trustees in one of the following categories:</p> <p>(a) an elementary school, which offers any combination of kindergarten through eighth grade;</p> <p>(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 <a href="#">20-9-396</a>, MCA;</p> <p>(c) a junior high school, which offers the basic education program for grades 7 through 9;</p> <p>(d) a middle school, which offers education programs for grades 4 through 8 or any combination thereof; and</p> <p>(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.</p>	<p><del>(37)</del>(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:</p> <p>(a) an elementary school, which offers any combination of kindergarten through eighth grade;</p> <p>(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;</p> <p>(c) a junior high school, which offers the basic education program for grades 7 through 9;</p> <p>(d) a middle school, which offers education programs for grades 4 through 8 or any combination thereof; and</p> <p>(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.</p>	
(38) "School administrator" means a person who is a part of the school's administrative or supervisory staff and	<del>(38)</del> (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 <a href="#">10.55.607</a> .	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 <del>10.55.607</del> <a href="#">10.57.114</a> .	
(39) "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 refer to all state-funded special purpose schools that are accredited under this chapter.	<del>(39)(56)</del> "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" <del>shall</del> refers to all state-funded special purpose schools that are accredited under this chapter.	
(40) "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.	<del>(40)(57)</del> "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	<del>(41) "Specialist" means a person with a Class 6 Specialist license in a nonteaching role of school psychologist or school counselor.</del>	
NEW DEFINITION	<del>(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.</del>	
NEW DEFINITION	<del>(59) "Stakeholders" means community members who are involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students,</del>	



	<u>families, educators, leaders, business and community leaders, and the many partners who support them.</u>	
(42) "State accountability system" means academic measures within the annual meaningful differentiation process and the other state defined indicators.	<del>(42)(60)</del> "State accountability system" means <u>federally mandated</u> academic measures <u>and Montana defined flex indicator(s)</u> within the annual meaningful differentiation process <del>and the other state defined indicators.</del>	
<b>NEW DEFINITION</b>	<u>(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.</u>	
(43) "Student performance standards" means minimum standards of a quality education, which measures student performance on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.	<del>(43)(62)</del> "Student performance standards" means <del>minimum standards of a quality education, which the measures measurement of</del> student <u>performance proficiency</u> on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.	
(44) "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 <a href="#">10.55.607</a> .	<del>(44)(63)</del> "Superintendent" means a person who holds a valid Montana Class 3 educator license, with an applicable superintendent's endorsement <del>and who is employed by a district as a district superintendent,</del> or who is enrolled in a Board of Public Education approved superintendent internship program under ARM <del>10.55.607, 10.57.114</del>	
(45) "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).	<del>(45)(64)</del> "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. <del>(e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing).</del>	
(46) "Teacher" means a person, except a district superintendent, who holds a valid Montana educator license issued by the Superintendent of Public Instruction	<del>(46)(65)</del> "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 <a href="#">20-4-111</a> , MCA.	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) "Technology-delivered learning" means instruction and content delivered via digital technologies (e.g., online, CD-ROM, DVD-ROM, or learning experiences that involve primarily the use of computers).	<del>(47)(66)</del> "Technology-delivered learning" means instruction and content <u>digitally</u> delivered via <u>digital</u> technologies. <del>(e.g., online, CD-ROM, DVD-ROM, or learning experiences that involve primarily the use of computers).</del>	
(48) "Variance to standard" means an alternate approach to meeting or exceeding the minimum standards.	<del>(48)(67)</del> "Variance to standard" means an alternate approach to meeting or exceeding the minimum standards.	
<b>NEW DEFINITION</b>	<del>(68)</del> <u>"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.</u>	

<b><a href="#">10.55.603</a> CURRICULUM AND ASSESSMENT</b>		
(1) Local school districts shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.	(1) Local school districts shall <del>ensure their develop and implement a proficiency-based learning model that includes</del> curriculum <del>is</del> aligned to all content standards and <del>the</del> appropriate learning <del>progression-progressions. for each grade level.</del>	Emphasizing a <b>proficiency-based</b> learner model within the curriculum and assessment section.
(2) School districts shall maintain their programs consistent with the state's schedule for revising standards.	(2) School districts <u>shall review, update, and align</u> their <u>learning</u> programs <del>consistent with- following or after</del> the state's schedule for revising standards.	
(3) School districts shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The district shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM <a href="#">10.56.101</a> to examine the educational program and	(3) School districts shall assess <del>the progress of</del> all students' <u>progression, growth, and proficiency of toward</u> <del>achieving</del> content standards and content-specific <del>grade-level-grade-band</del> learning progressions in each program area <u>as aligned with the district assessment plan in 10.55.603(5).</u> The district shall use <u>multiple measures</u> <del>assessment results</del> , including state-level achievement	Encouraging <b>multiple measures</b> determined at the local level to assess student learning progression, growth, and proficiency.

<p>measure its effectiveness.</p> <p>(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.</p> <p>(b) The information obtained shall be considered in curriculum and assessment development.</p>	<p>information obtained by administration of assessments pursuant to ARM <a href="#">10.56.101</a> to examine the <del>educational learning</del> program and measure its effectiveness.</p> <p>(a) This examination of program effectiveness using assessment results shall <del>include current students and</del> be supplemented with information about graduates and other students no longer in attendance; <del>and</del></p> <p>(b) The information obtained shall be considered in curriculum and assessment development.</p>	
<p>(4) For content standards in all program areas pursuant to the requirements of ARM <a href="#">10.55.602</a>, school districts shall:</p> <p>(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, community, and, when appropriate, tribal representatives and state resource people;</p> <p>(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM <a href="#">10.55.601</a>;</p> <p>(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 plan; and</p> <p>(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural heritage and contemporary portrayal of American Indians.</p>	<p>(4) For content standards in all program areas pursuant to the requirements of ARM <a href="#">10.55.602</a>, school districts shall:</p> <p>(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, <del>parents-families</del>, community <del>members</del>, and, when appropriate, tribal representatives and state resource <del>people-staff</del>;</p> <p>(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet <del>the educational</del> goals of the <del>continuous school improvement</del> <u>integrated action</u> plan pursuant to ARM <a href="#">10.55.601</a>;</p> <p>(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 <del>continuous-school-improvement</del> <u>integrated action</u> plan pursuant to ARM <a href="#">10.55.601</a>; and</p> <p>(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural <del>heritage</del> <u>heritages</u> and contemporary portrayal of American Indians.</p>	<p>The Continuous improvement plan has been replaced with the integrated action plan.</p> <p>Through-out the document “heritage” has been replaced with “<b>heritages</b>” to recognize that multiple heritages among the American Indian tribes.</p>
<p>(5) The school district shall develop and implement its assessment plan used to measure student progress ensuring alignment to the local curriculum in all program areas.</p>	<p>(5) The school district shall develop and implement <del>its</del> <u>an</u> assessment plan <u>that supports progression, growth and proficiency, promotes demonstrations of student learnings, and used to measure measures</u> student progress ensuring</p>	<p>Emphasizing a <b>proficiency-based</b> learner model.</p>

<p>(a) The assessment plan shall be included in the continuous school improvement plan and be in place within two years following the development of local curriculum.</p> <p>(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 <a href="#">10.56.101</a>, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas.</p> <p>(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 content and appropriate content-specific grade-level learning progressions in all program areas.</p> <p>(d) The Superintendent of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (5)(c).</p>	<p>alignment to the local curriculum in all program areas <u>pursuant to ARM 10.56.101</u>.</p> <p>(a) The assessment plan shall be included in the <del>continuous school improvement</del> <u>integrated action</u> plan <u>pursuant to ARM 10.55.601</u> and be in place within two years following the development of local curriculum.</p> <p>(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 <a href="#">10.56.101</a>, to assess student <del>progress-growth and proficiency of in achieving</del> content standards and content-specific <del>grade-level-grade-band</del> learning progressions in all program areas.</p> <p>(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 <del>progress-in-achieving-growth and</del> <u>proficiency of</u> content <u>standards</u> and appropriate content-specific <del>grade-level-grade-band</del> learning progressions in all program areas.</p> <p>(d) The Superintendent of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (5)(c).</p>	<p>Encouraging <b>multiple measures</b> determined at the local level to assess student learning progression, growth, and proficiency.</p>
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<p><u><b>10.55.604</b></u> <b>VARIANCES TO STANDARDS</b></p>		
<p>(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 standard or a section of 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.</p> <p>(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 <u>10.55.1101</u> through <u>10.55.1901</u>.</p>	<p>(1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to <del>a</del> <u>an assurance</u> standard or a section of <u>assurance</u> 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.</p> <p>(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 <u>10.55.1101</u> through <del>10.55.1901</del> <u>10.55.2201</u>.</p>	<p>Specifying that the type of standard a variance of standard applies to is an <b>assurance standard</b> and not student performance standard. School districts may seek a variance to how they will meet an assurance standard but not how or to what degree they will be accountable for student performance outcomes.</p> <p>Modified the date of when a variance of standard is submitted to ensure districts seek a variance based on current and actual enrollment rather than on what they predict the enrollment will be or based on data from the previous school year. The variance would apply to the current academic year. This also addresses the need to seek a variance to standard that shows up after the TEAMS Report closes. Through this adapted timeline districts would have the opportunity to make a variance request before having deficiencies cited.</p> <p>Adding one tribal representative and one family or community representative to the Variance to Standard Board to include more stakeholder voice.</p>
<p>(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 standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, 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.</p>	<p>(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 <u>an assurance</u> standard <del>or a section of assurance standards</del>. Stakeholder groups include trustees, administrators, teachers, classified school staff, <del>parents</del> <u>families</u>, community members, and students as applicable. A district shall provide evidence it adopted its application for variance at an official, properly noticed</p>	<p>Placing the responsibility to appoint members of the variance to standards board on the Superintendent, who must get approval by the Board of Public Education.</p> <p>Removed the “pool of experts” that need to be on call for the variance to standards board, because it has not been utilized or sought by the variance to standard board in recent times.</p>

<p>(c) An application for variance to 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 Monday in March. 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.</p> <p>(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to 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.</p> <p>(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction 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.</p> <p>(ii) As needed, the review board shall seek advice from experts.</p> <p>(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.</p> <p>(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.</p> <p>(C) The review board shall notify the Superintendent of Public Instruction when and what</p>	<p>meeting of its board of trustees.</p> <p>(c) An application for variance to <u>an assurance standard or a section of assurance</u> standards <del>to take effect at the beginning of the academic year</del> is due in writing to the Superintendent of Public Instruction no later than the <del>first</del> <u>second</u> Monday in <del>March</del> <u>October for the current academic year</u>. <del>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.</del></p> <p>(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to <u>an assurance</u> standards <u>or a section of assurance standards</u> to a pre- appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.</p> <p>(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction <del>and approved by the Board of Public Education seek advice from experts 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):</del> one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, <del>and two elementary school teachers,</del> <u>one tribal council representative, and one family or community representative.</u></p> <p><del>(ii) As needed, the review board shall seek advice from experts.</del></p> <p><del>(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.</del></p>	
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<p>type of experts are needed.</p> <p>(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.</p> <p>(iii) 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.</p> <p>(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 standard or section of standards. The uniform rubric will ensure consistent and high quality applications from school districts across Montana.</p> <p>(f) The review board shall provide its recommendations to the Superintendent of Public Instruction with a recommendation for approval, modification, or rejection of the review board's recommendation within 60 calendar days of the review board being referred an application.</p> <p>(g) The Superintendent of Public Instruction shall provide the Board of Public Education with a recommendation for approval, modification, or rejection of the review board's recommendation. If the Superintendent of Public Instruction or review board finds an application to be preliminarily deficient, the superintendent shall advise the applicant school district why that application is not ready for consideration. The applicant district shall have the opportunity to change its application as suggested or submit it as originally proposed.</p> <p>(h) If the Superintendent of Public Instruction or review board finds an application to be preliminarily deficient, the superintendent shall advise the applicant school</p>	<p><del>(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.</del></p> <p><del>(C) The review board shall notify the Superintendent of Public Instruction when and what type of experts are needed.</del></p> <p><del>(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.</del></p> <p><del>(iii)</del>(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.</p> <p>(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 <del>a</del><u>an assurance</u> standard or section of <u>assurance</u> standards. The uniform rubric will ensure consistent and high-quality applications from school districts across Montana.</p> <p>(f) The review board shall provide its recommendations to the Superintendent of Public Instruction with a recommendation for approval, modification, or rejection of the review board's recommendation within 60 calendar days of the review board being referred an application.</p> <p>(g) The Superintendent of Public Instruction shall provide the Board of Public Education with a recommendation for approval, modification, or rejection of the review board's recommendation.</p> <p>(h) If the Superintendent of Public Instruction or review board finds an application to be preliminarily deficient, the superintendent shall advise the applicant school district why that application is not ready for</p>	
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district why that application is not ready for consideration. The applicant district shall have the opportunity to change its application as suggested or submit it as originally proposed.	consideration. The applicant district shall have the opportunity to change its application as suggested or submit it as originally proposed.	
(2) The Board of Public Education shall approve or deny proposed variances to standards. If the board denies a proposed variance to standards, it shall remit in writing to the applicant school district why it has done so.	(2) The Board of Public Education shall approve or deny proposed variances to <u>assurance</u> standards. If the board denies a proposed variance to <u>assurance</u> 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 standards, it shall initially do so for no more than two years pending ongoing review of the implementation by the Superintendent of Public Instruction.	(3) If the Board of Public Education approves a proposed variance to <u>assurance</u> 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 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.	(4) Following the second year of implementation of a variance to <u>assurance</u> 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) If the Superintendent of Public Instruction finds the variance is workable and educationally sound, the Superintendent shall report findings and recommend continued approval to the Board of Public Education.	(5) If the Superintendent of Public Instruction finds the variance is workable, <del>and</del> educationally sound, the Superintendent shall report findings and recommend continued approval to the Board of Public Education.	



(6) If the Board of Public Education concurs with the Superintendent's recommendation, it may renew the variance for no more than three years.	(6) If the Board of Public Education concurs with the Superintendent's recommendation, it may renew the variance for no more than three years.	
(7) The Board of Public Education may subsequently renew the variance provided the district continues to show how the variance meets or exceeds established standards.	(7) The Board of Public Education may subsequently renew the variance provided the district continues to show how the variance meets or exceeds established standards.	
(8) If the Superintendent of Public Instruction finds the variance to 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.	(8) If the Superintendent of Public Instruction finds the variance to <u>assurance</u> 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) If the Board of Public Education accepts the Superintendent's recommendation to revoke a variance, the board's decision is final.	(9) If the Board of Public Education accepts the Superintendent's recommendation to revoke a variance, the board's decision is final.	
(10) A school district may discontinue an approved variance at any time. If it does so, it shall promptly notify the Superintendent of Public Instruction in writing.	(10) A school district may discontinue an approved variance at any time. If it does so, it shall promptly notify the Superintendent of Public Instruction in writing.	
<p>(11) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.</p> <p>(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.</p>	<p><del>(11) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.</del></p> <p><del>(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.</del></p>	Separated <b>charter school application</b> from variance to standards rule to make a new rule and updated the language to focus on student performance outcomes. A new rule has been proposed in 10.55.608.

<p>(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.</p> <p>(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 <a href="#">10.55.604</a>.</p> <p>(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:</p> <ul style="list-style-type: none"><li>(i) school district governance and control;</li><li>(ii) unrestricted, open student access;</li><li>(iii) compliance with all health and safety laws;</li><li>(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;</li><li>(v) employee collective bargaining to the same extent as required or provided by state law; and</li><li>(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.</li></ul> <p>(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.</p>	<p><del>(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.</del></p> <p><del>(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 <a href="#">10.55.604</a>.</del></p> <p><del>(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:</del></p> <ul style="list-style-type: none"><li><del>(i) school district governance and control;</del></li><li><del>(ii) unrestricted, open student access;</del></li><li><del>(iii) compliance with all health and safety laws;</del></li><li><del>(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;</del></li><li><del>(v) employee collective bargaining to the same extent as required or provided by state law; and</del></li><li><del>(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.</del></li></ul> <p><del>(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.</del></p> <ul style="list-style-type: none"><li><del>(ii) unrestricted, open student access;</del></li><li><del>(iii) compliance with all health and safety laws;</del></li></ul>	
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	<p><del>(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;</del></p> <p><del>(v) employee collective bargaining to the same extent as required or provided by state law; and</del></p> <p><del>(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.</del></p> <p><del>(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.</del></p>	
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10.55.605 CATEGORIES OF ACCREDITATION		
NEW LANGUAGE	<p><u>(1) Accredited with distinction means the school has met the assurance standards and exceeded student performance standards as defined in ARM 10.55.606 and the Licensure Endorsement Requirements related to teaching assignments, a copy of which the Superintendent of Public Instruction must make publicly available. 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.</u></p>	<p>Redefining categories of accreditation from 5 to 3 categories: <b>Accreditation with distinction, accreditation,</b> and <b>accreditation with probation.</b></p> <p>Raising the bar for accreditation to include a rating for exceeding expectations.</p> <p>“The quality of a school goes beyond its name, location, or reputation. An education institution succeeds when it supports every learner every day, offering opportunities for every learner to reach further. One hallmark of a good school is that it continually strives for improvement. “ (Cognia Performance Standards retrieved 6/1/22 <a href="https://www.cognia.org/wp-content/uploads/2021/08/Performance-Standards-Accreditation">https://www.cognia.org/wp-content/uploads/2021/08/Performance-Standards-Accreditation</a>).</p>
<p>(1) Regular accreditation means the school has met the assurance standards and student performance standards as defined in ARM 10.55.606 and the Licensure Endorsement Requirements Related to Teaching Assignments, a copy of which may be found at: <a href="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">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</a></p>	<p><del>(1)(2) Regular accreditation</del> <u>Accredited</u> means the school has met the assurance standards <u>with minor and/or few deviations from the standards</u> and <u>met or exceeded the student performance standards as defined and delineated</u> in ARM <a href="#">10.55.606</a>, the Licensure Endorsement Requirements Related to Teaching Assignments, <u>and in the Accreditation Status Criteria Reference Guide</u>, a copy of which <u>the Superintendent of Public Instruction must make publicly available. may be found</u> at: <a href="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">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</a>.</p>	<p>The rationale for fewer categories of accreditation include, that in the last 30 years, there has never been a school that has lost accreditation status, and that three categories are able to meet the accreditation status of a school, focused on where support is needed.</p>

<p>(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:  <a href="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">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</a>.</p>	<p><del>(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: <a href="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">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</a>.</del></p>	
<p>(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.</p>	<p><del>(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.</del></p>	
<p>(4) Advice accreditation means the school exhibits serious and/or numerous deviations from the standards.</p>	<p><del>(4)</del> <u>(3) Advice accreditation</u> <u>Accredited on probation status</u> means the school exhibits serious and/or numerous deviations from the <u>assurance standards and/or does not meet the student performance standards as defined and delineated in ARM 10.55.606, the Licensure Endorsement Requirements Related to Teaching Assignments, and in the Accreditation Status Criteria Reference Guide, a copy of which the Superintendent of Public Instruction must make publicly available. 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.</u></p>	

<p>(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.</p>	<p><del>(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.</del></p>	
<p>(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.</p>	<p><del>(6) For a district with a school in advice or in deficiency accredited with improvement 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.</del></p>	
<p>(7) A school shall be immediately placed in deficiency status if:</p> <p>(a) the school employs a teacher who does not have a Montana teaching license; or</p> <p>(b) the school has a facility that creates an unhealthy environment with safety and health hazards.</p>	<p><del>(7) A school shall be immediately placed in deficiency accredited with improvement status if:</del></p> <p><del>(a) the school employs a teacher who does not have a Montana teaching license; or</del></p> <p><del>(b) the school has a facility that creates an unhealthy environment with safety and health hazards.</del></p>	
<p>(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:</p> <p><a href="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">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</a>.</p>	<p><del>(8) A school in deficiency accredited with improvement status failing to comply with the required corrective plan within two years, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year 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: <a href="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">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</a></del></p>	

<p>(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.</p>	<p><del>(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.</del></p>	
<p>(10) A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the Office of Public Instruction.</p>	<p><del>(10)</del> <u>(4)</u> A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of <del>regular</del> accreditation outlined in <del>(1)</del> <u>(2)</u>. This process shall include an on-site review from the Office of Public Instruction.</p>	

<a href="#"><u>10.55.606</u></a> ACCREDITATION PROCESS		
<p>(1) The categories of accreditation of a school shall be determined by using two sets of standards:</p> <ul style="list-style-type: none"> <li>(a) assurance standards; and</li> <li>(b) student performance standards.</li> </ul>	<p>(1) The categories of accreditation of a school shall be determined by using two sets of standards:</p> <ul style="list-style-type: none"> <li>(a) assurance standards; and</li> <li>(b) student performance standards.</li> </ul>	<p>“Accreditation is the launchpad for school improvement. Based on rigorous research-based standards and evidence-based criteria, the process probes the whole institution—from policies to learning conditions and cultural context—to determine how well the parts work together to meet the needs of every learner.”-Cognia</p> <p>“Accreditation isn’t about passing a one-time inspection—it helps education providers meet improvement goals and sustain commitments to better learner outcomes.” - Cognia</p>
<p>(2) Assurance standards are comprised of the following subchapters in ARM Title 10, chapter 55:</p> <ul style="list-style-type: none"> <li>(a) Subchapter 6, General Provisions, ARM <a href="#"><u>10.55.601</u></a> through <a href="#"><u>10.55.607</u></a>;</li> <li>(b) Subchapter 7, School Leadership, ARM <a href="#"><u>10.55.701</u></a> through <a href="#"><u>10.55.719</u></a>;</li> <li>(c) Subchapter 8, Academic Requirements, ARM <a href="#"><u>10.55.801</u></a> through <a href="#"><u>10.55.805</u></a>;</li> <li>(d) Subchapter 9, Educational Opportunity, ARM <a href="#"><u>10.55.901</u></a> through <a href="#"><u>10.55.910</u></a>; and</li> <li>(e) (e) Subchapter 10, Program Area Standards, ARM <a href="#"><u>10.55.1001</u></a> through <a href="#"><u>10.55.1003</u></a>.</li> </ul>	<p>(2) Assurance standards are comprised of the following subchapters in ARM Title 10, chapter 55:</p> <ul style="list-style-type: none"> <li>(a) Subchapter 6, General Provisions, ARM <a href="#"><u>10.55.601</u></a> through <del>10.55.607</del> <a href="#"><u>10.55.608</u></a>;</li> <li>(b) Subchapter 7, School Leadership, ARM <a href="#"><u>10.55.701</u></a> through <del>10.55.719</del> <a href="#"><u>10.55.724</u></a>;</li> <li>(c) Subchapter 8, <del>Academic Requirements</del> <a href="#"><u>Educational Opportunity</u></a>;</li> <li>(d) Subchapter 9, <del>Educational Opportunity</del> <a href="#"><u>Academic Requirements</u></a>, ARM <a href="#"><u>10.55.901</u></a> through <a href="#"><u>10.55.910</u></a>; and</li> <li>(e) Subchapter 10, Program Area Standards, ARM <a href="#"><u>10.55.1001</u></a> through <del>10.55.1003</del> <a href="#"><u>10.55.2201</u></a>.</li> </ul>	<p>The ARM numbers have been updated to align with new recommended rules.</p> <p>The Educational Opportunity and Academic Requirement titles were formerly incorrectly labeled with the corresponding ARM number.</p>
<p>(3) Student performance standards are comprised of measures required under ARM <a href="#"><u>10.56.101</u></a>(3) and other measures described in the state accountability system, defined in ARM <a href="#"><u>10.55.602</u></a>, recommended by the state superintendent and approved by the Board of Public Education (BPE).</p> <p>(a) BPE shall annually review the minimum requirement, defined in ARM <a href="#"><u>10.55.602</u></a>, for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the State Superintendent of Public Instruction.</p> <p>(b) The State Superintendent of Public</p>	<p>(3) Student performance standards are comprised of measures required under ARM <a href="#"><u>10.56.101</u></a>(3) and other measures described in the state accountability system, defined in ARM <a href="#"><u>10.55.602</u></a>, recommended by the state superintendent and approved by the Board of Public Education <del>(BPE)</del>.</p> <p>(a) <del>BPE</del> <a href="#"><u>Board of Public Education</u></a> shall annually review the minimum requirement, defined in ARM <a href="#"><u>10.55.602</u></a>, for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the State Superintendent of Public Instruction.</p> <p>(b) The State Superintendent of Public</p>	<p>Spelling out the acronym BPE, which is consistently referred to the Board of Public Education through-out the rule.</p>



Instruction shall recommend to the BPE modifications to the student performance standards after consultation with representative stakeholders.	Instruction shall recommend to the <u>BPE-Board of Public Education</u> -modifications to the student performance standards after consultation with representative stakeholders.	
(4) For schools with only combinations of grades PK- 2, only the assurance standards shall be used to determine accreditation status, pursuant to ARM <a href="#">10.55.605</a> Categories of Accreditation.	(4) For schools with only combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status, pursuant to ARM <a href="#">10.55.605</a> Categories of Accreditation.	
(5) Categories of assurance standards and student performance standards shall be used to determine accreditation status.	(5) Categories of assurance standards and student performance standards shall be used to determine accreditation status.	
<p>(6) A school shall be designated regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:</p> <p>(a) Regular status for assurance standards and regular status for student performance standards;</p> <p>(b) Regular status for assurance standards and regular with minor deviation for student performance standards; or</p> <p>(c) Regular with minor deviation for assurance standards and regular status for student performance standards.</p>	<p><u>(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.</u></p> <p><del>A school shall be designated regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:</del></p> <p><del>(a) Regular status for assurance standards and regular status for student performance standards;</del></p> <p><del>(b) Regular status for assurance standards and regular with minor deviation for student performance standards; or</del></p> <p><del>(c) Regular with minor deviation for assurance standards and regular status for student performance standards.</del></p>	Accredited with distinction means a school has significantly exceeded student performance standards, engages in continual improvement, integrates reflection throughout their day and is able to attract and retain the teachers with the proper licensing endorsements. These districts are accredited on a three-year cycle and all assurance standards are waived due their level of accreditation. This is a shift from deviations to a recognition of progress towards being a high-performing school.
(7) A school shall be designated regular with minor deviation status by using the combined results of both assurance standards and student performance standards in regular with minor deviation status, or as stated in ARM <a href="#">10.55.605</a> .	(7) A school shall be designated <del>regular with minor deviation</del> <u>accredited</u> status by using the combined results of both assurance standards and student performance standards in <u>accredited</u> or as stated in ARM <a href="#">10.55.605</a> .	
(8) A school shall be designated in advice status by using the combined results of the assurance standards and student performance standards in either set of standards, or as stated in ARM <a href="#">10.55.605</a> .	(8) A school shall be designated in <del>advice</del> <u>accredited on probation</u> status by using the combined results of the assurance standards and student performance standards in <u>accredited with probation</u> for either set of standards, or as stated in ARM <a href="#">10.55.605</a> .	

(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 <a href="#">10.55.605</a> .	<del>(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 <a href="#">10.55.605</a>.</del>	
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<u>10.55.607</u> INTERNSHIPS	<del>10.55.607</del> <u>10.57.114</u> INTERNSHIPS	
<p>(1) Internships are defined in ARM <a href="#">10.55.602</a>.</p> <p>(2) As part of an internship agreement, the parties must agree to the following:</p> <p>(a) the intern will complete the requirements for the appropriate endorsement within three years;</p> <p>(b) the school district will provide local supervision and support of the intern; and</p> <p>(c) the accredited educator preparation program will approve the coursework and provide support and periodic supervision.</p> <p>(3) If entering into internship agreements, the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year.</p> <p>(4) For each intern a district desires to have deemed appropriately assigned, the school district must report to the superintendent during the annual data collection, at the beginning of years two and three of each internship agreement, the intern's yearly progress toward completion of the program of study.</p> <p>(5) An intern may be considered appropriately assigned for up to three years while enrolled in and making progress toward completion of a Montana accredited educator preparation program. Extension may be granted at the discretion of the Superintendent of Public Instruction as authorized in ARM <a href="#">10.57.109</a>. Requests for extension must be submitted by the intern and supported by the accredited educator preparation program and the school district. A request for extension must demonstrate evidence of extreme hardship or other circumstances beyond the control of the intern which prevented timely completion of the agreed upon plan of study.</p> <p>(6) If an intern fails to show sufficient and satisfactory annual progress in the plan of study toward completion of a Montana accredited educator preparation program, the</p>	<p><del>(1) Internships are defined in ARM 10.55.602.</del></p> <p><del>(2) As part of an internship agreement, the parties must agree to the following:</del></p> <p><del>(a) the intern will complete the requirements for the appropriate endorsement within three years;</del></p> <p><del>(b) the school district will provide local supervision and support of the intern; and</del></p> <p><del>(c) the accredited educator preparation program will approve the coursework and provide support and periodic supervision.</del></p> <p><del>(3) If entering into internship agreements, the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year.</del></p> <p><del>(4) For each intern a district desires to have deemed appropriately assigned, the school district must report to the superintendent during the annual data collection, at the beginning of years two and three of each internship agreement, the intern's yearly progress toward completion of the program of study.</del></p> <p><del>(5) An intern may be considered appropriately assigned for up to three years while enrolled in and making progress toward completion of a Montana accredited educator preparation program. Extension may be granted at the discretion of the Superintendent of Public Instruction as authorized in ARM 10.57.109. Requests for extension must be submitted by the intern and supported by the accredited educator preparation program and the school district. A request for extension must demonstrate evidence of extreme hardship or other circumstances beyond the control of the intern which prevented timely completion of the agreed upon plan of study.</del></p> <p><del>(6) If an intern fails to show sufficient and satisfactory annual progress in the plan of study toward completion of a Montana accredited educator preparation program, the</del></p>	<p>Keeping language as is but moving to Chapter 57, where it better fits.</p> <p>Transfer to 10.57.114</p>

<p>Superintendent of Public Instruction may consider that intern inappropriately assigned.</p> <p>(7) An emergency authorization of employment granted by the Superintendent of Public Instruction pursuant to <a href="#">20-4-111</a>, MCA is not a license; it is granted to a district which, under emergency conditions, cannot secure the services of an appropriately licensed and endorsed teacher or principal. A person authorized under <a href="#">20-4-111</a>, MCA is not eligible for an internship. History: <a href="#">20-2-121</a>, MCA; <a href="#">IMP</a>, <a href="#">20-2-121</a>, MCA; <a href="#">NEW</a>, 2012 MAR p. 2042, Eff. 7/1/13.</p>	<p><del>Superintendent of Public Instruction may consider that intern inappropriately assigned.</del></p> <p><del>(7) An emergency authorization of employment granted by the Superintendent of Public Instruction pursuant to <a href="#">20-4-111</a>, MCA is not a license; it is granted to a district which, under emergency conditions, cannot secure the services of an appropriately licensed and endorsed teacher or principal. A person authorized under <a href="#">20-4-111</a>, MCA is not eligible for an internship. History: <a href="#">20-2-121</a>, MCA; <a href="#">IMP</a>, <a href="#">20-2-121</a>, MCA; <a href="#">NEW</a>, 2012 MAR p. 2042, Eff. 7/1/13.</del></p>	
<p><b>10.55.608 NEW STANDARD</b></p>	<p><b><u>10.55.608 Charter School Application</u></b></p>	
	<p><u>(1) A school district with the approval of the local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to form a charter school.</u></p> <p><u>(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and student performance standards.</u></p> <p><u>(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.</u></p> <p><u>(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.</u></p> <p><u>(d) To be proposed by a local board of trustees and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:</u></p> <p><u>(i) school district governance and control;</u></p> <p><u>(ii) unrestricted, open student access;</u></p> <p><u>(iii) compliance with all health and safety laws;</u></p> <p><u>(iv) teacher licensure and endorsement to the same</u></p>	<p>Separating <b>charter school application</b> from variance to standards rule to make a new rule and updated the language to focus on student performance outcomes.</p>

	<p><u>extent as required or provided by state law or accreditation standards;</u></p> <p><u>(v) employee collective bargaining to the same extent as required or provided by state law; and</u></p> <p><u>(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.</u></p> <p><u>(e) Charter school applications cannot include standards stating statutory criteria, assurance standards pertaining to Subchapter 6, General Provisions, ARM 10.55.601 through 10.55.606, 10.57.114, 10.55.719 to 10.55.721, or Subchapter 8, Educational Opportunity, ARM 10.55.801 to 10.55.806, 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.</u></p> <p><u>(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.</u></p>	
<b><u>10.55.701</u> BOARD OF TRUSTEES</b>		
<p>(1) The local board of trustees shall ensure that the</p> <p>(2) school district complies with all local, state, and federal laws and regulations. Each school district shall make available to the staff and public:</p> <p>(a) goals that reflect the district's strategic plan of education;</p> <p>(b) sequential curriculum for each program area that</p>	<p>(1) The local board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.</p> <p>(2) Each school district shall make available to the staff and public:</p> <p><del>(a) goals that reflect the district's strategic plan of education</del> <u>an integrated action plan that includes a</u></p>	<p>Incorporating the district's strategic plan with the integrated action plan for cohesion.</p>

aligns to the content standards, specific grade-level 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;
- (d) policies that delineate the 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) a 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; 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

graduate profile as outlined in 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~~

Removing duplicate language that is embedded throughout the chapter and streamlining the local board of trustees' policies and procedures to require school districts to comply with all local, state, and federal laws and regulations, while prioritizing policies for **safety**, **student learning**, and **community engagement**.

Elevating meaningful **family and community engagement** as a partnership between school

<p>own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;</p> <p>(v) families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and</p> <p>(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;</p> <p>(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;</p> <p>(o) a policy addressing distance, online, and technology-delivered learning as defined in ARM <a href="#">10.55.602</a>;</p> <p>(p) a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM <a href="#">10.55.720</a>;</p> <p>(q) a policy addressing hazard and emergency plans as outlined in ARM <a href="#">10.55.721</a>;</p> <p>(r) a policy that defines a significant writing program; and</p> <p>(iii) a policy that addresses student health issues that arise in the school setting.</p>	<p><del>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;</del></p> <p><del>(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;</del></p> <p><del>(v) families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and</del></p> <p><del>(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;</del></p> <p><del>(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;</del></p> <p><del>(o) a policy addressing distance, online, and technology-delivered learning as defined in ARM <a href="#">10.55.602</a>;</del></p> <p><del>(p) a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM <a href="#">10.55.720</a>;</del></p> <p><del>(q) a policy addressing hazard and emergency plans as outlined in ARM <a href="#">10.55.721</a>;</del></p> <p><del>(r) a policy that defines a significant writing program; and</del></p> <p><del>(s) a policy that addresses student health issues that arise in the school setting.</del></p>	<p>communities and families based on best practices and principles that keep the focus on the learner and core beliefs about engagement. ARM 10.55.722</p>
<p>(3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.</p>	<p><del>(3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.</del></p>	
<p>(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.</p>	<p><del>(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.</del></p>	



<p>(a) The evaluation system used by a school district for licensed staff shall, at a minimum:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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 <a href="#">10.55.701</a>(5)(b);</li> </ul> <p>identify what skill sets are to be evaluated;</p>	<p><del>(a) The evaluation system used by a school district for licensed staff shall, at a minimum:</del></p> <ul style="list-style-type: none"> <li><del>(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;</del></li> <li><del>(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 <a href="#">10.55.701</a>(5)(b);</del></li> </ul> <p><del>(iii) identify what skill sets are to be evaluated</del></p>	
<ul style="list-style-type: none"> <li>(iv) include both formative and summative elements; and</li> <li>(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.</li> </ul> <p>(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.</p>	<p><del>(iv) include both formative and summative elements; and</del></p> <p><del>(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.</del></p> <p><del>(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.</del></p>	
<p>(5) The local board of trustees shall:</p> <ul style="list-style-type: none"> <li>(a) establish conditions that contribute to a positive school climate which: <ul style="list-style-type: none"> <li>(i) keep parents/guardians up to date on students' progress;</li> <li>(ii) engage in a continuous school improvement process; and</li> </ul> </li> <li>(b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM <a href="#">10.55.701</a>(4)(a) and (b).</li> </ul>	<p><del>(5)(3)</del>The local board of trustees shall: <del>(a)</del> establish conditions that contribute to a positive school climate which:</p> <ul style="list-style-type: none"> <li><del>(a) <u>(i) keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in 10.55.722; and</u></del></li> <li><del>(b) engage in a continuous school improvement process. and,</del></li> <li><del>(b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM <a href="#">10.55.701</a>(4)(a) and (b).</del></li> </ul>	<p>Recommending a new rule for <b>mentorship and induction</b>, while updating the model based on research models and best practices. ARM 10.55.723</p>



	<u>(4) The local board of trustees shall develop, with stakeholder input, a district mission and vision that aligns to the district graduate profile.</u>	
	<u>(5) The local board of trustees with meaningful stakeholder involvement shall establish and implement policies that:</u> <u>(a) provide for the safety and well-being of all students.</u> <u>(b) emphasize student learning and each student's growth.</u> <u>(c) allow for personalized and proficiency-based learning models, and</u> <u>(d) other policies for the effective operation of the school district.</u>	
<b><u>10.55.702</u> LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT</b>		
(1) The district superintendent shall be: (a) appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or (b) considered appropriately assigned if the superintendent is enrolled in an internship program as defined in ARM <a href="#">10.55.602</a> and meets the requirements of ARM <a href="#">10.55.607</a> .	(1) The district superintendent shall be: (a) appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or (b) considered appropriately assigned if the superintendent is enrolled in an internship program as defined in ARM <a href="#">10.55.602</a> and meets the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a> .	Transferring internship from 10.55.607 (Accreditation ARM) to 10.57.114 (Licensure) where it better fits with certification of educators.
(2) A superintendent intern shall be supervised throughout the year by a licensed and endorsed superintendent contracted by the district, including participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.	(2) A superintendent intern shall be supervised throughout the year by a licensed and endorsed superintendent contracted by the district, including participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.	
(3) The district superintendent shall perform administrative duties in accordance with <a href="#">20-4-402</a> , MCA.	(3) The district superintendent shall perform administrative duties in accordance with <a href="#">20-4-402</a> , MCA.	
<b><u>10.55.703</u> LICENSURE AND DUTIES OF SCHOOL PRINCIPAL</b>		

<p>(1) The school principal shall:</p> <p>(a) be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or</p> <p>(b) be considered appropriately assigned if the principal is enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meets the requirements of ARM <a href="#">10.55.607</a>.</p>	<p>(1) The school principal shall:</p> <p>(a) be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or</p> <p>(b) be considered appropriately assigned if the principal is enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meets the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a>.</p>	<p>Expanding the <b>role of the principal</b> to include personalized and proficiency-based learning, and strategic planning with community and family involvement to maximize student learning.</p>
<p>(2) Supervision of the principal intern shall be provided throughout the year by the district superintendent, county superintendent, or in the absence of either, a licensed and endorsed superintendent contracted by the district. Such supervision shall include participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.</p>	<p>(2) Supervision of the principal intern shall be provided throughout the year by the district superintendent, county superintendent, or in the absence of either, a licensed and endorsed superintendent contracted by the district. Such supervision shall include participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.</p>	
<p>(3) The principal shall carry out the district's policies and procedures, provide instructional leadership, and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.</p>	<p>(3) The principal shall carry out the district's policies and procedures, provide instructional leadership <a href="#">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</a>, and be responsible for the effective day-to-day operation of the school, the management of finances, materials, and human resources to <a href="#">maximize student learning outcomes</a>.</p>	

<p><b><a href="#">10.55.704</a> ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS</b></p>		
<p>(1) The assignment of licensed superintendents for all configurations of school systems shall be based upon full-time equivalency (FTE) and shall be assigned as follows:</p> <p>(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;</p>	<p>(1) The assignment of licensed superintendents for all configurations of school systems shall be <a href="#">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 20-4-401 MCA, 20-4-402 MCA and 20-3-207 MCA. based upon full-time</a></p>	<p>Empowering local school districts to determine <b>leadership staffing</b> (principals and superintendents) per school and instructional program. Through <b>local control</b> districts can strategically assign leadership staff to programs while ensuring the needs of students are met.</p>

<p>(b) requirements; 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 <a href="#">10.55.705</a>(2)(a) or (2)(b);</p> <p>(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 <a href="#">10.55.705</a>(2)(a) or (2)(b);</p> <p>(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.</p> <p>(e) No individual superintendent assigned pursuant to the ratios in (1) may be assigned as more than 1.0 FTE.</p>	<p><u>equivalency (FTE) and shall be assigned as follows:</u>The local board of trustees shall hire a district superintendent when:</p> <ul style="list-style-type: none"> <li><u>(a) It is the operation of 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.</u></li> <li><u>(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.</u></li> <li><u>(c) Whenever 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.</u></li> <li><u>(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).</u></li> <li><u>(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.</u></li> <li><u>(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.</u></li> <li><u>(a) School systems with 14 or fewer FTE licensed staff and without a licensed superintendent employed may use a</u></li> </ul>	<p>Aligning the assignment of superintendent to comply directly with 20-4-401 MCA, 20-4-402 MCA, and 20-3-207 MCA.</p>         <p>Encouraging the district superintendent to recommend to the local board of trustees the assignment of additional administrative staff.</p>
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	<p><del>supervising teacher and the services of the office of the county superintendent to satisfy administrator requirements;</del></p> <p><del>(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);</del></p> <p><del>(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);</del></p> <p><del>(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.</del></p> <p><del>(e) No individual superintendent assigned pursuant to the ratios in (1) may be assigned as more than 1.0 FTE.</del></p>	
<p>(2) School systems with 100 or more 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.</p>	<p><del>(2)(4)</del> School systems with 100 or more <u>full-time equivalency (FTE)</u> <del>FTE</del> 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.</p>	

<p><b>10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS</b></p>		
<p>(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.</p>	<p><del>(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.</del>  <u>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 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.</u>  <u>(a) Local board of trustees may employ a principal/superintendent combination to lead their school districts.</u>  <u>(b) Local board of trustee 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.</u>  <u>(c) A school district must assign 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.</u></p>	<p>Empowering local school districts to determine <b>leadership staffing</b> (principals and superintendents) per school and instructional program. Through <b>local control</b> districts can strategically assign leadership staff to programs while ensuring the needs of students are met.</p>

<p>(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:</p> <p>(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;</p> <p>(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;</p> <p>(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;</p>	<p><del>(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:</del></p> <p><del>(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;</del></p> <p><del>(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;</del></p> <p><del>(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;</del></p> <p><del>(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;</del></p> <p><del>(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;</del></p> <p><del>(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;</del></p> <p><del>5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.</del></p> <p><u>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 wellness of students.</u></p> <p><u>(a) Trustees may employ and assign a principal/superintendent combination to lead their school districts.</u></p> <p><u>(b) Trustees may assign a supervising teacher and/or county superintendent to fill the duties of the principal in schools. Or</u></p> <p><u>(c) Trustees may assign a licensed school</u></p>	
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	<p><u>administrator/principal at a partial or full-time equivalency.</u></p> <p><del>(3) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:</del></p> <p><del>(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;</del></p> <p><del>(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;</del></p> <p><del>(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;</del></p>	
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<p>(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;</p> <p>(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;</p> <p>(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;</p> <p>(g) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.</p>	<p><del>(g) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;</del></p> <p><del>(h) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;</del></p> <p><del>(i) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;</del></p> <p><del>(j) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.</del></p>	
<p>(3) No individual principal assigned pursuant to the ratios in (2) may be assigned as more than 1.0 FTE.</p>	<p><del>(3) No individual principal assigned pursuant to the ratios in (2) may be assigned as more than 1.0 FTE.</del></p> <p><u>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.</u></p>	
<p>(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 <a href="#">10.55.705</a>(2) may be assigned as more than 1.0 FTE.</p>	<p><del>(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 <a href="#">10.55.705</a>(2) may be assigned as more than 1.0 FTE.</del></p>	
<p><b><a href="#">10.55.706</a> TEACHER INVOLVEMENT</b></p>		
<p>(1) Teachers should use their professional judgment to deliver high-quality instruction to all students based on individual need.</p>	<p>(1) Teachers should use their professional judgment <u>and measures of student growth and proficiency</u> to <del>provide engaging and highly effective to deliver high-quality</del> instruction to all students based on individual need.</p>	<p>Professional judgment alone is insufficient in providing engaging and effective instruction- the judgment must be informed by student growth and challenges that formative assessment and multiple measures of learning uncover.</p>



(2) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.	(2) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.	
<b><u>10.55.707</u> TEACHER AND SPECIALIST LICENSURE</b>		
(1) Teachers and specialists shall be: (a) appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or (b) considered appropriately assigned if enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <a href="#">10.55.607</a> .	(1) Teachers and specialists shall be: (a) appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or (b) considered appropriately assigned if enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a> .	Transferring internship from 10.55.607 (Accreditation ARM) to 10.57.114 (Licensure) where it better fits with certification of educators.
(2) The school district shall arrange for a licensed and endorsed teacher in the content area to provide periodic support to the intern.	(2) The school district shall arrange for a licensed and endorsed teacher in the content area to provide periodic support to the intern.	
(3) School psychologists shall be licensed under ARM <a href="#">10.57.432</a> (1) or <a href="#">10.57.433</a> and <a href="#">10.57.434</a> , or considered appropriately assigned if they are enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <a href="#">10.55.607</a> .	(3) School psychologists shall be licensed under ARM <a href="#">10.57.432</a> (1) or <a href="#">10.57.433</a> and <a href="#">10.57.434</a> , or considered appropriately assigned if they are enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a> .	
(4) School counselors shall be: (a) licensed under ARM <a href="#">10.57.432</a> (2) or <a href="#">10.57.433</a> and <a href="#">10.57.435</a> ; or (b) considered appropriately assigned if they hold a Class 1 or 2 license and are enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <a href="#">10.55.607</a> .	(4) School counselors shall be: (a) licensed under ARM <a href="#">10.57.432</a> (2) or <a href="#">10.57.433</a> and <a href="#">10.57.435</a> ; or (b) considered appropriately assigned if they hold a Class 1 or 2 license and are enrolled in an internship as defined in ARM <a href="#">10.55.602</a> and meet the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a> .	
(5) All personnel whose qualifications are not outlined in ARM Title 10, Chapter 57 must have a license issued by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulations.	(5) All personnel whose qualifications are not outlined in ARM Title 10, Chapter 57 must have a license issued by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulations.	
<b><u>10.55.708</u> TEACHING ASSIGNMENTS</b>		

(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 <a href="#">10.55.602</a> and meet the requirements of ARM <a href="#">10.55.607</a> .	(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 <a href="#">10.55.602</a> and meet the requirements of ARM <del>10.55.607</del> <a href="#">10.57.114</a> .	Transferring internship from 10.55.607 (Accreditation ARM) to 10.57.114 (Licensure) where it better fits with certification of educators.
(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.	(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. <del>A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom.</del>	
(3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, adopted by the Board of Public Education July 2012, a copy of which may be found at: <a href="http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf">http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf</a> (Appendix A).	<del>(3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, adopted by the Board of Public Education July 2012, a copy of which may be found at: <a href="http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf">http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf</a> (Appendix A).</del>	
(4) Licensure at the elementary level entitles the holder to teach in grades K through 8.	<del>(4)</del> (3) 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.	<del>(5)</del> (4) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.	
<b><a href="#">10.55.709</a> LIBRARY MEDIA SERVICES, K-12</b>		
(1) The school library shall be housed in a central location, and each school 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.	<del>(1) 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.</del> <u>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</u>	Adjusting the determination of staffing for licensed and endorsed library media services to <b>local district discretion</b> . Districts are best suited to allocate staff appropriately to meet the needs of students through program services.

	<u>that results in student learning outcomes for media and information literacy.</u>	
(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist.	<p><del>(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist.</del></p> <p><u>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:</u></p> <p><u>(a) employing licensed and endorsed library media specialist(s); or</u></p> <p><u>(b) contracting with a licensed and endorsed school library media specialist; or</u></p> <p><u>(c) utilizing a consortium, multidistrict agreement, interlocal cooperative, or</u></p> <p><u>(d) utilizing any other cooperative method that is authorized to secure these services.</u></p>	Connecting the deliver of library media specialist services to student outcomes.
(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.	<del>(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.</del>	
<b>10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF</b>		
(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.	<p><del>(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.</del></p> <p><u>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:</u></p> <p><u>(a) address mental health, safety, and well-being;</u></p>	<p>Adjusting the determination of staffing for counseling program services to <b>local district discretion</b>. Districts are best suited to allocate staff appropriately to meet the needs of students through program services.</p> <p>Connecting the delivery of school counseling services to student outcomes (a, b, and c).</p>

	<p>(b) <u>achieve academic success and college and career readiness; and</u></p> <p>(c) <u>develop the mindsets and behaviors as identified in the national school counseling standards.</u></p>	
<p>(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.</p>	<p><del>(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.</del></p> <p><u>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:</u></p> <p>(a) <u>employing licensed school counselor(s) or Class 6 specialist(s); or</u></p> <p>(b) <u>contracting licensed school counselor(s) or Class 6 specialist(s); or</u></p> <p>(c) <u>utilizing a consortium, multidistrict agreement, or interlocal cooperative to secure these services; or</u></p> <p>(d) <u>utilizing any other cooperative method that is authorized to secure these services.</u></p>	<p>Empowering districts to establish staffing based on capacity of the counselor to deliver services that result in student outcomes.</p>
<p>(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</p>	<p><del>(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.</del></p> <p><u>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.</u></p>	<p>Requiring school district superintendents to recommend to local board of trustees the need for additional staff to supplement the school counselor staff based on student needs and populations.</p>

<b><u>10.55.711</u> GENERAL: CLASS SIZE AND TEACHER LOAD</b>		
(1) These standards do not require a minimum class size at any grade level or for any subject offered. One student may be considered a class.	<del>(1) These standards do not require a minimum class size at any grade level or for any subject offered. One student may be considered a class.</del>	Recommend repeal of this rule.
<b><u>10.55.712</u> CLASS SIZE: ELEMENTARY</b>		
<p>(1) In single grade rooms, the maximum class size shall be:</p> <p>(a) no more than 20 students in kindergarten and grades 1 and 2;</p> <p>(b) no more than 28 students in grades 3 and 4;</p> <p>(c) no more than 30 students in grades 5 through 8.</p>	<p>(1) In single grade rooms, the maximum class size shall be:</p> <p>(a) No more than 20 students in kindergarten and grades 1 and 2;</p> <p>(b) no more than 28 students in grades 3 and 4;</p> <p>(c) no more than 30 students in grades 5 through 8.</p>	<p>By managing class sizes, it recognizes teachers direct impact on learners and that the teacher is the most vital employee in the schools.</p> <p>The research is clear that teacher effectiveness is the #1 indicator of student success.</p>
<p>(2) In multigrade classrooms, the maximum class size shall be:</p> <p>(a) no more than 20 students in grades K, 1, 2, and 3;</p> <p>(b) no more than 24 students in grades 4, 5, and 6;</p> <p>(c) no more than 26 students in grades 7 and 8.</p>	<p>(2) In multigrade classrooms, the maximum class size shall be:</p> <p>(a) no more than 20 students in grades K, 1, 2, and 3;</p> <p>(b) no more than 24 students in grades 4, 5, and 6;</p> <p>(c) no more than 26 students in grades 7 and 8.</p>	
<p>(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.</p>	<p>(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.</p>	
<p>(4) In one-teacher schools, the maximum class size shall be 18 students.</p>	<p>(4) In one-teacher schools, the maximum class size shall be 18 students.</p>	
<p>(5) 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.</p>	<p>(5) <u>The school district must provide additional human resources when exceeding maximum class sizes.</u>  <del>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.</del></p>	<p>Prioritizing instructional responsibilities of teachers and providing flexibility for local school districts to determine the resources needed when elementary classrooms are overloaded.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>(6) An overload of five students per classroom is considered excessive.</p>	<p>(6) An overload of <u>no more than</u> five students per classroom is considered excessive.</p>	

<b>10.55.713</b> <b>TEACHER LOAD AND CLASS SIZE:</b> <b>HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL,</b> <b>AND GRADES 7 AND 8 FUNDED AT HIGH SCHOOL</b> <b>RATES</b>		
(1) Each program offered shall be staffed by appropriately licensed and endorsed FTE educators.	No recommended changes	
(2) Individual class size shall not exceed 30 students. (a) Class size limits do not apply to instrumental music or choral groups. (b) Laboratory/studio, e.g., science, art, PE, career and technical education, class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size, and use of laboratory stations. (3) The number of students assigned a teacher per day shall not exceed 150. (a) Study hall, regardless of size, shall be counted at 15 students. (b) Student limits do not apply to instrumental music or choral groups. (c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day. (4) Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students.		

<b>10.55.714 PROFESSIONAL DEVELOPMENT</b>		
<p>(1) Professional development:</p> <p>(a) shall be aligned with district educational goals and objectives;</p> <p>(b) focuses on teachers as central to student learning and includes all other members of the school community;</p> <p>(c) focuses on individual, collegial, and organizational improvement;</p> <p>(d) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;</p> <p>(e) reflects proven research and practice in teaching, learning, and leadership;</p> <p>(f) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;</p> <p>(g) promotes continuous inquiry and improvement embedded in the daily life of schools;</p> <p>(h) is ongoing and sustained;</p> <p>(i) is planned collaboratively by those who will participate in and facilitate that development;</p> <p>(j) requires substantial time and other resources;</p> <p>(k) is driven by a coherent long-term plan; and</p> <p>(l) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.</p>	<p>(1) Professional development:</p> <p>(a) shall be aligned with <u>the district graduate profile and educational goals outlined in the district integrated action plan described in 10.55.601</u><del>objectives</del>;</p> <p>(b) <u>is focused to enable educators to ensure that safety, well-being, and mental health of students is provided</u>;</p> <p><del>(b)</del>(c) focuses on teachers as central to student learning and includes all other members of the school community;</p> <p><del>(c)</del>(d) focuses on individual, collegial, and organizational <u>learning, reflection, and growth improvement</u>;</p> <p><del>(d)</del>(e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community <u>by incorporating active learning and adult learning theory</u>;</p> <p><del>(e)</del>(f) reflects <del>proven</del> research <u>and demonstrates models of effective</u> practice in teaching, learning, and leadership;</p> <p><del>(f)</del>(g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;</p> <p><del>(g)</del>(h) <u>promotes continuous inquiry and improvement embedded in daily life of schools offers opportunities for feedback and reflection</u>;</p> <p><del>(h)</del>(i) is ongoing and sustained;</p> <p><del>(i)</del>(j) is planned collaboratively by those who will participate in and facilitate that development;</p> <p><del>(j)</del>(k) requires substantial time, <del>and</del> other resources, <u>and where practical provides coaching and expert support</u>;</p> <p><u>(l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice</u>;</p> <p><del>(k)</del>(m) is driven by a coherent long-term plan; and</p> <p><del>(l)</del>(n) is evaluated on the impact of professional development on teacher effectiveness and student</p>	<p>Aligning professional development to the comprehensive district strategies that improve learner outcomes that are vital to each student developing their full educational potential.</p> <p>Emphasizing the need for professional development for educators that ensure safety, well-being, and mental health of students.</p> <p>Updating professional development with best practices.</p>



	learning, and the results of this assessment guides subsequent professional development.	
<p>(2) Teachers and specialists shall annually complete professional development pursuant to the requirements of <a href="#">20-1-304</a> and <a href="#">20-4-304</a>, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development.</p> <p>(a) A professional development PIR day shall constitute six hours of contact time.</p> <p>(b) A school district may divide a professional development PIR day into no fewer than two-hour blocks of contact time.</p> <p>(c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.</p>	<p>(2) Teachers and specialists shall annually complete professional development pursuant to the requirements of <a href="#">20-1-304</a> and <a href="#">20-4-304</a>, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development.</p> <p>(a) A professional development PIR day shall constitute six hours of contact time.</p> <p>(b) A school district may divide a professional development PIR day into no fewer than two-hour blocks of contact time.</p> <p>(c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.</p>	
<p>(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.</p> <p>(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.</p> <p>(b) Each school year the local board of trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.</p> <p>(c) The plan recommended by the advisory committee and adopted by the local board of trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.</p> <p>(d) The plan adopted by the local board of trustees must take into consideration the advisory committee's recommendations and include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to</p>	<p>(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, <u>which is a required component of the integrated action plan outlined in 10.55.601.</u></p> <p>(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.</p> <p>(b) Each school year the local board of trustees shall adopt a professional development plan <u>embedded in the district integrated action plan</u> for the subsequent school year based on the recommendation of the advisory committee.</p> <p>(c) The plan recommended by the advisory committee and adopted by the local board of trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.</p> <p>(d) The plan adopted by the local board of trustees must take into consideration the advisory committee's</p>	



<p>attend the annual professional development meetings of state professional associations.</p> <p>(e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.</p> <p>(f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR days shall not be paid for the days they are absent.</p> <p>(g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.</p> <p>The local board of trustees shall make their plan available to employees and the public.</p>	<p>recommendations and include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.</p> <p>(e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.</p> <p>(f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR days shall not be paid for the days they are absent.</p> <p>(g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.</p> <p>The local board of trustees shall make their plan available to employees and the public.</p>	
<p><b>10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION</b></p>		
<p>(1) Instructional paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students. The supervising teacher shall be available while the instructional paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.</p> <p>(b) 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</p>	<p>No recommended changes</p>	

<p>delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment.</p> <p>(c) 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.</p> <p>(d)</p>		
<p><b><u>10.55.716</u> SUBSTITUTE TEACHERS</b></p>		
<p>(1) Substitute teachers may be used for extended teacher absences under the following conditions: In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the local board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.</p> <p>(b) If the absence of the regular, licensed or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the local board of trustees shall place a licensed teacher under contract. If the local board of trustees makes a written declaration to the Superintendent of Public Instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM <a href="#">10.57.107</a>.</p>	<p>1) Substitute teachers may be used for extended teacher absences under the following conditions: (a) In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the local board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.</p> <p>(b) If the absence of the regular, licensed, or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the local board of trustees shall place a licensed teacher under contract. If the local board of trustees makes a written declaration to the Superintendent of Public Instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM <a href="#">10.57.107</a>.</p>	
<p>(2) Any nonlicensed substitute teacher shall complete a minimum of three hours of training, as approved by the local board of trustees.</p>	<p>(2) Any nonlicensed substitute teacher shall complete a minimum of three hours of training, as approved by the local board of trustees.</p>	

<p>(3) Any nonlicensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.</p>	<p>(3) Any nonlicensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.</p>	
<p>(4) A district that employs a nonlicensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:</p> <p>(a) The nonlicensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.</p> <p>(b) The district shall not employ the nonlicensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.</p> <p>(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.</p> <p>(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 <a href="#">20-4-110</a>, 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.</p>	<p>(4) A district that employs a nonlicensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:</p> <p>(a) The nonlicensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.</p> <p>(b) The district shall not employ the nonlicensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.</p> <p>(c) <del>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.</del></p> <p>(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 <a href="#">20-4-110</a>, 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.</p>	<p>Aligning to the current legal requirements for background checks.</p>

<p>(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.</p>	<p><del>(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.</del></p>	<p>Updating rule to account for the passing of time from 2002 to 2022.</p>
<p><b><u>10.55.717</u> ASSIGNMENT OF PERSONS PROVIDING INSTRUCTION TO BRAILLE STUDENTS</b></p>		
<p>(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:</p> <p>(a) successful completion of the National Literary Braille Competency Test; or</p> <p>(b) successful completion of the Braille competency test developed by Portland State University (Braille Literacy Usage Exam); or</p> <p>(c) successful completion of Library of Congress transcriber's certificate; or</p> <p>successful completion of a program, for teaching visually impaired students, from an accredited college or university.</p>	<p>(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:</p> <p><del>(a)(d)</del> successful completion of a program, for teaching visually impaired students, from an <del>accredited</del> <u>approved educator preparation program as defined in 10.57.102 college or university</u>; or</p> <p>(b) successful completion of the <del>Braille competency test developed by Portland State University (Braille Literacy Usage Exam) National Certification in Unified English Braille Test and maintenance of that certificate</del>; or</p> <p>(c) successful completion of <del>Library of Congress transcriber's certificate</del> <u>the Unified English Braille Exam (Washington State School for the Blind) and ongoing maintenance</u>; or</p> <p><del>(d)(a)</del> successful completion of the <del>National Literary Braille Competency Test Literary Braille Transcribing Course available through National Federation of the Blind.</del></p>	<p>Sent to MSDb for experts to update rule to current national certifications and courses.</p>
<p>(2) The employing agency (school district and/or cooperative) is responsible for monitoring appropriate assignment of personnel under (1).</p>	<p>(2) The employing agency (school district and/or cooperative) is responsible for:</p> <p>(a) monitoring appropriate assignment of personnel under (1);</p> <p><u>(b) assuring personnel working towards certification are making adequate gains in their coursework; and</u></p> <p><u>(c) assuring maintenance of certification.</u></p>	<p>Emphasizing the importance of on-going maintenance of certification and skills.</p>

(3) Any person under (1) shall have two years, from the date that the individual has been initially assigned to provide instruction in Braille or to produce Braille materials, to successfully pass the testing requirements.	(3) Any person under (1) shall have two years, from the date that the individual has been initially assigned to provide instruction in Braille or to produce Braille materials, to successfully pass the testing requirements.	
(4) A person who has met the requirements of (1) shall maintain their facility with "contracted" (grade two) standard literary Braille code through continuing education opportunities.	(4) A person who has met the requirements of (1) shall maintain their facility with "contracted" (grade two) standard literary Braille code through continuing education opportunities.	
(5) For the purposes of (4), an approved provider of continuing education may include any entity approved by the Montana Office of Public Instruction and/or the Montana Board of Education.	(5) For the purposes of (4), an approved provider of continuing education may include any entity approved by the Montana Office of Public Instruction and/or the Montana Board of Education.	
(6) Individuals who seek to remain eligible to work with visually impaired students are responsible for documenting completion of continuing education. Such individuals will provide a copy of their documentation to their employing school district.	(6) Individuals who seek to remain eligible to work with visually impaired students are responsible for documenting completion of continuing education. Such individuals will provide a copy of their documentation to their employing school district.	
(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 special education teacher in collaboration with a teacher of the visually impaired who holds a credential from an accredited university. 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.	(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 <del>district's-designated</del> special education teacher in collaboration with a teacher of the visually impaired who holds a credential from an <del>accredited</del> <u>university-approved educator preparation program as defined in ARM 10.57.102</u> . 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.	Specifying the supervision of a paraprofessional to the designated special education teacher.  Updating and aligning specialized programs (braille and sign language instruction) to Chapter 57 certification requirements.

<b><u>10.55.718</u> ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING</b>		
(1) Effective July 1, 2011, and notwithstanding (3), no licensed or classified employee of any school district, cooperative, or contracted service provider shall be regularly assigned to provide educational sign language interpreting for a student(s) unless the employee has demonstrated skills and knowledge, at a 3.5 level or higher, on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment.	(1) Effective July 1, 2011, and notwithstanding (3), no licensed or classified employee of any school district, cooperative, or contracted service provider shall be regularly assigned to provide educational sign language interpreting for a student(s) unless the employee has demonstrated skills and knowledge, at a 3.5 level or higher, on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment.	
(2) Substitute employees of any school district, cooperative, or contracted service provider temporarily assigned to provide educational sign language interpreting for a student(s) for a period longer than 35 consecutive teaching days shall meet the standard in (1).	(2) Substitute employees of any school district, cooperative, or contracted service provider temporarily assigned to provide educational sign language interpreting for a student(s) for a period longer than 35 consecutive teaching days shall meet the standard in (1).	
(3) An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the EIPA or a score commensurate with a competency level of 2.5 or higher on the EIPA Pre-Hire Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1).	(3) An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the EIPA or a score commensurate with a competency level of 2.5 or higher on the EIPA Pre-Hire Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1).	
(4) The employing entity (school district, cooperative, or contracting service provider) is responsible for providing appropriate assignment of personnel (directly) and/or use of appropriate technologies.	(4) The employing entity (school district, cooperative, or contracting service provider) is responsible for providing appropriate assignment of personnel (directly) and/or use of appropriate technologies.	
(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 units per calendar year related to	(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 <del>renewal</del>	Updated to align with Chapter 57-changing renewal units with professional development units.

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.	<u>professional development</u> 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) For purposes of (5), approved providers of continuing educational opportunities shall include any entity approved by the Montana Office of Public Instruction or the Montana Board of Public Education.	(6) For purposes of (5), approved providers of continuing educational opportunities shall include any entity approved by the Montana Office of Public Instruction or the Montana Board of Public Education.	

<b><u>10.55.719</u> STUDENT PROTECTION PROCEDURES</b>		
<p>(1) A local board of trustees shall adopt a policy designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason for such conduct, that:</p> <p>(a) causes a student physical or emotional harm, damages a student's property, or places a reasonable fear of harm to the student or the student's property;</p> <p>(b) substantially and materially interferes with access to an educational opportunity or benefit; or</p> <p>(c) substantially and materially disrupts the orderly operation of the school.</p> <p>(2) Behavior prohibited under (1) includes retaliation against a victim or witness who reports behavior prohibited under (1).</p> <p>(3) "Persistent" as used in this rule can consist of repeated acts against a single student or isolated acts directed against a number of different students.</p> <p>(4) The behavior prohibited in (1) includes but is not limited to conduct:</p> <p>(a) in a classroom or other location on school</p>	No recommended changes	



<p>premises;</p> <p>(b) during any school-sponsored program, activity, or function where the school is responsible for the student including when the student is traveling to and from school or on a school bus or other school-related vehicle; or</p> <p>(c) through the use of electronic communication, as defined in <a href="#">45-8-213</a>, MCA, that substantially and materially disrupts the orderly operation of the school or any school-sponsored program, activity, or function where the school is responsible for the student.</p> <p>(5) Each local board of trustees has discretion and control over the development of its policies and procedures regarding behavior prohibited under (1), but each district's policies and procedures must include at a minimum:</p> <p>(a) a prohibition on the behavior specified in (1), regardless of the underlying reason or reasons the student has engaged in such behavior;</p> <p>(b) a procedure for reporting and documenting reported acts of behavior prohibited under (1);</p> <p>(c) a procedure for investigation of all reports of behavior prohibited under (1)(a) that includes an identification of the persons responsible for the investigation and response;</p> <p>(d) a procedure for determining whether the reported act is subject to the jurisdiction of the school district or another public agency, including law enforcement, and a procedure for referral to the necessary persons or entity with appropriate jurisdiction;</p> <p>(e) a procedure for prompt notification, as defined in the district policy, of the alleged victim and the alleged perpetrator, or the parents or guardian of such students when the students are minors;</p> <p>(f) a procedure to protect any alleged victim of behavior prohibited under (1)(a) from further incidents of such behavior;</p> <p>(g) a disciplinary procedure establishing the consequences for students found to have committed</p>		
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behavior prohibited under (1); and a procedure for the use of appropriate intervention and remediation for victims and perpetrators.		
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<b>10.55.720 SUICIDE PREVENTION AND RESPONSE</b>		
<p>(1) A local board of trustees shall establish policies, procedures, or plans related to suicide prevention and response that may include the following recommended elements:</p> <p>(a) Promotes collaboration with families and with community providers in all aspects of suicide prevention and response;</p> <p>(b) Implements a prevention and response program that is effective in reaching students, staff, and parents using resources required of the Office of Public Instruction under <a href="#">20-7-1310</a>, MCA;</p> <p>(c) Includes high quality intervention services for students;</p> <p>(d) Promotes interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;</p> <p>(e) Includes reintegration of youth into a school following a crisis, hospitalization, or residential treatment;</p> <p>(f) Provides for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides; and</p> <p>(g) Ensures regular evaluation and revision of the policy and procedures.</p> <p>(2) The term "response" includes both immediate response and postvention guidelines.</p>	No recommended changes	

<b><u>10.55.721</u> HAZARD AND EMERGENCY PLANS</b>		
(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 and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety.	(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 <u>reviewed with stakeholder input</u> and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety.	Including the component of stakeholder input as part of the review.
(2) The plan shall include: (a) identification and assessment of the risks posed by potential local hazards within the boundaries of its school district; (b) designing and incorporating regularly conducted disaster drills to address the hazards identified pursuant to (1); (c) prevention, mitigation, response, and recovery before, during, and after an event; and (d) training.	(2) The plan shall include: (a) identification and assessment of the risks posed by potential local hazards within the boundaries of its school district; (b) designing and incorporating regularly conducted disaster drills to address the hazards identified pursuant to (1); (c) prevention, mitigation, response, and recovery before, during, and after an event; and (d) training.	
<b>NEW STANDARD</b> <b>10.55.722 FAMILY AND COMMUNITY ENGAGEMENT</b>		
	<u>(1) The local board of trustees shall implement a comprehensive family and community engagement plan that:</u> <u>(a) is aligned to the district integrated action plan required in ARM 10.55.601;</u> <u>(b) includes effective engagement practices that are linked to relational, developmental, collaborative, and interactive learning;</u> <u>(c) family and school staff have a shared responsibility in the learning of their child(ren) as evidenced by the following core beliefs:</u> <u>(i) families have dreams for their children and want the best for them;</u> <u>(ii) all families have the capacity to support their children's learning;</u> <u>(iii) family and school staff are partners; and</u> <u>(iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school</u>	Updating to highlight that authentic family–school and community engagement is based on best practices and principles that keep the focus on the learner, and core beliefs about engagement.

	<p><u>staff; and</u></p> <p><u>(d) meets the following goals:</u></p> <p><u>(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;</u></p> <p><u>(ii) families and school staff engage in regular, two-way meaningful communication about student learning;</u></p> <p><u>(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;</u></p> <p><u>(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;</u></p> <p><u>(v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs; and</u></p> <p><u>(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.</u></p>	
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<b>NEW STANDARD: MENTORSHIP AND INDUCTION, 10.55.723</b>		
	<p><u>(1) The local board of trustees shall implement a mentorship and induction program that:</u></p> <p><u>(a) is research-based to ensure inclusion of high-impact professional learning strategies;</u></p> <p><u>(b) implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in 10.55.724;</u></p> <p><u>(c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction</u></p>	<p>This was originally a Chapter 57 discussion and the task force determined Chapter 55 was a better place to emphasize mentorship and induction. Much of the language was from that taskforce's recommendations to the Superintendent.</p>

	<u>aligned to the program area and content standards and content-specific learning progressions;</u> <u>(d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and</u> <u>(e) encourages continuous learning, reflection, and growth.</u>	
	<u>(2) The mentorship and induction program may include the following criteria:</u> <u>(a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;</u> <u>(b) prioritize mentor-mentee matches that are grade and subject-level aligned;</u> <u>(c) focus on research-based instructional practice;</u> <u>(d) engage with mentoring partners in professional collaboration; and</u> <u>(e) establish effective coaching for learning methods.</u>	
<b>NEW STANDARD: EVALUATION 10.55.724</b>		
	<u>(1) The local board of trustees shall ensure written evaluations of all regularly employed personnel.</u>	This rule emphasizes the duty of the board to ensure evaluations are completed and teachers have regular feedback for improvement.
<b>10.55.801 SCHOOL CLIMATE</b>		
(1) The local board of trustees shall: (a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel; (b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff; (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition; (d) provide programs and services that meet the	(1) The local board of trustees shall: (a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel; (b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff; (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of <u>aptitude, ability, age</u> , sex, <del>religion</del> , <u>political or religious ideas</u> , race, <u>culture, social</u> <del>national</del> origin or condition with prejudice toward none; <del>or handicapping condition</del>	Expanding the types of stereotypes to align with Article II Section 4 Individual Dignity of the Constitution of Montana.

<p>needs of students which the school has identified as at-risk;</p> <p>(e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities;</p> <p>(f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;</p> <p>(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school; and</p> <p>(h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals.</p>	<p>(d) provide programs and services that meet the needs of students which the school has identified as at-risk;</p> <p>(e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities;</p> <p>(f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;</p> <p>(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school; <del>and</del></p> <p>(h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals; <del>and</del></p> <p><u>(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.</u></p>	<p>Adding an assessment component to <b>school climate</b>, to ensure that schools make improvements where necessary because there is a correlation between school climate and student outcomes.</p>
<p><b>10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY</b></p>		
<p>(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person regardless of race, color, sex, culture, social origin or condition, or political or religious ideas, with prejudice toward none. This includes programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.</p>	<p>(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person regardless of <u>aptitude, ability,</u> race, color, sex, culture, social origin or condition, or political or religious ideas, with prejudice toward none. This includes, <u>but is not limited to,</u> programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.</p>	<p>Aptitude and ability are important elements in respecting the dignity of every person and guaranteeing equality of educational opportunity, in the educational setting.</p>

<p><b><u>10.55.803</u> LEARNER ACCESS</b></p>		
<p>(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 for assessing the educational needs of its students.</p>	<p>(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 <u>that ensure each learner has access to the following: assessing the educational needs of its students:</u></p> <ul style="list-style-type: none"> <li><u>(a) high quality instruction provided by a qualified educator that meets each of the following criteria:</u> <ul style="list-style-type: none"> <li><u>(i) students are engaged in authentic learning experiences that tie to their interests;</u></li> <li><u>(ii) students are all included in activities and given equal opportunity;</u></li> <li><u>(iii) uses formative and interim assessments to guide instruction;</u></li> <li><u>(iv) supports student metacognition, self-assessment, and reflection; and</u></li> <li><u>(v) provides opportunities for individual self-direction and decision making;</u></li> </ul> </li> <li><u>(b) rigorous learning activities that are complex, engaging, can be accessed by all learners, and match student interests;</u></li> <li><u>(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;</u></li> <li><u>(d) technology hardware and software appropriate to support individual student learning;</u></li> <li><u>(e) time for learning that includes opportunities for multiple modalities, collaboration in a variety of configurations, and student discussion;</u></li> <li><u>(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</u></li> </ul>	<p>Updating <b>learner access</b> language to focus on what learners need that ensures learner safety, growth, well-being, and learning outcomes.</p> <p>Adding the need to appropriately assess and supply technology for each student</p>

	<u>(g) other resources, such as after school programming, tutoring, paraprofessionals, counselors, librarians and libraries, and support staff.</u>	
<p>(2) In implementing curriculum in all program areas, the local board of trustees shall:</p> <p>(a) provide learning experiences matched to students' interests, readiness, and learning styles;</p> <p>(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;</p>	<p><del>(2) implementing curriculum in all program areas, the local board of trustees shall</del></p> <p><del>(a) provide learning experiences matched to student's' interests, readiness, and learning styles;</del></p> <p><del>(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;</del></p>	
<p>(c) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, across all content areas;</p> <p>(d) provide learning resources that are relevant, culturally inclusive, and current;</p> <p>(e) provide opportunities for individual self-direction and decision making;</p> <p>(f) provide equal access to learning resources;</p> <p>(g) provide instructional materials that support the adopted curricula; and provide books and materials that reflect authentic historical and contemporary portrayals of American Indians.</p>	<p><del>(c) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, across all content areas;</del></p> <p><del>(d) provide learning resources that are relevant, culturally inclusive, and current;</del></p> <p><del>(e) provide opportunities for individual self-direction and decision making;</del></p> <p><del>(f) provide equal access to learning resources;</del> (g) provide instructional materials that support the adopted curricula.; and</p> <p><del>(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians.</del></p>	
<p>(3) The local board of trustees shall identify, using appropriate criteria, students who may be at risk or in need of special services.</p>	<p><del>(3) The local board of trustees shall identify, using appropriate criteria, students who may be at risk or in need of special services.</del></p>	
<b>10.55.804 GIFTED AND TALENTED</b>		
<p>(1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.</p>	<p>1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, <del>and</del> foster a positive self-image, <u>and create a supportive learning environment.</u></p>	<p>Adding a supportive learning environment because it is key to a learner's personalized experiences.</p>

(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.	(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.	
(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.	(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.	

<b>10.55.805 SPECIAL EDUCATION</b>		
<p>(1) Each district shall provide educational programs and services to students eligible to receive special education services as identified under IDEA.</p> <p>(2) Each district shall comply with all federal and state laws and regulations addressing special education.</p> <p>(3) Each district shall provide structured support and assistance to regular education teachers in identifying and meeting the diverse needs of students receiving special education services.</p> <p>(4) A student eligible to receive special education services as identified under IDEA and who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.</p>	No recommended changes	
<b>NEW STANDARD (10.55.806): ENGLISH LEARNERS</b>	<b>(10.55.806): ENGLISH LEARNERS</b>	
	<u>(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.</u>	Adding a new rule for <b>English Learners</b> that aligns to existing federal requirements, because of the importance of distinct student groups that have not been identified previously.
	<u>(2) Each district shall comply with all federal and state laws and regulations addressing English Learners.</u>	
	<u>(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</u>	



	<u>language program.</u>	
<b>10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY</b>		
(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.	(1) An elementary school shall have an education program aligned to the program area standards that the content standards and content-specific <u>grade-level grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.</u>	Including the constitutional mandate for <b>IEFA</b> within basic education programs requirements for Elementary, Middle, and High School.  Expanding grade-level learning progressions to <b>grade-band</b> based on proficiency-based learning models.
	<u>(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, ARM 10.53.101.</u>	Adding reading and writing literacy for incorporation into all required and elective program areas, which matches the middle and high school program rules.
<b>10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES</b>		
(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.	(1) A school with middle grades must have an education program aligned to the program area standards that the content standards and content-specific <u>grade-level grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.</u>	Including the constitutional mandate for <b>IEFA</b> within basic education programs requirements for Elementary, Middle, and High School.  Expanding grade-level learning progressions to <b>grade-band</b> based on proficiency-based learning models.
(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).	<u>(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, ARM 10.53.101.</u> <del>(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school</del>	

	philosophy and components described in (3) or the departmentalized philosophy and components described in (4):	
<p>(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:</p> <p>(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:</p> <p>(i) approach instruction, scheduling, and teaching in a variety of ways;</p> <p>(ii) undertake interdisciplinary work; and</p> <p>(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.</p> <p>(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;</p> <p>(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;</p> <p>(d) includes, at a minimum, the following program areas, required of all students yearly:</p> <p>(i) English language arts;</p> <p>(ii) mathematics;</p> <p>(iii) physical and life sciences;</p> <p>(iv) social studies; and</p> <p>(v) health enhancement.</p> <p>(e) at a minimum maintains the following required program areas:</p> <p>(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;</p> <p>(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);</p> <p>(iii) career and technical education courses or</p>	<p><del>(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:</del></p> <p><del>(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:</del></p> <p><del>(i) approach instruction, scheduling, and teaching in a variety of ways;</del></p> <p><del>(ii) undertake interdisciplinary work; and</del></p> <p><del>(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.</del></p> <p><del>(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;</del></p> <p><del>(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;</del></p> <p><del>(3)(d) includes, at</del> At a minimum, the following program areas, <u>as aligned with ARM 10.55.603 and ARM 10.55.1001 are</u> required of all students yearly:</p> <p><del>(i)(a)</del>English language arts;</p> <p><del>(ii)(b)</del> mathematics;</p> <p><del>(iii)(c)</del>physical and life sciences sciences;</p> <p><del>(iv)(d)</del>social studies; and</p> <p><del>(v)(e)</del>health <u>and physical enhancement</u> education; <u>and</u></p> <p><u>(f) elective/exploratory offerings at the discretion of the local board of trustees to provide a minimum of three of the following:</u></p> <p><u>(i) arts (visual arts, media arts, theater arts, music, and dance);</u></p> <p><u>(ii) career and technical education;</u></p> <p><u>(iii) computer science;</u></p> <p><u>(iv) world languages; and</u></p>	<p>Simplifying the middle school requirements to be in alignment with elementary and high school programming.</p> <p>Expanding sciences from physical and life to all sciences which also includes earth and space science.</p> <p>Updating health enhancement to current content language, which is health and physical education.</p> <p>Providing flexibility and local control for board of trustees to determine at a minimum of three elective/exploratory offerings for middle school.</p>

<p>pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and</p> <p>(iv) world languages.</p> <p>(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.</p>	<p><u>(v) exploratory courses for example: math exploration, science exploration, business, creative writing, financial education, photography, and leadership.</u></p> <p><del>(e) at a minimum maintains the following required program areas:</del></p> <p><del>(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;</del></p> <p><del>(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);</del></p> <p><del>(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and</del></p> <p><del>(iv) world languages.</del></p> <p><del>(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.</del></p>	
<p>(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.</p> <p>(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.</p> <p>(b) All students shall complete the following program areas each year:</p> <p>(i) English language arts--1 unit;</p> <p>(ii) social studies--1 unit;</p> <p>(iii) mathematics--1 unit;</p> <p>(iv) science--1 unit; and</p> <p>(v) health enhancement--1/2 unit.</p> <p>(c) All students must be allowed to elect from the following program area offerings:</p> <p>(i) visual arts--1/2 unit;</p> <p>(ii) music--1/2 unit;</p>	<p><del>(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.</del></p> <p><del>(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.</del></p> <p><del>(b) All students shall complete the following program areas each year:</del></p> <p><del>(i) English language arts--1 unit;</del></p> <p><del>(ii) social studies--1 unit;</del></p> <p><del>(iii) mathematics--1 unit;</del></p> <p><del>(iv) science--1 unit; and</del></p> <p><del>(v) health enhancement--1/2 unit.</del></p> <p><del>(c) All students must be allowed to elect from the following program area offerings:</del></p> <p><del>(i) visual arts--1/2 unit;</del></p> <p><del>(ii) music--1/2 unit;</del></p>	<p>Removing the duplicate language for junior high and placing within middle school program offerings.</p>

<p>(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.</p>	<p><del>(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.</del></p>	
<p><b>10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL</b></p>		
<p>(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.</p>	<p>(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 the content standards and content-specific <del>grade-level</del> <u>grade-band</u> -learning progressions <u>and recognizes the distinct and unique cultural heritages of American Indians.</u></p>	<p>Including the constitutional mandate for <b>IEFA</b> within basic education programs requirements for Elementary, Middle, and High School.</p>
<p>(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.</p>	<p>(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana <u>Content</u> <del>Common Core</del> Standards, ARM Title 10, chapter 53.</p>	<p>Listing the current name of the Montana Content Standards.</p>
<p>(3) Minimum offerings shall include at least the following:  (a) 4 units of English language arts;  (b) 3 units of mathematics;  (c) 3 units of science;  (d) 3 units of social studies;  (e) 2 units of career and technical education;  (f) 2 units of arts;  (g) 1 unit of health enhancement;  (h) 2 units of world languages; and  2 units of electives.</p>	<p>(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 <u>(including ½ unit Civics or Government).</u>  (e) 2 units of career and technical education;  (f) 2 units of arts;  (g) 1 unit of health <del>enhancement</del> <u>and physical education</u>;  (h) 2 units of world languages; <del>and</del>  (i) 2 units of electives; <u>and</u>  <u>(j) ½ unit of economics or financial literacy within the 3 units of social studies, the 3 units of math. or the 2 units of career and technical education.</u></p>	<p>Enhancing High School program offerings to include <b>Civics/Government</b> and <b>Economic or Financial Literacy</b>. Flexibility has been built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses.</p>

<b>10.55.905 GRADUATION REQUIREMENTS</b>		
(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level learning progressions.	(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that the content standards and content-specific <del>grade-level</del> <u>grade-band</u> learning progressions. <u>Students may demonstrate achievement through a flexible system of pupil-centered learning.</u>	
(2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate: (a) 4 units of English language arts; (b) 2 units of mathematics; (c) 2 units of social studies; (d) 2 units of science; (e) 1 unit of health enhancement, with 1/2 unit each year for two years; (f) 1 unit of arts; and 1 unit of career and technical education.	(2) In order <u>for students to graduate</u> , they must meet the content and performance standards. <del>The</del> <u>the</u> following 13 units shall be part of the 20 units. <u>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:</u> (a) 4 units of English language arts; (b) 2 units of mathematics; (c) 2 units of social studies <u>(including a ½ unit of Civics or Government);</u> (d) 2 units of science.; (e) 1 unit of health <u>enhancement and physical education</u> <del>, with 1/2 unit each year for two years;</del> (f) 1 unit of art; (g) 1 unit of career and technical education; <u>and</u> (h) <u>½ 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.</u>	Highlighting a <b>proficiency-based model</b> and existing flexibility for high school graduation units to be earned with an <b>equivalent course</b> that meets the district's curriculum and assessment requirements.  Enhancing High School graduation requirements to include <b>Civics/Government</b> and <b>Economic or Financial Literacy</b> . The recommended change would be within the existing required 20 credits not additional to. Flexibility has been built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses.  Removing the requirement that health and physical education occur with ½ unit each year for two years to provide more flexibility for student schedules.
(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.	(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.	(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.	

<b>10.55.906 HIGH SCHOOL CREDIT</b>		
<p>(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.</p> <p>(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year.</p> <p>(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.</p>	<p>(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.</p> <p>(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or <u>demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.</u></p> <p>(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.</p>	<p>The language added to this rule ensures alignment to 10.55.905.</p>
<p>(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.</p>	<p>(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustees' permission.</p>	
<p>(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.</p>	<p>(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.</p>	
<p>4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.</p> <p>(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana</p>	<p>(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.</p> <p>(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana</p>	



high school in which the student was then enrolled and which appear on the student's official high school transcript as defined in ARM 10.55.911.	high school in which the student was then enrolled and which appear on the student's official high school transcript as defined in ARM 10.55.911.	
<b><u>10.55.907</u> DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING</b>		
(1) This rule establishes requirements for distance, online, and technology-delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.	(1) This rule establishes requirements for distance, online, and technology-delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.	Expanding grade-level learning progressions to <b>grade-band</b> based on proficiency-based learning models.
<p>(2) School districts may receive and/or provide distance, online, and technology-delivered learning programs.</p> <p>(a) School districts receiving distance, online, and technology-delivered learning programs to supplement instruction may utilize distance, online, and technology-delivered learning as they would other supplementary resources without restriction.</p> <p>(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific grade-level learning progressions.</p> <p>(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.</p>	<p>(2) School districts may receive and/or provide distance, online, and technology-delivered learning programs.</p> <p>(a) School districts receiving distance, online, and technology-delivered learning programs to supplement instruction may utilize distance, online, and technology-delivered learning as they would other supplementary resources without restriction.</p> <p>(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific <del>grade-level</del> <u>grade-band</u> learning progressions.</p> <p>(c) Annually, <del>by the first Monday in June</del>, 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.</p>	Setting the timeline for an annual requirement that allows districts to meet the requirement within the data reporting time frame rather than at additional timeframes.
(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 <u>10.57.102</u> (3). School districts receiving distance, online, and technology-delivered learning programs	(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. <del>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).</del> School districts receiving distance, online, and technology-delivered learning programs described in this rule shall	Removing unnecessary language.

<p>described in this rule shall have a distance learning facilitator for each course and available to the students.</p> <p>(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 <a href="#">10.57.102</a>(3).</p> <p>(b) When a teacher of distance, online, and technology-delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.</p> <p>(c) School districts receiving distance, online, and technology-delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.</p> <p>(d) The school district must ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction.</p>	<p>have a distance learning facilitator for each course and available to the students.</p> <p>(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. <del>with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM <a href="#">10.57.102</a>(3).</del></p> <p>(b) When a teacher of distance, online, and technology-delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.</p> <p>(c) School districts receiving distance, online, and technology-delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.</p> <p>(d) The school district must ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction.</p>	
<p>(4) Montana school districts providing distance, online and technology-delivered learning shall comply with the teacher load requirements of ARM <a href="#">10.55.713</a>(3).</p>	<p>(4) Montana school districts providing distance, online and technology-delivered learning shall comply with the teacher load requirements of ARM <a href="#">10.55.713</a>(3).</p>	
<p>(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall: annually, by the first Monday in August, register with the Office of Public Instruction;</p>	<p>(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall:</p> <p>(a) annually, <del>by the first Monday in August</del>, register with the Office of Public Instruction;</p> <p>(b) annually, <del>by the first Monday in June</del>, 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</p>	<p>Setting the timeline for an annual requirement that allows districts to meet the requirement within the data reporting time frame rather than at additional timeframes.</p>



	(c) document the professional qualifications, including Montana teacher licensure and endorsement, of their teachers of distance, online, and technology-delivered programs and/or courses by providing names and credentials of other licensing entities, when not licensed and endorsed in Montana.	
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<b>10.55.908 SCHOOL FACILITIES</b>		
(1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and federal codes, regulations, and laws.	(1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and federal codes, regulations, and laws.	
(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.	(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.	
(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 federal accessibility standards.	(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 <u>state or</u> federal accessibility standards.	Adding state to federal accessibility standards for facilities, because state rules may impact local district decisions for school facilities beyond federal guidelines.
(4) The school shall provide the necessary equipment for first aid.	(4) The school shall provide the necessary equipment for first aid.	
(5) When the local board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.	(5) When the local board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.	
(6) The local board of trustees shall have a written policy that defines the use of school facilities and resources.	(6) The local board of trustees shall have a written policy that defines the use of school facilities and resources.	
<b>10.55.909 STUDENT RECORDS</b>		
(1) Each school shall keep, in secure storage, a permanent file of students' records, that shall include: (a) the name and address of the student; (b) his/her parent or guardian; (c) birth date;	No recommended changes	

(d) academic work completed; (e) level of achievement (grades, standardized achievement tests); (f) immunization records as per <a href="#">20-5-406</a> , MCA; (g) attendance data; and (h) the statewide student identifier assigned by the Office of Public Instruction.		
(2) The local board of trustees shall establish policies and procedures for the use and transfer of student records that are in compliance with <a href="#">20-1-213</a> , MCA, and state and federal laws governing individual privacy. All educational records collected and maintained by a school shall be kept in a confidential manner according to the implementing regulations of the Family Educational Rights and Privacy Act (FERPA) at 34 CFR part 99.		
(3) The local board of trustees shall develop a process for destruction of records pursuant to <a href="#">20-1-213</a> , MCA, including nonpermanent student records. Nonpermanent student records are records retained in a central file maintained by the school containing a student's cumulative educational records, which are not retained as a student's permanent record detailed in (1).		
(4) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.		
<b><a href="#">10.55.910</a> STUDENT DISCIPLINE RECORDS</b>		
(1) Each school shall maintain a record of any disciplinary action that is educationally related, with explanation, taken against the student. When a local board of trustees takes disciplinary action against a student, the board must take minutes of the action taken, with detailed explanation, even if the disciplinary action is decided during a closed session. For the purpose of this rule, a disciplinary action that is educationally related is an action that results in the expulsion or out-of-school suspension of the student. This record must be maintained/destroyed consistent with Montana Local Government Records Schedule 7, and is	No recommended changes	

subject to transfer to a local educational agency, accredited school, or nonpublic school pursuant to <a href="#">20-1-213</a> , MCA.		
<b><a href="#">10.55.911</a> OFFICIAL HIGH SCHOOL TRANSCRIPT</b>		
<p>(1) The high school transcript is the official academic record of the courses and credits completed by a high school student. At a minimum, the high school transcript must include:</p> <ul style="list-style-type: none"> <li>(a) statewide student identifier;</li> <li>(b) student legal name, address, gender, and date of birth;</li> <li>(c) statewide school identifier, school name, school address, school phone, school system name, school system code, and school code;</li> <li>(d) student grade level;</li> <li>(e) student entry date and exit date;</li> <li>(f) course code, course title, course grade, and credits earned for each school term and course taken;</li> <li>(g) grade point average;</li> <li>(h) graduation date;</li> <li>(i) diploma type;</li> <li>(j) class rank;</li> <li>(k) number in class;</li> <li>(l) for each test reported, the test date and the score for each portion of the test;</li> <li>(m) academic honors, if applicable; and</li> <li>(n) required number of credits for graduation.</li> </ul>	No recommended changes	
<b><a href="#">10.55.1001</a> PROGRAM STANDARDS</b>		
(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 learning progressions.	(1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific <del>grade-level</del> <a href="#">grade-band</a> learning progressions.	Expanding grade-level learning progressions to <b>grade-band</b> based on proficiency-based learning models.
<b><a href="#">10.55.1003</a> PROGRAM FOUNDATION STANDARDS</b>		
(1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities.	(1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities.	The change from accreditation to administrative is an error, because content standards are in ARM chapter 53 and 54 and not in accreditation standards.

<p>(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 learning progressions. All programs shall follow the content standards in the accreditation rules of Montana. The local board of trustees shall:</p> <p>(a) meet the following conditions:</p> <p>(i) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas;</p> <p>(ii) ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none;</p> <p>(iii) maintain high expectations for student performance, behavior, and lifelong learning; and</p> <p>(iv) encourage collaboration among school personnel to plan, assess, and support instruction.</p> <p>(b) include the following practices:</p> <p>(i) offer engaging and relevant experiences that enable students to develop effective communication skills in their personal lives, workplaces, and communities;</p> <p>(ii) teach ethical behavior, including use of technology (social media) and the implications of one's choices;</p> <p>(iii) implement research-based instructional skills and strategies to improve student learning;</p> <p>(iv) challenge students to think creatively and critically, and use the inquiry process to solve problems and make informed decisions;</p> <p>(v) encourage interdisciplinary instruction;</p> <p>(vi) use relevant data to inform decision making, modify instruction, and increase student learning;</p> <p>(vii) integrate information literacy skills, technology tools, and workplace competencies to support learning in</p>	<p>(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 <del>grade-level</del> <u>grade-band</u> learning progressions. All programs shall follow the content standards in the <del>accreditation</del> <u>administrative</u> rules of Montana. The local board of trustees shall:</p> <p>(a) meet the following conditions:</p> <p>(i) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas;</p> <p>(ii) ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none;</p> <p>(iii) maintain high expectations for student performance, behavior, and lifelong learning; and</p> <p>(iv) encourage collaboration among school personnel to plan, assess, and support instruction.</p> <p>(b) include the following practices:</p> <p>(i) offer engaging and relevant experiences that enable students to develop effective communication skills in their personal lives, workplaces, and communities;</p> <p>(ii) teach ethical behavior, including use of technology (social media) and the implications of one's choices;</p> <p>(iii) implement research-based instructional skills and strategies to improve student learning;</p> <p>(iv) challenge students to think creatively and critically, and use the inquiry process to solve problems and make informed decisions;</p> <p>(v) encourage interdisciplinary instruction;</p> <p>(vi) use relevant data to inform decision making, modify instruction, and increase student learning;</p>	<p>Removing workplace competency standards because they were replaced by new CTE standards ensuring K-12 students are prepared for a wide range of careers and post-secondary education programs.</p>
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all curricular areas; and (viii) provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process.	(vii) integrate information literacy skills <u>and</u> technology tools, <del>and workplace competencies</del> to support learning in all curricular areas; and (viii) provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process.	
<b><u>10.55.1101</u> COMMUNICATION ARTS PROGRAM DELIVERY STANDARDS</b>	<del>COMMUNICATION ARTS-ENGLISH LANGUAGE ARTS AND LITERACY</del>	
<p>(1) In general, a basic program in communication arts shall:</p> <p>(a) meet the following conditions:</p> <p>(i) promote literacy and language excellence in the spoken, written, and visual form; and</p> <p>(ii) 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.</p> <p>(b) include the following practices:</p> <p>(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 arts;</p> <p>(ii) emphasize multiple strategies and artistic forms to teach the conventions, demands, and responsibilities of language;</p> <p>(iii) emphasize writing as a process;</p> <p>(iv) provide opportunities for informal and formal speaking and listening;</p> <p>(v) offer experiences in viewing, creating, and critically evaluating different types of media; and</p> <p>(vi) encourage co-curricular offerings in drama, speech, debate, journalism, literary publications, and other related activities.</p> <p><b>History: Sec. <u>20-2-114</u>, MCA; IMP, Sec. <u>20-2-121</u>, <u>20-3-106</u>, <u>20-7-101</u>, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.</b></p>	<p>(1) In general, a basic program in <del>communication</del> <u>English language</u> arts <u>and Literacy</u> shall:</p> <p>(a) meet the following conditions:</p> <p>(i) promote <del>literacy and language excellence in the spoken, written, and visual form</del> <u>reading, writing, speaking, and listening for creative and purposeful expression in language;</u></p> <p>(ii) <u>engagement with high-quality literary and informational text that build knowledge, expand experiences, and broadens views; and</u></p> <p>(iii) <u>emphasize reasoning and use of evidence that is essential for deliberation;</u></p> <p><del>(ii)</del> (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; <u>and</u></p> <p><u>(v) promote critical reading that is necessary to navigate the vast amount of information available both in print and digitally.</u></p> <p>(b) include the following practices:</p> <p>(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 <del>communication</del> <u>English language</u> arts and <u>Literacy</u>;</p> <p>(ii) emphasize multiple strategies and artistic forms to teach the conventions, demands, and responsibilities of language;</p> <p>(iii) emphasize writing as a process;</p>	<p>The changes to the program delivery standards more closely align to the major themes in the content standards for ELA. The title has also been updated from Communication to English Language Arts and Literacy.</p>

	<p>(iv) provide opportunities for informal and formal speaking and listening;</p> <p>(v) offer experiences in viewing, creating, and critically evaluating different types of media; and</p> <p>(vi) encourage co-curricular offerings in drama, speech, debate, journalism, literary publications, and other related activities.</p>	
<b>10.55.1201 ARTS PROGRAM DELIVERY STANDARDS</b>		
<p>(1) In general, a basic program in arts shall:</p> <p>(a) meet the following conditions:</p> <p>(i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation) ;</p> <p>(ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation) , theater (e.g., drama, play production) , and dance;</p> <p>(iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and</p> <p>(iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.</p> <p>(b) include the following practices:</p> <p>(i) structure activities to allow students to develop techniques in the arts;</p> <p>(ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;</p> <p>(iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and</p> <p>(iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs) .</p>	<p>No recommended changes</p>	

<p><b><u>10.55.1301</u> HEALTH ENHANCEMENT PROGRAM DELIVERY STANDARDS</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION ENHANCEMENT PROGRAM DELIVERY STANDARDS</b></p>	
<p>(1) In general, a basic health enhancement program shall:</p> <ul style="list-style-type: none"> <li>(a) meet the following conditions: <ul style="list-style-type: none"> <li>(i) maintain class size in accordance with other curriculum areas;</li> <li>(ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;</li> <li>(iii) integrate and include components of the traditional "health" and "physical education" disciplines;</li> <li>(iv) maintain a program that meets the educational requirements of health enhancement; and</li> <li>(v) maintain adequate first aid materials and communication device capabilities.</li> </ul> </li> <li>(b) include the following practices: <ul style="list-style-type: none"> <li>(i) make appropriate use of technology in the curriculum;</li> <li>(ii) give students the decision-making tools to promote personal and community responsibility;</li> <li>(iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and</li> <li>(iv) promote physical activity as a means to a healthy lifestyle.</li> </ul> </li> </ul>	<p>(1) In general, a basic health <u>and physical education enhancement</u> program shall:</p> <ul style="list-style-type: none"> <li>(a) meet the following conditions: <ul style="list-style-type: none"> <li>(i) maintain class size in accordance with other curriculum areas;</li> <li>(ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;</li> <li>(iii) integrate and include components of the traditional "health" and "physical education" disciplines;</li> <li>(iv) maintain a program that meets the educational requirements of health <u>and physical</u> education <del>enhancement; and</del></li> <li>(v) <u>provide for the participation of all students in a health enhancement and physical education program; and</u></li> <li><del>—(v)(vi)</del> maintain adequate first aid materials and communication device capabilities.</li> </ul> </li> <li>(b) include the following practices: <ul style="list-style-type: none"> <li>(i) make appropriate use of technology in the curriculum;</li> <li>(ii) give students the decision-making tools to promote personal and community responsibility;</li> <li>(iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and</li> <li>(iv) promote physical activity as a means to a healthy lifestyle.</li> </ul> </li> </ul>	<p>Updated the program standard title, while recognizing physical education and a corollary component of Health Enhancement.</p> <p>Includes the language from 10.55.1302 regarding participation.</p>
<p><b><u>10.55.1302</u> HEALTH ENHANCEMENT PARTICIPATION</b></p>	<p><b><del>10.55.1302</del> — HEALTH ENHANCEMENT PARTICIPATION</b></p>	
<p>(In accordance with ARM <a href="#">10.55.603</a> and ARM <a href="#">10.55.1001</a>) (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude. <b>History: Sec. <a href="#">20-2-114</a>, MCA; <a href="#">IMP</a>, Sec. <a href="#">20-2-121</a>, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89.</b></p>	<p><del>(In accordance with ARM <a href="#">10.55.603</a> and ARM <a href="#">10.55.1001</a>) (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude.</del></p>	<p>Incorporated the participation into the program delivery standards above.</p> <p>Recommend repeal of this rule.</p>



<b>10.55.1401 MATHEMATICS PROGRAM DELIVERY STANDARDS</b>		
(1) In general, a basic mathematics program, shall: (a) meet the following conditions: (i) provide a well-articulated curriculum that challenges students to learn increasingly more sophisticated mathematical ideas; and (ii) provide conceptual mathematical understanding as well as factual knowledge and procedural facility. (b) include the following practices: (i) create, enrich, maintain, and adapt instruction to meet mathematical goals; (ii) incorporate appropriate technology into the math program; (iii) connect the development of skills and procedures to the more general development of mathematical understanding; and (iv) effectively observe students, listen carefully to students' ideas and explanations, have mathematical goals, and use the information to make instructional decisions.	No recommended changes	
<b>10.55.1501 SCIENCE PROGRAM DELIVERY STANDARDS</b>		
(1) In general, a basic program in science shall: (a) meet the following conditions: (i) maintain an environment that recognizes scientific knowledge as the product of inquiry and is continually subject to review, verification, and revision; and (ii) foster an environment that embraces the interactions of science, technology, and society. (b) include the following practices: (i) investigate problems of individual, social, and ethical importance in the natural world through the selection and application of appropriate scientific techniques; (ii) connect initial inquiry and discovery to prior knowledge;	No recommended changes	

<p>(iii) employ varied strategies for investigation, allowing students to understand science as a process, experience practical problem-solving, and develop critical thinking skills;</p> <p>(iv) emphasize experimentation, data analysis, and the communication of findings to build new understandings by classifying ongoing observations, modeling natural phenomena, and developing the capacity to make inferences about unexplored concepts; and</p> <p>(v) use technology for collaborative inquiries to extend curricular experiences within the school and to other schools, communities, and businesses.</p>		
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<b>10.55.1601 SOCIAL STUDIES PROGRAM DELIVERY STANDARDS</b>		
<p>(1) In general, a basic program in social studies shall:</p> <p>(a) meet the following conditions:</p> <p>(i) use strategies and methods that incorporate multiple perspectives as a basic component of social studies instruction;</p> <p>(ii) support the democratic process and teach the skills necessary to promote a learning environment to foster individual civic competence; and</p> <p>(iii) integrate knowledge, skills, beliefs, values, and attitudes within and across the four content areas listed in ARM <a href="#">10.53.901</a> to promote active citizenship.</p> <p>(b) include the following practices:</p> <p>(i) incorporate inquiry skills and strategies using a variety of both primary and secondary resources;</p> <p>(ii) promote socialization and social criticism through civil discourse and critical thinking as a commitment to civic responsibility;</p> <p>(iii) analyze ethical dimensions and social policy implications of issues to provide an arena for reflective development of concern for individual needs and the common good;</p>	No recommended changes	

<p>(iv) promote decision-making and critical thinking skills and civic responsibilities through active participation across the four content areas listed in ARM <a href="#">10.53.901</a>; and</p> <p>(v) nurture an understanding of the contemporary and historical traditions and values of American Indian cultures and other cultural groups of significance to Montana and to society.</p>		
<p><b><a href="#">10.55.1701</a> CAREER AND VOCATIONAL/ TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS</b></p>	<p><b>CAREER AND <del>VOCATIONAL/</del> TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS</b></p>	
<p>(1) In general, a basic program in career and vocational/technical education shall:</p> <p>(a) meet the following conditions:</p> <p>(i) skill development leading to lifelong pursuits;</p> <p>(ii) program development in consultation with an advisory council; and</p> <p>(iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education.</p> <p>(b) include the following practices:</p> <p>(i) foster skill development for employment, advanced training, and lifelong learning;</p> <p>(ii) input from representatives of business and industry;</p> <p>(iii) analysis of skills and knowledge required in paid and non-paid careers;</p> <p>(iv) leadership and character development through participation in career and technical student organizations (CTSOs);</p> <p>(v) progression of skills and knowledge from basic to advanced; and</p> <p>(vi) integration of career and vocational/technical competencies with academic knowledge in a contextual setting.</p>	<p>(1) In general, a basic program in career and <del>vocational</del>/technical education shall:</p> <p>(a) meet the following conditions:</p> <p>(i) skill development leading to lifelong pursuits;</p> <p>(ii) program development in consultation with an advisory council; and</p> <p>(iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education.</p> <p>(b) include the following practices:</p> <p>(i) foster skill development for employment, advanced training, and lifelong learning;</p> <p>(ii) input from representatives of business and industry;</p> <p>(iii) analysis of skills and knowledge required in paid and non-paid careers;</p> <p>(iv) leadership, <del>and</del> character development, <del>and</del> character, <u>and employability skills</u> through participation in career and technical student organizations (CTSOs);</p> <p>(v) progression of skills and knowledge from basic to advanced; and</p> <p>(vi) integration of career and <del>vocational</del>/technical competencies with academic knowledge in a contextual setting.</p>	<p>Removing the term vocational that is not a current term utilized within CTE.</p> <p>Updating the CTSO to include employability skills, like professionalism, teamwork, critical thinking, oral and written communication, leadership and more, which helps students develop career readiness and employability skills that have value across industries and career fields.</p>

<b>10.55.1801 LIBRARY MEDIA PROGRAM DELIVERY STANDARDS</b>	<b>LIBRARY MEDIA <u>AND INFORMATION LITERACY</u> PROGRAM DELIVERY STANDARDS</b>	Title of program delivery standards changed to match content standards in 10.53.1201-1209 that were adopted in 2021.
<p>(1) In general, a basic program in library media shall:</p> <p>(a) meet the following conditions:</p> <p>(i) establish scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;</p> <p>(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;</p> <p>(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and</p> <p>(iv) advise the board of trustees on policy and rule pertaining to:</p> <p>(A) develop and maintain a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;</p> <p>(B) engage in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use resources that are organized and cataloged; and</p> <p>(C) implement a viable collection development policy which includes the following components:</p> <p>(I) materials selection and de-selection;</p> <p>(II) challenged materials procedure;</p> <p>(III) intellectual/academic freedom statement;</p> <p>(IV) confidentiality assurance;</p> <p>(V) copyright guidelines; and</p> <p>(VI) gifts and donations.</p> <p>(b) include the following practices:</p> <p>(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;</p>	<p>No recommended changes</p>	

<ul style="list-style-type: none"> <li>(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;</li> <li>(iii) encourage partnerships with information centers that use providers of electronic content and information systems; and</li> <li>(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs.</li> </ul>		
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<p><b>10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS</b></p>		
<p>(1) In general, school counseling shall:</p> <p>(a) meet the following conditions:</p> <p>(i) provide a comprehensive developmentally planned program;</p> <p>(ii) advocate for all students and encourage students to develop to their full potential;</p> <p>(iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and</p> <p>(iv) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.</p> <p>(b) include the following practices:</p> <p>(i) maximize students' potential in the areas of academics, career, and personal/social development;</p> <p>(ii) develop a guidance curriculum presented through structured groups and classroom presentations;</p> <p>(iii) conduct individual planning using assessment, advisement, placement, and follow-up;</p> <p>(iv) deliver responsive services through individual and group counseling, consultation, and referral; and provide system support through management, consultation with staff, community outreach, and public relations.</p>	<p>(1) In general, school counseling shall:</p> <p>(a) meet the following conditions:</p> <p>(i) provide a comprehensive, <u>preventive</u>, and developmentally planned program <u>to all students systematically</u>;</p> <p><u>(ii) develop and implement a counseling program based on data-informed decision making</u>;</p> <p><del>(ii)</del><u>(iii)</u> advocate for all students and encourage students to develop to their full potential;</p> <p><del>(iii)</del><u>(iv)</u> respect the worth and dignity of all individuals by building trust and respecting confidentiality;</p> <p><del>(iv)</del><u>(v) value and respond to the diversity and individual differences in communities in a culturally and responsive way; and</u></p> <p><del>(v)</del><u>(vi)</u> contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.</p> <p>(b) include the following practices:</p> <p>(i) maximize students' potential in the areas of academics, career, and personal/social development;</p> <p>(ii) develop, <u>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</u></p>	<p>Aligning to the national standards ensuring that national research is incorporated in the delivery standards. (<a href="https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf">https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf</a>).</p>

	<p><u>which is</u> presented through structured groups and classroom presentations;</p> <p>(iii) conduct individual planning using assessment, advisement, placement, and follow-up;</p> <p>(iv) deliver responsive services through individual and group counseling, consultation, and referral; and</p> <p>(v) provide system support through management, consultation with staff, community outreach, and public relations; <u>and collaborate with families, community stakeholders, and other educators to create environments resulting in positive impact on student achievement, attendance, and discipline.</u></p>	
<b><u>10.55.2101</u> WORLD LANGUAGES PROGRAM DELIVERY STANDARDS</b>	<b><u>10.55.2101</u> WORLD LANGUAGES PROGRAM DELIVERY STANDARDS</b>	
<p>(1) In general, a basic program in world languages shall:</p> <p>(a) meet the following conditions:</p> <p>(i) consistent and continual experience with the target language and culture;</p> <p>(ii) access to native speakers or experts, authentic cultural contact, and culturally authentic materials (e.g., print, video, audio, literature, music, art) ; and</p> <p>(iii) access to technology that provides contact with the target language.</p> <p>(b) include the following practices:</p> <p>(i) promote confidence in practicing the language by encouraging risk-taking and minimizing verbal correction;</p> <p>(ii) maximize use of target language in an authentic manner through student-teacher and student-student interaction; and</p> <p>(b) build an authentic cultural ambiance.</p>	<p>(1) In general, a basic program in world languages shall:</p> <p>(a) meet the following conditions:</p> <p>(i) consistent and continual experience with the target language and culture;</p> <p>(ii) access to native speakers or experts, authentic cultural contact, and culturally authentic materials (e.g., print, video, audio, literature, music, art) ; and</p> <p>(iii) access to technology that provides contact with the target language.</p> <p>(b) include the following practices:</p> <p>(i) promote confidence in practicing the language by encouraging risk-taking and minimizing verbal correction;</p> <p>(ii) maximize use of target language in an authentic manner through student-teacher and student-student interaction; and</p> <p>(iii) <u><del>build an authentic cultural ambiance</del> gain understanding of the cultural perspectives of the target culture.</u></p>	<p>The recommended change is for clarity and understanding on where the program would focus and be understood.</p>

<b>10.55.2201 COMPUTER SCIENCE PROGRAM DELIVERY STANDARDS</b>		
<p>(1) In general, a basic program in computer science education shall:</p> <ul style="list-style-type: none"> <li>(a) meet the following conditions: <ul style="list-style-type: none"> <li>(i) provide a well-articulated integrated curriculum that challenges students to learn increasingly more sophisticated computer science concepts across all grade levels and content areas wherever appropriate; and</li> <li>(ii) foster a collaborative environment that embraces creativity, communication, and problem solving;</li> </ul> </li> <li>(b) include the following practices: <ul style="list-style-type: none"> <li>(i) ensure students become informed citizens who can critically engage in public discussion on computer science related topics;</li> <li>(ii) ensure students develop as learners, users, and creators of computer science knowledge and artifacts;</li> <li>(iii) ensure students understand the role and impact of computing in the world around them, leveraging computer technology to create solutions; and</li> <li>(iv) increase career and college readiness.</li> </ul> </li> </ul> <p><b>History:</b> Mont. Const. Art. X, sec. 9, <a href="#">20-2-121</a>, MCA; <u>IMP</u>, Mont. Const. Art. X, sec. 9, <a href="#">20-2-121</a>, <a href="#">20-3-106</a>, <a href="#">20-7-101</a>, MCA; <u>NEW</u>, 2020 MAR p. 2138, Eff. 7/1/21.</p>	No Recommended Changes	
<b>10.55.2301 TECHNOLOGY INTEGRATION PROGRAM DELIVERY STANDARDS</b>		
<p>(1) In general, a basic program in technology integration education shall:</p> <ul style="list-style-type: none"> <li>(a) meet the following conditions: <ul style="list-style-type: none"> <li>(i) development of skills that lead to lifelong pursuits;</li> <li>(ii) provide opportunities for authentic application, work experience, and/or articulation with postsecondary education;</li> <li>(iii) integrate and transfer technology skills across grade levels, content areas, and programs; and</li> </ul> </li> </ul>	No Recommended Changes	



<p>(iv) provide access to emerging technology across grade levels, content areas, and programs;</p> <p>(b) include the following practices:</p> <p>(i) progression of skills and knowledge from basic to advanced;</p> <p>(ii) integration of technology competencies with academic knowledge in a contextual setting; and</p> <p>(iii) incorporate a range of instructional strategies, including personalized learning.</p> <p><b>History:</b> Mont. Const. Art. X, sec. 9, <a href="#">20-2-114</a>, MCA; <b>IMP</b>, Mont. Const. Art. X, sec. 9, <a href="#">20-2-121</a>, <a href="#">20-3-106</a>, <a href="#">20-7-101</a>, MCA; <b>NEW</b>, 2020 MAR p. 2134, Eff. 7/1/21.</p>		
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# Appendix: Negotiated Rulemaking Committee Addendums

July 15, 2022

Dear Superintendent Arntzen,

The Chapter 55 Negotiated Rulemaking Committee (NRM) is writing to submit a report that specifies the areas that the committee reached consensus and the issues that remained unresolved as pursuant to [2-5-108\(5\) MCA](#). The areas are outlined below in three categories, the rules the committee reached consensus; the one rule that remained unresolved, and an addendum with additional information, recommendations, or materials from committee members.

## Rules the Committee reached full consensus:

Rules the committee reached consensus include recommended changes 63 rules, 14 with no recommended changes, 5 new rules, and recommended changes to 44 current individual rules and the addition of 5 proposed new rules:

- 10.55.608 Charter School Application
- 10.55.722: Family and Community Engagement
- 10.55.723: Mentorship and Induction
- 10.55.724: Evaluation
- 10.55.806: English Language Learners

## # Of rules with no recommended changes:

- 10.55.713: Teacher Class size middle and high school
- 10.55.715: Para-professional qualifications and supervision
- 10.55.719: Student protection procedures
- 10.55.720: Suicide Prevention and Response
- 10.55.805: Special Education
- 10.55.909: Student Records
- 10.55.910: Student Discipline Records
- 10.55.911: High School Transcripts
- 10.55.1201: Arts Program Delivery Standards
- 10.55.1401: Math Program Delivery Standards
- 10.55.1501: Science Program Delivery Standards
- 10.55.1601: Social Studies Program Delivery Standards
- 10.55.2201: Computer Science Program Delivery Standards
- 10.55.2301: Technology Integration Program Standards

**# Of rules the NRM has adopted through consensus:**

- 10.55.601: Accreditation Procedures
- 10.55.602: Definitions
- 10.55.603: Curriculum and Assessment
- 10.55.604: Variances to Standards
- 10.55.605: Categories of Accreditation
- 10.55.606: Accreditation Process
- 10.55.607: Internships
- 10.55.608: Charter School Application
- 10.55.701: Board of Trustees
- 10.55.702: Licensure and duties of Superintendents
- 10.55.703: Licensure and duties of Principals
- 10.55.704: Administrative Personnel: Assignment of District Superintendents
- 10.55.705: Administrative Personnel: Assignment of School Administrators/Principals
- 10.55.706: Teacher Involvement
- 10.55.707: Teacher and Specialist Licensure
- 10.55.708: Teaching Assignments
- 10.55.709: Library Media Services, K-12
- 10.55.711: Class size and Teacher Load
- 10.55.712: Class size: Elementary
- 10.55.714: Professional Development
- 10.55.716: Substitute Teachers
- 10.55.717: Assignment of Persons Providing Instruction to Braille Students
- 10.55.718: Assignment of Persons Providing Sign Language Interpreting
- 10.55.721: Hazard and emergency plans
- 10.55.722: Family and community engagement
- 10.55.723: Mentorship and induction
- 10.55.724: Evaluation
- 10.55.801: School climate
- 10.55.802: Opportunity and Educational Equity
- 10.55.803: Learner Access

- 10.55.804: Gifted and Talented
- 10.55.806: English Learners
- 10.55.901: Basic Elementary Education Program
- 10.55.902: Basic Education Program: Middle Grade
- 10.55.904: High School Program Offerings
- 10.55.905: High School Graduation Requirements
- 10.55.906: High School Credit
- 10.55.907: Distance, online, and tech delivered learning
- 10.55.908: School Facility
- 10.55.1001: Program Standards
- 10.55.1003: Program foundation standards
- 10.55.1101: ELA and Literacy Program Delivery Standards
- 10.55.1301: Health and Physical Education Delivery Standards
- 10.55.1302: Health enhancement participation
- 10.55.1701: CTE Program Delivery Standards
- 10.55.1801: Library and Media Information Program Delivery Standards
- 10.55.1901: School Counselor Program Delivery Standards
- 10.55.2101: World Language Delivery Standards

#### Unresolved rule that the Committee did not reach consensus:

The committee did not reach consensus on 10.55.710. However below are the various proposals that the committee considered.

The committee appeared to be in agreement on the following language, excluding the highlighted areas in green. This discussion at the negotiated rulemaking committee has occurred over several months and has had substantial public comment. Increased mental health needs of our students as evidenced in the YRBS data and other sources along with survey data from school counselors in the state of Montana lead to a strong advocacy for ratios to continue in standards. Additionally, there was discussions regarding reducing the ratios. On the other side, it was believed ratios would not lead to student outcomes. Student outcomes are a priority but there was reluctance to get rid of ratios or caps.

The NRC hopes that this rule, 10.55.710, gets further attention. Despite the fact that the NRC did not reach consensus this is critical work that must be addressed. This subgroup of this committee would be willing to work on delving into this area further.

#### **Proposal 1**

(1) 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) 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

(i) A minimum equivalent of one full-time counselor for each 300 K-12 students shall be provided.

(ii) School districts with fewer than 126 students over a three-year average 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.

(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) 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 (for example 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.

~~(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.~~

~~(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.~~

~~(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.~~

## **Proposal 2**

(1) 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:

(d) address mental health, safety, and well-being;

(e) achieve academic success and college and career readiness; and

(f) develop the mindsets and behaviors as identified in the national school counseling standards.

(2) 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:

(e) employing licensed school counselor(s) or Class 6 specialist(s); or

(f) contracting licensed school counselor(s) or Class 6 specialist(s); or

- (g) utilizing a consortium, multidistrict agreement, or interlocal cooperative to secure these services; or
- (h) utilizing any other cooperative method that is authorized to secure these services.

(3) 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 (for example 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.

~~(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.~~

~~(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.~~

~~(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.~~

### **Proposal 3**

(1) 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) 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

(i) a superintendent should consider one full-time counselor for approximately 350 K-12 students

(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) 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 (for example 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.

~~(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.~~

~~(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.~~

~~(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.~~

**Addendums with additional information, recommendations, or materials from committee members:**

## **ADDENDUM 1**

July 20, 2022

Dear Members of the Montana Board of Public Education,

Thank you for the opportunity to submit my thoughts as an addendum to the report for the Chapter 55 Negotiated Rulemaking Committee. It has been an honor to be able to serve our state with the many professionals in our field as we embarked on this very important task.

Allow me to use the analogy of the Highway and the Off-Ramp. As the Highway is the day-to-day responsibilities that counselors have to accomplish, then the Off-Ramps are those events that take an individual away from their course of direction. A student throws a chair in class, a student makes a threat to self or others in an essay, a student loses a family member- all of these events, and more like them, are Off-Ramps that counselors cannot ignore. The size and number of Off-Ramps continue to increase, and our school counselors are a part of the frontline of providing student services.

While making your decision on Rule 10.55.710, please consider the following thoughts:

Invest Now or Pay Later- There is no doubt that decreasing the maximum number from 400 students to every counselor would be an economic impact on districts/schools throughout the state. Regardless of 300:1, 350:1, or any other ratio, I argue that this amount of increase for additional proactive supports in our schools will be lower than the future reactive financial impacts on Montana communities.

Numbers Do Matter- Much debate occurred involving ratios, maximum caseloads, capping off at a daily maximum. If numbers of inputs are not effective, then why didn't the teacher to student ratios and daily maximums for gym class change in this process? The simple answer is that numbers do matter and we need to apply this consistently to all areas of school services.

And/Both vs. Either/Or- Much debate also occurred involving the cyclic arguments of Inputs vs. Outputs. I really was encouraged that Proficiency-based learning and the need for increased multiple measures for student learning and program effectiveness became a cornerstone for these new standards. The Outputs are important and more attention is needed. However, we cannot increase the level of responsibilities for the outcomes, while decreasing the responsibilities towards the *Assurance Inputs* that make up accreditation. Please take an And/Both approach to your decision making.

Maslow Before Bloom - It's one of the earliest lessons that educators in any sound pre-service program learns. If they don't remember the lesson, they definitely experience this concept everyday in their teaching career.

Students experiencing trauma, neglect, or abuse need extra supports in order to engage in their academic and career dreams. Often, it is a teacher and a counselor who works as a team to provide those supports. Each brings their expertise in one or both of these areas (academics or hierarchy of needs). Therefore, please invest in the Team.

Thank you for your service on the Board of Public Education. I am available for further conversation as needed, and I would like to volunteer for any follow-up work or research that either the BPE or Montana Office of Public Instruction initiates on this matter.

Sincerely,



Chris M. Olszewski, Ed.D.

Executive Director of Curriculum & Instruction (9-12) Billings Public Schools

## **ADDENDUM 2**

DATE: July 20, 2022

TO: Montana Board of Public Education

FROM: Renee' Schoening, Chapter 55 Negotiated Rule Making Committee member

RE: Rule 10.55.710

This addendum is to expand on the lack of consensus and provide rationale for including a counselor to student ratio in Rule 10.55.710: Assignment of School Counseling Staff.

My reasons for dissenting to the Rule which excludes a ratio are as follows:

- 1) It is essential to have a measurable minimum standard of accreditation for public education. This is the constitutional right of every student in Montana. Minimum ratio standards allow for this. The rationale to remove them includes an outcome program-based model, but the measurements to ensure program effectiveness and provide accountability to schools do not exist at this time.



- 2) The inclusion of language in this Rule that each school has a comprehensive school counseling program necessitates a cap on the number of students that each counselor is responsible for in order for the program to be effective.
- 3) The addition of the ratio still allows for local control to add staff to address mental health or career advising, according to the needs of their unique population, but ensures that all students will receive school counseling programming and services. *Without the ratio, districts could supplant credentialed school counselors with those who are not trained in providing the program standards as outlined in the Rule.*
- 4) The School Counseling Delivery Standards detailed in 10.55.1901 include comprehensive programming, system support, responsive services, and *individual planning*. It is not reasonable or prudent to assume that a school counselor can do all of this with an uncapped number of students.
- 5) The national recommendation for a ratio is 1:250 and is based on recent research to support how that ratio results in positive outcomes for students. The current ratio average for Montana is 291:1.
- 6) The work of this committee consistently acknowledged the need to address the “whole child” by including wording in Chapter 55 about student well-being, inclusiveness, and school climate. School counselors are uniquely trained as specialists to address these current priorities.
- 7) We run the risk at this point of time to losing practicing school counselors to burnout and overwhelm. The Montana School Counselor survey data for the last 15 years has indicated that the number one concern for school counselors in our state is that they have too many students to serve them effectively. This is a very stressful reality in the field today. The needs of our students are more intense, more complex, and require more time.
- 8) The number of students needing more intensive services has risen dramatically as evidenced by the 2021 Youth Risk Behavior Survey data. Mental health services are not readily available and have become scarce due to the high demand across the state. We simply cannot ignore this fact and to do so would be irresponsible. Children and teenagers are unable to learn if their basic needs are not met. Maslow before Bloom.
- 9) The public comment on this issue was overwhelmingly in support of keeping the ratios and reducing them in order to meet the rising mental health needs of students across the state. Our job as committee members is to take this input into very serious consideration when making our recommendations to you. To remove the ratios would be to ignore the very input that we sought. This should be a democratic process where every voice is heard and I refuse to make a recommendation that ignores the clear and quite intense public comment that we have received. Ultimately the greater good of the students in Montana should be our number one concern and ensuring that every student has equity of access to a school counselor is a very important part of that.

Thank you for considering this addendum to the report. It is imperative that we retain school counselor to student ratios in Rule 10.55.710. I also ask that you acknowledge the need for more counselors by reducing the ratio as a way of addressing the needs of students and supporting schools and communities. This is the most ethical response and could ultimately protect districts from future liability. Most importantly, it will make a tremendous difference for kids, families, and teachers.

Please know that I am available to talk with you further about any of the concerns I’ve raised or to answer questions you might have about the school counselor to student ratio. I have been a practicing school counselor in Montana for 16 years and have been a counselor educator at the University of Montana and Montana State University-Northern and am in frequent communication with school counselors across the state.

Sincerely,

Renee’ Schoening, Ed.D., LCPC, LMFT  
Executive Director  
Montana School Counselor Association

### **ADDENDUM 3**

Dear Board of Public Education,

As a member of the Chapter 55 Negotiated Rulemaking Committee (NRM), I am writing to express my concern regarding the language coming forward by Superintendent Arntzen on 10.55.710; Assignment of School Counseling Staff. After months of thoughtful discussion by committee members we were unable to reach consensus on this very important standard. Accreditation standards are the minimum expectation for ALL public Montana schools allowing equal access to a basic education program and ensuring quality schools. After accreditation standards are met, local Board of Trustees can choose to enhance and expand programs and services meeting their specific needs, thus providing local control. By eliminating counseling ratios, school districts will no longer have guidance or direction in this area which grossly ignores best practice from national organizations. The mental health of our students needs to be at the center of our decision making. The role of the school counselor is critical to this effort. By removing the ratios, school counselors may be faced with unmanageable caseloads. I implore the necessity of adding reasonable ratios to ensure that Montana students have the opportunity to receive the support needed to grow and flourish in their formattable years.

I encourage the Board of Public Education to reject the proposal coming forward from Superintendent Arntzen, and use the language highlighted below, including the language highlighted in green. These ratios are based on a school system versus the previous Chapter 55 language which was tied to individual schools. This new language allows districts flexibility in deploying their counseling FTE by placing staff in schools that need it the most and at the same time ensuring all students have adequate services. The language below also reflects the work done by the Chapter 55 task force which was presented to the Superintendent for her consideration.

#### **Recommended Language:**

- (1) Each school must have a school counseling program for K-12 students aligned to delivery standards in ARM 10.55.1801 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) 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

(i) A minimum equivalent of one full-time counselor for each 300 K-12 students shall be provided.

(ii) School districts with fewer than 126 students over a three-year average 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.

(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) 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 (for example 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.

It is important to note that under Chapter 55, districts have the ability to approach standards with a different approach through a rigorous variance process. The variance process is designed to allow for local control and is reviewed by a committee ensuring it is reasonable and tied to best practices. The removal of ratios will eliminate the need for a variance process and will also strip away guidelines in this area leaving no expectations for districts to ensure equal access to counseling services. In my opinion this is a dangerous approach.

In closing, I request the Board of Public Education to review the pages of public comments expressing the sincere concern for the elimination of ratios in 10.55.710. The comments received are overwhelming against changes made to this standard and need to be considered when reviewing the recommendations moving forward. If in the event the Board of Public Education is unable to reach consensus, I strongly encourage that no changes are made to the current language until this particular standard can be researched further by a much larger and comprehensive committee which should include members from Montana education associations and various stakeholder groups.

Thank you for your support and attention to the recommendations you have been presented.

Respectfully,

Ruth Uecker, Retired Assistant Superintendent GFPS

#### **ADDENDUM 4**

**July 19, 2022**

Dear Board of Public Education,

I am a trustee at Swan Valley School in Condon, MT. I was a member of the Chapter 55 committee that overhauled Montana’s Accreditation Standards. I am writing to express my opinion about guidance counselors in our schools.

We must address the social and emotional needs of students. All students, regardless of school populations, need access to school counselors to learn self-regulation and coping skills to name a few. Montana has the highest suicide rate in the nation. That should be a wake up call to everyone on the Board of Public Education. You have the power to impact students’ well-being. Lower the ratio of students to counselors. Access to guidance counselors is essential for Montana kids’ success. Do the right thing, please.

Respectfully,

Kathryn “Kitty” Logan

Sent from my iPhone



15 July 2022

## **ADDENDUM 5**

Office of Public Instruction PO Box 202501  
Helena, MT. 59620-2501

Dear Ms. Allen and Dr. Murgel,

As part of the Negotiated Rulemaking Provisions prescribed in MCA 2-5-108(5), I am submitting an addendum for the rule 10.55.710, for which the Ch. 55 Negotiated Rulemaking Committee did not reach consensus. This rule, entitled “Assignment of School Counseling Staff,” received considerable public comment, and the Committee discussed this rule multiple times, coming very close to finding language on which we could all agree. Unfortunately, we were not able to reach consensus. Below are three reasons why the Board of Public Education should include clear guidance on staffing and workload in revisions to 10.55.710.

First, the stickiest issue for the Committee was on the need (or not) to specifically codify school counselor workload, or caseload, using numbers. Three members of the Committee argued that the need for a ratio was moot and antiquated. Other members of the Committee and many, many individuals who submitted public comment argued otherwise, noting that without specific school counselor to student ratios, access to minimum services could not be assured. That is, a minimal safety net could not be woven. Several examples were presented that without a ratio or a caseload spelled out in rule, school counselors would be faced with serving an impossible number of students, effectively diminishing their ability to fulfill their obligations. This potential scenario for Montana has played out in other states that do not have ratios, such as Oklahoma and Texas: inadequate staff has resulted in accelerated school counselor turnover, and the turnover has made it difficult to recruit new school counselors. This prospect, which has been realized elsewhere, directly conflicts with Montana’s constitutional commitment to provide an equal educational opportunity for all students. If caseloads are untenable, schools will not be able to recruit or retain school counselors, and students in some parts of Montana will not have access to services while students in other parts of our state will. Workload matters, and it merits codification as the Committee has done with teachers, administrators, and school librarians.

Second, Montana’s 2021 [Youth Risk Behavior Survey](#) (YRBS) data indicate that an alarming number of our youth have experienced sadness and hopelessness and have planned suicides. Of the 7<sup>th</sup> through 12<sup>th</sup> graders surveyed, 41.4% felt sad or hopeless daily for at least two consecutive weeks; 21.7% seriously considered suicide in the last year; and 18% attempted suicide in the last year (pp. 13–14, 29). School counselors are often the only mental health providers that students encounter during their K–12 years. Given the responses on the YRBS, and given the voluminous public comment that professionals in the field have provided, the mental health needs for K–12 students in Montana are significant and cannot be adequately met with the current ratios. Based on extensive research across the US, the American School Counselor Association (ASCA) recommends one school counselor per 250 students.<sup>1</sup> If Montana is serious about ensuring student access to school counselors in order to address and ameliorate the growing mental health needs of K–12 students in the state, then the Board of Public Education should pursue a caseload average of 250 students per school counselor.

Third, assurance standards in 10.55.710 provide a minimum foundation of what schools must provide. That minimum foundation is not a performance measure—it is a baseline requirement for adequacy. Each of the

requirements lined out in the assurance standards are designed to work in tandem, buttressing one another to create a minimally viable educational ecosystem for Montana’s K–12 students. Researchers have found that when the 250:1 student to school counselor ratio is implemented, student attendance and graduation rates improve, and the number of disciplinary referrals are reduced.<sup>2</sup> School counselors, teachers, librarians, and administrators are all essential to the school ecosystem, producing correlative benefits to the whole. If one component of the ecosystem is diminished so as to make it ineffective, then the whole ecosystem is harmed.

Please include this addendum with the final report for the Ch. 55 Negotiated Rulemaking Committee. I urge the Board of Public Education to consider both what is needed for Montana’s students and that a reasonable, evidence-based caseload average for school counselors is needed to serve students and recruit and retain counselors.

Sincerely,



Adrea Lawrence, Ph.D. Dean and Professor

Phyllis J. Washington College of Education  
Office of the Dean | University of Montana | 32 Campus Drive | Missoula, Montana 59812 | <http://coehs.umt.edu/>

<sup>1</sup> “School Counselor Roles & Ratios,” *American School Counselor Association*, n.d., <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>.  
<sup>2</sup> For just a few studies, see, for example, Thurston Domina et al., “The Impact of School Counselor Resources in Elementary and Middle Grades,” *Professional School Counseling* 26, no. 1a (2022): 1–12; Emily Goodman-Scott et al., “An Ecological View of School Counselor Ratios and Student Academic Outcomes: A National Investigation,” *Journal of Counseling & Development* 96, no. 4 (October 2018): 388–98, <https://doi.org/10.1002/jcad.12221>; Kenneth B. Hoyt, “What Should Be the Pupil Load: For the School Counselor?,” *The Personnel and Guidance Journal* 34, no. 2 (October 1955): 86–88, <https://doi.org/10.1002/j.2164-4918.1955.tb01298.x>; Richard T. Lapan et al., “Missouri Professional School Counselors: Ratios Matter, Especially in High Poverty Schools,” *ASCA | Professional School Counseling* 16, no. 2 (2018): 108–16; Richard T. Lapan, Sara A. Whitcomb, and Nancy M. Aleman, “Connecticut Professional School Counselors: College and Career Counseling Services and Smaller Ratios Benefit Students,” *ASCA | Professional School Counseling* 16, no. 2 (2018): 117–24.

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-V; amendment of 10.55.601,	)	PROPOSED ADOPTION,
10.55.602, 10.55.603, 10.55.604,	)	AMENDMENT, REPEAL, AND
10.55.605, 10.55.606, 10.55.701,	)	TRANSFER
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, 10.55.716,	)	
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, repeal of rules	)	
10.55.711 and 10.55.1302; and	)	
transfer of 10.55.607 pertaining to	)	
Standards of Accreditation	)	

TO: All Concerned Persons

1. On October 31, 2022, at:900 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 Month Day, 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, PO Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail mflynn@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 the 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 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 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 cannot include standards stating statutory criteria, assurance standards pertaining to Subchapter 6, General Provisions, ARM 10.55.601 through 10.55.606, 10.57.114, 10.55.719 to 10.55.721, or Subchapter 8, Educational Opportunity, ARM 10.55.801 to 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

REASON: The proposed new rule would separate the charter school application rule from variance to standards rule and update the language to focus on student performance outcomes. If adopted, the proposed new rule would be numbered 10.55.608.

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) 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

REASON: The proposed new rule would highlight that authentic family–school and community engagement is based on best practices and principles that keep the focus on the learner and would establish core practices about engagement. If adopted, the proposed new rule would be numbered 10.55.722.

NEW RULE III MENTORSHIP AND INDUCTION (1) The local board of trustees shall implement a mentorship and induction program that:

- (a) is research-based to ensure inclusion of high-impact professional learning strategies;
  - (b) 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

REASON: The proposed new rule would implement a mentorship and induction program that originally was discussed under Chapter 57 but that ultimately the task force recommended for Chapter 55. If adopted, the proposed new rule would be numbered 10.55.723.

NEW RULE IV EVALUATION (1) The local board of trustees shall ensure written evaluations of all regularly employed personnel.

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: The proposed new rule would emphasize the duty of the board of trustees to ensure evaluations are completed and teachers have regular feedback for improvement. If adopted, the proposed new rule would be numbered 10.55.724.

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

REASON: The proposed new rule would align to existing federal requirements and address the importance of English Learners as a distinct student group. If adopted, the proposed new rule would be numbered 10.55.806.

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) through (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 10.55.602(22);

~~(b)~~ the school district's and each of its schools 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 component, 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 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, special education, English learners in accordance with 10.55.804, 10.55.805, and New Rule V.

~~(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

REASON: The proposed amended rule would remodel the Continuous School Improvement Plan to an Integrated Action Plan. The Integrated Action Plan integrates and aligns all plans (including the local board of trustees' strategic plan) that a district and schools are required to complete and provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes. Continuous improvement and school accreditation are both critical processes that lead to quality schools. A continuous improvement plan allows districts and schools to review student learning outcomes and determine areas of need for improvement. Continuous improvement is an ongoing process that requires strategic planning based on areas of need, desired outcomes, goals, strategies, and action steps that are implemented, monitored, and evaluated. The amended rule would integrate and align all plans that a district and schools are required to complete provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes. The Integrated Action Plan contains a graduate profile, which is a collective vision that articulates the community's aspirations for all students. The amended rule would shift from an input system to an outcome-based model because inputs provide helpful criteria and indicate critical success factors in instructional design and managing programs—but they don't tell us what works and is effective based on outcomes.

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~~ 10.55.2201.

(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 assurance standard(s) or a section(s) of an assurance standard as defined in ARM 10.55.602(3). A charter school operates under the supervision and control of a locally elected board of trustees in an existing school district.

~~(41)(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.~~

~~(41)(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.~~

~~(42)(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.

~~(43)(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 ~~10-55-607~~ 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 ~~10.57.413~~ 10.57.414 to 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 honors individual interests, passions, strengths, needs, and culture;

(b) support through 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 has attained 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 10.55.607-10.57.114.

(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 high 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 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.

~~(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 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.

~~(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

REASON: The proposed amended rule would modernize and align all definitions to the recommend rule changes.

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 10.55.603(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 supports 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.

(5)(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

REASON: The proposed amended rule would emphasize a proficiency-based learner model within the curriculum and assessment section and encourage multiple measures determined at the local level to assess student learning progression, growth, and proficiency. The continuous improvement plan has been replaced with the integrated action plan. Through-out the document “heritage” has been replaced with “heritages” to recognize that multiple heritages exist among the American Indian tribes.

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 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 ~~40.55.1904~~ 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 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 section of assurance standards. The uniform rubric will ensure consistent and ~~high-quality~~ high-quality applications from school districts across Montana.

(1)(f) through (1)(h) remain the same.

(2) The Board of Public Education shall approve or deny proposed variances to assurance standards. If the board denies a proposed variance to 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 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 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 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) through (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

REASON: The proposed amended rule would specify that the type of standard a variance of standard applies to is an assurance standard and not student performance standard. School districts may seek a variance to how they will meet an assurance standard but not how or to what degree they will be accountable for student performance outcomes. It would modify the date of when a variance of standard is submitted to ensure districts seek a variance based on current and actual enrollment rather than on what they predict the enrollment will be or based on data from the previous school year. The variance would apply to the current academic year. It would address the need to seek a variance to standard that shows up after the TEAMS Report closes. Through this adapted timeline districts would have the opportunity to make a variance request before having deficiencies cited. The amendment would add one tribal representative and one family or community representative to the Variance to Standard Board to include more stakeholder voice. It would place the responsibility to appoint members of the variance to standards board on the Superintendent, who must get approval by the Board of Public Education. It would remove the "pool of experts" that need to be on call for the variance to standards board, because it has not been utilized or sought by the variance to standard board in recent times. The amended rule would separate charter school application from variance to standards rule to make a new rule and updated the language to focus on student performance outcomes. A new rule has been proposed in 10.55.608.

10.55.605 CATEGORIES OF ACCREDITATION (1) Accredited with distinction means the school has met the assurance standards and exceeded student performance standards as defined in ARM 10.55.606 and the Licensure Endorsement Requirements related to teaching assignments, a copy of which the Superintendent of Public Instruction must make publicly available. 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, the Licensure Endorsement Requirements Related to Teaching Assignments, and in the Accreditation Status Criteria Reference Guide, a copy of which the Superintendent of Public Instruction must make publicly available may be found

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, the Licensure Endorsement Requirements Related to Teaching Assignments, and in the Accreditation Status Criteria Reference Guide, a copy of which the Superintendent of Public Instruction must make publicly available. 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 accredited with improvement 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 accredited with improvement 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 accredited with improvement status failing to comply with the required corrective plan within two years, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year 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

REASON: The proposed amended rule would redefine categories of accreditation from 5 to 3 categories: Accreditation with distinction, accreditation, and accreditation with probation. It would raise the bar for accreditation to include a rating for exceeding expectations. The rationale for fewer categories of accreditation include, that in the last 30 years, there has never been a school that has lost accreditation status, and that three categories are able to meet the accreditation status of a school, focused on where support is needed.

- 10.55.606 ACCREDITATION PROCESS (1) through (1)(b) remain 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 ~~10.55.607~~ New Rule I;  
(b) Subchapter 7, School Leadership, ARM 10.55.701 through ~~10.55.719~~ New Rule IV;  
(c) Subchapter 8, ~~Academic Requirements~~ Educational Opportunity, ARM 10.55.801 through ~~10.55.805~~ New Rule V;  
(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 ~~10.55.1003~~ 10.55.2201.  
(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~~ 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) through (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.  
~~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 accredited 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

REASON: The proposed amended rule would update cross-references to reflect proposed amendments in other rules. The Educational Opportunity and Academic Requirement titles were formerly incorrectly labeled with the corresponding ARM number. It would spell out the acronym BPE, which is consistently referred to the Board of Public Education through-out the rule. Accredited with distinction means a school has significantly exceeded student performance standards, engages in continual improvement, integrates reflection throughout their day and is able to attract and retain the teachers with the proper licensing endorsements. These districts are accredited on a three-year cycle and all assurance standards are waived due their level of accreditation. This is a shift from deviations to a recognition of progress towards being a high-performing school.

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 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:~~

~~(a) (i) keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in New Rule II; and~~

~~(b) (ii) 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

REASON: The proposed amended rule would incorporate the district's strategic plan with the integrated action plan for cohesion. It would remove duplicate language that is embedded throughout the chapter and streamlining the local board of trustees' policies and procedures to require school districts to comply with all local, state, and federal laws and regulations, while prioritizing policies for safety, student learning, and community engagement. It would elevate meaningful family and community engagement as a partnership between school communities and families based on best practices and principles that keep the focus on the learner and core beliefs about engagement. The amended rule would provide for mentorship and induction while updating the model based on research models and best practices.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT (1) through (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) through (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

REASON: The proposed amended rule would update cross-references to reflect proposed amendments in other rules.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL (1) through (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

REASON: The proposed amended rule would expand the role of the principal to include personalized and proficiency-based learning, and strategic planning with community and family involvement to maximize student learning.

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 20-4-401 MCA, 20-4-402 MCA and 20-3-207 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 is the operation of 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) Whenever 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

REASON: The proposed amended rule would empower local school districts to determine leadership staffing (principals and superintendents) per school and instructional program. Through local control districts can strategically assign leadership staff to programs while ensuring the needs of students are met. It would align the assignment of superintendent to comply directly with 20-4-401 MCA, 20-4-402 MCA, and 20-3-207 MCA. The amended rule would encourage the district superintendent to recommend to the local board of trustees the assignment of additional administrative staff.

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 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) Local board of trustees may employ a principal/superintendent combination to lead their school districts.

(b) Local board of trustee 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 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 wellness of students.

(a) Trustees may employ and assign a principal/superintendent combination to lead their school districts;

(b) Trustees may assign a supervising teacher and/or county superintendent to fill the duties of the principal in schools; or

(c) 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

REASON: The proposed amended rule would empower local school districts to determine leadership staffing (principals and superintendents) per school and instructional program. Through local control, districts can strategically assign leadership staff to programs while ensuring the needs of students are met.

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 to 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

REASON: The proposed amended rule would establish that professional judgment alone is insufficient in providing engaging and effective instruction; the judgment must be informed by student growth and challenges that formative assessment and multiple measures of learning uncover.



10.55.707 TEACHER AND SPECIALIST LICENSURE (1) through (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) through (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

REASON: The proposed amended rule would update cross-references to reflect proposed amendments in other rules.

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, adopted by the Board of Public Education July 2012, a copy of which may be found at: <http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf> (Appendix A).~~

(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

REASON: The proposed amended rule would update cross-references to reflect proposed amendments in other rules that transfer internships to Chapter 57, removes the unnecessary guidance in paragraph 3, and removes paragraph 5 because it relates to local control for working condition negotiations.

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) ~~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.~~

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.

~~(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

REASON: The proposed amended rule would adjust the determination of staffing for licensed and endorsed library media services to local district discretion. Districts are best suited to allocate staff appropriately to meet the needs of students through program services. It also would connect the delivery of library media specialist services to student outcomes.

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

REASON: The proposed amended rule would adjust the determination of staffing for counseling program services to local district discretion. Districts are best suited to allocate staff appropriately to meet the needs of students through program services. It also would connect the delivery of school counseling services to student outcomes. The amended rule would empower districts to establish staffing based on capacity of the counselor to deliver services that result in student outcomes. It would require school district superintendents to recommend to local board of trustees the need for additional staff to supplement the school counselor staff based on student needs and populations.

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 no more than five students per classroom is 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

REASON: The proposed amended rule would, by managing class sizes, recognize teacher's direct impact on learners and that the teacher is the most vital employee in the schools. The research is clear that teacher effectiveness is the #1 indicator of student success. The amended rule would prioritize instructional responsibilities of teachers and provide flexibility for local school districts to determine the resources needed when elementary classrooms are overloaded.

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 10.55.601 objectives;

(b) is focused to enable educators to ensure that safety, well-being, and mental health of students is provided;

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

(c)(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

(l)(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) through (2)(c) remain 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 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.

(3)(c) through (3)(g) 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

REASON: The proposed amended rule would align professional development to the comprehensive district strategies that improve learner outcomes that are vital to each student developing their full educational potential. It would emphasize the need for professional development for educators that ensure safety, well-being, and mental health of students. The amended rule also would update professional development with best practices.

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

REASON: The proposed amended rule would align to the current legal requirements for background checks. I also would updating rule to account for the passing of time from 2002 to 2022.

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 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 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

REASON: The proposed amended rule would update the rule to current national certifications and courses. It would emphasize the importance of on-going maintenance of certification and skills. The amended rule would specify the supervision of a paraprofessional to the designated special education teacher. It also would update and align specialized programs (Braille and Sign Language instruction) to Chapter 57 certification requirements.

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

REASON: The proposed amended rule would align with Chapter 57, changing renewal units to professional development units.

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) through (2)(d) 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

REASON: The proposed amended rule would include stakeholder input as part of the review.

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 aptitude, ability, age, sex, religion, race, color, sex, culture, social national origin or condition, or political or religious ideas, with prejudice toward none, ~~or handicapping condition~~;

(1)(d) through (1)(h) remain the same.

(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

REASON: The proposed amended rule would expand the types of stereotypes to align with Article II, Section 4 Individual Dignity of the Constitution of Montana and would mirror the individual characteristics in the proposed amendments to 10.55.802. It would add an assessment component to school

climate to ensure that schools make improvements where necessary because there is a correlation between school climate and student outcomes.

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 regardless of aptitude, ability, 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

REASON: The proposed amended rule would include aptitude and ability as important elements in respecting the dignity of every person and guaranteeing equality of educational opportunity in the educational setting.

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: ~~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) 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

REASON: The proposed amended rule would update learner access language to focus on what learners need that ensures learner safety, growth, well-being, and learning outcomes. I would include the need to appropriately assess and supply technology for each student.

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) through (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

REASON: The proposed amended rule would add a supportive learning environment because it is key to a learner's personalized experiences.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an education program aligned to the program area standards that 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, ARM 10.53.101.

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: The proposed amended rule would include the constitutional mandate for Indian Education For All within basic education programs requirements for elementary, middle, and high school. It would expand grade-level learning progressions to grade-band based on proficiency-based learning models. The amended rule also would add reading and writing literacy for incorporation into all required and elective program areas, which matches the middle and high school program rules.

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 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, ARM 10.53.101. ~~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 ARM 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: math 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

REASON: The proposed amended rule would Including the constitutional mandate for Indian Education For All within basic education programs requirements for Elementary, Middle, and High School. It also would expand grade-level learning progressions to grade-band based on proficiency-based learning models. The amended rule would simplify the middle school requirements to be in alignment with elementary and high school programming. It would expand sciences from physical and life to all sciences which also includes earth and space science. It also would update health enhancement to current content language, which is health and physical education. The amended rule would provide flexibility and local control for board of trustees to determine at a minimum of three elective/exploratory offerings for middle school. It also would remove the duplicate language for junior high and placing within middle school program offerings.

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 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 ½ unit 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) ½ unit of economics or financial literacy within the 3 units of social studies, the 3 units of math. 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

REASON: The proposed amended rule would include the constitutional mandate for Indian Education for All within basic education programs requirements for elementary, middle, and high school. I would list the current name of the Montana Content Standards. The amended rule would enhance high school program offerings to include Civics/Government and Economic or Financial Literacy. Flexibility would be built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses.

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 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 ½ 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 art;
- (g) 1 unit of career and technical education; ~~and~~
- (h) ½ 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

REASON: The proposed amended rule would highlight a proficiency-based model and existing flexibility for high school graduation units to be earned with an equivalent course that meets the district's curriculum and assessment requirements. I would enhance high school graduation requirements to include Civics/Government and Economic or Financial Literacy. The recommended change would be within the existing required 20 credits, not addition to. Flexibility would be built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses. The amended rule would remove the requirement that health and physical education occur with ½ unit each year for two years to provide more flexibility for student schedules.

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.

(1)(b) through (4)(a) 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

REASON: The proposed amended rule would ensure alignment to ARM 10.55.905.

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).~~

(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

(5)(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

REASON: The proposed amended rule would expand grade-level learning progressions to grade-band based on proficiency-based learning models. It also would set the timeline for an annual requirement that allows districts to meet the requirement within the data reporting time frame rather than at additional timeframes and remove unnecessary language. Setting the timeline for an annual

requirement would allow districts to meet the requirement within the data reporting time frame rather than at additional timeframes.

10.55.908 SCHOOL FACILITIES (1) through (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

REASON: The proposed amended rule would add state accessibility standards for facilities, because state rules may impact local district decisions for school facilities beyond federal guidelines.

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

REASON: The proposed amended rule would expand grade-level learning progressions to grade-band based on proficiency-based learning models.

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) meet the following conditions:

(2)(a)(i) through (2)(b)(vi) remain the same.

(vii) integrate information literacy skills and technology tools, ~~and workplace competencies~~ to support learning in all curricular areas; and

(2)(b)(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

REASON: The proposed amended rule would change that language from accreditation to administrative because content standards are in ARM chapter 53 and 54, not the accreditation standards.

10.55.1101 COMMUNICATION ARTS ENGLISH LANGUAGE ARTS AND

LITERACY (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) engagement with high-quality literary and informational text that build knowledge, expand 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;

(1)(b)(ii) through (1)(b)(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

REASON: The proposed amended rule would more closely align to the major themes in the content standards for English Language Arts. The catchphrase would be updated to English Language Arts and Literacy.

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

(1)(b) through (1)(b)(iv) 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



REASON: The proposed amended rule would update the program standard title, while recognizing physical education and a corollary component of Health Enhancement. It also would include language from ARM 10.55.1302 regarding participation.

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);

(1)(b)(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

REASON: The proposed amended rule would remove the term vocational, which is not a current term utilized within Career and Technical Education. It also would update the career and technical student organization requirements to include employability skills, like professionalism, teamwork, critical thinking, oral and written communication, leadership and more, which helps students develop career readiness and employability skills that have value across industries and career fields.

10.55.1801 LIBRARY MEDIA AND INFORMATION LITERACY PROGRAM DELIVERY STANDARDS

The rule 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

REASON: The proposed amendment would change the catchphrase to match the content standards that were adopted in 2021.

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)~~ (iii) advocate for all students and encourage students to develop to their full potential;

~~(iii)(iv)~~ (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 and responsive way; 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, business, and industry.

(b) include the following practices:

(1)(b)(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;

(1)(b)(iii) through (1)(b)(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

REASON: The proposed amended rule would align to the national standards, ensuring that national research is incorporated in the delivery standards. See <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>.

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

REASON: The proposed amended rule would provide clarity and understanding on where the program would focus and be understood.

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

REASON: The proposed repeal would eliminate the unnecessary description of a minimum class size.

10.55.1302 HEALTH ENHANCEMENT PARTICIPATION

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

REASON: The proposed repeal would eliminate the duplicative requirement, the substance of which has been proposed to be amended into 10.55.1301.

6. The Board of Public Education proposes to transfer the following rule[s]:

<u>OLD</u>	<u>NEW</u>	
10.55.607	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: The proposed transfer would keep the rule language as is but move to Chapter 57, where it better fits.

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; PO Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail [mflynn@mt.gov](mailto:mflynn@mt.gov), and must be received no later than 5:00 p.m., Month Day, 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://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web

site may be unavailable during some periods, due to system maintenance or technical problems.

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 amendment 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 [Month Day, 20##].

❖ **MSDB LIAISON – (Item 14)**

**Tammy Lacey**

**ITEM 14**

**MSDB REPORT**

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

**Paul Furthmyre**

**Montana School for the Deaf and the Blind  
Board of Public Education Report  
September 2022**

**Agenda Action Items:**

**1. Personnel Action Report**

- 1 Retirement
- 2 Resignations
- 6 Hires

**2. Out of State Travel**

Barb Peterson, Carol Clayton-Bye, Paul Furthmyre (APH and COSB Conference)  
Paul Furthmyre (Council of Administration of Special Education Conference)  
Julie-Dee Alt, Missie Hill (Northern Plains Special Education Law Conference)

**Attached Documents:**

- Personal Action Report
- Out of State Travel Forms (4)
- Bi-Monthly MSDB Committee Notes
- Strategic Improvement Map
- Organizational Structure
- PIR Week 2022-23
- Broadband Upgrade Project
- MSDB Detail Budget Tracking Sheet Fiscal 2022
- MSDB Expenditure to Appropriations Report Fiscal 2022
- MSDB Detail Budget Tracking Sheet Fiscal 2023
- MSDB Expenditure to Appropriations Report Fiscal 2023
- Current Enrollment Numbers as of 8/25/2022

**MSDB Personal Action for BOPE Meeting  
September Meeting 2022**

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

**Retirement**

Richard Aguon – Lead Boys Cottage

**Resignation**

Andrew Jackson – FT Paraprofessional

Bill Andrews – CLA Boys Cottage

**Probationary Layoff**

**Hire**

Andrew Metzenroth – CLA LEAP

Kristina Rosenberg – Scheduling Secretary

Juan Spigner – Prep Cook

Bill Andrews – Lead Boys Cottage

Autumn Harvey – LPN

Samantha Zimmerman – FT Paraprofessional

**Positions open at MSDB Currently**

LPN Nurse

FT Paraprofessional

PT Maintenance

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 Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Barb Peterson		
5) Justification Barb attending as the APH Scholar (fees and travel paid by APH)			

## 6) Itinerary

Destination: Louisville, KY

Travel Dates: Oct 5-8

## 7) Estimated Costs

Transportation \$	Meals \$	Lodging \$	Other \$
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Total estimated cost \$ 0

Provide details to support estimated costs:

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

Barb's costs are covered by APH as she was chosen as our APH Scholar and since the conference has not happened in person, they are now paying for this years conference.

8) Submitted By	Title	Date
<i>Carol Clayton-Bye</i>	Outreach Director	8/1/22

## 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# Paul Furthmyre		

## 5) Justification

Will attend the Council of Schools and Services for the Blind Annual Conference. This will help me continue to build relationships with those in blind education around the country. In addition, they will have strands with transition programs and ECC programs which we are working on strengthening.

## 6) Itinerary

Destination: Louisville, KY

Travel Dates: October 3 - 6

## 7) Estimated Costs

Transportation \$ 1500      Meals \$ 162      Lodging \$ 340      Other \$ 500

Total estimated cost \$ 2502

Provide details to support estimated costs:

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

\$500 for registration and ground transportation

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	8/25/22

## 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# Paul Furthmyre	

## 5) Justification

Attend the Annual CASE (Council of Administration of Special Education) Conference. Attend conference for up-to-date issues, including legal issues, that affect our special education population here at MSDB. The conference also has many concurrent sessions that include research based strategies in special education.

## 6) Itinerary

Destination: Salt Lake City, UTAH

Travel Dates: Travel Nov. 8 / Conference Nov. 9-11 / Travel Nov. 12

## 7) Estimated Costs

Transportation \$ 700      Meals \$ 231      Lodging \$ 740      Other \$ 495

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)

Flight \$500 and Ground Service \$200

Some Meals Might Be Included

Other is Registration Fee

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	<i>Superintendent</i>	<i>8-30-22</i>

## 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 Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Julie-Dee Alt; Missie Hill		

## 5) Justification

We will attend the 2022 Northern Plains Conference on Serving Students with Disabilities in Bismarck, North Dakota. This will help us gain current information related to education legal issues, including the latest information from due process hearings, circuit court cases, OSEP/OCR guidance letters, and basic IDEA procedural requirements.

## 6) Itinerary

**Destination:** Bismarck, North Dakota

**Travel Dates:** October 4-7, 2022

## 7) Estimated Costs

Transportation \$ 1700	Meals \$ 500	Lodging \$ 1000	Other \$ 550
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Total estimated cost \$ 3750

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. Some meals may be provided.

8) Submitted By	Title	Date
<i>Julie-Dee R Alt</i>	Principal	8/30/2022

## 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

## Board of Public Ed Meeting

### BOPE Meeting – August 25, 2022

Those in attendance - Paul Furthmyre, Donna Schmidt, Jim Kelly, Carol Clayton-Bye, Julie-Dee Alt, Tammy Lacey, McCall Flynn

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

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

### Administration

- Personnel Action Plan
  - Retirements- Richard Aguon, due to health, 30? years
  - **Resignation**
    - Andrew Jackson – FT Paraprofessional
    - Bill Andrews – CLA Boys Cottage
  - **New Hires**
    - Andrew Metzenroth – CLA LEAP, left and came back
    - Kristina Rosenberg – Scheduling Secretary, was the Foundation Secretary
    - Juan Spigner – Prep Cook
    - Bill Andrews – Lead Boys Cottage
    - Autumn Harvey – LPN, going to college for RN,
    - Samantha Zimmerman – FT Paraprofessional, start this next week
  - **Positions open at MSDB Currently**
    - LPN Nurse
    - FT Paraprofessional
    - PT Maintenance
    - Lead Interpreter
    - CLA LEAP
    - CLA Boys Cottage
  - **Positions currently on hold**
    - School Psychologist (Filled with TVI currently)
    - FT Interpreter

**Tammy**-hope the list is longer when we get to the board meeting. Thank you, Jim, for whatever magic you worked to get an LPN. What a great recruitment tool that there's flexibility in the position so thank you.
- PIR Week
  - Jim brought in Dr. Pat Sullivan, State Development Group - Education staff had him last year
    - Meetings were on team building, and then effective emails and effective meetings
  - Education Staff - Attended meeting with Eric Sheninger. Training was very well received. Literacy staff went to hear Doug Lemov and both speakers had the same message.
  - Outreach - Monday - Team building
  - **Tuesday**- Education and Cottage, Melissa Tobaas, contracted her for this next school year

for SEL training

- **Wednesday** - everybody was together and the school improvement team presented the work that had been done over the last 15 to 18 months. Went over our vision, mission beliefs.
- Strategy Map- Theme “The Places You’ll Go” Staff on board with everything. Working on Organizational effectiveness and Communication.
- Increasing Organizational CapacityThe Board heard the lack of communication during the hiring process of the Superintendent. Lack of communication between departments.
  - Missie Hill taking over the Mentor Facilitator role. Working with Missoula schools, Union
  - Jen Wasson- Accreditation.
  - Joel Auers- Stakeholders
  - Alisa Kline- PLC
  - Dr. Clifford - Assessment
  - This group will meet monthly and is called the “Green Group”
  - The “Lifeline Group” is the administration and the program facilitators. The program facilitators under principal will be one specialist, one Deaf and Hard of Hearing Teacher, one Teacher of the Visually Impaired. Same thing under Jim, he'll have a couple of program facilitators, Carol will have a DHH and a TVI person, and then this group will meet once a month
  - We're hoping that between the administrator of that group and these program facilitators, that once a month they start sharing information about what they're doing in each department
  - Then the administrators will bring it to the green group. And then the program facilitators will bring it to everybody.
  - Program facilitator basically, is a department facilitator, will be having a meeting, talking about assessment, instructional stuff, safety technology.
  - Four different pod advisors. And those pods will be meeting once a month talking about maybe student needs
  - **Tammy**- This is great. Love the theme. Love what you call the Life Line.Sets the tone..
  - **Paul**- Team effort.. Wanted everyone to feel that they were a part of the School Improvement..
  - **Tammy**- Some of those goals came from your Cognitive Accreditation review, is that correct?
  - **Paul**- Yes, surveys from Parents, Stakeholders. Then created the four areas. Cognia System is very beneficial.
  - **Tammy**-shout out in our meeting in July from the Executive Director of Cognia, Daniel Sybrant. Dr. Thorpe in our last meeting was curious about the goals and objectives. Could you include that in your packet in September. The Strategy map, the Organizational Capacity Chart, and just briefly touch on it during your report so that Dr. Thorpe and the other board members can see the good work that you're doing as well?
  - **Paul**- Absolutely..
  - **Thursday**- a lot of meetings for Education, Cottage. Outreach was out among the state. Staff helped clean, move furniture and get things put back together. We had a good PIR week. We had an ice cream truck come .. A big hit...
- 23 HB 5 Projects - have not heard back if they are included in the long range plan.
  - Drop Off Loop
  - Mustang Sprinklers
  - Cafeteria Sprinklers

- ~~Broadband Project~~
  - [ARPA 602 Funds](#)
  - Approved - for almost \$900,000, bring in video and sound equipment to set up classrooms to allow for broadcasting across the state to those kids around the state that might only need one or two classes from MSDB.
  - Will be implemented in 2025
- [Camera System](#)
- Infrastructure Projects
  - Lighting Project
    - Lights came in on Wednesday, most classrooms have lights
    - Tile guys will be here Monday to finish installing them
    - Our kids had a field trip the first two days of school- Giant Springs
    - Staff did an amazing job.
    - Tammy - That is brilliant to get them off campus
  - Natural Gas Leak
    - Telephone guys actually found it by the Aspen building during the Phone project.
    - Natural gas has been turned off, waiting for the plumber to give us a bid, and they should be able to fix it in a week.
    - Tammy- How long has it been leaking?
    - Paul- at least 5 years. Reported it and this time it was taken seriously. When it was tested the numbers were pretty high. Found two meters that it was running on. Going to remove one of them.
  - [Cottage Roofing Project](#)
    - Starting Sept 6th, Kaufman's received the bid.
    - Expect 4 weeks
  - [Mustang Pool Project](#)
    - Put some water in it and see if it hold, \$40,000 worth of work done, Plumbing, and new filter system
  - [Kitchen Condenser Project](#)
    - The governor's office allowed us to use some of our extra money towards the end of this year to get this project done.
    - Moved the condenser from the inside to the outside
  - Telephone Project - 95% Complete, Still need our fax line fixed, along with a couple of little things
  - [Sprinkler Projects](#)
    - Bitterroot Sprinklers
    - Mapped Fire Lines
    - Hope to Complete 2023
    - Mustang and Dining room - did not have enough money set aside. They are on our list for this year
- Out of State Travel
  - [Carol Clayton-Bye, Barb Peterson, Paul Furthmyre](#) to COSB in Louisville, Kentucky Council of School Administrators of the Blind
  - APH - Carol and Barb will attend in Louisville, KY, Barb is receiving an award
  - [Paul Furthmyre to CASE in Salt Lake City](#) - November
  - Julie-Dee Alt to Northern Law Conference in Bismarck

#### **Maintenance/Business Office**

- [2022 Expenditure to Appropriations Report](#)
- [2023 Expenditure to Appropriations Report](#)
  - Snapshot of this fiscal year- spending to date



- [MSDB Detail Budget Tracking - 2022](#)
  - We have grants that will carry forward to 2023
  - Line items were restricted - Grants that we had to forfeit because we didn't spend them 6/30
  - True balance \$597,877.56, we will be able to carry forward 30% of that into projects that we want to do for the new fiscal year.
  - Personal Services- several openings opened throughout the year.
  - Unspent expenditure money is actually personal services money that we moved down to expenditures to cover some shortages.
  - Several tabs on this page, you'll be able to break down a lot more detail what we spent our money on
  - **Tammy**- Tell me about the Land Grant Trust \$26,000, that you're allocated as the land grant trust grant.
  - **Donna**-The State has some land that we were marked as a recipient of the rental fees for cabins on state lands and includes some property. This includes some investments that we are designated as a trustee for. So that usually is right around \$270,000 a year. And this year, they gave us almost \$300,000. And we didn't spend the full amount.
  - **Paul**- they restrict us on that money? We can't spend that money?
  - **Donna**- we didn't get this \$26,000. So we can't spend it because we didn't get it. But it was budgeted to spend if we got it. Oh,
  - **Tammy**- it was never allocated, But it shows up in your budget.
  - **Donna**- Yes, it was never allocated to us. It shows up in our budget and we can only spend what we received from the trust. This is the first year and 10 years we got less than what was allocated.
  - **Tammy**-As long as you can deduct it from the carryover number. I don't want anyone to look at that and think that there was a potential for spending all this money that was not managed properly. I know that that is not the case. I think it's very important that when you talk about this to anybody else that you were you never received the allocations for those.
  - **Paul**- I want to point out Donna, correct me if I'm wrong, but nearly \$100,000 of this \$552,000 was grants that we use for nursing salaries. Correct?
  - **Donna**- yes, we got the ELC grant, which was to do the COVID testing on campus and pay our nurses.
- [MSDB Detail Budget Tracking - 2023](#)
  - Rolls into 2023 Expenditure to Appropriations Report
- [Foundation Financials](#) (Not Provided by Foundation - Currently converting data to web based Quickbooks)
  - Josh is working on this.
  - **Tammy**- you can send reports to McCall, she sits in on the Foundation Board
  - **McCall**- Good to see what types of things the Foundation is doing to support MSDB.
- [Foundation Restricted Accounts](#) (Not Provided by Foundation - Currently converting data to web based Quickbooks)
- 2024/2025 Budget Proof
  - working on this -deadline is September 1st

## Residential

- [Cottage Newsletter](#)
  - Counselors will send this out prior to travel weekend
- Student Council update

- Summer Programs
  - VI FLW - back on campus, limit due to funding and staffing (35 participants, 17 staff)
  - DHH FLW - back on campus, fewer numbers to accommodate the summer building projects (45 participants, 22 staff)
  - Deaf Camp (9) Dinosaurs, Museum of the Rockies, Bynum, Choteau
    - Staff did an amazing job - Dinosaur being the theme
  - Summer Skills Program (Blind Camp) (8) Goalball Camp, local attractions
  - Reduced staff and our numbers and met our budget requirements
    - 2019 state spending for staff was more than \$42K
    - 2022 state spending for staff was approximately \$18K
    - Hoping the Legislature will help with the Summer programs
  - **Tammy-** I know it takes a lot of work to put together camps that are engaging and fun. And so and I know you spearheaded that. So thank you for that. I'm sure the kids had a great time and made memories that they will not soon forget. And then the other part about the just authentic family engagement. At the state level, there's a big push for family engagement and I think your program is a model for very good family engagement. So thank you.
- Orientation week, also one day Oct 20 - Travel weekend
  - Cottage staff will have some meetings with Dr. Sullivan
- Labor Day weekend activities – Foundation supported
  - Our Cottage staff and students are on campus
  - Hopefully we will be in our Pool, have BBQ, activities
- New hires, promotions and transfers
  - Teresa Knotts from Cook to Housekeeping
  - Mo Aguon from Food Prep to Cook
  - Bill Andrews from Resident Assistant (CLA) to the Resident Assistant 2 (Lead)
- LEAP Program
  - Ended the program last year with three students
    - All three students getting of campus placement, apartment, employment
  - Have six students coming Sunday for this next school year - 2-DHH, 4-VI
  - **Tammy-** that's exciting data for the year with three and those three students are now living independently and employed. That's incredible.

## Education: School

- Current Numbers
  - Current enrollment is 42 Preschool- 12th
- LEAP - 6 Students
- Spring Review -
  - Graduation - went well
  - **Tammy-** Vice Chair Madalyn Quinlan had a great experience.
  - Helena Field Trip
    - took the whole school except the Preschool classes
    - Adventure Park, Bowling, lunch and the Carousel, Ice Cream
    - Everyone had a good time.. a successful way to finish the year.
- Referral numbers
  - 1 10 Day Up-coming – DHH
    - family moved here over the summer, will start this next Monday
  - 1 DHH possible referral - Polson
  - 1 VI possible referrals
- MSDB students taking classes at GFHS
  - 1 student at Lewis and Clark, VI student in the Middle School, possibly two more



students in the next Semester

- Sept 7 – MSDB in the Community
  - Come from our strategic plans and our involvement with the community.
  - Staff person has taken this on
    - Albersons, collecting donations for the Food bank, helping customers to their cars with their grocery bags.
    - Go to the Food Bank and see that process as well
    - Have t-shirts so they are recognized as a group.
- Literacy Grant Update - Helena Conference- Augs 3,4,5
  - great professional development and some inspiration, network from Anita Archer
- New Staff - Mentoring
  - There's structured checklists, meeting workshops about things that are important for them to understand about MSDB, tours on campus
  - we had a two day new staff orientation with their mentors and the folks that are are taking over this mentoring program
  - **Tammy-** The research shows that a good induction program sets the stage for retention and I know that that's the goal is to retain the good people and lessen turnover and help fulfill your personal action plan. So good job well done. Thank you

#### **Education: Outreach -**

- AER - Accreditation for Education and Rehabilitation of the Blind
  - Conference in St. Louis this summer - Two Outreach, Paul, Julie-Dee
  - Encouraged by the Conference
- NRAER - Northern Rookies of Accreditation for Education and Rehabilitation of the Blind
  - Planning the convention here in Great Falls for the Northern Rockies Region - Montana, Idaho, Wyoming
- Orientation
  - Goal this year was to reconnect as a team on campus, share the same information such as resources that we have
- CEASD - Council of Education Administration of Schools of the Deaf
  - Paul and Julie-Dee, Outreach attended this
  - What other schools for the deaf doing, what are other outreach programs doing?
  - Encouraging that it is not just our school
- NRAER
- UTD - Untangling the Dots - we meet twice a year
  - support people who are providing Braille Instruction to students in the public schools.
  - We encourage the IEP team, students staying in that district refer people to come into that program.
  - They turn their lessons into the National Library of Congress.
  - Looking at monthly check in- little bit more support for them
- VIEW - big success- kids on campus again
- FLWD - good feedback from parents
- FLWB - 70% parents new on our campus
- **Tammy-** I appreciate the update, you know on the National Conferences and why it's important for our staff to travel. Excited about Untangling the Dots and the people are interested in doing that kind of work. Given that we're going to support them more fully, thank you for that. Have a great year, Carol.
- Deaf Mentors
- Legislative Proposals

- Deaf Enrichment weekends
- Database - Ed Hub - Idaho (Silverback Mileposts)
  - Carol has been researched ED Hub
  - Will be able to run reports
  - **Tammy-** Unique data set that you have to put together. So I'm glad. Are you asking for funding, Paul, from the legislature to pay for that database? Or do you have funding available already to pay?
  - **Paul-** Ed Hub, have worked on everything to this point for free. I am waiting for a quote. Then I will ask for money from the GEER Grant. Might ask OPI
  - **Tammy-** exciting that Silverback is going to build it because they could probably sell it to other states as you get the prototype built. But perhaps a subscription fee moving forward will probably be a part of it too.
  - **Paul-**that's how we sold it to them there are other deaf and blind schools that have outreaches around the country that are looking for the same thing
  - **Tammy-**So thank you. I'll look forward to seeing Paul probably in September at the board meeting. I just want to wish you all a great school year. And I look forward to seeing all the great things and please let me know if there's something cool going on that you'd like me to come and visit. I love being on your campus.

You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. - Oh, The Places You Will Go!

Vision

To be Montana’s leading resource for the stakeholders of MSDB by providing supports & services that empower individuals to attain their highest potential.

Mission

To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become successful citizens.

Beliefs

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.

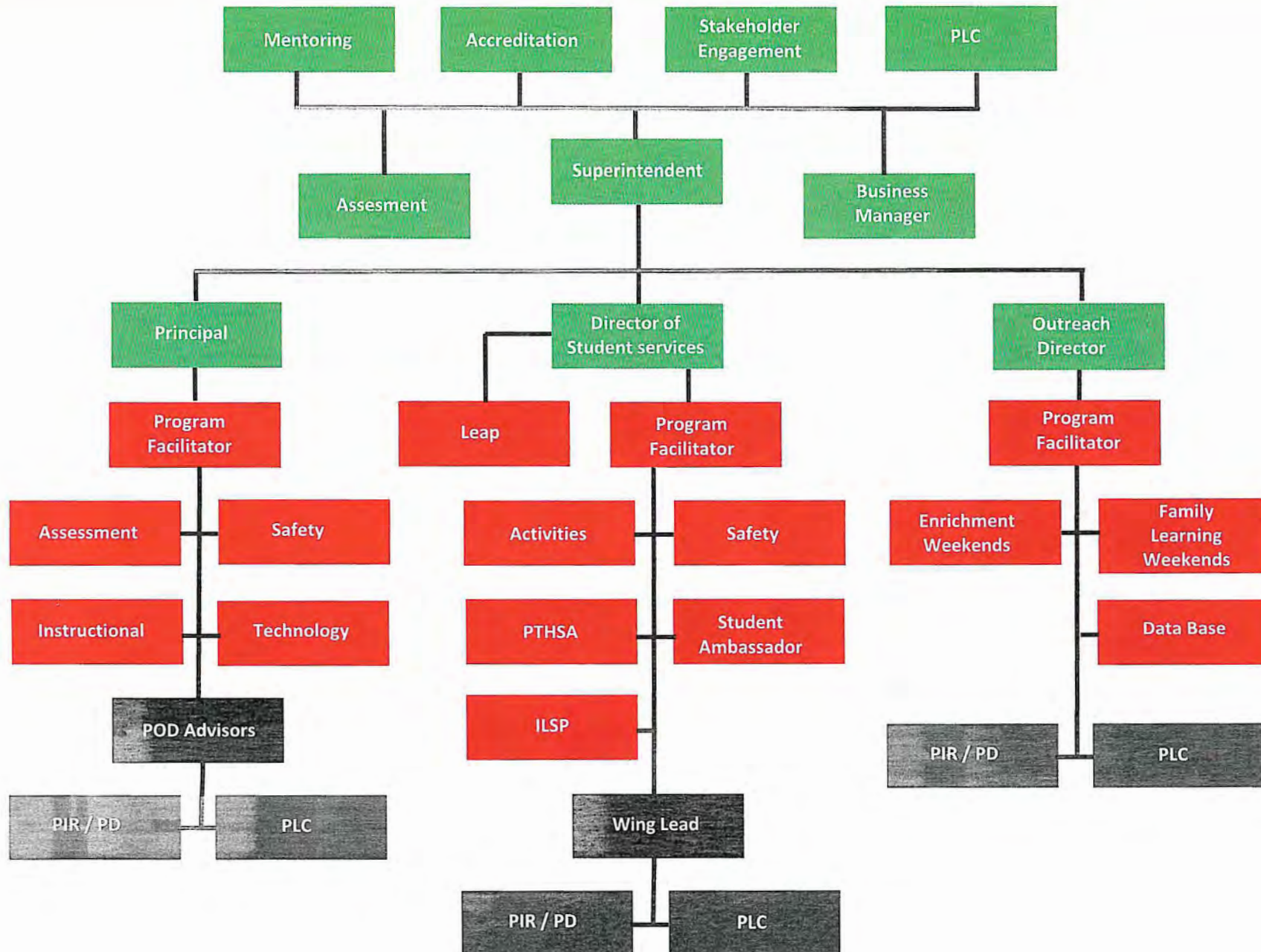
Org'l Effectiveness	Communication	Inst. Effectiveness	Student Growth/Support
<p>Objectives</p> <ul style="list-style-type: none"><li>• Create and sustain an organizational culture that fosters new learning by all staff.</li></ul>	<p>Objectives</p> <ul style="list-style-type: none"><li>• Communicate pertinent information to all stakeholders consistently.</li></ul>	<p>Objectives</p> <ul style="list-style-type: none"><li>• Improve instructional practices and outcomes for students.</li></ul>	<p>Objectives</p> <ul style="list-style-type: none"><li>• Determine schoolwide and individual learning goals connected with meaningful assessment.</li></ul>
<p>Critical Initiatives</p> <ul style="list-style-type: none"><li>• Organize and advance an organizational mentoring program.</li><li>• Create a structure that will allow for leadership opportunities @ MSDB.</li><li>• Utilize PLCs to work collaboratively to build capacity of all staff.</li></ul>	<p>Critical Initiatives</p> <ul style="list-style-type: none"><li>• Identify and build relationships with key stakeholders.</li><li>• Utilize a communication plan to enhance stakeholder involvement.</li></ul>	<p>Critical Initiatives</p> <ul style="list-style-type: none"><li>• Provide professional development specific to SPED, VI, DHH, curriculum, and instruction.</li><li>• Set clear expectations related to both academic and functional instruction and teacher feedback.</li><li>• Establish processes related to staffing and student placement based on instructional levels.</li><li>• Enhance collaboration for specified staff needs.</li></ul>	<p>Critical Initiatives</p> <ul style="list-style-type: none"><li>• Utilize accessible sensory specific assessments from established lists at a predetermined frequency.</li><li>• Develop a clear and concise scope and sequence of all student learning expectations including academic, life, functional, and social skills.</li><li>• Include key team members in identifying student needs, development of student goals, monitoring, and reporting of student progress.</li></ul>

<b>Critical Initiatives</b>	<b>Critical Initiatives</b>	<b>Critical Initiatives</b>	<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>• Establish a process for students to be able to explain and showcase their present level of academic and functional performance.</li> <li>• Develop a system for EOY reporting that will aid the team for the next school year.</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>• Teacher-Staff Survey Results</li> <li>• Annual evaluation of improvement plan initiatives</li> <li>• Parent surveys</li> <li>• Student survey results</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>• Teacher-Staff Survey Results</li> <li>• Student survey results</li> <li>• Extended/Updated Stakeholder Database</li> <li>• Stakeholder survey results</li> <li>• Increased Newsletter Audience</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>• Teacher-Staff Survey Results</li> <li>• Student survey results</li> <li>• PD Pretest/Posttest</li> <li>• Observational walkthrough data results</li> <li>• Academic/functional assessments</li> <li>• Milestone/Benchmark achievement</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>• Academic/functional assessments</li> <li>• Milestone/Benchmark achievement</li> <li>• Annual evaluation of improvement plan initiatives</li> <li>• Teacher-Staff Survey Results</li> <li>• Parent surveys</li> <li>• Student survey results</li> </ul>



## 2022-23 MSDB Going Places Team

### Oh, The Places We Will Go



## Cottage PIR Week 2022 - 2023

	yellowstone activity room August 15	mustang center August 16	mustang center August 17	Yellowstone and other August 18	Friday August 19	
8:00:00 AM		Strengthening Foundations for Social Emotional Learning: Creating MSDB Vision	Opening Activity School Improvement Process Areas of Focus Vision/Mission/Beliefs	Soft Skills All Student Life & LEAP Yellowstone Act. Room 8:00 - 9:30	Safety and Fire Drills All Student Life & LEAP Yellowstone Act. Room 8:00 - 9:30	<b>FIRE DRILLS</b>
9:00:00 AM	Team Building: sign up sheet for for pot luck lunch					
10:00:00 AM	Presented by Dr. Patrick Sullivan	Presented by Melissa Tovass		Shoshone Meeting Shoshone 10:00 - 11:00	Obsidian 10 am	
11:00:00 AM	Yellowstone Act. Room 8:30 - 12:00	Mustang Center	Mustang Center	Nightwatch Meeting JK Office 11:00-12:00	area prep	
12:00:00 PM	Lunch on your own 12:00 - 1:00	Lunch on your own 12:00 - 1:00	Lunch to Be Provided in the MSDB Dining Room	Lunch on your own 12:00 - 1:00	Student Life Potluck in the Dining Room 11:30 - 1:00	
1:00:00 PM	Effective Emails and Effective Meetings	Strengthening Foundations for Social Emotional Learning: Creating MSDB Vision	New Organizational Structure Staff Expectations Staff Awards	All Student Life & LEAP Yellowstone Act. Room	Geyser 1pm	first night drill is announced, the following is not
2:00:00 PM	Presented by Dr. Patrick Sullivan	Session II	Mustang Center	Erin and Cheri at 2pm	Shoshone at 2pm	
3:30:00 PM	Yellowstone Act. Room 1:00 - 4:30	Mustang Center	UFCW Union Meeting Yellowstone Act. Room	staff can work until 5 pm	TBD - CPR or area prep?	
4:00:00 PM	Food Service Meeting in the Dining Room 4:00 - 5:00	Obsidian Meeting in Obsidian 4:00 - 5:00	Geyser Meeting Geyser 4:00 - 5:00		Check with JK's Office before leaving	
5:00:00 PM	Counselors JK's Office 5:00	Area Prep	Area Prep	Area Prep	<b>All Ready for Kids to Return on Sunday!</b>	

[Effective Email](#)

[Becoming a Team](#)

updated: Aug 14, 2022

**WHEN NOT IN MEETINGS STAFF SHOULD BE DOING AREA PREP**



## Education PIR Week 2022 - 2023

	August 15	August 16	August 17	August 18	August 19
8:00:00 AM	<p>"Disruptive Thinking" Presented by Eric Sheneringer</p> <p>Heritage Inn 1700 Fox Farm Road Great Falls, MT 59404</p> <p>8:00 Registration 9:00 Session I 12:00 Lunch with Eric 1:00 Session 2 3:00 Q &amp; A</p> <p>Prizes based on: Attendance School Colors</p>	<p>8:30-9:00 Building Our Learning Community</p> <p>9:00-9:45 Revisiting SEL Frameworks, Personal Assessment and Reflection</p> <p>9:45-10:00 BREAK</p> <p>10:00-10:30 Well-being &amp; Self-Awareness</p> <p>10:30-11:15 Well-being &amp; Self-Management</p> <p>11:15-11:30 BREAK</p> <p>11:30-12:00 Self-Management Continued</p> <p>Presented by Melissa Tovass</p>	<p>Opening Activity School Improvement Process Areas of Focus Vision/Mission/Beliefs</p> <p><b>Mustang Center</b></p>	<p>New Teaching Staff to Attend GTCC New Teacher Training</p>	<p>New Teaching Staff on Campus for Meetings and Setup</p> <p>Optional 5th Day PIR for Staff</p>
9:00:00 AM				<p>*Student team meeting VI HS student (Glacier Activity Rm)</p>	
10:00:00 AM				<p>*Student team meeting DHH HS student (Glacier Activity Rm)</p>	
11:00:00 AM		<p><b>Mustang Center</b></p>		<p>*Student team meeting DHH HS student (Glacier Activity Rm)</p>	
12:00:00 PM		<p>Lunch on Your Own</p>	<p>Lunch to Be Provided</p>	<p>Lunch on Your Own</p>	
1:00:00 PM		<p>1:00-2:00 Ways We Want Our School to Be</p> <p>2:00-2:15 BREAK</p> <p>2:15-3:00 Goal Setting and Collaboration</p> <p>3:00-3:15 Reflection &amp; Closing</p> <p><b>Mustang Center</b></p>	<p>New Organizational Structure Staff Expectations Staff Awards</p> <p><b>Mustang Center</b></p>	<p>*1:15-2:15 Student team meeting VI/DHH Elem student (Glacier Activity Rm)</p>	
2:00:00 PM					
3:00:00 PM			<p>MFPE Union Meeting</p>		

Handouts and  
Presentation Links

[Shenninger Presentation](#)

[Tovass Presentation](#)

[Strategic Planning](#)

\* Will email individual  
teams with more  
information

## Outreach

	August 15	August 16	August 17	August 18	August 19
8:00:00 AM	Travel to GF for some	Family Advisors/Deaf Mentors Hiring Process	Opening Activity School Improvement Process Areas of Focus Vision/Mission/Beliefs		
9:00:00 AM	Welcome Back in Outreach	VI-Organizing Resources OR Office DHH -Dept Meeting w/Carol			
10:00:00 AM	Team Buliding Activity	DHH-Organizing Resources OR Office VI - Dept Meeting w/Carol Aspen			
11:00:00 AM		VI-APH Spending Rising Sun/Material Pick	<b>Mustang Center</b>		
12:00:00 PM	Lunch On Your Own	Order In? or Lunch on Your Own TBT Monday	Lunch to Be Provided		
1:00:00 PM	Schedule Calendars of Events	Online Resources DHH in Outreach Office VI in Aspen Hall	New Organizational Structure Staff Expectations Staff Awards		
2:00:00 PM	VI Leslie on APH Quota in Rising Sun DHH Deaf Mentors Grant/NBHS Requirements/Resource Guide -OR Office	Campus Updates Jim, Paul, Julie Dee	<b>Mustang Center</b>		
3:00:00 PM	Our Vision for Outreach	Wrap Up Outreach Activity in Outreach Office	MFPE Union Meeting		

We will work out of the Outreach Office and Rising Sun Living Area.  
Bitterroot is not available for meetings but you can run in to grab things.





**STATE OF MONTANA**  
**DEPARTMENT OF ADMINISTRATION**  
**ARCHITECTURE AND ENGINEERING DIVISION**  
1520 East Sixth Avenue · P.O. Box 200103 · Helena MT 59620-0103  
Phone: 406 444-3104 · Fax: 406 444-3399

## PROJECT INITIATION REQUEST FORM

Date: 08/15/2022

Agency: MT School for the Deaf & Blind

Unit: \_\_\_\_\_

Location: Great Falls

Project Description: Broadband Upgrade & Conferencing Solutions

Authority: HB 632(26), 67th; per OBPP-to-LFC Fund Switch Memo 6/13/22

(House Bill # & Leg. Session, BOR, Under \$150,000, etc.)

Project Budget: \$ 885,000.00

Fund Source	Amount
ARPA 602 SLFRF	\$ 885,000.00

(LRBP, SSR, FSR, Other

Request Project Delegation? ☐ Yes ☒ No

Project Contact: Paul Furthmyre

Notes:

MSDB agrees to take the lead on scope development and implementation of the project.  
A&E agrees to be in an administrative capacity.

The funding, processes, reporting, etc. must comply with ARPA 602 SLFRF requirements

Signature:   *Paul Furthmyre*  

8-22-2022

## MSDB

## 2022 - Detail Budget Tracking Sheet

AS OF: 6/30/2022

	TOTAL BUDGET	TOTAL EXPENDITURES	BALANCE	
ADMINISTRATION	\$ 638,126.74	\$ 603,620.70	\$ 34,506.04	
MAINTENANCE	\$ 828,888.00	\$ 750,030.88	\$ 78,857.12	
COTTAGE	\$ 1,809,827.00	\$ 1,602,226.15	\$ 207,600.85	
EDUCATION	\$ 6,145,779.74	\$ 5,534,910.28	\$ 610,869.46	
	\$ 9,422,621.48	\$ 8,490,788.01	\$ 931,833.47	\$ 931,833.47

Line items that will carryforward to FY23:

Audit	\$	(26,810.10)	
FY21 Carryforward	\$	(46,196.25)	
Literacy 2 - P/S	\$	(88,656.00)	
Literacy 2 - Exp	\$	(4,244.92)	
ESSER II - P/S	\$	(11,000.00)	
ESSER II - Exp	\$	(30,000.00)	
ESSER II - P/S	\$	(41,429.12)	
ESSER II - Exp	\$	(21,056.00)	\$ (269,392.39)
	\$	662,441.08	Sub-total

Restricted line items that can't be spent:

Bond payment	\$	(1,000.00)	
Bond payment	\$	(0.59)	
School Foods	\$	(12.00)	
Extra-Curricular	\$	(4,638.00)	
Land Grant Trust	\$	(25,963.96)	
Medicaid	\$	(11,534.00)	
Digital Academy	\$	(0.06)	
PRE-ETS	\$	(4.74)	
Newborn Hearing - P/S	\$	(15,917.50)	
Newborn Hearing - Exp.	\$	(289.61)	
Newborn Hearing - P/S	\$	(2,995.25)	
Newborn Hearing - Exp.	\$	(2,207.80)	
Deafblind Project	\$	(0.01)	\$ (64,563.52)
	\$	597,877.56	Balance Unspent

## Unspent P/S:

01	\$	7,383.29
02	\$	22,723.73
03	\$	190,595.64
04	\$	332,119.91
	\$	552,822.57

## Unspent Exp:

01	\$	312.65
02	\$	8,936.55
03	\$	16,993.21
04	\$	18,812.58
	\$	45,054.99

597,877.56 Balance Unspent

(This is what our carryforward will be based on.)

## MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2022 YEAR TO DATE

AS OF 6/30/2022

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2022 6/30/2022	PERCENT YEAR TO DATE FY 2021 6/30/2021
ADMINISTRATION PROGRAM BUDGET (01)	631,135.00	6,991.74	0.00	638,126.74		
EXPENDITURES YEAR TO DATE	596,628.96	6,991.74		603,620.70	94.59%	97.08%
UNSPENT ALLOCATED BUDGET:	34,506.04	0.00	0.00	34,506.04	5.41%	2.92%
GENERAL SERVICES PROGRAM BUDGET (02)	828,888.00	0.00	0.00	828,888.00		
EXPENDITURES YEAR TO DATE	750,030.88			750,030.88	90.49%	98.42%
UNSPENT ALLOCATED BUDGET:	78,857.12	0.00	0.00	78,857.12	9.51%	1.58%
STUDENT SERVICES BUDGET (03)	1,775,165.00	0.00	34,662.00	1,809,827.00		
EXPENDITURES YEAR TO DATE	1,567,564.15		34,662.00	1,602,226.15	88.53%	93.49%
UNSPENT ALLOCATED BUDGET:	207,600.85	0.00	0.00	207,600.85	11.47%	6.51%
EDUCATIONAL PROGRAM BUDGET (04)	4,921,325.00	291,190.74	933,264.00	6,145,779.74		
EXPENDITURES YEAR TO DATE	4,565,754.51	253,692.72	715,463.05	5,534,910.28	90.06%	91.71%
UNSPENT ALLOCATED BUDGET:	355,570.49	37,498.02	217,800.95	610,869.46	9.94%	8.29%
ALLOCATED TOTALS:	8,156,513.00	298,182.48	967,926.00	9,422,621.48		
TOTAL EXPENDITURE TO DATE:	7,479,978.50	260,684.46	750,125.05	8,490,788.01	90.11%	92.94%
UNSPENT ALLOCATED BUDGET:	676,534.50	37,498.02	217,800.95	931,833.47	9.89%	7.06%

MSDB

~~2022~~ - Detail Budget Tracking Sheet

2023

AS OF: 8/23/2022

	TOTAL BUDGET		TOTAL EXPENDITURES		BALANCE		
ADMINISTRATION	\$	630,976.10	\$	96,676.68	\$	534,299.42	
MAINTENANCE	\$	629,429.25		128,729.67	\$	500,699.58	
COTTAGE	\$	1,890,202.00		158,449.50	\$	1,731,752.50	
EDUCATION	\$	5,873,323.10		680,414.21	\$	5,192,908.89	
	\$	9,023,930.45	\$	1,064,270.06	\$	7,959,660.39	\$ 7,959,660.39



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

AS OF 8/23/2022

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 8/23/2022	PERCENT YEAR TO DATE FY 2022
ADMINISTRATION PROGRAM BUDGET (01)	\$ 627,582.10	\$ 3,394.00	\$ -	\$ 630,976.10		
EXPENDITURES YEAR TO DATE	\$ 96,676.68	\$ -	\$ -	\$ 96,676.68	15.32%	0.00%
UNSPENT ALLOCATED BUDGET:	\$ 530,905.42	\$ 3,394.00	\$ -	\$ 534,299.42	84.68%	0.00%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 629,429.25	\$ -	\$ -	\$ 629,429.25		
EXPENDITURES YEAR TO DATE	\$ 128,729.67	\$ -	\$ -	\$ 128,729.67	20.45%	0.00%
UNSPENT ALLOCATED BUDGET:	\$ 500,699.58	\$ -	\$ -	\$ 500,699.58	79.55%	0.00%
STUDENT SERVICES BUDGET (03)	\$ 1,855,473.00	\$ -	\$ 34,729.00	\$ 1,890,202.00		
EXPENDITURES YEAR TO DATE	\$ 158,449.50	\$ -	\$ -	\$ 158,449.50	8.38%	0.00%
UNSPENT ALLOCATED BUDGET:	\$ 1,697,023.50	\$ -	\$ 34,729.00	\$ 1,731,752.50	91.62%	0.00%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,206,034.00	\$ 289,863.00	\$ 377,426.10	\$ 5,873,323.10		
EXPENDITURES YEAR TO DATE	\$ 680,414.21	\$ -	\$ -	\$ 680,414.21	11.58%	0.00%
UNSPENT ALLOCATED BUDGET:	\$ 4,525,619.79	\$ 289,863.00	\$ 377,426.10	\$ 5,192,908.89	88.42%	0.00%
ALLOCATED TOTALS:	\$ 8,318,518.35	\$ 293,257.00	\$ 412,155.10	\$ 9,023,930.45		
TOTAL EXPENDITURE TO DATE:	\$ 1,064,270.06	\$ -	\$ -	\$ 1,064,270.06	11.79%	0.00%
UNSPENT ALLOCATED BUDGET:	\$ 7,254,248.29	\$ 293,257.00	\$ 412,155.10	\$ 7,959,660.39	88.21%	0.00%

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

3911 Central Avenue, Great Falls, MT 59405  
Generated on 08/25/2022 01:29:58 PM Page 1 of 1

**Student Enrollment Summary Report**

Effective Date: 08/25/2022 Enrollment Types: P, S, N  
Total Race/Ethnicities: 6 of 7 Total Schools: 2  
Race/Ethnicity Source: Federal Male/Female/Total: 23/20/43

**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	-	-	-	-	-	0/1/1	-	0/1/1
02	-	-	-	-	-	3/1/4	-	3/1/4
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	-	-	-	0/2/2	-	1/2/3
08	-	-	-	-	-	1/1/2	-	1/1/2
KF	-	-	-	-	-	2/0/2	-	2/0/2
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	1/0/1	1/0/1	0/1/1	-	12/10/22	1/0/1	14/12/26

**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
12	-	-	0/1/1	-	-	3/1/4	-	3/2/5
All Grades	-	1/1/2	0/1/1	0/1/1	-	7/5/12	-	8/8/16

**Student Population Excluding White not of Hispanic Origin**

<u>School</u>	<u>Total</u>	<u>Percentage</u>
MT Sch For Deaf & Blind EI	5	18.52%
MT Sch For Deaf & Blind HS	4	25.00%
Total	9	20.93%

❖ **EXECUTIVE COMMITTEE – (Items 15-23)**

**Tammy Lacey**

**ITEM 15**

**ACTION ON BYLAWS**

**McCall Flynn**

**STATE OF MONTANA  
BOARD OF PUBLIC EDUCATION**

**BYLAWS**

**Article I. Name**

The legal name of the Board is the Board of Public Education.

**Article II. Objective**

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

**Article III. Membership**

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per § 5-1-102 (2) (a) (b), MCA, and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction and Commissioner of Higher Education are ex officio, non-voting members of the Board. There is also a non-voting student member. The terms of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

**Article IV. Officers**

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson and Vice Chairperson elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participation in the construction of meeting agendas and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.



## Article V. Executive Director

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature, and the Governor's office.

## Article VI. Meetings

According to ~~law § 20-2-112, MCA~~, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

~~In case of a conference call, twenty-four hours prior to the meeting shall be deemed adequate notice.~~

The Board of Public Education and the Board of Regents shall meet at least twice yearly as the State Board of Education per § 20-2-101, MCA.

~~All committee meetings, telephone conference calls, and regular sessions of the Meetings of the~~ Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

- a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
- b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

~~This action will be taken by a decision of the Chairperson or a vote of the Board.~~ The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session. ~~A record will be made of business conducted during a closed session and will be kept in a sealed file subject to opening only by a court order.~~

~~Telephone, video conference action, or a combination of the two, providing a quorum is participating in the call, shall be legitimate for transaction of business necessary in between meetings. The minutes of all telephone conference meetings shall be approved at the next regular meeting of the Board.~~

## Article VII. Quorum

A majority of the appointed members shall constitute a quorum for the transaction of business.

## **Article VIII. Organization**

### **Section A. Officers**

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall perform the functions of the Chairperson in their absence.

### **Section B. Committees**

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson and the Executive Director
2. An Accreditation Committee
3. A Licensure Committee
4. A **Montana** School for the Deaf and Blind Committee
5. A Legislative Committee
6. An Assessment Committee
7. An Education ~~and Local Government Interim~~ Committee

~~Special committees may be appointed by the Chairperson of the Board as the Board shall deem necessary to carry out the responsibilities of the Board.~~ The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and alert the Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion **or** action. The Chairperson and the Executive Director shall serve as ex officio, non-voting members of all committees.

The Board shall establish a **Montana** School for the Deaf and Blind Committee. **Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more**

regular oversight and involvement in the maintenance and governance of the school. ~~The committee is responsible for the general supervision and control over the school, subject to the powers of the Board set forth by this by-law. The committee shall meet on a regular basis, not less than six times annually. Meetings may be in person at the school, or via conference call. The Chairperson of the committee shall report on the activities of the committee to the full Board of Public Education at each regular Board meeting. The Board retains the power to overrule or amend any decision of the committee by majority vote of the Board at a duly convened Board meeting. Any member of the Board may by motion bring before the Board any matter on which the committee has acted.~~

~~Members of the MSDB Foundation Board are appointed by the MSDB Foundation Board of Directors.~~

#### **Article IV. Order of Business**

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

#### **Article X. Communications**

All official communications should come to the attention of the Board through the Executive Director of the Board.

#### **Article XI. Parliamentary Procedure**

~~The current edition of **Robert's Rules of Order** shall prevail on questions of parliamentary procedure. The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.~~

#### **Article XII. Amendments**

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the

proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

### **Article XIII. Professional Development**

The Board of Public Education offers professional development opportunities for Board members whenever possible. Board members may attend at least one professional development conference each year, when funding is available. All requests must be submitted to the Executive Director at least one month prior to the conference. Board members should submit the request using the Request and Justification for Travel Form. All out of state travel and travel that exceeds \$1,000 must be approved by the Executive Committee prior to participation.

[Request and Justification for Travel Form \(mt.gov\)](#)

**ITEM 16**

**ACTION ON STRATEGIC PLAN**

**McCall Flynn**

## **Board of Public Education Strategic Plan 2022-2023**

### **MISSION STATEMENT:**

The Board of Public Education has a mission statement as directed by the Montana Constitution, which states, “There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law”. The Board of Public Education was established to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

### **STRATEGIC PLAN:**

#### **1. Exercise the Board’s constitutional and statutory authority to improve Montana’s education system.**

- Work with legislators, education partners, and other entities to ensure they understand and respect the constitutional authority of the Board of Public Education.
- Collaborate with constitutional players around initiatives to improve and support public education in Montana.
- Promote and maintain a transparent and open public participation process.

#### **2. Promote a safe learning environment.**

- Work with education partners to help school districts navigate federal and state regulations and funding.
- Assign the Executive Director and a Board of Public Education representative to participate in the Montana School Safety Advisory Committee meetings.

#### **3. Evaluate and adopt the Board’s accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.**

- Maintain the Board’s commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
- Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards under the Board of Public Education’s purview.

#### **4. Foster quality teaching and administration.**

- Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.
- Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education’s authority.
- Work with partners in ~~K-12~~ P-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
- Receive guidance from the Certification Standards and Practices Advisory Council and take action on its recommendations, when appropriate.

**5. Support the preparation of all Montana students for employment, post-secondary education, and civic life.**

- Work to support and expand pathways to career and life success **through dual enrollment, internships, work-based learning, etc.**
- Collaborate with the Montana Digital Academy to support online instruction for students.
- Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
- Receive guidance from the Montana Advisory Council for Indian Education and take action on its recommendations, when appropriate.

**6. Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.**

- Hire, support, and evaluate the Superintendent of the Montana School for the Deaf and Blind (MSDB).
- Support and act on personnel items, out of state travel requests, policies, and other items.
- Assign the Executive Director and MSDB liaison to participate in the Montana School for the Deaf and Blind Foundation meetings.

## **ITEM 17**

### **DISCUSSION ON SHARED GOALS WITH OPI**

- **Support proficiency-based learning**
- **Transform the teaching profession**
- **Support early childhood education**
- **Promote Career and Technical Education**
- **Support the Montana Seal of Biliteracy**
- **Support recruitment and retention efforts**
- **Support legislation to fully fund base aid for schools**
- **Discussion on relationship between CSPAC, MACIE, OPI and the Board**

**Tammy Lacey**  
**Superintendent Elsie Arntzen**



**ITEM 18**

**OPI STAFFING REPORT**

**Jeff Kirksey**



## Montana Board of Public Education Executive Summary Date: September 2022

<b>Presentation</b>	Office of Public Instruction Staffing Report
<b>Presenter</b>	Jeff Kirksey
<b>Position Title</b>	Human Resources Manager Montana Office of Public Instruction
<b>Overview</b>	Mr. Kirksey will present the current staffing report for the Office of Public Instruction.
<b>Requested Decision(s)</b>	Informational Only.
<b>Related Issue(s)</b>	Staffing
<b>Recommendation(s)</b>	None.



**Office of Public Instruction**  
**Staffing History**  
**August 2022**

The below chart gives an overview of staffing levels at the Office of Public Instruction. As of August, 2022 the OPI had 137 FTE out of 153 FTE authorized by the legislature. The OPI has reorganized, therefore some FTE data will not compare to past data. For example, Measurement and Accountability has been combined with Information Technology. Chief Officers are combined within areas they oversee at this time. Assessment is shown as its own area, whereas in past periods it was included with Measurement and Accountability. Health Enhancement & Safety has been itemized to now reflect School Health, School Nutrition and Traffic Education.

Division		Jul-17	Jan-18	Jul-18	Jan-19	Jul-19	Jul-20	Jul-21	Nov-21	Aug-22
AGENCY TOTAL	GF	60.80	60.80	60.80	62.06	62.06	61.95	63.43	63.43	64.44
	FED	93.40	94.34	94.34	92.23	88.22	88.35	88.85	88.85	86.84
	SS	2.29	1.35	1.35	1.99	1.99	1.99	1.99	1.99	1.99
	<b>Authorized by Legislature</b>	<b>156.49</b>	<b>156.49</b>	<b>156.49</b>	<b>156.28</b>	<b>152.27</b>	<b>152.29</b>	<b>154.27</b>	<b>154.27</b>	<b>153.27</b>
	Vacant	17.50	18.50	22.20	25.06	21.06	17.00	16.84	24.49	22.54
	<b>Net</b>	<b>138.99</b>	<b>137.99</b>	<b>134.29</b>	<b>131.22</b>	<b>131.21</b>	<b>135.29</b>	<b>137.43</b>	<b>129.78</b>	<b>130.73</b>
SUPERINTENDENT'S OFFICE	GF	6.83	6.24	6.24	6.08	6.08	8.36	8.36	8.36	8.36
	FED	1.78	1.32	1.32	2.48	2.48	1.20	1.19	1.19	1.19
	Vacant	2.00	2.00	2.00	1.00	1.00	3.00	1.01	1.00	1.00
	<b>Net</b>	<b>6.61</b>	<b>5.56</b>	<b>5.56</b>	<b>7.56</b>	<b>7.56</b>	<b>6.56</b>	<b>8.54</b>	<b>8.55</b>	<b>8.55</b>
LEGAL	GF	2.01	2.35	2.35	2.35	2.35	1.85	1.75	1.75	2.58
	FED	1.74	1.65	1.65	1.65	1.65	1.65	1.75	1.75	1.60
	Vacant					1.00	0.00	1.00	0.00	0.00
	<b>Net</b>	<b>3.75</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>3.00</b>	<b>3.50</b>	<b>2.50</b>	<b>3.50</b>	<b>4.18</b>
CENTRALIZED SERVICES	GF	0.00	0.11	0.11	0.13	0.13	0.13	0.65	0.65	1.13
	FED	2.00	1.89	1.89	1.68	1.68	1.89	2.35	2.35	2.38
	Vacant						0.00	0.76	1.00	0.00
	<b>Net</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>1.81</b>	<b>1.81</b>	<b>2.02</b>	<b>2.24</b>	<b>2.00</b>	<b>3.51</b>
SCHOOL FINANCE	GF	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.50
	Vacant	1.00	1.00	1.00			2.00	1.00	0.00	2.00
	<b>Net</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>	<b>9.00</b>	<b>9.00</b>	<b>7.00</b>	<b>8.00</b>	<b>9.00</b>	<b>7.50</b>
INFORMATION TECHNOLOGY	GF	12.20	11.20	11.20	14.06	14.06	21.00	20.00	20.00	19.50
	FED	1.71	2.01	2.01	1.15	0.14	2.00	2.00	2.00	1.50
	Vacant		1.00	1.70	3.56	2.56	1.00	2.00	2.00	4.00
	<b>Net</b>	<b>13.91</b>	<b>12.21</b>	<b>11.51</b>	<b>11.65</b>	<b>11.64</b>	<b>22.00</b>	<b>20.00</b>	<b>20.00</b>	<b>17.00</b>
MEASUREMENT & ACCOUNTABILITY	GF	9.00	11.10	11.10	9.00	9.00				
	FED	8.00	7.90	7.90	8.00	7.00				
	Vacant	2.50	1.50	4.50	4.50	3.50				
	<b>Net</b>	<b>14.50</b>	<b>17.50</b>	<b>14.50</b>	<b>12.50</b>	<b>12.50</b>				
SPECIAL EDUCATION	GF	0.05	0.01	0.01	0.00	0.00	1.42	1.65	1.65	1.35
	FED	20.50	20.54	20.54	20.55	20.55	20.63	20.36	20.36	18.69
	Vacant	1.00	1.00	2.00	2.00	1.00	3.00	4.05	5.00	1.00
	<b>Net</b>	<b>19.55</b>	<b>19.55</b>	<b>18.55</b>	<b>18.55</b>	<b>19.55</b>	<b>19.05</b>	<b>17.96</b>	<b>17.01</b>	<b>19.04</b>
SCHOOL HEALTH	GF	0.00	0.00	0.00	0.00	0.00	0.50	0.10	0.10	0.10
	FED	15.85	16.79	16.79	16.15	16.15	15.65	6.31	6.31	6.59
	Vacant			1.00	3.00	4.00	2.00	1.01	1.00	1.00
	<b>Net</b>	<b>18.14</b>	<b>18.14</b>	<b>17.14</b>	<b>15.14</b>	<b>14.14</b>	<b>16.14</b>	<b>5.40</b>	<b>5.41</b>	<b>5.69</b>
SCHOOL NUTRITION	GF							0.00	0.00	0.00
	FED							9.79	9.79	9.79
	Vacant							0.00	1.00	2.78
	<b>Net</b>							<b>9.79</b>	<b>8.79</b>	<b>7.01</b>
TRAFFIC EDUCATION	SS	2.29	1.35	1.35	1.99	1.99	1.99	1.99	1.99	1.99
	Vacant							0.00	0.73	0.00
	<b>Net</b>							<b>1.99</b>	<b>1.26</b>	<b>1.99</b>

**Office of Public Instruction**  
**Staffing History**  
**August 2022**

Division		Jul-17	Jan-18	Jul-18	Jan-19	Jul-19	Jul-20	Jul-21	Nov-21	Aug-22
ASSESSMENT	GF						0.50	0.50	0.50	0.50
	FED						6.26	5.50	5.50	5.50
	Vacant						1.00	0.00	0.76	0.76
	Net						5.76	6.00	5.24	5.24
CAREER TECHNICAL EDUCATION	GF	3.57	3.07	3.07	3.32	3.32	3.12	4.12	4.12	4.12
	FED	8.43	8.93	8.93	9.68	8.68	9.13	9.13	9.13	9.13
	Vacant	2.00	3.00	1.00	1.00	3.00	1.00	2.00	4.00	0.00
	Net	10.00	9.00	11.00	12.00	9.00	11.25	11.25	9.25	13.25
CONTENT STANDARDS & INSTRUCTION	GF	4.00	4.00	4.00	5.00	5.00	3.70	4.93	4.93	4.93
	FED	3.02	3.02	3.02	2.00	2.00	6.30	2.06	2.06	2.06
	Vacant						2.00	1.00	0.00	2.00
	Net	7.02	7.02	7.02	7.00	7.00	8.00	5.99	6.99	4.99
SCHOOL INNOVATION & IMPROVEMENT	GF	0.75	0.40	0.40	0.00	0.00	0.30	3.75	3.75	3.75
	FED	16.00	15.60	15.60	15.00	15.00	14.70	19.02	19.02	19.02
	Vacant	8.00	6.00	5.00	7.00	3.00	2.00	2.00	2.00	1.00
	Net	8.75	10.00	11.00	8.00	12.00	13.00	20.77	20.77	21.77
ACCREDITATION	GF	4.39	4.35	4.35	4.35	4.35	3.55	3.55	3.55	3.55
	FED	2.61	2.65	2.65	2.65	2.65	0.45	0.45	0.45	0.45
	Vacant		2.00	2.00	2.00	2.00	0.00	1.00	3.00	1.00
	Net	7.00	5.00	5.00	5.00	5.00	4.00	3.00	1.00	3.00
INDIAN EDUCATION FOR ALL & INDIAN EDUCATION ACHIEVEMENT	GF	6.00	5.97	5.97	5.77	5.77	5.52	2.07	2.07	2.07
	FED	11.76	12.04	12.04	11.24	10.24	8.49	8.94	8.94	8.94
	Vacant	1.00	1.00	2.00	1.00		0.00	0.01	2.00	6.00
	Net	16.76	17.01	16.01	16.01	16.01	14.01	11.00	9.01	5.01
EDUCATOR LICENSURE	GF	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
	Vacant						0.00	0.00	1.00	0.00
	Net	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00

Note: Report excludes positions created by budget amendment and positions funded through the indirect cost pool.

**ITEM 19**

**ANNUAL MONTANA DIGITAL ACADEMY  
REPORT**

**Dr. Jason Neiffer, MTDA**

**ITEM 20**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Dr. Angela McLean**



**Montana University System Report**  
**Montana Board of Public Education**  
**September 2022**

- Montana's Future at Work Grantees
- Montana Grow Your Own Educator Update
  - Grow Your own Educator Video: <https://mus.edu/grow/index.html>
- MUS College Application Week- October 3-14
- FAFSA Month- October
- CTE Summit- October 13-14

**ITEM 21**

**PRESENTATION ON MONTANA GEAR UP  
PROGRAM**

**Dr. Travis Anderson, OCHE**





**MONTANA**  
UNIVERSITY SYSTEM

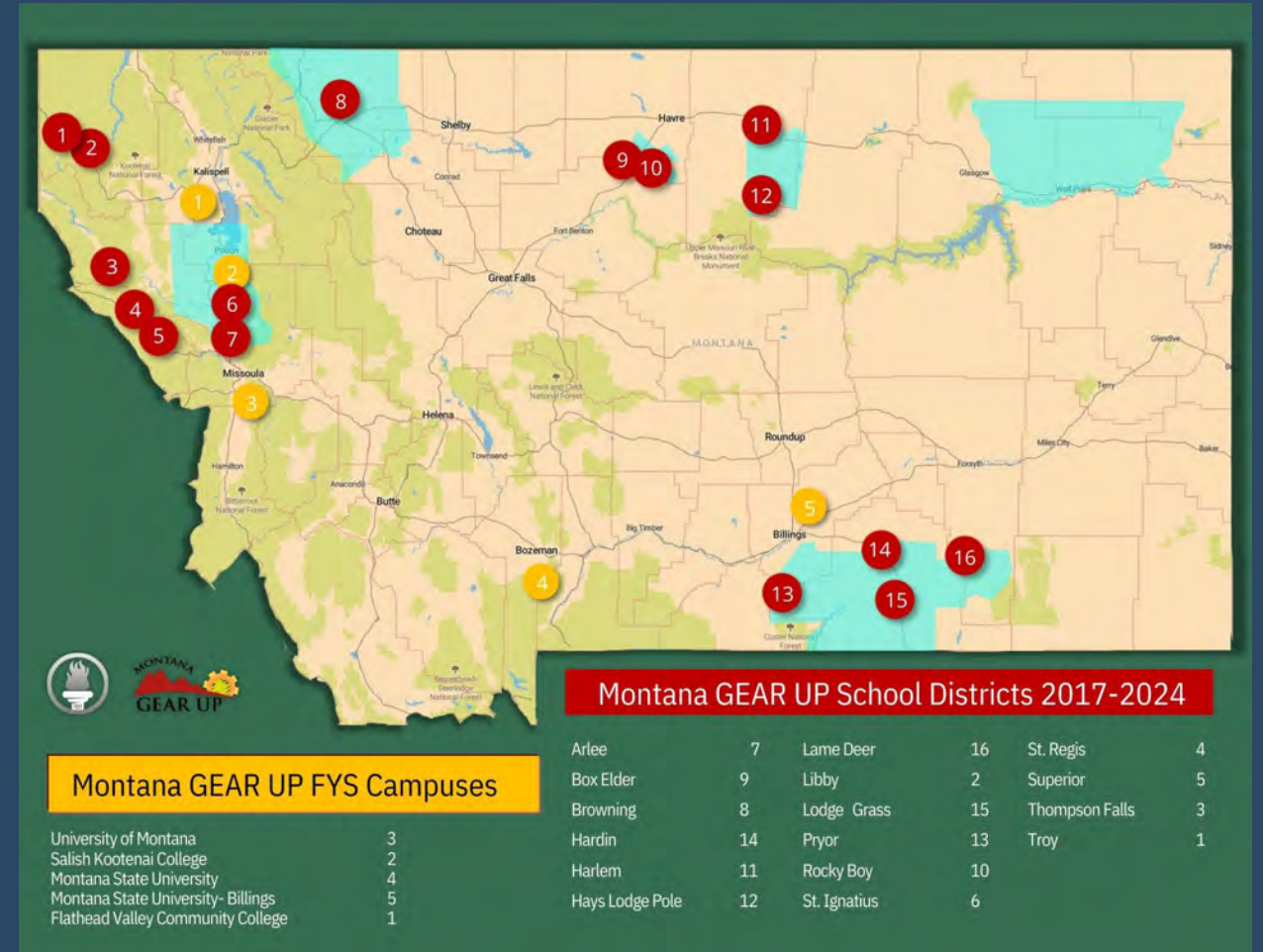
# Montana GEAR UP Overview & Information

**Travis Anderson, Ed.D.**  
**Director, Montana GEAR UP**



# Overview of Montana GEAR UP

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- 7-year \$24.5 million grant awarded by US Department of Education
- Current Grant Began in 2017
  - 18 Schools in 16 Districts
  - 14 Schools on or near American Indian Reservations
  - 5 Post-Secondary Campuses (FYS)
  - Approximately 70% of students served identify as American Indian
- Increase the number of low-income students prepared to succeed in postsecondary education



# Overview of Montana GEAR UP

- Provides fiscal support for statewide programs:
  - 1,2,Free
  - ACT – Juniors
  - PreACT - Sophomores
- Promotes interaction with campus through visits and summer programming
- GEAR UP Goes to College
- Provide various supports to facilitate learning opportunities for students
  - Devices (Chromebooks)
  - Accessibility (Access Points)
  - Learning Supports (iTutor)
  - Student Support (SSA)
- Bright Futures



# Overview of Montana GEAR UP

## First Year Service (FYS) Overview

Orientation

Tutoring

Introduction to Campus Services

Academic Success Packages

FAFSA Supports

Class Registration Support

Degree Advising

Mentoring

Montana State University

University of Montana

Montana State University-Billings

Flathead Valley Community College

Salish Kootenai College



# Questions?



**ITEM 22**

**PRESENTATION ON MONTANA  
EDUCATIONAL TALENT SEARCH**

**Jeannie Origbo, OCHE**

# **OCHE Pre-College TRIO Programs: Working to Increase College Access**

Jeannie Origbo  
TRIO Pre-College Programs Director  
[jorigbo@montana.edu](mailto:jorigbo@montana.edu)  
406-449-9136

# OCHE TRIO Programs

## Montana Educational Talent Search

- Serves sixth through twelfth graders
- Two-thirds first-generation and socio-economically disadvantaged students



## Educational Opportunity Center

- Typically serves 19+ learners
- Two-thirds first-generation and socio-economically disadvantaged clients





# METS Overview

- Serves nine schools districts: Browning, Great Falls Hardin, Heart Butte, Lodge Grass, Polson, Ronan, St. Ignatius, and Two Eagle River
- Serves up to 1,287 participants each year
- Long-term support program to support students in their educational dreams
- Flexible programming to best serve participants and the service areas
- 2021-2026 Competitive Priorities
  - Engaged citizenship
  - STEM Exploration
- Mission: Advise low-income, first-generation participants to complete high school credentials, while preparing them for post-secondary education and a successful career
- 1 of only 4 Talent Search Programs in Montana
- Participants can select the services that best fit their needs to support them in their educational journey

# What METS Offers

## Community Engagement



## Educational Trips



## Campus Visits



## Leadership Opportunities



## College Support



## Workshops



# Questions?

## **ITEM 23**

### **MONTANA SCHOOL SAFETY ADVISORY COMMITTEE PANEL DISCUSSION**

❖ CSPAC LIAISON – (Item 24)

**Tammy Lacey**

**ITEM 24**

**ACTION ON PROFESSIONAL EDUCATORS  
OF MONTANA CODE OF ETHICS**

**Tammy Lacey**

## Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

### *Principle I. Commitment to Students and Families. The ethical educator:*

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

### *Principle II. Commitment to the Profession. The ethical educator:*

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. ~~Manages information, including data, with honesty.~~ Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

### *Principle III. Commitment to the Community. The ethical educator:*

- A. Models the principles of citizenship in a democratic society.
- B. ~~Understands and respects diversity.~~ Demonstrates an understanding of educational equity and inclusion, and respects human diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- H. Uses social media and digital communications responsibly and professionally.

## **Professional Educators of Montana Code of Ethics**

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

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- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

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- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

### *Principle III. Commitment to the Community. The ethical educator:*

- A. Models the principles of citizenship in a democratic society.
- B. Demonstrates an understanding of educational equity and inclusion, and respects human diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- H. Uses social media and digital communications responsibly and professionally.

❖ **LICENSURE COMMITTEE – (Item 25)**

**Madalyn Quinlan**

**ITEM 25**

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

**Madalyn Quinlan**



**Board of Public Education**  
**Chapter 58 Public Comment-Compiled**

**Key:**

CSPAC: Certification Standards and Practices Advisory Council

EPP Faculty: Educator Preparation Program Faculty, representing the Educational Leadership programs at Montana State University, University of Montana, Rocky Mountain College

MCSB: Missoula Community School Board

MFPE: Montana Federation of Public Employees

MREA: Montana Rural Education Association

SAM: School Administrators of Montana

*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 ENGLISH AS A SECOND LANGUAGE (ESL) –**  
**Pages 1376-1377**

**COMMENT 1:** CSPAC supported the changes to move ESL to its own rule.

**COMMENT 2:** One commenter supported the New Rule 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.

**COMMENT 3:** One commenter is concerned about the changes being made to this section without adequate input from experts.

**COMMENT 4:** One commenter supported the proposed changes.

**10.58.103 ACCREDITATION SITE REVIEWS – Pages 1377-1378**

**COMMENT 5:** MFPE and two commenters opposed the elimination of the specific reference to the Council for the Accreditation of Educator Preparation (CAEP) 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.

### **10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE – Page 1378**

**COMMENT 6:** One commenter opposed the deletion of the language 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.

### **10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE – Page 1379**

**COMMENT 7:** One commenter is concerned with the language in (v) that states “to the extent possible” as it opens the possibility for students to pressure field placement offices.

**COMMENT 8:** One commenter opposed the removal of phrases that encouraged technology-based interactions.

### **10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT – Page 1379- 1381**

**COMMENT 9:** One commenter stated that the language in (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.*”

### **10.58.501 TEACHING STANDARDS – Pages 1382-1383**

**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 (1)(g): “plan and implement evidence-based practices that support the *social, emotional, well-being, behavioral, and academic needs of all students.*”

**COMMENT 11:** One commenter supported retaining the language in (1)(g) that specifies the requirements of assisting students “of all cognitive abilities”, rather than the recommended “all students”.

### **10.58.509 ENGLISH/LANGUAGE ARTS – Page 1386**

**COMMENT 12:** 19 commenters opposed the removal of language in reference to social justice, diversity, and democracy in (1)(c).

**COMMENT 13:** One commenter supported the proposed language deletions.

### **10.58.511 WORLD LANGUAGES – Pages 1388-1390**

**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 subsection (1), all but (b), (c), (d), (e), and (g) are applicable to Classical Languages in subsection (2). The committee would recommend working with experts to align this section.

**COMMENT 15:** CSPAC supported the inclusion of ASL and tribal languages.

### **10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION TECHNICAL SCIENCES – Pages 1392-1393**

**COMMENT 16:** 12 commenters opposed the removal of the language in reference to gender equity and culturally sensitive opportunities.

**COMMENT 17:** One commenter supported the proposed language deletions.

**COMMENT 18:** One commenter noted that the proposed name of the rule is confusing and supported the nationally recognized name of the profession that is “Technology and Engineering Education” for consistency.

**COMMENT 19:** One commenter supported changing the language in (1)(a)(i) to read, “...as guided by the *International Technology and Engineering Education Association*”.

## **10.58.521 READING SPECIALISTS K-12 – Pages 1394-1397**

**COMMENT 20:** The Board Licensure Committee stated that this section of standards is difficult to understand and likely needs work. The committee would recommend working with experts to align this section.

## **10.58.523 SOCIAL STUDIES – Pages 1397-1398**

**COMMENT 21:** One commenter stated that equity and equality are not the same and supported the removal of “equality of” in (3)(c), so that the phrase reads “...including freedom of choice, personal financial literacy, ethical action, efficiency, *opportunity*, full employment...”

**COMMENT 22:** One commenter stated that the language in (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*.”

## **10.58.528 COMPUTER SCIENCE – Pages 1399-1400**

**COMMENT 23:** One commenter supported including the following language in (1)(b)(iv), “knowledge of *Computer Science concepts*, current programming language, and current programming language trends”.

**COMMENT 24:** One commenter opposed the removal of the specific types of programming languages, as it is essential that students have the opportunity to use different types of technology through computer science.

**COMMENT 25:** One commenter opposed the removal of language in (1)(c)(iv).

## **10.58.531 EARLY CHILDHOOD EDUCATION – Pages 1400-1403**

**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 (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;”*

(4)(a)(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;”

(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 and states that it is important to learn the in-depth understanding of these topics.

**COMMENT 28:** One commenter supported updating the terms in (7)(c) from grades to ages, as this is in line with the national standards for early childhood professional standards.

## **10.58.532 ELEMENTARY – Pages 1404-1405**

**COMMENT 29:** The Board Licensure Committee supported clean up language and offered the following suggested language in (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”

**COMMENT 30:** Nine commenters opposed the removal of references to social emotional.

**COMMENT 31:** Two commenters stated that the changes in (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.”

**COMMENT 32:** One commenter stated that the language in (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.*”

### **10.58.533 MIDDLE GRADES (4-8) – Pages 1405-1407**

**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 (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 and states that it is important to learn the in-depth understanding of these topics.

**COMMENT 35:** One commenter opposed removing the following language: “including those whose language and cultures are different from their own”.

**COMMENT 36:** One commenter stated that the language in (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*.”

### **10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT – Pages 1409-1411**

**COMMENT 37:** One commenter stated that the language in (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.”

### **10.58.610 SCHOOL COUNSELING K-12 – Pages 1412-1413**

**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 (1)(f)(i): “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*;”

**COMMENT 39:** CSPAC supported reviewing the stricken language to evaluate whether the stricken 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 “...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.”

**COMMENT 41:** One commenter is concerned that the proposed rules 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 (1)(g), as these standards protect children and are a fundamental cornerstone of school counselor training and profession.

**COMMENT 43:** One commenter opposed the removal of the “equity in academic achievement” language in (1)(f)(iii), which is essential to professional school counselor training in order to address systemic barriers that may exist.

**COMMENT 44:** One commenter is concerned that the proposed revisions do not align with the School Counseling Ethical Guidelines.

## **10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS – Pages 1413-1414**

**COMMENT 45:** Two commenters opposed the removal of the language in (1)(e)(i) - (1)(e)(iii).

**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: (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;

(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 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.

## **10.58.706 SUPERINTENDENTS – Pages 1414-1416**

**COMMENT 47:** One commenter requested the Board review the recommended changes to ensure their alignment with the National Educational Leadership Preparation (NELP) Program Recognition 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: (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;

(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.

## **10.58.707 SCHOOL PSYCHOLOGISTS – Pages 1416-1421**

**COMMENT 49:** One commenter stated that mental health professionals serving schools need crisis response training and supported the following language in (1)(b)(ix), “...to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff.”

## **GENERAL COMMENTS**

**COMMENT 50:** The Board Licensure Committee supported ensuring all references to Montana Content Standards are capitalized as a proper noun.

**COMMENT 51:** 51 commenters opposed the removal of the references to democracy.

**COMMENT 52:** CSPAC, MREA, and 42 commenters opposed the removal of the references to equity.

**COMMENT 53:** Six commenters supported the removal of the references to equity.

**COMMENT 54:** 35 commenters opposed the proposed changes.

**COMMENT 55:** Four commenters supported the proposed changes.

**COMMENT 56:** MFPE and 30 commenters opposed the removal of the references to childhood trauma or trauma informed education.

**COMMENT 57:** CSPAC and 25 commenters opposed the removal of the references to diversity.

**COMMENT 58:** MFPE, CSPAC, MCSB, and 24 commenters opposed the removal of the references to social emotional learning.

**COMMENT 59:** 20 commenters opposed the removal of the references to social justice, inclusivity, and cultural sensitivity.

**COMMENT 60:** CSPAC, MREA, and 9 commenters opposed the removal of the references to ethics/ethical.

**COMMENT 61:** CSPAC supported adding definitions for ethics, ethical, diversity, equity, social and emotional learning, well-being, and actionable measures.

**COMMENT 62:** One commenter is opposed to the removal of references to the utilization of technology, including the following terms: “integration of technology”, “emerging technologies”, “technology-based applications” or “technology-enhanced learning opportunities”.

**COMMENT 63:** One commenter supported the revisions to reference P-20 teachers, learners, and others throughout the proposed rule changes.

**COMMENT 64:** 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 65:** 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 66:** MREA supported the following definition for the term equality – Equality means that an individual or group is given the same resources or opportunities regardless is all individuals reaches the goal.

**COMMENT 67:** One commenter supported the inclusion of the following information 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

**ITEM 26**

**ACTION ON THE PROPOSED NOTICE OF  
PUBLIC HEARING PERTAINING TO THE  
AMENDMENT OF ARM TITLE 10, CHAPTER  
55, STANDARDS OF ACCREDITATION, AND  
AUTHORIZE FILING OF THE NOTICE  
WITH THE SECRETARY OF STATE FOR  
PUBLICATION IN THE MONTANA  
ADMINISTRATIVE REGISTER**

**Susie Hedalen**

**Please see page 233 of the packet for a copy of the  
Proposed Notice of Public Hearing for revisions to ARM  
Title 10, Chapter 55, Standards of Accreditation**

❖ **EXECUTIVE COMMITTEE – (Item 27)**

**Tammy Lacey**

**ITEM 27**

**ELECTION OF OFFICERS**

**McCall Flynn**



# **FUTURE AGENDA ITEMS**

**November 17-18, 2022**

**Bozeman, MT**

MCDE Update

MACIE Update

*Assessment Update*

*Federal Update*

*Variance to Standards Requests & Renewals*

*Accreditation Report*

*Annual Renewal Unit Providers List*

*2021-2022 Teacher Learning HUB Courses List*

*Annual HiSet Report*

**MSDB Superintendent Performance Evaluation & Contract  
Extension Discussion**