

**Board of Public Education Meeting
Montana State Capitol Building
Room 152
Helena, MT**

January 13-14, 2022

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

January 13-14, 2022
Montana State Capitol Building, Room 152
Helena, MT
Zoom Link Available Upon Request

Thursday, January 13, 2022
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

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

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. November 17-19, 2021 and January 3, 2022 Meeting Minutes
- B. Financials

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Tammy Lacey (Items 1-6)**

- Item 1 **CHAIRPERSON'S REPORT – 10 Minutes**
Tammy Lacey
 - Exiting Board Member Recognition
- Item 2 **EXECUTIVE DIRECTOR REPORT - 15 Minutes**
McCall Flynn
- Item 3 **STATE SUPERINTENDENT'S REPORT – 15 Minutes**
State Superintendent Elsie Arntzen

- Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT – 15 Minutes**
Angela McLean
- Item 5 **GOVERNOR'S OFFICE REPORT - 15 Minutes**
Dylan Klapmeier
- Item 6 **STUDENT REPRESENTATIVE'S REPORT – 15 Minutes**
Paige Lepard
- ❖ **MSDB LIAISON - Mary Heller (Item 7)**
- Item 7 **MSDB REPORT – (INFORMATION) – 20 Minutes**
Paul Furthmyre
- ACTION ITEMS:**
- Action on Personnel Items
 - Action on Out of State Travel Request
- ❖ **MACIE LIAISON – Susie Hedalen (Item 8)**
- Item 8 **MACIE REPORT – (INFORMATION) – 15 Minutes**
Jennifer Smith
- ❖ **ASSESSMENT COMMITTEE – Anne Keith (Item 9)**
- Item 9 **ASSESSMENT REPORT – (INFORMATION) – 20 Minutes**
Ashley McGrath
- ❖ **ACCREDITATION COMMITTEE – Mary Heller (Item 10)**
- Item 10 **UPDATE ON CHAPTER 55 TASK FORCE AND NEGOTIATED RULEMAKING COMMITTEE – (INFORMATION) - 15 Minutes**
Nathan Miller
- ❖ **EXECUTIVE COMMITTEE –Tammy Lacey (Item 11)**
- Item 11 **FEDERAL PROGRAMS REPORT – (INFORMATION) – 15 Minutes**
Dr. Julie Murgel
- ❖ **LICENSURE COMMITTEE – Madalyn Quinlan (Items 12 - 17)**
- *******TIME CERTAIN AT 1:00 PM*******
- Item 12 **INITIAL REVIEW OF BPE CASE # 2020-10, SANTALA – (ACTION) – 30 Minutes**
Jake Griffith, Chief Legal Counsel, OPI
- Item 13 **PRESENTATION OF STIPULATION AGREEMENT OF EDUCATOR LICENSE SUSPENSION IN BPE CASE #2021-13, COLLINS AND ACTION ON DISMISSAL – (ACTION) –15 Minutes**
Jake Griffith, Chief Legal Counsel, OPI

- Item 14 **UPDATE ON DATA MODERNIZATION AND SCHEDULE FOR CONVERSION AND IMPLEMENTATION OF EDUCATOR LICENSURE SYSTEM – (INFORMATION) - 20 Minutes**
Crystal Andrews, Zam Alidina
- Item 15 **ANNUAL TEACHER LICENSURE REPORT – (INFORMATION) – 15 Minutes**
Crystal Andrews
- Item 16 **SUPERINTENDENT RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (INFORMATION) – 1 Hour**
Jacob Griffith, Chief Legal Counsel, Dr. Julie Murgel, Crystal Andrews
- Item 17 **REQUEST APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE, AND AUTHORIZE FILING OF THE NOTICE WITH THE SOS FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – (ACTION) – 15 Minutes**
Jacob Griffith, Chief Legal Counsel, Dr. Julie Murgel, Crystal Andrews

❖ **EXECUTIVE COMMITTEE –Tammy Lacey (Items 18 - 19)**

- Item 18 **QUALIFY TRANSFORMATIONAL LEARNING GRANT APPLICATIONS AND ANNUAL REPORTS – (ACTION) – 15 Minutes**
Krystal Smith
- Item 19 **QUALIFY ADVANCED OPPORTUNITY GRANT APPLICATIONS AND ANNUAL REPORTS – (ACTION) – 15 Minutes**
Krystal Smith

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Friday, January 14, 2022
8:30 AM

CALL TO ORDER

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

❖ **EXECUTIVE COMMITTEE –Tammy Lacey (Items 20-27)**

- Item 20 **YOUTH RISK BEHAVIOR SURVEY REPORT (INFORMATION)- 30 Minutes**
Susan Court
- Item 21 **CRITICAL QUALITY EDUCATOR SHORTAGE AREA REPORT – (ACTION) – 15 Minutes**
Jay Phillips
- Item 22 **ANNUAL TRANSPORTATION REPORT – (INFORMATION) – 15 Minutes**
Donell Rosenthal

Item 23 **MONTANA SCHOOL BUS STANDARDS– (ACTION) – 15 Minutes**
Jacob Griffith, Chief Legal Counsel
Donell Rosenthal

- **ACTION ON 2022 MONTANA SCHOOL BUS STANDARDS**
- **ACTION ON NOTICE OF PROPOSED AMENDMENT TO ARM TITLE 10, CHAPTER 64, BUS STANDARDS**

Item 24 **ACTION ON NOTICE OF PROPOSED AMENDMENT TO ARM TITLE 10, CHAPTER 66 PERTAINING TO MONTANA YOUTH CHALLENGE ACADEMY – (ACTION) – 15 Minutes**
McCall Flynn

*******TIME CERTAIN AT 10:30 AM*******

Item 25 **INTERVIEW – SUPERINTENDENT, MONTANA SCHOOL FOR THE DEAF AND THE BLIND – PAUL FURTHMYRE**
Tammy Lacey

Item 26 **BOARD DISCUSSION ON MSDB SUPERINTENDENT – (ACTION)**
Tammy Lacey

FUTURE AGENDA ITEMS - March 10-11, 2022

Assessment Update

Federal Update

Draft – CAEP MOU

Accreditation Report

Annual School Food Services Report

MACIE Update

Initial Presentation of MSDB School Calendar

PUBLIC COMMENT

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ADJOURN

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair’s discretion.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public

Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

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. November 17-19th, 2021 Meeting
Minutes & January 3, 2022 Meeting
Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 17-19, 2021
Missoula County Public Schools | 909 South Ave. West
UM Education Center | 32 Campus Dr.
Missoula, MT

Wednesday, November 17, 2021

2:00 PM

Missoula County Public Schools
Admin Building, Board Room

CALL TO ORDER

Chair Lacey called the meeting to order at 2:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Anne Keith; Ms. Mary Heller; Ms. Susie Hedalen; Dr. Darlene Schottle; Ms. Jane Hamman; Ms. Paige Lepard, Student Representative. Ex Officio members: Ms. Angela McLean, OCHE; Mr. Dylan Klapmeier, Governor's Office; Superintendent of Public Instruction Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Amanda Curtis, MFPE; Mr. Dennis Parman, MREA; Dr. Kirk Miller, SAM; Mr. Alex Sakariassen, Montana Free Press.

PUBLIC COMMENT

Mr. Dennis Parman gave public comment regarding the staffing concerns at the Office of Public Instruction.

Dr. Kirk Miller, representing MT-PEC, gave public comment concerning the polarization of public education and school boards. (See Appendix attached)

CONSENT AGENDA

Chair Lacey reviewed the items in the Consent Agenda for the Board. Ms. Carli Cockrell, OPI, was available for any questions Board members have regarding the Teacher Learning HUB and the Renewal Unit Providers List.

Ms. Madalyn Quinlan moved to approve the Consent Agenda. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Ms. Mary Heller moved to approve the agenda. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

❖ **REPORTS – Tammy Lacey (Items 1-6)**

Item 1
CHAIRPERSON'S REPORT
Tammy Lacey

Ms. Lacey gave the Chairperson's Report for the Board noting that she is learning her new role since being elected as Chair at the September meeting, thanking Ms. Stockton and Ms. Flynn for their assistance and for Vice Chair Quinlan for her support. The Chair noted her attendance at the October 14, 2021 CSPAC meeting, and the special CSPAC Meeting November 4th to review the revisions to Chapter 57. Also noted were several education meetings, and the MSDB Listening Sessions held to prepare for hiring a permanent MSDB Superintendent. Ms. Lacey reviewed the updated Committee Assignments

Item 2
EXECUTIVE DIRECTOR REPORT
McCall Flynn

Ms. Flynn thanked Dr. Watson for extending the invitation to the Board to meet in Missoula at the district office, and to Dr. Lawrence at the University of Montana for providing the room at the Education Center on campus for the meeting on Friday. Ms. Flynn reviewed the October CSPAC and Council of Deans meetings in October and the special meeting the CSPAC held to review the Chapter 57 proposed revisions from the Task Force. Ms. Flynn reviewed the Robert's Rules of Order document that will be provided in each Board member packet and will be used in the future for assistance and for onboarding new Board members. Ms. Flynn reviewed the revised Bylaws and the revision made pertaining to Professional Development, Out of State Travel and the Out of State Travel form.

Ms. Madalyn Quinlan moved to approve the revised Board of Public Education Bylaws as presented. Motion seconded by Dr. Darlene Schottle.

No discussion. Motion passed unanimously.

Ms. Flynn reviewed the revised Strategic Plan.

Ms. Madalyn Quinlan moved to approve the revised Board of Public Education Strategic Plan as presented. Dr. Darlene Schottle seconded the motion.

Comments from Dr. Schottle thanking Ms. Flynn and the Board for revising and adopting the revised Bylaws and Strategic Plan.

Chair Lacey also commented that the changes to the Strategic Plan and the Bylaws are important, and she will also present them at the Board of Education meeting.

No further discussion. Motion passed unanimously.

Item 4
COMMISSIONER OF HIGHER EDUCATION'S REPORT
Angela McLean

Ms. McLean thanked Dr. Watson for hosting the meeting and thanked the Board for their hard work for public education in Montana. Ms. McLean noted the completion of College Application Week held for High School seniors across Montana through the Central Application Portal. More than 9200 applications were completed by students during that week. A Focus Group was held with students in Great Falls about the process, and BPE Student Rep Paige Lepard participated in the group. The IGraduate Montana Summit was held recently and attended by Executive Director Flynn and member Hamman. Ms. McLean discussed her attendance of the opening of the American Indian Hall on the campus at Montana State University October 17th, and how powerful it is for Native American students. Ms. McLean noted she will be presenting the Grow Your Own Program at the Education Interim Committee on Friday

afternoon. Ms. Quinlan commented on the success of the College Application Week. Chair Lacey commented on the personal email from the Student Portal to the student once they apply, as to what their next steps are, and how important and critical it is for the students, especially Native American students and first-generation students. Dr. Kirk Miller also made comment thanking Ms. McLean on her great work to the students of Montana, noting that she has obtained her doctorate in Educational Leadership, with a dissertation on Recruitment and Retention in Montana.

Item 5
GOVERNOR'S OFFICE REPORT
Dylan Klapmeier

Mr. Klapmeier thanked Dr. Watson for hosting the meeting. Mr. Klapmeier noted his attendance this morning at a work-based learning meeting hosted by Reach Higher Montana. Mr. Klapmeier noted all the meetings going on this week. Mr. Klapmeier noted the Board of Education meeting will be held on Friday at 1:30, and that in the future it would be preferable for the Board of Public Education to host the March meeting, and the Regents to host the November meeting. Governor Gianforte wrapped up his 56 County Tour, stopping at many public schools to see how they have reopened this year and challenges they have had, of note touring the new Prickly Pear Elementary in East Helena, the CTE programs at East Helena High School, and the Diesel Mechanics program at MSU-Northern. Mr. Klapmeier noted DPHHS has remaining funding for schools to access for any COVID-19 relief funds they may need, and Emergency Authorization Funding also has remaining availability. The Governor has also been working with Jobs for Montana Graduates and has joined the National Board of Jobs for Graduates. Mr. Klapmeier also noted that he has been in touch with Executive Director Flynn and Superintendent Arntzen about the opening coming up on the Board. Mr. Klapmeier answered Board member questions.

Item 3
STATE SUPERINTENDENT'S REPORT
Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board, noting the new Montana Teacher of the Year, Mr. Stockton, from Arlee, will be announced at the Board of Education meeting and prior to the Cat-Griz football game on Saturday. The Superintendent announced the American Indian Cultural Immersion Specialist position has been filled, as well as the Director of Indian Education for All. The Superintendent discussed the Law Conference that was held in Great Falls this week. Additionally, the Superintendent reviewed the statewide summative test results, the Press Release regarding the results, the test waiver received by the state from the Department of Education, and that 91% of students tested in Montana in 2020. The Superintendent discussed a possible new assessment program and that the OPI may be coming to the Board in the future to look at opening Administrative Rules for possible revisions. The Superintendent discussed COVID-19 Relief funding that is still available for education and for schools that needs to be expended before it will have to be returned to the Federal Government. The Superintendent announced a new Purple Star Program to help support families and students of past, present, and future veterans in the school and community. Member Hedalen thanked the Superintendent for this work and spoke to her experience in the Townsend Public Schools. The Superintendent briefly discussed the Youth Risk Behavior Survey and the flip book that summarizes the results.

Item 6
STUDENT REPRESENTATIVE'S REPORT
Paige Lepard

Ms. Lepard gave the Student Report, noting the upcoming ACT test, Scholarship application deadlines, and the eight teepees up outside the Great Falls Public School District offices that are lit up at night to represent Native American Heritage month. Also noted was the CMR girls' volleyball team winning the State AA Championship. Ms. Lepard discussed her experience at the State Volleyball tournament and the camaraderie between different schools and their teams. The State Student Council has begun the search for a new Student Representative to the Board and so far there has been a great deal of interest. Ms. Lepard also reviewed upcoming student activities at CMR High School, and a new collaboration between CMR and Great Falls High to help support a student with aplastic anemia with fundraising, and to bring awareness to the illness.

❖ **MACIE LIAISON – Susie Hedalen - (Item 7)**

Item 7 MACIE REPORT – (INFORMATION)
Jennifer Smith

Ms. Hedalen opening the item and turned the report over to Ms. Jennifer Smith, Chair, MACIE. Ms. Smith reported on the increased Native American enrollment in the University System, retention in post-secondary education of Native American students which also increased, as well as the number of Native American High school seniors who have applied to post-secondary education during College Application Week that has increased since last year. Ms. Smith discussed the new Native American Hall on the MSU campus that has been positive for the Native student population, and thanked Ms. McLean and the Commissioner of Higher Education's office for the work they do for American Indians in public education in Montana. Ms. Smith discussed the Montana Indigenous Language Program (MILP) that has been transferred to OPI from the Dept of Labor and OPI has created a Language Immersion Specialist position at the OPI to help support this program. The Indian Education for All Unit at OPI will be holding webinar's regarding Indian Education. Information and schedules are available on the OPI. Ms. Smith discussed presentations at the most recent MACIE meeting, including presentations from the Montana Rural Teacher Project, as well as a presentation about English Language Learners. Ms. Hedalen added a few comments in addition regarding the MACIE meeting specifically speaking to a resolution passed supporting regalia, the continuing discussion of English Language Learners and the Home Language Survey out each fall, and the Cultural Wisdom Council being worked on at OPI with Donnie Wetzel.

❖ **ASSESSMENT COMMITTEE – Anne Keith - (Item 8)**

Item 8 ASSESSMENT REPORT AND DEMONSTRATION – (INFORMATION)
Ashley McGrath

Ms. McGrath presented the Assessment Report to the Board showing the 2020-2021 Assessment Results, reviewing the data and results with the Board. Ms. McGrath reviewed the flexibilities OPI built into the Assessment process for 2020-2021 due to COVID-19 and remote learning in some districts. Ms. McGrath did a demonstration on the Growth & Enhancement of Montana Students (GEMS) system and how Assessment information can be viewed and gathered via the system. The system is open to the public and no longer needs a login or password to access the information. Ms. McGrath answered Board member questions regarding the new GEMS system. Comments from Dr. McLean and Superintendent Arntzen regarding the Assessments and the collaboration between OPI and OCHE.

❖ **ACCREDITATION COMMITTEE – Mary Heller - (Item 9)**

Item 9 PRESENTATION OF PROPOSED TIMELINE FOR REVISIONS TO ARM TITLE
10, CHAPTER 55, ACCREDITATION – (INFORMATION)
Sharyl Allen

Ms. Allen, Deputy Superintendent of Public Instruction, presented the proposed timeline for the revisions of Chapter 55 and reviewed that the Task Force is organizing. The OPI hopes the Economic Impact Statement will be available for the Board at the July 2022 meeting. Ms. Allen answered Board member questions on the timeline. Ms. Allen noted that Chair Lacey may appoint a Board member as an ex-officio member of the Task Force if she chooses to.

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Thursday November 18, 2021
8:45 AM
Missoula County Public Schools
Admin Building, Board Room

EDUCATIONAL SITE VISITS WITH LEGISLATIVE EDUCATION INTERIM COMMITTEE

The Board of Public Education and the Education Interim Committee spend the morning touring the Jefferson Early Learning Center, the Willard Alternative Program, the Ag Ed Center and Meat Processing Plant, and were served lunch by students from the Ag Ed Center before returning to the Administration Building to resume the afternoon portion of the meeting.

*****TIME CERTAIN AT 1:00 PM*****

CALL BACK TO ORDER

Chair Lacey called the meeting to order at 1:02 PM. Ms. Stockton took roll call, and the Chair led the Board in the Pledge of Allegiance. The Chair welcomed guests in the room and on Zoom and reviewed the agenda for the afternoon.

❖ LICENSURE COMMITTEE – Madalyn Quinlan (Items 10-17)

Item 10 INITIAL REVIEW OF BPE CASE #2021-13, COLLINS – (ACTION) Jacob Griffith

Ms. Madalyn Quinlan opened the Licensure items by reviewing the licensure items before Mr. Jake Griffith, Chief Legal Counsel for the Office of Public Instruction, reviewed the reasons for the Superintendent's request for a suspension of the educator's license in BPE Case #2021-13. Mr. Griffith answered Board member question regarding what parties made the request to the Superintendent, and clarifications regarding whether the request is to suspend or revoke the educator license.

Ms. Madalyn Quinlan moved to approve moving BPE Case #2021-13, Collins, to a contested case hearing at the January 2022 meeting. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

Item 11 UNUSUAL CASE REQUEST, BPE CASE #2021-15, WATTS – (ACTION) Crystal Andrews

Ms. Crystal Andrews, Educator Licensure Manager for OPI, reviewed the educational and professional background of the educator for the Board. Mr. Dan Schmidt, Superintendent Poplar Schools, addressed the Board with the reasons the request is being made. Ms. Watts also addressed the Board to explain her case. Additionally, Mr. Morgan Norgard, principal, also expressed his support of Ms. Watts noting that his evaluations of her performance have always been positive. Ms. Lacey summarized the request with Ms. Andrews to ensure the Board had clarification of the request. Ms. Andrews answered Board member questions.

Ms. Madalyn Quinlan moved to waive the requirement of 5 years successful teaching experience and grant a Class 2 Standard License for BPE Case #2021-15, Watts. Motion seconded by Ms. Mary Heller.

No discussion. Motion passed unanimously.

Item 12 UNUSUAL CASE REQUEST, BPE CASE #2021-16, COOK – (ACTION) Crystal Andrews

Ms. Andrews reviewed the Unusual Case Request for BPE Case #2021-16, Cook, for the Board. Ms. Andrews answered Board member questions.

Ms. Madalyn Quinlan moved to approve the request to grant a Class 2 Standard License in BPE Case #2021-16. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Andrews reviewed the Unusual Case request for the Board. Ms. Mercado appeared before the Board via Zoom and presented her request to the Board for licensing. Ms. Mercado and Ms. Andrews answered Board member questions.

No discussion. Motion passed unanimously.

Ms. Andrews reviewed the Unusual Case request for BPE Case #2021-18. Schwartz. Mr. Schwartz addressed the Board and explained the reasons for his request. Chair Lacey reviewed the ARM Rule that pertains to Mr. Schwartz's request regarding lifetime licenses from out of state.

Dr. Schottle thanked the Chair for the explanation behind the current rule.

No further discussion. Motion passed unanimously.

Dr. Julie Murgel, OPI, reviewed the proposal to grant Montana State University College of Education request for a 1-year extension for their accreditation site visit. Dr. Ann Ewbank, MSU, addressed the Board explaining the request from MSU for the extension. Dr. Ewbank noted that the pandemic affected their ability to gather data and fill positions to assist in the data gathering process. The University is making this request to the Board to extend the timeline for their Accreditation Site Review process. Dr. Ewbank answered Board member questions.

Ms. Madalyn Quinian moved to approve the request to grant the Good Cause Extension to Montana State University from Fall 2021 to Fall 2022. Motion seconded by Ms. Anne Keith

Dr. Murgel reviewed the timeline the Task Force has taken to date. Mr. Zach Hawkins discussed the work the Task Force has done, some of the key revisions the Task Force has been working on, and some of the areas that were discussed but are not being recommended.

Dr. Murgel and Ms. Andrews reviewed the Task Force to date, including the review of CSPAC on November 4th. The Task Force will hold their final meeting on November 30th before the Superintendent

will review the revisions and make her recommendations to CSPAC the first week of January. Questions of clarification of the process from Board members.

Ms. Madalyn Quinlan moved to adopt the proposed timelines for the Chapter 57 rules. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

❖ **EXECUTIVE COMMITTEE – Tammy Lacey - (Items 18-20)**

**Item 18 FEDERAL PROGRAMS UPDATE – (INFORMATION)
Dr. Julie Murgel**

Dr. Julie Murgel updated the Board on the status of the federal funding the OPI and the state has received from COVID relief funding, specifically AARP/ESSR funding, what the funds are being expended for, and how much has been expended. Comments from Board members thanking Dr. Murgel for the presentation.

**Item 19 BUS STANDARDS REVISIONS UPDATE – (INFORMATION)
Jacob Griffith**

Mr. Jake Griffith presented the proposed revisions to the Bus Standards for the Board, highlighting some of the more important pieces contained within the document. Mr. Griffith noted a meeting was held with stakeholders including insurance companies, Department of Transportation, Representative Durham, Montana Highway Patrol, OPI, and Executive Director Flynn. Mr. Griffith discussed the legislation passed during the 2021 Legislative session that pertained to the Bus Standards, HB 207, HB 267, and HB 300 which require updates to the Bus Standards. Mr. Griffith discussed the specific changes contained in the bills. Mr. Griffith then walked through the specific changes in the document that pertain to the new legislation. Ms. Hedalen discussed concerns regarding challenges districts are facing with the stop arms regarding maintenance.

**Item 20 OPI STAFFING REPORT – (INFORMATION)
Sharyl Allen**

Ms. Allen presented the OPI Staffing Report to the Board. Ms. Allen noted the report is the same consistent report over time, per the HB2 positions, approved by the Legislature. Ms. Allen noted that there are very few fractional positions at OPI any longer as had existed in the past. Ms. Allen discussed the organizational changes that have been done within the OPI, and the total number of positions allocated to the OPI. It was noted that not all full-time positions at OPI are all state funded, some are federal grant funded, also noted that short term workers are not included in these numbers. Ms. Allen answered Board member questions.

❖ **MSDB LIAISON - Mary Heller (Items 21-22)**

**Item 21 MSDB REPORT – (INFORMATION)
Paul Furthmyre**

Mr. Furthmyre presented the MSDB report to the Board, highlighting the Lighting Program that will be going on to replace the lighting throughout the school and the cottages. Mr. Furthmyre discussed the DPHHS grant received to conduct COVID-19 testing at the school, and the issues with affordable housing in Great Falls causing hiring issues. Mr. Furthmyre reviewed the Action items before asking for approval.

Ms. Mary Heller moved to approve the personnel actions for: Kathy Johnson, Educational Audiologist, retiring; resignation of Jennifer Buck, nurse; Hiring of: Chris Siller – Orientation and Mobility; Dianne Moog – ASL Mentor; Bonnie Joslyn – PT Interpreter; Kristina Lockhart – Residential Advisor/Housekeeper. Ms. Anne Keith seconded the motion. No discussion. Motion passed unanimously.

Mr. Furthmyre reviewed the COVID related policies the MSDB is asking for Board approval for and answered Board member questions.

Ms. Mary Heller moved to approve policies 1905, 1909, and 1910, Covid related policies. Motion seconded by Ms. Anne Keith.

Chair Lacey noted that since these are COVID related policies they do not need a first reading before approving.

Motion passed unanimously.

Mr. Furthmyre reviewed the IDEA Discretionary Grant for the Board,

Ms. Mary Heller moved to approve the IDEA Discretionary Grant as presented. Motion seconded by Ms. Susie Hedalen.

Comments of appreciation from Ms. Hedalen for the work Mr. Furthmyre does.

No further discussion. Motion passed unanimously.

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

**Item 22 MSDB SUPERINTENDENT EVALUATION
Tammy Lacey**

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

**Friday November 19, 2021
8:30 AM
University of Montana
Education Center, Room 241**

CALL BACK TO ORDER

Chair Lacey called the meeting back to order at 8:47 am. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll call.

❖ LICENSURE COMMITTEE – Madalyn Quinlan (Item 23)

**Item 23 HEARING OF BPE CASE #2021-02, SMOKER – (ACTION)
Katherine Orr, Agency Legal Services**

Ms. Quinlan opened the item up with a brief explanation of the process before turning the item over to Ms. Katherine Orr, Agency Legal Services. Ms. Orr explained to the Board how the hearing would be conducted this morning and that 2 hours has been allotted for the hearing. After a brief technical delay, the hearing began at 9:15 am. Ms. Orr again explained the process for the hearing for all parties.

Ms. Faure, Attorney for the Frazer School District made opening remarks to the Board outlining the reasons for the request for a license suspension for the educator, Ms. Smoker.

Ms. Smoker gave her opening remarks to the Board on her behalf.

Witness Chante Japp was sworn in and gave testimony to the Board. Ms. Faure questioned the witness. Ms. Smoker cross examined the witness. Board members asked questions.

Witness Shannon Knowlton was sworn in and gave testimony to the Board. Ms. Faure questioned the witness. Ms. Smoker cross examined the witness. Board members asked questions.

Witness Melanie Blount-Cole was sworn in and gave testimony to the Board. Ms. Faure questioned the witness. Ms. Smoker cross examined the witness. Board members asked questions.

Ms. Madalyn Quinlan moved to deny the request of the Frazer School District to suspend the Educator License in BPE Case #2021-02, but to place a letter of reprimand in the educator's public record file. Motion seconded by Ms. Mary Heller.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Tammy Lacey - (Items 24-25)

**Item 24 ACTION ON HB 89, REVISIONS TO TRANSFORMATIONAL LEARNING – (ACTION)
Sharyl Allen**

Ms. Allen gave an update on the revisions to ARM 10.54.1010 due to HB89. The Notice of Amendment has been filed and a Special Meeting will be held to approve the Notice of Adoption after December 17, 2021 to the application window can open in January. Carroll College will be running the lottery on behalf of OPI.

**Item 25 YOUTH RISK BEHAVIOR SURVEY UPDATE – (INFORMATION)
Susan Court**

Item has been moved to the January 2022 Meeting.

FUTURE AGENDA ITEMS January 13-14, 2022 (virtual meeting)

Exiting Board Member – Last Meeting and Recognition

MSDB Superintendent Interviews

Transportation Report

MACIE Update

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant Applications

Critical Quality Educator Shortage Area Report

PUBLIC COMMENT

(This meeting is open to the public electronically. This time will be provided for public comment on items not listed on the agenda. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the zoom link for the meeting. Members of the public who have joined may

“raise their hand” at the appropriate time and participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

ADJOURN

Meeting adjourned at 1:15 PM.

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BOARD OF PUBLIC EDUCATION

MEETING MINUTES

January 3, 2022
Zoom Meeting

Monday January 3, 2022
9:00 AM

CALL TO ORDER

Chair Lacey called the meeting to order at 9:02AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Susie Hedalen; Ms. Jane Hamman; Dr. Darlene Schottle. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Ms. Abigail St. Lawrence; Ms. Amanda Curtis, MFPE; Ms. Sharyl Allen, Deputy Superintendent of Public Instruction; Ms. Jule Walker, MTSBA; Ms. Diane Fladmo, MFPE.

PUBLIC COMMENT

No public comment.

ADOPT AGENDA

Ms. Madalyn Quinlan moved to adopt the agenda as presented. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

INFORMATION ITEMS

❖ EXECUTIVE COMMITTEE– Tammy Lacey (Item 1)

Item 1 REQUEST APPROVAL OF THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 54, TRANSFORMATIONAL LEARNING APPLICATION WINDOW – (ACTION) – 15 Minutes
Sharyl Allen

Chair Lacey reviewed that the Board heard a presentation on this item at the November 2021 meeting. Ms. Sharyl Allen, Deputy Superintendent of Public Instruction noted that the application for the Transformational Learning program was made available to districts in September, and that the OPI has held webinars and monthly meetings for districts to ask questions. The window for submitting the application opened January 3, 2022. Chair Lacey noted that the revisions are necessary due to the revisions to the program made in HB89 during the 2021 Legislative Session from a “first come first served” system to a lottery system. Ms. Quinlan questioned if there had been any comments regarding the one-week window. Ms. Allen noted that under the first come first served process most applications were received within the first hour of the window being opened. Ms. Allen noted that Kristal Smith from OPI and Director Flynn will be onsite at the lottery drawing January 11, 2022. Ms. Allen answered other Board member questions.

Ms. Madalyn Quinlan moved to approve the Notice of Adoption for ARM Title 10, Chapter 54, Transformational Learning Application Window dates, and authorize the BPE staff to file the notice with the Secretary of State’s

Office for publication in the Montana Administrative Register. Motion seconded by Dr. Darlene Schottle.

Comments from Ms. Abigail St. Lawrence representing the Association for Gifted and Talented Education (AGATE) regarding the application window and requesting a longer timeframe for submittal.

Member Hamman noted that she will support the motion.

Dr. Schottle noted that the School Administrators of Montana has seen district presentations of their programs and noted the innovation going on across the state and the effectiveness of the program.

Chair Lacey echoed Dr. Schottle's comments and noted there is a need for additional funding.

No further discussion. Motion passed unanimously.

PUBLIC COMMENT

No public comment.

ADJOURN

Meeting adjourned at 9:22 AM.

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CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2022 through 07 (Jan)/2022

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					404,169.00	152,798.86	0.00	251,370.14
	235F1 FY21 CARRYFORWARD				10,638.00	443.23	0.00	10,194.77
		01100 General Fund			10,638.00	443.23	0.00	10,194.77
			62000 Operating Expenses		10,638.00	443.23	0.00	10,194.77
				{1 BOARD OF PUBLIC EDUCATION	10,638.00	443.23	0.00	10,194.77
			(blank)		0.00	0.00	0.00	0.00
				{ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H1 ADMINISTRATION				334,896.00	126,452.50	0.00	208,443.50
		01100 General Fund			148,985.00	97,334.70	0.00	51,650.30
			61000 Personal Services		133,770.00	97,130.44	0.00	36,639.56
				{1 BOARD OF PUBLIC EDUCATION	133,770.00	97,130.44	0.00	36,639.56
			62000 Operating Expenses		15,215.00	204.26	0.00	15,010.74
				{1 BOARD OF PUBLIC EDUCATION	15,215.00	204.26	0.00	15,010.74
			(blank)		0.00	0.00	0.00	0.00
				{ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			122,907.00	3,747.96	0.00	119,159.04
			61000 Personal Services		122,907.00	3,747.96	0.00	119,159.04
				{30 Advisory Council Program 01	122,907.00	3,747.96	0.00	119,159.04
			(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	25,369.84	0.00	37,634.16
			61000 Personal Services		0.00	0.00	0.00	0.00
				{50 Research Program 01	0.00	0.00	0.00	0.00
			62000 Operating Expenses		63,004.00	25,369.84	0.00	37,634.16
				{50 Research Program 01	63,004.00	25,369.84	0.00	37,634.16
			(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)				17,243.00	622.35	0.00	16,620.65
		01100 General Fund			17,243.00	622.35	0.00	16,620.65
			62000 Operating Expenses		17,243.00	622.35	0.00	16,620.65
				{1 BOARD OF PUBLIC EDUCATION	17,243.00	622.35	0.00	16,620.65
			(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	17,543.23	0.00	7,456.77
		01100 General Fund			25,000.00	17,543.23	0.00	7,456.77
			62000 Operating Expenses		25,000.00	17,543.23	0.00	7,456.77
				{1 BOARD OF PUBLIC EDUCATION	25,000.00	17,543.23	0.00	7,456.77
			(blank)		0.00	0.00	0.00	0.00
				{ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 STATE ITSD/RST				16,392.00	7,737.55	0.00	8,654.45
		01100 General Fund			16,392.00	7,737.55	0.00	8,654.45
			62000 Operating Expenses		16,392.00	7,737.55	0.00	8,654.45

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	62000 Operating Expenses	1 BOARD OF PUBLIC EDUCATION	16,392.00	7,737.55	0.00	8,654.45
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
					0.00	0.00	0.00	0.00
		235T1 PS CONTINGENCY			0.00	0.00	0.00	0.00
		01100 General Fund			0.00	0.00	0.00	0.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
					0.00	0.00	0.00	0.00
Grand Total					404,169.00	152,798.86	0.00	251,370.14

INFORMATION

- **REPORTS – Tammy Lacey (Items 1-6)**

ITEM 1

CHAIRPERSON’S REPORT

- **Exiting Board Member Recognition**

Tammy Lacey

INFORMATION

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

McCall Flynn

INFORMATION

ITEM 3

STATE SUPERINTENDENT'S REPORT

**Superintendent of Public Instruction
Elsie Arntzen**

Montana Board of Public Education Executive Summary

Date: January 13 & 14, 2022

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	State Superintendent
Overview	Superintendent's Report
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Informational

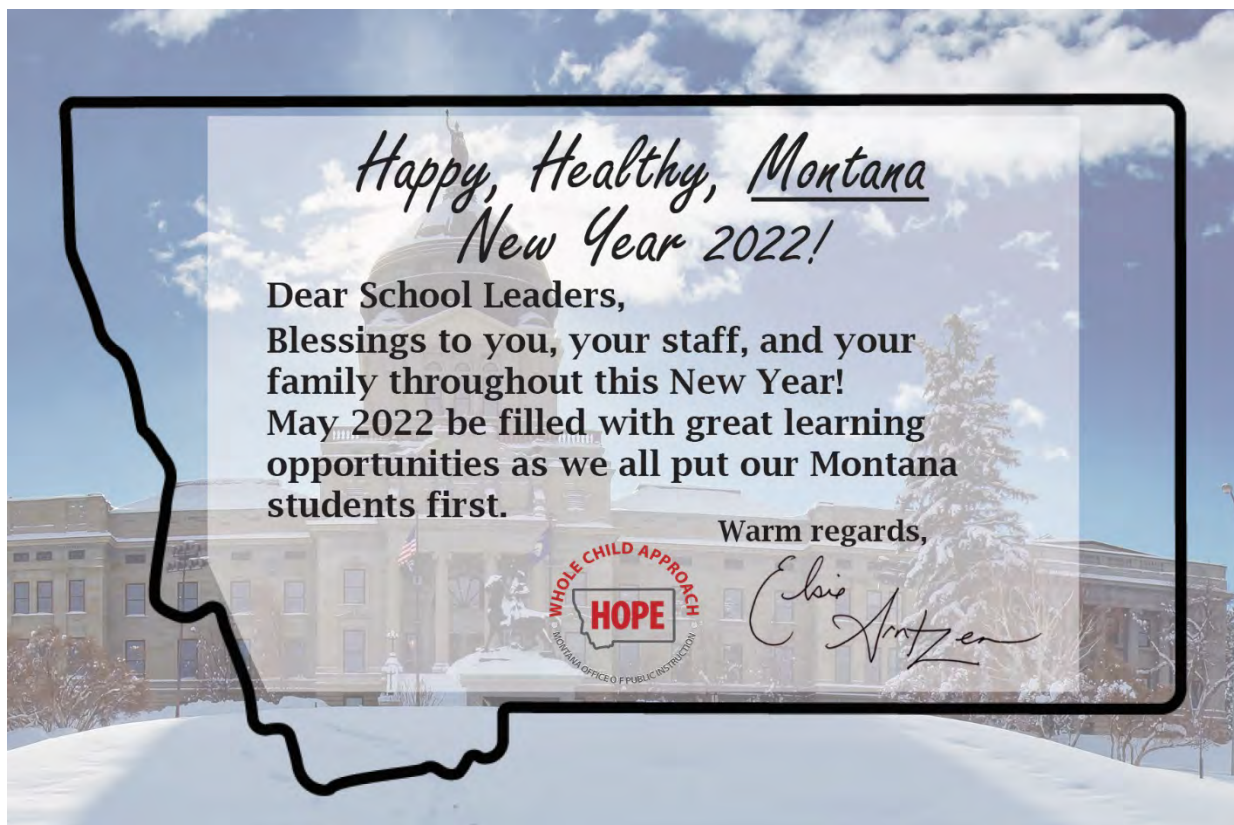


Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



**Superintendent Arntzen's Report to BOPE
as of December 31, 2021
Here's to a Bright, Healthy, and Collaborative New Year!**

As we look forward to the New Year, I am excited for the opportunity to continue to serve the state of Montana's public education system. My role, as I've demonstrated to you in years past, has been to focus on the children, teachers, and parents in our state. Montana is unique in that public education ranges from large AA schools to small one-room schoolhouses. My focus and support remain steadfast: to provide resources to the teachers that are engaging and enriching the lives of our youth, to advocate for the parents who are our children's first teachers and greatest supporters, and to remove barriers to learning so that Montana's children can succeed and thrive. Join me this New Year in focusing on **Putting Montana Students First!**



Director of American Indian Student Achievement position:

Welcome, **Carrie Gopher** will be joining the OPI in the new year on January 4th, as the **American Indian Student Achievement Director**. Carrie has an extensive teaching background. She has taught all levels of school - Elementary, Middle, and High School. She has been an elementary, family and consumer science, driver's education, and secondary math teacher in Rocky Boy School District. Carrie has also served as an assistant athletic director and native youth communities project coordinator. Most recently, she has served in a leadership role as a Dean of Students. She has a strong desire to support the education of Native American students across the state of Montana. She is currently completing her administrative degree and desires to take on leadership roles. She is willing to do whatever it takes to complete the job. We are excited to have Carrie joining the team and advocating for native youth achievement.

American Indian Culture and Language Immersion Specialist:

We are excited to have **Matthew Bell** join the OPI on January 4th as the **Native Language Immersion and Culture Specialist**. Matthew will be overseeing the implementation of the Indian Language and Immersion Program and the Montana Language Preservation Program. Matthew has taught English and Native Language Studies for over 11 years. He has also studied Native American Studies in his Bachelor's and Master's Degrees. He has a strong knowledge of language instruction, including second language instruction. He has a desire to make a positive impact and increase native culture and improve language preservation opportunities. We look forward to Matthew joining the team and making a positive impact on Native Youth through native language and culture.

Montana Afterschool Grant:

The Montana Office of Public Instruction is pleased to announce the Montana Afterschool Grant. The \$3.8 million funds were designated by the Montana Legislature through House Bill 362. Leveraging the State's Elementary and Secondary School Emergency Relief Funding, the Afterschool Grant is intended to fulfill the afterschool plans articulated in the State's ARP ESSER Plan to enhance and expand student access to quality afterschool programming across the state. To learn about the Montana After School grant visit the website at [Montana ESSER After School Grant](#). A list of preliminary awardees, as of December 22nd, 2021, can be found on the [Application Information and Resources](#) tab. You can also send questions to mt.afterschool@mt.gov.

School Nutrition Supply Chain Grant:

The State Superintendent is partnering with the United States Department of Agriculture (USDA), to aid to help Montana overcome school nutrition supply chain challenges. This adds to the existing flexibilities already requested through Federal waivers to provide nutrition to Montana students. Montana will receive a total of \$5,159,810 from USDA for our schools to purchase foods for lunch programs in three flexible opportunities: directly from the state, directly from the USDA, directly from regionally or local producers. For more information contact Chris Emerson, School Nutrition Program Director, at (406) 444-2502 or cemerson@mt.gov.

School Safety Grant:

The United States Department of Justice's Office of Justice Programs (OJP) announced grant awards to support a wide range of violence reduction efforts, including community-based violence intervention and prevention strategies, youth and school violence prevention programs, and evidence-based policing and prosecution practices. Funding will also support research on civil disturbances, school safety, and violence against women. Montana will use the \$282,341 to:

- Purchase of Second Step Social Emotional Learning and Child Protection Kits to distribute to schools.
- Develop a youth school climate and safety advisory.
- Expand the use of threat assessments in schools.
- Promote the use of evidence-based school climate surveys.
- Train law enforcement and school resources officers using best practice recommendations from the National Association of School Resources Officers and Montana-specific concerns, including Missing and Murdered Indigenous People (MMIP).
- Conduct joint training with school-based teams and law enforcement in restorative practices and crisis prevention and intervention.
- Increase the capacity of schools to provide wrap-around services to prevent violence through a multi-tiered system of support (MTSS) model.

For more information, please contact Jamey Peterson, Coordinated School Health Director, at (406) 444-0773 or Jamey.peterson@mt.gov.

Comprehensive School and Community Treatment Program (CSCT):

On December 29, 2021, a request face-to-face meeting was held at the Capitol building and was live-streamed for public access. The OPI, DPHHS, MASBO, Mental Health Centers, district clerks, legal from Kaleva Law offices, and MTSBA participated along with a AA school superintendent.

The team from the OPI was there to listen to the specific concerns related to the Intergovernmental Transfer MOU. The OPI's chief legal listened to concerns about the IGT. The IGT MOU has already been distributed and some schools have signed and returned the MOU. The requested changes are under review and districts should be notified of the review results the week of January 3, 2022.

The OPI and DPHHS will work together on an FAQ document to answer districts' questions and many of the concerns will be incorporated in an updated OPI Guidance document that will be available the week of January 3, 2022.

The OPI has requested written documents from CMS, that will help in answering some of the district concerns. When those documents are received, the OPI will discuss any potential solutions with this working group, that met on December 29, 2021.

For more information, contact Deputy Superintendent Sharyl Allen at Sharyl.Allen@mt.gov or (406) 444-5658.

Montana Executive Leadership Academy for Educators:

The December Montana Executive Leadership Academy's faculty was Dr. Yong Zhao, Foundation Distinguished Professor at the University of Kansas and Educational Leadership Professor, Melbourne Graduate School of Education. Yong Zhao has received numerous awards for his research and service to public education. He has been recognized as one of the most influential education scholars. His work focuses on the implications of globalization and technology in education.

Dr. Zhao challenged the 21-member cohort to think and reflect on the true meaning of education and the impact of the pandemic on innovation in our schools. The cohort engaged in sharing what is they would create if we didn't have the schools we have today. He shared assessment data that indicates that the United States shows basic achievement data in reading and math as unchanged since 1971. He is a consistent voice that standardized testing does not measure learning and should be abandoned. Mr. Kent Smith, General Store Manager of Frontline Ag Belgrade and Entrepreneur shared with the group about what opportunities are available through their company worldwide. He shared that the most important skills they are seeking in potential employees are:

1. Basic technical skills.
2. A positive attitude.
3. A willingness to learn.

Dr. Zhao commented, "I travel the world speaking on education issues, about 300 places per year, and many countries always have an indigenous elder open their work. I have been in every state in the United States, and this is the first time I have seen an indigenous elder open an educational gathering. This is impressive, Montana!" Our elder, Johnathan Eagleman, taught Chippewa Cree alphabet to the cohort and what the sounds mean. He reminded the group, "that the earth is changing, so says THE Grandfather. We all must learn who we are, why we are here, and where we are going."

When the cohort meets January 13-15, 2022, they will be working with Dr. Marguerite Roza, a Research Professor, and the Edunomics Lab Director at Georgetown University. The lab is a research center focused on exploring and modeling education finance policy and practice. Dr. Roza's research traces the effects of fiscal policies at the federal, state, and district levels for their implications on resources at the school and classroom levels. She is the author of the highly regarded education finance book, *Educational Economics: Where Do School Funds Go?*

She has served as a Lieutenant in the U.S. Navy teaching thermodynamics at the Naval Nuclear Power School. She earned a Ph.D. in Education from the University of Washington and a B.S. from Duke University. She also studies at the London School of Economics and the University of Amsterdam.

The cohort will be exploring their use of resources, the implications, and cost-equivalent trade-offs in working to ensure that the resources our school districts have are fully leveraged to impact the learning of the student in the classroom.

The business speaker for January will be coming from a Montana Hutterite colony.

Quote from cohort member: "Thank you for this. All the faculty so far have been great. I have learned so much. Keep bringing it!"

For more information, contact Deputy Superintendent Sharyl Allen at Sharyl.Allen@mt.gov or (406) 444-5658.

EANS Update:

EANS (Emergency Assistance to Non-Public Schools) is unique relief funding designated to provide services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. In Montana, nonpublic schools include homeschool families and private schools.

EANS I (Emergency Assistance to Non-Public Schools) is part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. The application for these funds closed on August 27. The Cash Request application for allowable

reimbursement costs started on September 22. The procurement process for the purchase of allowable services and items is being finalized. The “EANS I Additional Needs Survey” was sent out to all applicants who have an approved EANS I application. The intent was to assess the needs of current applicants, as well as specific areas in which they might seek more funding. These areas would include services, learning supplies, items, and materials. The funding purpose remains the same: They must be used to prepare, prevent, or respond to the impacts of COVID-19. The deadline for this survey was November 22. Montana received a total of \$12,616,385 in EANS I funding.

EANS II is part of the American Rescue Plan (ARP) Act. The EANS II Intent to Apply survey went live on the OPI’s website on October 24. As the eligibility requirements for the ARP EANS funds differ from the CRRSA EANS funds, applicants will be asked to take a short survey to determine their eligibility. These requirements include meeting a 40% poverty level as well as residing in a Montana county that has been severely impacted by COVID-19. These dollars may be used for tutors, educational devices, and curriculum to further a child’s academic success. Montana received a total of \$11,863,324 in EANS II funding.

For more information, contact Janey Salomon, OPI EANS Grant Manager, at (406) 410-1246 or janey.salomon@mt.gov

ESSER Updates:

ESSER I - There are just *9 months left of obligate and spend* down the ESSER I allocation. ESSER I funds must be obligated by September 30, 2022, and liquidated by November 10, 2022. Districts that do not plan to use all of the ESSER I funds should contact Jeff Kirksey so those funds can be reallocated within the state. All funds not liquidated by November 10, 2022, will be returned to the Federal Government.

ESSER Federal Data Collection - On Monday, December 13th Authorized Representatives were emailed links to the Federal Data Collection Tool. The collection deadline is Monday, January 31, 2022. This is a significant data collection and the OPI is here to help districts through the process. We will be hosting working session webinars every Wednesday in January to help districts complete the data collection process as well as posting helpful guidance on the OPI ESSER website and through the ESSER Bulletin. Webinar log-in information is posted on the [OPI ESSER Website](#). Webinars will be recorded and posted on the OPI ESSER website.

ESSER Questions? – Questions related to ESSER funds and how to use them following federal regulations can be directed to the ESSER Program Manager, Jeff Kirksey at jeffrey.kirksey@mt.gov or (406) 444-0783. We are frequently adding content to the ESSER website at: <https://opi.mt.gov/COVID-19-Information/ESSER>

Maintenance of Equity:

The OPI continues to work with the United States Education Department (USED) to find an agreement on what is to be termed a *reasonable level of tolerance* for compliance with the MOEq calculations required by the USED under section 2004(b) of the ARP Act. A revised USED FAQ for MOEq was issued on October 1, 2021, which permits what is termed a *reasonable level of tolerance* for *very small schools*. These terms are to be determined by the state SEA and the OPI has been discussing these concepts with the USED. Various meetings, data sharing, and e-mail correspondence have occurred since October and continue. Currently, the OPI has a draft proposal for both, *reasonable level of tolerance* and *very small schools*, should this plan be accepted, all Montana state public schools will meet the requirements for MOEq under 2004(b) for

FY2022. For more information, contact Budget Analyst Paul Taylor at (406) 444-1257 or PTaylor2@mt.gov.

Land Board:

The Common Schools Trust has been the beneficiary of several revenue sources over the first half of the year (July-December).

The total amount of revenue is: \$5,731,470

The Breakdown for these revenue sources is as follows:

- Timber Sales - \$2,655,747
- Oil & Gas - \$98,948
- Cabin Sales. - \$430,000
- Land Banking - \$2,275,000
- Easements - \$271,775

MIC3, Purple Star Schools:



On December 7th, 2021 the Montana Council on Educational Opportunity for Military Children (MIC3) met and awarded six Purple Star Schools and four Purple Star Champions.

A big shout out to our Purple Star Schools and our Purple Star Champions!

- Valid Purple Star Schools Applicants Are:
 - Flathead High School in Kalispell
 - Holy Spirit Catholic School in Great Falls
 - Morningside Elementary School in Great Falls
 - Ben Steel Middle School in Billings
 - Great Falls Central Catholic High School in Great Falls
 - Townsend School District in Townsend
- Valid Purple Star Champion Nominees Are:
 - Jennifer Bernhart, Missoula (Community Supporter)
 - Hunter Jones, Will James Middle School (Educator)
 - Joe Firda, Great Falls (US Air Guard and Community Supporter)
 - Kim Ray, Morningside Elementary School (Principal)

For more information, visit: <https://mic3.net/state/montana/>

INFORMATION

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Angela McLean

INFORMATION

ITEM 5

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

INFORMATION

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Paige LePard

INFORMATION

❖ MSDB LIAISON – (Item 7)

Mary Heller

ITEM 7

MSDB REPORT

Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
January 2022**

Agenda Action Items:

1. Personnel Action Report

1 Resignation

2. Out of State Travel

EDHI Conference – Paul Furthmyre, Julie-Dee Alt, Sherri Widhelm

EDHI Conference – DHH Outreach Staff

CEASD Conference – Paul Furthmyre, Julie-Dee Alt

CEASD Conference - DHH Outreach Staff

National HS Deaf Theatre Competition – Flying Hooves Student Group

Attached Documents:

- Personal Action Report
- Out of State Travel Forms
- MSDB Committee Minutes
- MSDB Allocation Balance as of 10/8/21
- Current Enrollment Numbers as of 10/25/21

**MSDB Personal Action for BOPE Meeting
January Meeting 2021**

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

Retirement Date Change

Kathy Johnson - Educational Audiologist

From January 30,2021 to July 1, 2022

Resignation

Mary Calnan-Burns -- FT Paraprofessional

Hire

Positions open at MSDB Currently

LPN Nurse

FT Paraprofessional (2)

FT Interpreter (Will be held open)

School Psychologist

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division <i>Education</i>	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre, Julie-Dee Alt, Sherri Widhelm		

5) Justification

MSDB has been getting different requests when it comes to educating our early learners in DHH. Without proper technical assistance at OPI, it is necessary that administration attends the conference.

6) Itinerary

Destination: Cincinnati, OH

Travel Dates: March 12, 2022 - March 16, 2022

7) Estimated Costs

Transportation \$ 3000	Meals \$ 810	Lodging \$ 1352	Other \$ 2000
------------------------	--------------	-----------------	---------------

Total estimated cost \$ 7162

Provide details to support estimated costs:

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

Hilton Cincinnati (\$169 / night)

\$54 per person / day

\$500 for shuttles/taxis and \$1500 Registration Fees

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Interim Superintendent	12/13/2021

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 Deaf and Blind		2) Division Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Lisa Cannon, Carol Clayton-Bye, Outreach Consultants, Deaf Mentors, and Family Advisors as		

5) Justification

Travel to Cincinnati, OH for the 2022 Early Hearing Detection and Intervention (EHDI) conference. Montana's EHDI team participates in this conference each year in order to collaborate with other states who deliver early intervention services for children who are deaf or hard of hearing. Attendees have 2 intensive days of learning sessions dealing with various topics, such as current best practice for support services management, service delivery in the home and in preschools, parent support, and federal funding.

MSDB will not be responsible for the costs, as this is funded by DPHHS federal grant money for the EHDI and Deaf Mentor programs.

6) Itinerary

Destination: Cincinnati, OH

Travel Dates: March 12-16, 2022

7) Estimated Costs

Transportation \$	Meals \$	Lodging \$	Other \$
-------------------	----------	------------	----------

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)

8) Submitted By	Title	Date
<i>Lisa Cannon, Au.D</i>	Consulting Audiologist/Member of MT EHDI	11/29/2021

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 <i>Educative</i>	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre, Julie-Dee Alt		

5) Justification

MSDB Administration would like to attend the CEASD Conference in Salt Lake City. This conference is designed to provide administrators of Deaf Education Agencies up-to-date information.

6) Itinerary

Destination: Salt Lake City, UT

Travel Dates: April 22, 2022 - April 25, 2022

7) Estimated Costs

Transportation \$ 1000	Meals \$ 810	Lodging \$ 1174	Other \$ 2000
------------------------	--------------	-----------------	---------------

Total estimated cost \$ 4984

Provide details to support estimated costs:

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

Salt Lake Marriott (\$129 / night)

\$54 per person / day

\$1350 Registration Fees \$1000 to take State Vehicle

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Interim Superintendent	12/13/2021

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 MT School for the Deaf & Blind		2) Division Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Katie James, Cathy Jury, Crystal Oring, Emily LaSalle, Kitty Griffin, Leann Goss		

5) Justification

The CEASD conference is a national specialized training conference on deaf education topics. As Outreach Consultants we must stay up-to-date on best practices in the field as we support families and school teams across Montana with implementing services for their deaf/hard of hearing children. At this time, there are no training opportunities of this caliber in this particular field offered within Montana.

6) Itinerary

Destination: Salt Lake City, UT

Travel Dates: 4/21/2022-4/26/2021

7) Estimated Costs

Transportation \$ TBD	Meals \$ TBD	Lodging \$ TBD	Other \$ TBD
-----------------------	--------------	----------------	--------------

Total estimated cost \$ TBD

Provide details to support estimated costs:

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

TBD - details for the conference have not been announced, only a save-the-date flyer

8) Submitted By	Title	Date
<i>Katie James</i>	DHH Outreach Consultant	10/12/2021

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 Flying Hooves (Student Group)	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Bruce Catron, Jessteene Clifford, Mary Thompson and 9 Students		

5) Justification

Our Flying Hooves Group would like to compete in the 2nd Annual National High School Deaf Theatre Competition. This event takes place at the Utah School for the Deaf in Salt Lake City. The group would take two state vehicles and drive on March 10th and return on March 13th. Students will not be missing any school as this is a scheduled travel weekend. The costs for the trip will come from fundraising and our gracious MSDB Foundation. The group will stay and eat at the Utah School for the Deaf.

6) Itinerary

Destination: Salt Lake City, UT

Travel Dates: March 10 - 13, 2022

7) Estimated Costs

Transportation \$ 500	Meals \$ 200	Lodging \$ 0	Other \$ 0
-----------------------	--------------	--------------	------------

Total estimated cost \$ 700

Provide details to support estimated costs:

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

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Interim Superintendent	12/27/2021

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.

Board of Public Ed MSDB Committee Meeting

BOPE - December 13, 2021

Those in attendance - Paul Furthmyre, Jim Kelly, Donna Schmidt, Julie-Dee Alt, McCall Flynn, Mary Heller, Carol Clayton-Bye

Note Taker - Paula Mix

Administration

- Personnel Actions
 - Kathy Johnson changed her retirement date to July 1, 2022. She currently is working on some personal situations and we support her with that.
 - Resignation - Mary Calhan-Burns, FT Para
 - No New Hires
 - Positions open
 - LPN Nurse
 - Two FT Paraprofessional
 - FT Interpreter (Will be held open)
 - School Psychologist
- ESSER III Grant
 - 20 % SEL
 - 80 % Emergency Sick Leave Fund
- Out of State Travel
 - These conferences will help us hear what parents are hearing
 - Group of parents in the state, including parents here at the school
 - Have called OPI for technical guidance - nobody to help us
 - Visited with lawyers, State Lawyer, Montana School Boards Association lawyer
 - MSDB is known to be the experts in educating the Deaf and Hard of Hearing students
 - We are being challenged by parents as being the experts, this info is coming from the out of state conferences
 - OPI staff is giving out bad advice to our outreach staff. Such as just have the family file a state complaint
 - **Outreach -**
 - DPHHS will cover the cost for these
 - EDHI - Early Intervention for the Deaf and Hard of Hearing Students
 - Cincinnati in March
 - CEASD - National Administrator Deaf and the Blind
 - Salt Lake City in April
 - Education-
 - Foundation will cover the costs for these
 - EDHI- Early Intervention for the Deaf and Hard of Hearing Students
 - Cincinnati in March
 - Paul, Julie-Dee, our Speech Pathologist to attend
 - CEASD - National Administrator Deaf and the Blind
 - Salt Lake City in April
 - Paul, Julie-Dee
- Perfect Storm
 - Disability Claim
 - Former teacher applied for two jobs
 - Provide state Lawyer information to decide if we should go to mediation with former teacher
 - This is our third disability claim with this person in five years.

- She is claiming that we did not provide appropriate accommodations.
- If it goes to mediation, as a school we won't accept anything until we have the board and the governor's office give us some approval.
- **Tammy-** Having a mediator and impartial mediator can sometimes just move things along a little more quickly.
- Possible Due Process Claim
 - Parent that is an advocate for her student, Challenging us and Great Falls Public School
 - Paul and Julie-Dee met with the public school team to make sure we were on the same page.
 - **Carol-**Parents are looking at specific interventions, assessments, programs for their kids.
 - MSDB support school district as a consultative service
 - Parents have joined together because MSDB is not a parent advocate. We are consultative service for the parent and the district
 - They have joined forces with the National Hands and Voices board to start a Hands and Voices chapter in Montana, they received some funding and support to do it. That program is up and running.
 - Probably hundreds of people are involved in the group.
 - In Montana we lack many resources, especially in areas that it is low instance population
 - Not a lot of teachers of the deaf, teachers of the visually impaired, certified orientation mobility specialists, interpreters that are highly qualified throughout the state of Montana. But that's something that we continue to work on .
 - **Tammy-**is Listening and spoken language? Is it a program or a curriculum?
 - **Carol-** it's a philosophy around educating deaf using spoken language and your hearing. With our students in these two sensory groups the majority of the information is incidental learning. And our kids don't have those opportunities for incidental learning when they are not aided early enough. These parents believe that their children need to make a typical year's growth in a typical year. And that's just really a challenge.
 - We have some kids who have a singular disability category, such as deafness or blindness, but cognitively are intact.
 - **Tammy-**can you give me an example of an intervention that the parents are asking for that is impossible and that is challenging schools to be able to accommodate
 - **Carol-** there is a program that was developed out of Utah State University Sound Beginnings program. Highly qualified these teachers of the deaf to be Listening and Spoken Language Specialists. It's very unique, and there's no one in Montana who's doing it. The families are wanting to bring those outside agencies onto MSDB campus.
 - **Tammy-**is there a national clearinghouse for research based recommended educational programs.
 - **Carol-** CEASD -Council of Educators and Administrators of Schools for the Deaf and Gallaudet Claire Centers.
 - Worked with Julie Res-Mario, California, LEAD K Program for the Deaf - No Deaf Child goes to Kindergarten without the basic skills.
 - We don't have training programs within the state. Our licensure in Montana doesn't recognize some of these things like our interpreters.
 - **Tammy-** when IEP's are developed is that when the parents are challenging?

You're putting in their plans, goals and the objectives. Are they agreeing to the IEP's

- **Carol-** there's a little bit of each, we have some parents who are not wanting to sign IEP's. We don't tell parents what to do, as far as how they move forward through these processes. We're giving it to both parties and trying to support the schools. Former OPI staff put together a great resource for us a year and a half ago. With options for parents - getting mediation, some technical assistance.

- Education Interim Budget Committee

- Phone system is pretty much done. Waiting for the State to install the hardware
- Personal update-
 - 3 Para's job open
 - LPN
 - Maintenance - Ice Machine,
 - Electrical in the Gym- insurance doesn't cover rodents chewing through electrical lines.
 - Water line - \$4000 did not find the leak, insurance won't pay it.
 - Freezer and cooler condenser
 - Verizon - \$31,000 for having the cell tower on campus. Asking if we can keep the money to pay for projects here at MSDB
- **Tammy-** might want to add a line item for legal consultation-seeing an increase in challenges
- **Paul-** I think we're getting to that point, and I don't think it's gonna stop. I will bring it up in the meeting and list it as an item in March as agenda item.
- **Mary-** I agree with Tammy, I would support it.

- Section 604 Grant

- Grant from the State - Broadband Upgrade
- \$850,000 that we requested. It will allow us to set up 10 of our classrooms to have high end internet connection and high end equipment in there.
- Get some of the Outreach kids join in some of classes that we offer
- The state is hoping that will come out of this, they weren't sure how many from Great Falls we're going to apply for this. Senator Solomon was talking at the last interim Ed Committee and the state really wasn't sure where they're gonna go with this. But if there's enough interest from Great Falls that they might use some of that money to bring fiber to Great Falls.

Maintenance/Business Office

Expenditure Report

- Spending this year is currently 37.35% of our budget, compared to 38.08% last year.
 - Waiting for a condenser for the gym
 - Concerned about maintenance expenditures that have not come in yet
- Verizon Tower Rental has started coming to MSDB each month.
 - There is a clause in the contract to increase payments by 3% annually.
- Kitchen Ice Machine replaced for \$2,290.
- Paul- BCD's that we put in for - Literacy grant was approved. Increase of \$50,000
 - Waiting for the governor's office to approve the increase of FTE
 - DPHHS grant waiting for approval

Residential

- After school activities going strong
 - We have 4-5 day students that are participating as well all the Cottage kids
- Holiday Parties for students/cottages
 - Formal dinner limited the numbers
- Expressions of Silence perform in town, Shelby
 - Had a good crowd out for the performance Fundraiser on Dec. 12
 - EOS has been to nursing homes performing
- Cat/Griz party, November 20
- Christmas Travel is on Friday, December 17 and travel return on Sunday, January 2, 2022.
 - January Travel- we didn't actually schedule travel in January on Martin Luther King weekend just because it was so close to when the students returned from Christmas break.
 - We had 8 travel weekends for the year; we typically have nine.
 - Helena town car would not work with us. we basically asked him for \$500 for each travel day, kind of to knock that off the cost. And the owner basically refused to do that. So instead of not having travel, what happened, travel won't impact or cause a cost.
 - **Paul-** we worked with the state decided the best thing to do was let's just schedule the travel
 - **Tammy-** Look into that contract, the language particular
 - **Paul-** we will be renegotiating that contract this year. Looking into someone local here in Great Falls. There are some local schools that have four day work weeks that we might be able to contract them on the weekend.

Education: School

- [Current Numbers](#) (42)
- Referral Numbers (3)
 - 7th Grade VI
 - 9th Grade DHH
 - PS DHH
 - VI Preschool Students- full, have two in Outreach that are waiting for an opening - might need to recruit another staff
- LEAP Numbers (4)
- Christmas Program Thursday at 1:00 - will be streaming on Facebook
 - Parents and GFHS Sign class will be here
 - Tammy will be attending
 - Mary will try

Education: Outreach

- APH Census
 - Annual Printing House for the Blind - this is an annual Census to get our quota funds
 - Process for this is assuring that students have their AI reports in place and ensuring that they qualify for services. This service qualifier has changed so it's allowed us to serve a few more kids than in the past
- DB Census -in December
 - Process looking at our kids that are deaf blind, to determine if they qualify for deaf blindness, as opposed to being deaf and having a visual impairment or being blind and having hearing loss.
- Bedrock Literacy in January 15,16
 - **Tammy-** What is Bedrock Literacy?
 - **Carol-** specific program for teaching deaf students or students with profound hearing

loss, literacy. Our Deaf Mentor Program, which has deaf adults go into the homes working with families. They wanted some additional training. We invited teachers, public school teachers, parents, administrators, anyone who's working with deaf or hard of hearing children to this program and the different elements that go along with teaching deaf kids reading.

- **Tammy-** Is there a similar program for visually impaired literacy emphasis?
- **Carol -** For blind there's an entire curriculum, the Patterns curriculum for learning Braille and, and information that comes out of the American Printing House.
- VIEW in January
- Awards received in Wyoming
 - Regional AER Conference- Association of Education and Rehabilitation of Blind
 - **Amy Tangen** - Award for going above and beyond to help the field of blindness, education. Her efforts in helping with technology and supporting things to happen virtually while we were in COVID.
 - **Carol Clayton-Bye**- Frank Smith Award- leaders in education of the blind, given out annually. Tied with an Outreach Director from Idaho.

Conclusion-

Tammy- Thank you for your good work, and everything that you're doing in this excellent agenda that we had today. I'm learning and definitely becoming more articulate in the work that you do. Becoming even more supportive of what you do, so thank you.

Mary- Good job, Paul. And again, for your whole team. I appreciate all that you guys do and get you've had some challenges and there's some to come. So I really appreciate the insight.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2022 YEAR TO DATE

AS OF: 12/09/2021

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2022 12/9/2021	PERCENT YEAR TO DATE FY 2021 12/7/2020
ADMINISTRATION PROGRAM BUDGET (01)	612,635.00	3,364.00	0.00	615,999.00		
EXPENDITURES YEAR TO DATE	254,153.19			254,153.19	41.26%	44.91%
UNSPENT ALLOCATED BUDGET:	358,481.81	3,364.00	0.00	361,845.81	58.74%	55.09%
GENERAL SERVICES PROGRAM BUDGET (02)	768,888.00	0.00	0.00	768,888.00		
EXPENDITURES YEAR TO DATE	308,994.44			308,994.44	40.19%	57.77%
UNSPENT ALLOCATED BUDGET:	459,893.56	0.00	0.00	459,893.56	59.81%	42.23%
STUDENT SERVICES BUDGET (03)	1,769,165.00	0.00	34,662.00	1,803,827.00		
EXPENDITURES YEAR TO DATE	627,537.83		4,730.54	632,268.37	35.05%	38.33%
UNSPENT ALLOCATED BUDGET:	1,141,627.17	0.00	29,931.46	1,171,558.63	64.95%	61.67%
EDUCATIONAL PROGRAM BUDGET (04)	5,005,825.00	291,190.74	358,355.00	5,655,370.74		
EXPENDITURES YEAR TO DATE	1,861,378.45	41,445.40	204,732.99	2,107,556.84	37.27%	35.46%
UNSPENT ALLOCATED BUDGET:	3,144,446.55	249,745.34	153,622.01	3,547,813.90	62.73%	64.54%
ALLOCATED TOTALS:	8,156,513.00	294,554.74	393,017.00	8,844,084.74		
TOTAL EXPENDITURE TO DATE:	3,052,063.91	41,445.40	209,463.53	3,302,972.84	37.35%	38.08%
UNSPENT ALLOCATED BUDGET:	5,104,449.09	253,109.34	183,553.47	5,541,111.90	62.65%	61.92%

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

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

Effective Date: 12/13/2021 Enrollment Types: P, S, N
Total Race/Ethnicities: 5 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 24/18/42

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	-	-	-	-	-	2/0/2	-	2/0/2
02	-	-	-	-	-	1/0/1	1/0/1	2/0/2
04	-	-	-	0/1/1	-	0/3/3	-	0/4/4
05	-	-	1/0/1	-	-	1/0/1	-	2/0/2
06	-	1/0/1	-	-	-	0/2/2	-	1/2/3
07	-	-	-	-	-	1/1/2	-	1/1/2
08	-	1/0/1	-	-	-	2/3/5	-	3/3/6
PK	-	-	-	-	-	4/0/4	-	4/0/4
PS	-	-	-	-	-	2/2/4	-	2/2/4
All Grades	-	2/0/2	1/0/1	0/1/1	-	13/11/24	1/0/1	17/12/29

MT Sch For Deaf & Blind HS

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

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	5	17.24%
MT Sch For Deaf & Blind HS	3	23.08%
Total	8	19.05%

INFORMATION

❖ MACIE LIAISON – (Item 8)

Susie Hedalen

ITEM 8

MACIE REPORT

Jennifer Smith

Montana Board of Public Education
MACIE Summary
January 2022

Presentation	MACIE Report
Presenter	Jennifer Smith
Position Title	MACIE Chair
Overview	<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>
Requested Decision	None
Related Issue(s)	<p>December: MACIE met with the American Indian and Minority Achievement (AIMA) Council for a joint meeting to discuss</p> <p>January: MACIE met January 5 for their regularly scheduled Informational Session</p>
Recommendations	None

INFORMATION

❖ ASSESSMENT COMMITTEE – (Item 9)

Anne Keith

ITEM 9

ASSESSMENT REPORT

Ashley McGrath

Montana Board of Public Education Executive Summary

Date: January 13-14, 2022

Presentation	Assessment Update
Presenter	Ashley McGrath, State Assessment Director
Position Title	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
Overview	The Office of Public Instruction will present <ol style="list-style-type: none">1. Testing, Accountability, Reporting Updates2. Peer Review Tour and Plans3. WIDA Test Window and Completions4. Math/ELA/Science Interim Completions5. 2021-2022 OPI Test Windows
Requested Decision(s)	Informational Item.
Related Issue(s)	
Recommendation(s)	None.



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



Montana

Office of Public Instruction

Jan. Board of Public Education Meeting

OPI Assessment Update

**Ashley McGrath | Director of Assessment | Assessment Unit
Teaching and Learning Department**

January 13-14, 2022



Presentation Overview

1. Testing, Accountability, Reporting Updates
2. Peer Review Tour and Plans
3. WIDA Test Window and Completions
4. Math/ELA/Science Interim Completions and Updates
5. 2021-2022 OPI Test Windows





State Assessment Overview

[Assessment Profile Link](#)

SBAC

Smarter
Balanced
Assessment
Consortium

[Assessment Profile Link](#)

MSAA

Multi
State
Alternate
Assessment

[Assessment Profile Link](#)

ACT with Writing

American
College
Testing

[Assessment Profile Link](#)

MSA

Montana
Science
Assessment

[Assessment Profile Link](#)

AMSA

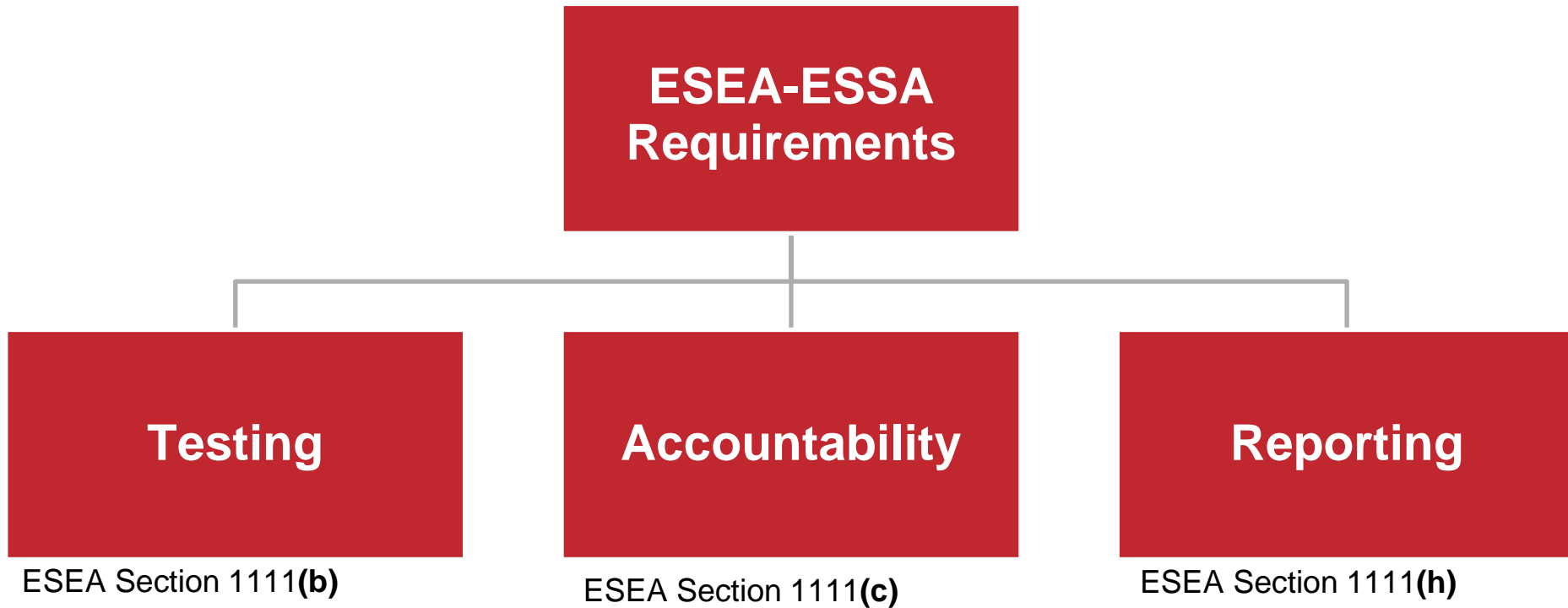
Alternate
Montana
Science
Assessment

[Assessment Profile Link](#)

ACCESS for **ELLs**

English
Language
Learners

Federal Requirements





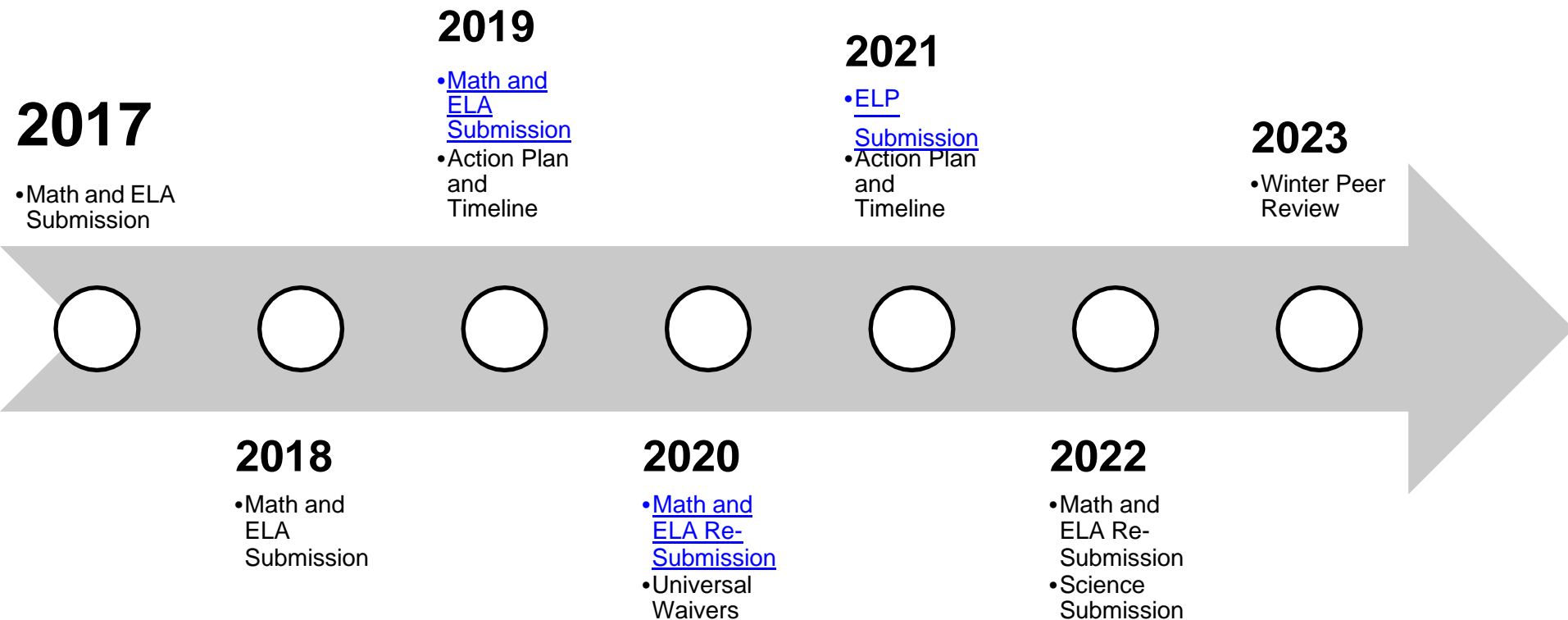
Testing, Accountability, Reporting Updates

Date	Activity
Feb. 19, 2021	The OPI released its “Medical Exemption for COVID Reason” policy through the “MontCAS Policies and Procedures for Participation in State Assessments” . <u>This provision will remain in effect for the 2021-2022 school year.</u>
Feb. 22, 2021	Ian Rosenblum on behalf of the US Department of Education (Department) issued a key policy letter to State Chiefs on guidance for testing, accountability, and reporting requirements under the ESEA-ESSA. This memo outlined the expectations for (1) Accountability and School Identification, (2) Transparency and Reporting, (3) Assessments, and (4) Public Comment.
Mar. 8, 2021	The February 22 Memo invited states to submit for the Department’s accountability and reporting waiver to ensure an efficient process for requesting and reviewing these requests.
Mar. 24, 2021	The OPI submitted its request to the Department using the March 8 Optional Template . These ESEA-ESSA waivers included the “Academic Achievement Indicator” flexibility.
Mar. 26, 2021	The Department approved the OPI’s March 8 Optional Template for accountability and reporting waivers.
Mar. – May 2021	During the Spring 2021 the safety, health, and well-being of school staff and students was the number one priority. Districts were allowed to use the “Medical Exemption for COVID Reason[s]” when it was not safe to delivery in-person assessments.
Nov. 17, 2021	The OPI released its math and reading/language arts assessment results in accordance with the accountability and reporting waiver .
Dec. 9, 2021	The OPI held a 1-hour webinar to support to the state 1.0 percent cap on Alternate Assessment and shared resources through the State 1.0 Percent Cap Guidance and Monitoring Google Site and opportunity to submit comment via the Public Comment Survey , Alternate Assessment Eligibility Guidelines , Appendix A , and Appendix B .
Dec. 17, 2021	The Department released its guidance as “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems” under ESEA-ESSA with an opportunity to provide comment through January 16, 2022.
2021-2022 School Year	School districts must plan on delivering statewide assessments as published in the 2021-2022 Test Windows . The guidance B-4 retains the requirement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments in reading/language arts and mathematics under ESEA-ESSA Section 1111(b)(2)(B)(v)(I).



Peer Review Tour and Plans

Under ESEA-ESSA Sections 1111(a)(4) and 1111(b)(2)(B)(iii)-(iv) and 34 CFR § 200.2(b)(4) and (5) and (d), the U.S. Department of Education has an obligation to conduct peer review on the technical quality of State assessment systems implemented under ESEA-ESSA Section 1111(b)(2) [see [State's Guide](#)].



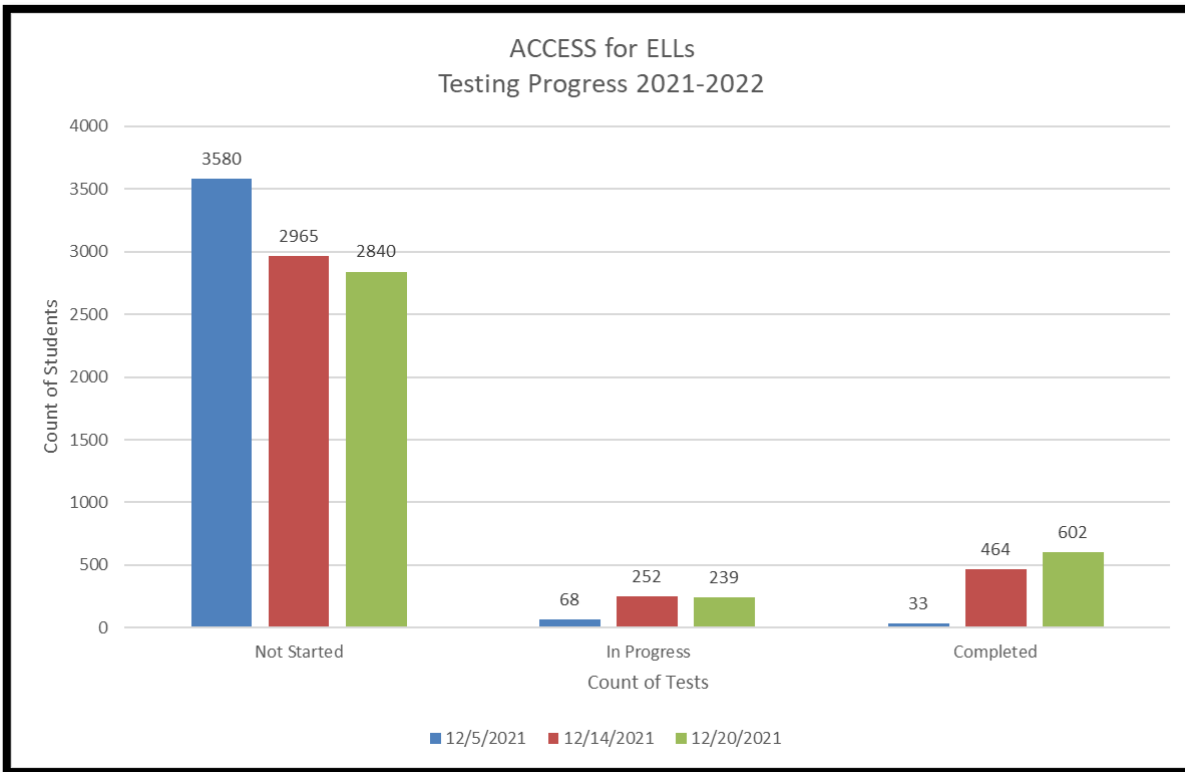
Note: The following acronyms are English language proficiency (ELP) and English language arts (ELA).



ACCESS for ELLs

Test Window and Completions

The English language proficiency (ELP) assessment (ACCESS for ELLs) is administered to English language learners (ELLs) in in Grades K–12, and the alternate ELP assessment (Alternate ACCESS) is administered to EL students with significant cognitive disabilities in Grades 1–12.



Testing Window:

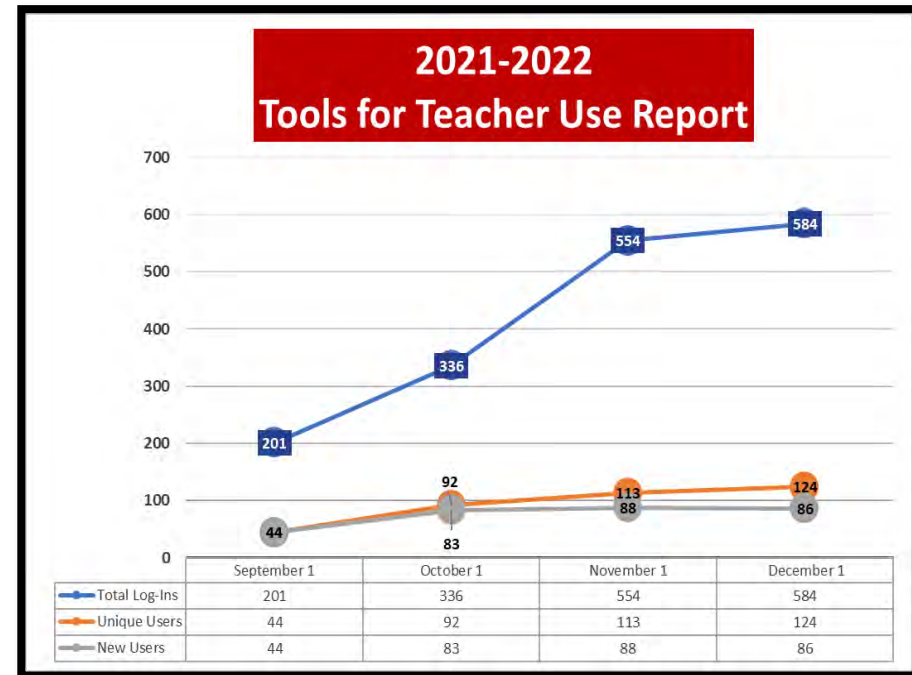
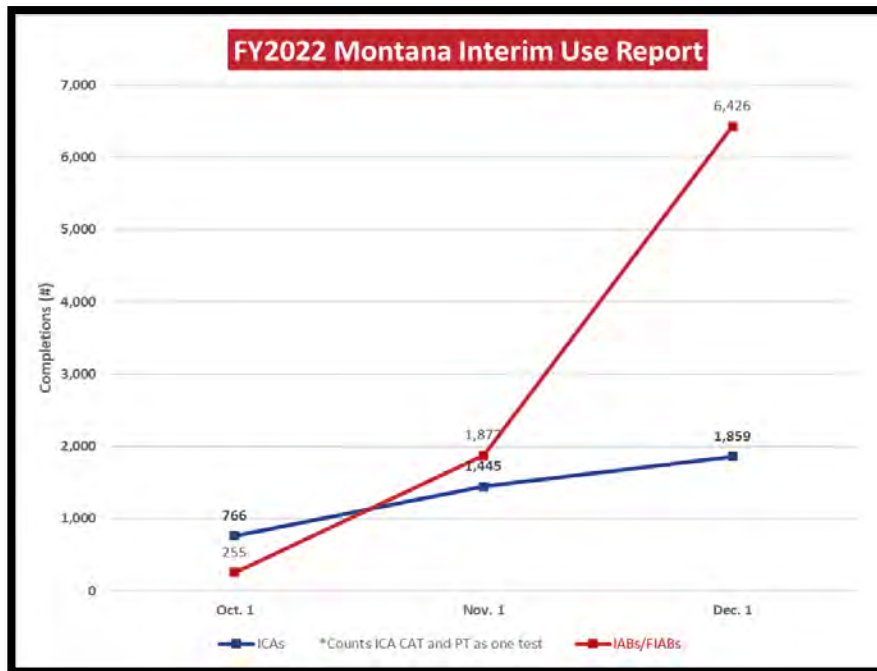
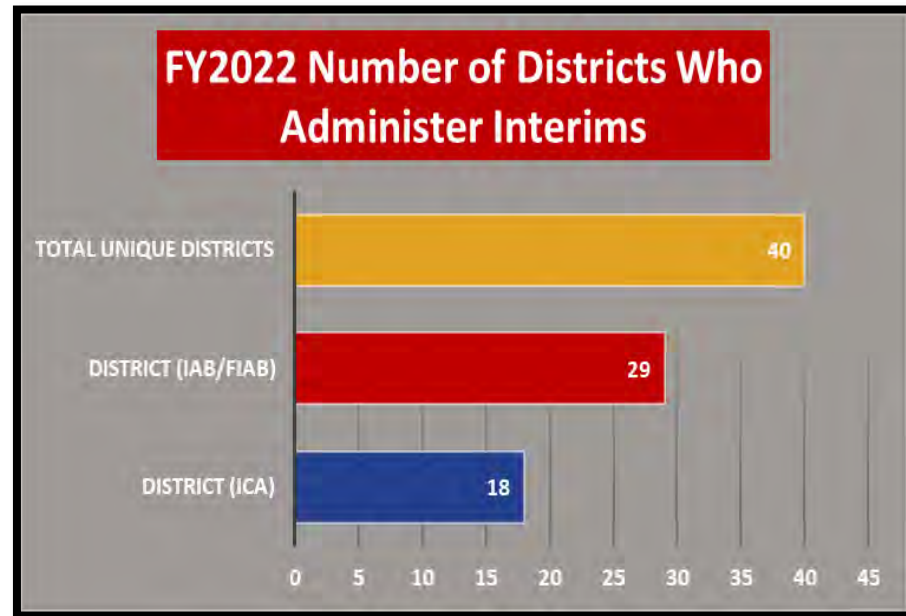
Dec. 2, 2021 – Feb. 25, 2022

As of 12/20/21:

16% of registered ELs have completed ACCESS for ELLs

Math and ELA Statewide Interim Completions

Data accurate as of 12/1/2021.



Note: ICA = Interim Comprehensive Assessment, IAB = Interim Assessment Block, FY2022 = 2021-2022 school year. Graphs depict Smarter Balanced statewide contract values for formative and interim math and English language arts (ELA) data.



Science Statewide Interim Updates

- New science interims are scheduled to go live January 31, 2022
- Feedback from science educators has led to improvements
 - Interims are grouped into testlets by Disciplinary Core Ideas (DCIs)
- Interims can be used to by classroom educators to challenge up or down to support the instructional and learning needs

2021-2022 Test Windows

Assessment Name	ACCESS for ELLs 2.0	Alternate Science	Science	Multi-State Alternate	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Science	Science	Math and ELA	Math and ELA	Math, ELA, and Science
Student Group	English learners	SwSCDs	General	SwSCDs	General	General
Grades Tested	K–12	Grades 5, 8, 11	Grades 5, 8	Grades 3–8, 11	Grades 3–8	Grade 11
Window Period	12 weeks	7 weeks	12 weeks	7 weeks	12 weeks	3 Opportunities
Test Window	Dec 2 – Feb 25	Mar 14 – Apr 29	Mar 7 – May 27	Mar 14 – Apr 29	Mar 7 – May 27	Date 1: March 29 Date 2: April 12 Date 3: April 26

Notes:
 ● SwSCDs = Students with Significant Cognitive Disabilities

● [2021-2022 OPI Published Test Windows](#)

Questions?

Ashley McGrath

Director of Assessment

Department of Teaching and Learning

Montana Office of Public Instruction

Phone: 406.444.3656

E-mail: amcgrath@mt.gov

INFORMATION

❖ ACCREDITATION COMMITTEE – (Item 10)

Mary Heller

ITEM 10

UPDATE ON CHAPTER 55 TASK FORCE AND NEGOTIATED RULEMENTKING COMMITTEE

Nathan Miller

Montana Board of Public Education

Executive Summary

Date: January 13-14, 2022

Presentation	Chapter 55 Update
Presenter	Nathan Miller Office of Public Instruction
Position Title	Accreditation Program Director
Overview	The OPI is working in partnership with Region 17 Comprehensive Center to update ARM Chapter 55. This presentation will be an update on topics discussed and the formation of both the Chapter 55 Taskforce and Negotiated Rule Making Committee.
Requested Decision(s)	Informational Item
Related Issue(s)	None
Recommendation(s)	None



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

Chapter 55 Update

Currently, the OPI is working in partnership with Region 17 Comprehensive Center to update ARM Chapter 55 on the 10-year revision cycle. Representing the OPI are Julie Murgel (Senior Manager for the Department of School Innovation and Improvement), Nathan Miller (Accreditation Program Director), and Tristen Loveridge (Project Manager). After engaging in a research phase, two working groups, **Chapter 55 Task Force** and the **Negotiated Rule Making Committee** have been formed to complete the review and revision phase. Below are details and key dates for the two working groups. A [Google Site \[sites.google.com\]](https://sites.google.com) with tools, key data, and research has been created to facilitate and document the work of the Task Force and Rule-Making Committee.

Chapter 55 Taskforce:

The task force will be charged with making recommendations for ARM Chapter 55 revisions to the superintendent of public instruction and the negotiated rule committee. The task force orientation meeting is scheduled for January 11, 2022 at 4:00-5:00pm via Zoom. We will host an in-person kick off meeting in Helena on January 25th from 10am to 5:00pm and 26th from 8:00am to noon. It is anticipated that the task force will need to meet at least seven times before April 2022 in order to complete its work. The purposed scheduled is as follows, exact times/dates will be set by the task force during the orientation:

- January 11 4:00-5:00pm (1 hour Zoom)
- January 25 (10am to 5pm) & January 26th (8am to 2pm)-(in person, Helena)
- February 7-11 (2 hour Zoom)
- February 22-25 (2 hour Zoom)
- March 8 (10 am to 5pm) & March 9 (8:00am to 2:00pm) (in person, Helena)
- March 21-25 (2 hour Zoom)
- April 4-April 8 (2 hour Zoom)

Negotiated Rule Making Committee:

The Chapter 55 Negotiated Rule Making Committee will review and revise the recommendations from the Chapter 55 Task Force. The recommendations presented to the Board of Public Education must include an economic impact statement that the negotiated rulemaking committee prepares. An orientation meeting for the Negotiated Rule Making Committee is scheduled for February 24 3:00-5:00pm via Zoom. We will host an in-person kick off meeting in Helena on March 17th from 10am to 5:00pm and 18th from 8:00am to noon.

It is anticipated that this committee will need to meet at least ten times before July 2022 in order to complete its work. The purposed scheduled is as follows:

- February 24 3:00-5:00pm (2 hour Zoom)
- March 17 (10am to 5pm) & March 18th (8am to 2pm)-(in person, Helena)
- April 6 3:30-5:00pm (1.5 hour Zoom)
- April 13 3:30-5:00pm (1.5 hour Zoom)
- April 20 3:30-5:00pm (1.5 hour Zoom)
- May 2 (10 am to 5pm) & May 3 (8:00am to 2:00pm) (in person, Helena)
- May 18 3:30-5:00pm (1.5 hour Zoom)
- May 25 3:30-5:00pm (1.5 hour Zoom)
- June 1 3:30-5:00pm (1.5 hour Zoom)
- June 16 (10 am to 5pm) & June 17 (8:00am to 2:00pm) (in person, Helena)

Proposed Timeline for Revisions to ARM 55 (Shared as information item at BPE on 11/18/21)

Research	Revisions to ARM	Negotiated Rule Making Committee	Board of Public Education	Education Interim Committee	Board of Public Education	Implementation
November 2020 – April 2021 OPI Internal Work	November 2021 – April 2022 OPI Work	January – June 2022	July 2022 Proposed Amendments & Economic Impact	September 2022	MAPA Process	July 2023
		Facilitator: Dr. Murgel, Nathan Miller				

INFORMATION

❖ EXECUTIVE COMMITTEE – (Item 11)

Tammy Lacey

ITEM 11

FEDERAL PROGRAMS REPORT

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: January 13, 2022

Presentation	Update on Federal American Rescue Plan-Elementary and Secondary School Relief Fund (ARP-ESSER) and the Federal Accountability System
Presenter	Julie Murgel
Position Title	Senior Manager Department of School Innovation and Improvement
Overview	<ol style="list-style-type: none">1. ESSA Accountability FAQ and Template2. ARP-ESSER and EANS General Information3. ARP-ESSER Key Dates and OPI Technical Assistance Opportunity4. ARP-ESSER Data Collection5. Additional Federal Program Information
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	



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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



January 13, 2022 Update on Federal American Rescue Plan-Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

1. ESSA Accountability FAQ and Template

On December 17, 2021, USED released a new Accountability FAQ and template, available [here \[oese.ed.gov\]](https://oese.ed.gov). The document, which is being published to invite public comments, is intended to support State educational agencies (SEAs), local educational agencies (LEAs), and schools as they implement accountability and school improvement requirements under section 1111 of the ESEA using data from the 2021-2022 school year. USED is accepting comments via email to OESE.Feedback@ed.gov through January 16, 2022.

The Montana OPI applied for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, Montana OPI has not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, the OPI agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

USED has indicated that SEAs may consider changes to their accountability systems due to the impact of COVID-19. USED also encouraged SEAs to consider the following ways they can refine and further strengthen accountability systems consistent with ESEA requirements:

1. The importance of **authentic engagement** with a diverse range of stakeholders, including students, families, educators, LEAs (including those located in rural areas), representatives of Indian tribes located in the State, civil rights organizations, and stakeholders representing the interests of children with disabilities, multilingual learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students as the State makes decisions about its accountability system;
2. How to ensure that the State's accountability system is **focused on targeting Federal (including COVID-19 recovery funding), State, and local resources** and support to the schools that serve students with the greatest needs, including those who have been most impacted by the pandemic, and on addressing the long-standing inequities in educational opportunity that existed prior to the pandemic;
3. **Temporary adjustments to the State's accountability system**, consistent with statutory requirements, that may be needed in the short-term (e.g., for one year) because of missing or less reliable data due to the pandemic for indicators that are part of the State's accountability system, including adjustments in growth measures to ensure fairness and accuracy;

4. **Opportunities to make broader, meaningful, and lasting changes to the State's system**, including those based on lessons from the last two years, the evolving understanding of the needs of students in the State, and other lessons on how to most effectively measure the needs of students and schools in ways that are valid, reliable, and actionable;
5. **Addressing the impact of the pandemic and lost instructional time as part of the school improvement process**, which could include leveraging additional Federal pandemic recovery funds and aligning school improvement efforts with evidence-based interventions to address lost instructional time using American Recovery Plan Elementary and Secondary School Education Relief (ARP ESSER) funds;
6. Opportunities to continue and expand public reporting of a range of **opportunity to learn measures**—including those that a State agreed to report when it received its accountability waiver for the 2020-2021 school year—even if the SEA does not use these measures to identify schools for improvement in the State's accountability system;
7. **Opportunities to improve statewide summative assessments**, which may include, consistent with ESEA section 1111(b)(2)(B)(vi), the use of multiple measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks which can provide students with culturally and linguistically responsive ways of demonstrating progress;
8. **Strategies for continuous improvement to the State's assessment system**, including enhancing the ability to provide more timely, meaningful reporting to educators and parents and supporting educator assessment literacy and development; and
9. Consistent with the Department's message to States in the 2020-2021 school year about use of assessment during the pandemic, encouraging States to consider additional steps at the State's discretion to **reduce the high stakes of assessments in State decisions such as graduation or promotion requirements or in educator evaluations**.

2. General ESSER and EANs Information

On August 5, 2021, the U.S. Department of Education [approved](#) the Montana [ARP ESSER State Plan](#)

- Each of the districts *ARP ESSER Plan* and *Safe Return and Continuity of Services Plans* can be viewed on the OPI website at this [link](#).
- ESSER Allocation and Status Information is updated monthly [here](#) on the OPI website at: <https://opi.mt.gov/COVID-19-Information/ESSER>

ESSER Allocation and Status Information

December 2021

	ESSER I (CARES)	ESSER II (CRRSA)	ESSER III (ARP)
Total Number of Applicants	305 applications (Final)	303 Approved (to date) <i>98% of anticipated applications</i>	298 applications (to date) 267 Approved <i>86% of anticipated applications</i>
Total LEA Allocation	\$40,779,698	\$160,309,519	\$347,337,312
Total Budgeted by LEAs	\$40,729,650	\$141,339,042 (to date)	\$289,769,777 (to date)
Total Expended by LEAs	\$32,070,714 (to date) *	\$31,915,731 (to date) *	\$8,260,008 (to date) *
Types of Usage	<i>Percentages based on actual expenditures.</i>	<i>Percentages based on budgets to date.</i>	<i>Percentages based on budgets to date.</i>
	50% Staffing: Educators, Technology Support, Facilities, Health and Wellness	45% Staffing: Educators/Paraprofessionals, Counseling Support, Administration, Facilities	45% Staffing: Educators/Paraprofessionals, Summer Program Staff, Counseling Support, Administration, Facilities
	41.6% Supplies: Technology and PPE	22% Supplies: Technology, Curriculum, PPE	18% Supplies: Curriculum, Technology, PPE
	5.6% Property & Property Services: Renovation and HVAC upgrades	30% Property & Property Services: HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion	31% Property & Property Services: HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion
	2% Professional/Technical Services: Technology Support and Capacity, Facility Maintenance	2% Professional/Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance	2% Professional/Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance

* ESSER I funds must be expended by 11/10/22, ESSER II by 11/10/23, and ESSER III by 11/10/24

**Emergency Assistance for Non-Public Schools
(Coronavirus Response and Relief Supplemental Appropriations)**
December 2021

	EANS I	EANS II
Total Number of Applicants	147 applications (Final - Applications Closed September 10, 2021)	37 Preliminary Applications (to date)*
Total Allocation	\$12,816,385	\$12,063,324
Total Administrative	\$200,000	\$200,000
Total Available for PNP Distribution	\$12,616,385	\$11,863,324
Total Award Estimate	\$6,522,933	TBD
Revert to Gov. Emergency Education Relief Fund	\$6,093,452	TBD
Total Expended	\$820,440	\$ -
Types of Usage	<i>Percentages based on budgets to date.</i>	<i>Percentages based on budgets to date.</i>
	28% Professional/Technical Services: Tutors, On-line courses, Technical Assistance for Educational Hardware and Software, Professional Development (Tutoring, On-Line Courses, Remote Learning Hubs)	TBD Professional/Technical Services: Tutors, On-line courses, Technical Assistance for Educational Hardware and Software
	68% Computer, Textbook and Curriculum Supplies: Instructional Supplies and materials, Textbooks, Library Materials Software, Tech Equipment (Chrome Books, Personal Computers, Internet Access)	TBD Computer, Textbook and Curriculum Supplies: Instructional Supplies and materials, Textbooks, Library Materials Software, Minor equipment
	2% Equipment: Equipment >\$5,000 (Printer, Facility Cleaner)	TBD Equipment: Equipment >\$5,000
	2% Other: Activities for preparing, responding, or preventing COVID not listed in other object categories (Transportation, Facility Rentals)	TBD Other: Activities for preparing, responding, or preventing COVID not listed in other object categories

Janey Salomon – EANS Grant Manager

406-410-1246

janey.salomon@mt.gov

3. ARP ESSER Key Dates and OPI Technical Assistance Opportunity Timeline

- **December 17, 2021** - District ARP ESSR Plan Update submitted to OPI and updated version posted to school websites.
- **December 17, 2021**: Safe Return and Continuity of Services plans must be updated and posted to school websites.
- **January 5, 2022, 10:00 AM** – Data Collection Webinar (Orientation and Expenditure Details)
- **January 12, 2022, 1:00 PM** – Data Collection Webinar (Equitable Support & Safe Reopening)
- **January 19, 2022, 10:00 AM** – Data Collection Webinar (20% Lost Instructional Time, Home Internet, & Hiring and Retention)
- **January 26, 2022, 1:00 PM** – Data Collection Webinar (Review and Frequently Asked Questions)
- **January 31, 2022** – District Federal Data Collection Complete and Submitted to OPI

4. ARP ESSER Data Collection

On Monday, December 13th Authorized Representatives were emailed links to the Federal Data Collection Tool. The collection deadline is Monday January 31, 2022. This is a significant data collection and the OPI is helping districts through the process. The OPI is hosting working session webinars every Wednesday in January to help districts complete the data collection process as well as posting helpful guidance on the OPI ESSER website and through the ESSER Bulletin. Webinars will be recorded and posted the OPI ESSER website.

Annual Reporting Schedule

Annual Reporting: This report should be completed based on activities in the applicable reporting periods for ESSER I, ESSER II and ARP ESSER, respectively.

ESSER I under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Annual Report	Due Date	Applicable Reporting Period
Second Annual Report	February 10, 2022	October 1, 2020- September 30, 2021
Third Annual Report	February 9, 2023	October 1, 2021- September 30, 2022

ESSER II under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	February 10, 2022	December 21, 2020 - September 30, 2021
Second Annual Report	February 9, 2023	October 1, 2021- September 30, 2022
Third Annual Report	February 8, 2024	October 1, 2022- September 30, 2023

ARP ESSER under the American Rescue Plan (ARP)

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	February 10, 2022	October 1, 2020- September 30, 2021
Second Annual Report	February 9, 2023	October 1, 2021- September 30, 2022
Third Annual Report	February 8, 2024	October 1, 2022- September 30, 2023

The Federal Data Collection Categories:

Expenditure Details	20% Lost Instr. Time	School Safety & Infrastructure	Technology and Remote Supports	Personnel	Equitable Support
Total amounts of actual expenditures, disaggregated by activity type, within the Base funding sources for ESSER I, II, & III within the reporting period.	Combination of y/n, numeric and open-ended responses from LEAs regarding evidence-based practices used to accelerate learning disaggregated by activity type.	Includes combination of y/n and open-ended responses from LEAs regarding policies and plans to re-engage students disaggregated by activity type.	Combination of y/n, numeric and open-ended responses for LEAs regarding technology and technology services provided to improve student connectivity disaggregated by support provided type.	FTE data by position type supported with all ESSER funds for both hiring and retention by categories and position type.	Combination of y/n, numeric and open-ended responses for LEAs regarding how each LEA allocated funds for students most impacted by COVID
Data disaggregated by each fund and activity.	Disaggregated student participation data by activity type.	Disaggregated data by activity type and linkage to public-facing policy.	Disaggregated student participation data by support type.	FTE counts for each school in the LEA, disaggregated by position type, including apportioned FTE across schools.	Disaggregated student participation data by activity type.

5. Additional Federal Program Information

ESSER I

There are just **9 months left of obligate and spend** down ESSER I allocation. ESSER I funds must be obligated by September 30, 2022 and liquidated by November 10, 2022. All funds not liquidated by November 10, 2022, will be returned to the Federal Government.

ESSER Consolidated Guidance

An updated ESSER Consolidated Guidance document has been posted to the OPI website at: [ESSER Consolidated Guidance](#). If you have questions regarding the ESSER Consolidated Guidance document please contact [Jeff Kirksey](#), ESSER Program Manager, 406-444-0783 or [Renee Richter](#), Financial Specialist, 406-444-1960.

EANS Update

EANS I (Emergency Assistance to Non-Public Schools) is part of the CRRSA Act. This relief funding is unique as it is designated to provide services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. In Montana, Non-Public Schools includes homeschool families and private schools. The application for these funds closed on August 27th. The Cash Request application for allowable reimbursement costs started on September 22nd. The procurement process for the purchase of allowable services and items is being finalized.

With the new guidance put out from the U.S. Department of Education on September 17, 2021, an "Additional Needs" survey was made available to all EANS I applicants that had a previously approved application. This allowed current applicants the ability to list additional needs in the areas of services, learning supplies, items, and materials. The deadline for this survey was on November 22, 2021. Those responses are currently being reviewed.

The EANS II (Emergency Assistance to Non-Public Schools) is part of the ARP Act. The EANS II *Intent to Apply* application went live on October 24th. As the eligibility requirements for the ARP EANS funds differs from the CRRSA EANS funds, applicants will be asked to take a short survey to determine their eligibility. These requirements include meeting a 40% poverty level as well as residing in a Montana county that has been severely impacted by COVID-19. The other stipulation of the ARP EANS, funding

is applicants can only request procurement of services and items. No reimbursements for previous purchases or expenses can be paid.

An “Intent to Apply” survey is available to all homeschool and private school participants. This short survey will determine ARP EANS eligibility. If your school received funding under EANS I, you can log into the e-grants system and the “Intent to Apply” button will be available. For new applicants, please refer to the website at www.opi.mt.gov and click on the red EANS button. You will find “New Applicant” information in the EANS II Update box.

For further information or if you have questions, please contact Janey Salomon, OPI EANS Grant Manager at 406-410-1246 or janey.salomon@mt.gov or go to the [EANS website](#).

Montana Afterschool Grant

The Montana Office of Public Instruction is pleased to announce the Montana Afterschool Grant. The \$3.8 million fund was designated by the Montana Legislature through House Bill 362. Leveraging the State's Elementary and Secondary School Emergency Relief Funding, the Afterschool Grant is intended fulfill the afterschool plans articulated in the State's ARP ESSER Plan to enhance and expand student access to quality afterschool programming across the state. To learn about the Montana After School grant visit the website at: [Montana ESSER After School Grant](#). You can also send questions to mt.afterschool@mt.gov

Grant Purpose

As Montana students and families work to recover from the adverse impacts of the COVID-19 pandemic, the Montana Afterschool Grant seeks to support and empower young learners across the state through a coordinated, comprehensive, and consistent community approach. The pandemic has exposed and exacerbated the personal and academic challenges many Montana students face. Helping them overcome those challenges requires not only the efforts of Montana educators within the confines of a school day but also the efforts of student-focused afterschool programming. The Montana Afterschool Grant is an opportunity to address students' personal and academic needs, ensure parents and guardians are able to rejoin the workforce, and ultimately continue to strengthen Montana communities. The grant seeks to:

- Provide Montana students with a comprehensive, out-of-school time experience that builds upon a student's formal school day instruction to provide the continuity necessary to meet their academic, social, emotional, and mental health needs exacerbated by the COVID-19 pandemic.
- Provide Montana students a safe and healthy environment after school employing practices to prevent COVID exposure to students.
- Provide Montana students and their families with a deeper connection to their community allowing them to understand the full breadth of supports and opportunities available to them.

Grant Goals:

Expand and enhance afterschool programs throughout the State.

GOAL 1: Expand daily/weekly afterschool services to increase the amount of academic, social, emotional, and mental health support available to students as they navigate the effects of the COVID-19 pandemic.

- A minimum 40 hours per month and/or demonstrated ability to meet community needs.
- Providers partner together to maximize contact hours with students.

- Increase services explicitly dedicated to social, emotional, and mental health needs so students are better able to engage in academic enrichment opportunities provided by afterschool providers and LEAs.

GOAL 2: Providers will expand daily/weekly after-school service capacity or “footprint” to more students and increase accessibility for at-risk student populations to engage in after-school supports.

- Providers partner together to maximize contact hours with students.
- New providers partner with established programs to build a sustainable model of after-school supports for students.
- Recommend providers eliminate engagement barriers such as fees, transportation, etc.

ARP-HCY II Grant

In recognition of the extraordinary impacts of the COVID-19 pandemic on students experiencing homelessness, the ARP included an unprecedented \$800 million to support the specific needs of homeless children and youth via the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund. Local educational agencies (LEAs) must use ARP-HCY funds to identify homeless children and youth, to provide homeless children and youth with wrap-around services to address the challenges of COVID-19, and to enable homeless children and youth to attend school and fully participate in school activities. The USED released ARP-HCY funds in two separate disbursements (ARP Homeless I and ARP Homeless II).

The OPI's Education of Homeless Children and Youth Program (EHCY) "Intent to Apply" application for the ARP-HCY II funds was completed by 53 districts. These funds were allocated based on each district's Title I, Part A allocation and the number of homeless students identified in each district. Below are the final allocations that were disbursed to districts:

District Name	Allocation		District Name	Allocation
Anaconda Elem	\$ 28,131.00		Livingston Elem	\$ 16,904.00
Arlee Elem	\$ 15,829.00		Lockwood K-12	\$ 21,354.00
Belgrade Elem	\$ 25,303.00		Lodge Grass Elem	\$ 12,092.00
Billings Elem	\$ 239,454.00		Lustre Elem	\$ 5,399.00
Bonner Elem	\$ 9,033.00		McCormick Elem	\$ 6,228.00
Boulder Elem	\$ 7,124.00		Miles City Elem	\$ 16,243.00
Bozeman Elem	\$ 39,132.00		Missoula Elem	\$ 109,989.00
Brockton Elem	\$ 9,801.00		Monforton Elem	\$ 5,896.00
Browning Elem	\$ 91,254.00		Montana City Elem	\$ 5,531.00
Butte H S	\$ 19,746.00		Noxon Elem	\$ 7,589.00
Clancy Elem	\$ 6,090.00		Plentywood K-12 Schools	\$ 6,813.00
Deer Park Elem	\$ 5,916.00		Polson Elem	\$ 26,367.00
DeSmet Elem	\$ 7,348.00		Ronan Elem	\$ 48,268.00
East Helena K-12	\$ 17,804.00		Roundup Elem	\$ 9,438.00
Fairfield Elem	\$ 7,185.00		Sidney Elem	\$ 14,170.00
Florence-Carlton K-12 Schls	\$ 9,894.00		St Ignatius K-12 Schools	\$ 34,435.00
Frenchtown K-12 Schools	\$ 19,376.00		St Regis K-12 Schools	\$ 8,802.00
Glendive Elem	\$ 10,052.00		Thompson Falls Elem	\$ 9,290.00
Great Falls Elem	\$ 163,060.00		Three Forks Elem	\$ 8,040.00
Hays-Lodge Pole K-12 Schls	\$ 24,946.00		Townsend K-12 Schools	\$ 9,433.00
Helena Elem	\$ 74,993.00		Trout Creek Elem	\$ 6,351.00
Hot Springs K-12	\$ 8,084.00		Troy Elem	\$ 9,935.00
Jefferson H S	\$ 6,381.00		Twin Bridges K-12 Schools	\$ 6,517.00
Kalispell Elem	\$ 56,373.00		Vaughn Elem	\$ 8,310.00
Lame Deer Elem	\$ 36,569.00		Whitefish Elem	\$ 11,550.00
Lewistown Elem	\$ 12,609.00		Yaak Elem	\$ 5,597.00
Libby K-12 Schools	\$ 25,590.00		Total	\$ 1,407,618.00

2020 Census data to calculate fiscal year 2023 (School Year 2022-23)

Each year, the United States Department of Education (USED) sends to each state the population and poverty estimates for all Local Educational Agencies (LEAs) participating in federal formula grant programs. This data was released on December 16, 2021, and it is available [here](#).

The USED will use the **2020 Census data** to calculate fiscal year 2023 (School Year 2022-23) allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA). Each State Educational Agency (SEA) and LEA must review the data to make sure that it is accurate. ***Please note that these numbers are not based upon enrollment and low-income counts from districts, and they are not reflective of any changes that may have been caused by the COVID-19 pandemic.*** The SEA and LEAs have until March 16, 2022, to challenge any data that is thought to be incorrect. The OPI does not handle the challenges, nor provide information on the process. These questions need to be sent to the [SAIPE Branch](#) phone: (301) 763-3193.

Click [here](#) for more information and guidance concerning the Census Bureau's challenge procedures.

Information about the data sources and the methodology used to prepare this data is available [here](#).

The list of school districts used for the 2020 Census estimates is based on the SY 2020–2021 school district boundary survey conducted by the Census Bureau with the help of the district mapping coordinator in your State. Please note that the school districts on this list include only “regular” school districts that have geographic boundaries. The list does not include, for example, special school districts that a State recognizes as LEAs, such as charter schools or regional vocational education districts. These LEAs do not require “corrections” to the Census Bureau's boundary survey data; rather, the ESEA and 34 C.F.R. §200.72 require an SEA to adjust the SY 2021–2022 Title I, Part A LEA allocations that ED determines to accommodate new or special LEAs not included on the Census Bureau's SY 2020–2021 list.

Please click [here](#) to see the population and poverty counts for participating districts in Montana

Enrollment Increases and BASE Budget Funding

The 2021 Legislature, through HB 630, amended the statute to suspend the funding of enrollment increases through the Anticipated Enrollment increase (20-9-314, MCA) and Unanticipated Enrollment Increase (20-9-166, MCA) processes. However, the legislature provided for additional payments to schools for enrollment increases during FY2022 & FY2023. Please follow these links to review [the Guidance](#) and preview the [PRELIMINARY payment chart](#).

*******Time Certain at 1:00 PM *******

ACTION

LICENSURE COMMITTEE – (Items 12-17)

ITEM 12

INITIAL REVIEW OF BPE CASE #2020-10,
SANTALA

Jacob Griffith, Chief Legal Counsel, OPI

ACTION

ITEM 13

**PRESENTATION OF STIPULATION
AGREEMENT OF EDUCATOR LICENSE
SUSPENSION IN BPE CASE #2021-13,
COLLINS AND ACTION ON DISMISSAL**

Jacob Griffith, Chief Legal Counsel, OPI

INFORMATION

ITEM 14

UPDATE ON DATA MODERNIZATION AND SCHEDULE FOR CONVERSION AND IMPLEMENTATION OF EDUCATOR LICENSURE SYSTEM

**Crystal Andrews
Zam Alidina**

Montana Board of Public Education Executive Summary

Date: January 13 - 14, 2022

Presentation	Montana Educator Information System Transition
Presenter(s)	Crystal Andrews Zam Alidina
Position Title	Director of Educator Licensure Project Manager for Educator Licensure
Overview	<p>This presentation is an informational item.</p> <p>The Montana State Educator Information System (MSEIS) is getting ready to upgrade to a more efficient, user-friendly licensing system. We are excited to provide an enhanced system designed with the educator in mind, offering each educator a streamlined application process starting June 1, 2022.</p>
Requested Decision(s)	Information Only
Related Issue(s)	
Recommendation(s)	



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



January 13, 2022

Update on Montana Educator Licensure System

1. Why is the OPI getting a new licensing system?

The current licensing system does not allow online applications for all of the different classes of licenses nor an evaluation system to allow efficient license processing. The process for uploading an application to the issuance of a license takes a significant amount of time. Communication is also outside of the licensing system and does not directly connect the applicant to the specialist. Below are just some of the areas of improvement that you will see in the new system:

- The system automatically imports records from ETS (Praxis), Department of Justice, etc.
- The applicant can update personal information or can submit new information through the system.
- The system accepts all types of files (not just PDFs).
- The system has communication tools that allow the applicant and the specialist to send notes to each other.
- The system has a progress meter, workflow, and can be saved and returned to later.
- The system will not put an application in a specialist's queue until the application is complete.
- The system has reminder management tools through a dashboard that allows the applicant to check the status of their application.
- The system includes increased options for district personnel and features for Montana Educator Preparation programs.
- Once an application is processed, a certificate can be printed, and an applicant will no longer have to wait for it in the mail.

2. For more information about the transition process for educators, see the attached FAQ document.

3. Vendor Information

20 years ago, RANDA opened its doors in Tennessee and became one of the first pioneers in education technology. Today, RANDA is the leading software solutions provider for State Educational Agencies. Other areas that RANDA supports for SEAs:

- Teacher Effectiveness Platform
- Last-Mile Interoperability
- Student Data Validation
- Professional Development Mapping
- IMS Global Integration
- Data Analytics
- ED-Fi Integration
- Enterprise Application
- Moodle Hosting for Professional Development

Educator Licensure clients include:

- Tennessee Department of Education – 2016
- State of Colorado: Online Licensing System (COOL) – 2021

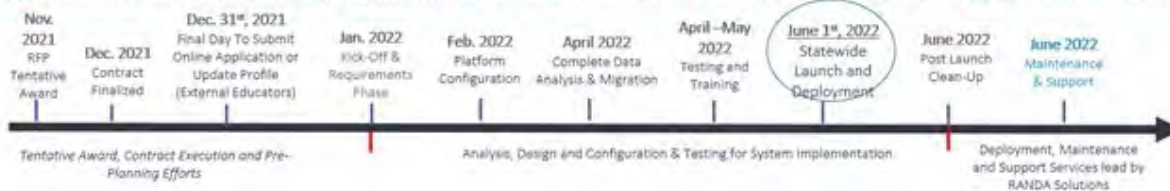
- Kentucky Department of Education – 2021 Award for Educator Certificate System
- South Carolina Department of Education – 2018

4. Benefits of the New System

- Fully Web based Interface
- Cloud Technology (SaaS)
- Automated Intake, Review & Evaluation, Investigation and Issuance of Educator Licenses
- Workflow Management of Renewals, Reinstatement, Revocations, Suspensions, Upgrades, Adding Endorsements, Communication Logs, Automated Emails and Enhanced Analytics/Reporting
- Easy Integration with Other Organizations and Data Systems
- Allows All Forms & Documents to be Uploaded and Assigned the Appropriate Security Levels, Authenticated, Tracked and Stored
- Ability to Internally Configure Workflow and Process to Meet Policy Changes & New State Mandates Using Client Administrator Functions
- Hosted on Secure, Stable, and Scalable Managed Service Environment Meeting all State and Federal Security Requirements
- Optimized User Experience for Streamlined Workflows and Approval Process
- Automatically Ensures Each Educator Licensure Record Updates and Correctly Aligns with Existing Records to Avoid Errors and Data Inconsistencies
- Eliminates Current Manual Process for OPI Staff
- Workflow & System KPI's to Make Better/ More Informed Business Decisions

5. Key Dates and High-Level Contract Terms

System Implementation Deployment Phase will Transition into Maintenance & Support after Launch Date



Implementation Activities Requiring OPI Involvement-

1. Contract Finalization
2. Kick-Off Meeting
3. Requirements Phase (for subject matter expertise input)
4. Confirming System Configuration
5. Testing (User Acceptance Testing) and Training
6. Post-production Review and Approval

RANDA Contract Obligations-

RANDA Solutions shall provide system implementation activities and deliverables related to a successful system implementation of an educator licensure system per the Montana OPI requirements and as agreed by the Statement of Work. The current contract requires a full implementation of the system (June 1, 2022) with one full calendar year of maintenance

Contract High-level Details for System Implementation (1.5 Years)

- Deploy a full educator licensure system – June 1, 2022
- Maintenance and Support – May 26th, 2022 – June 30th, 2023



Educator Licensure FAQ

NEW Montana State Educator Information System (MSEIS)

[Why is the OPI getting a new licensing system?](#)

[Why will applicants need to utilize paper applications starting January 1, 2022?](#)

[What if I need to renew my license in 2022?](#)

[How do I pay my fee during this transition?](#)

[Am I able to renew my license before the year that it expires?](#)

[Will it be possible to submit electronic copies of documents via email to OPI rather than mailing in a hard copy?](#)

[How will communication be affected between Montana College and University Systems and OPI?](#)

[Is there a way to check on the status of a license?](#)

[As a new applicant, what can I do in advance to prepare my application for submission when the new system is live?](#)

[When is the MSEIS system expected to be live in 2022?](#)

[What will be happening at the OPI during the transition to the new system?](#)

[What if I have other questions that aren't answered here?](#)

Why is the OPI getting a new licensing system?

The current licensing system does not allow online applications for all of the different classes of licenses nor an evaluation system to allow efficient license processing. The process for uploading an application to the issuance of a license takes a significant amount of time. Communication is also outside of the licensing system and does not directly connect the applicant to the specialist. Below are just some of the areas of improvement that you will see in the new system:

- The system automatically imports records from ETS (Praxis), Department of Justice, etc.
- The applicant can update personal information or can submit new information through the system.

- The system accepts all types of files (not just PDFs).
- The system has communication tools that allow the applicant and the specialist to send notes to each other.
- The system has a progress meter, workflow, and can be saved and returned to later.
- The system will not put an application in a specialist's queue until the application is complete.
- The system has reminder management tools through a dashboard that allows the applicant to check the status of their application .
- The system includes increased options for district personnel and features for Montana Educator Preparation programs.
- Once an application is processed, a certificate can be printed and an applicant will no longer have to wait for it in the mail.

Why will applicants need to utilize paper applications starting January 1, 2022?

The OPI will be working with Randa Solutions to create a new more efficient, streamlined, and user friendly teacher licensure system. This allows the necessary time for Randa and the OPI to transfer a complete set of data and licenses from the current system and prevent the transfer of incomplete applications or files. Randa and OPI will also design and test the new system, learn and teach others how to use the system, and update the webpage and user guides.

[Return to Table of Contents](#)

What if I need to renew my license in 2022?

Licenses do not expire until June 30, 2022. If you need to renew your license in 2022, you have two options.

1. You can submit [a completed paper application](#) starting January 1, 2022. Staying with current processes, we will continue to audit applications. If you are selected by random, you will be notified by email from the OPI. Otherwise, mail in the complete application (3 pages) and fee only. Submit your complete application and fee starting January 1, 2022 to the Office of Public Instruction • Attention: Educator Licensure • P.O. Box 202501 • Helena, MT 59620. .
2. Submit your online renewal application starting June 1, 2022.

Any renewal units or college/university credits you have entered into the Professional Development section in MSEIS will be transferred to the new system as part of your Montana educator record. Be sure to keep your original renewal unit certificates in case your renewal application is audited when you apply for your license renewal.

How do I pay my fee during this transition?

You will need to mail a check or money order for the amount due to Office of Public Instruction • Attention: Educator Licensure • P.O. Box 202501 • Helena, MT 59620 with your completed application.

Initial Applications: See the [Licensure Update- How the Process Works](#) page for the supplemental forms needed for each application.

Am I able to renew my license before the year that it expires?

You may apply for renewal starting January 1st of the year your license expires. If your license is due to expire on June 30, 2022, you can submit a complete paper renewal application starting January 1, 2022 or wait until the new online system is live on June 1, 2022. *Please note:* The expiration date for a 2022 renewal is June 30, 2022 however there is a two month grace period and you have until August 31, 2022 to complete your professional development and apply for your license renewal.

Will it be possible to submit electronic copies of documents via email to OPI rather than mailing in a hard copy?

Due to most of the required supplemental documents having personal identifiable information, we strongly suggest that you send your complete application and fee to: Office of Public Instruction • Attention: Educator Licensure • P.O. Box 202501 • Helena, MT 59620 starting January 1, 2022.. One submission of the required documents will suffice.

[Return to Table of Contents](#)

How will communication be affected between Montana College and University systems and OPI?

Fall 2021 Montana graduates will be able to submit a **paper application** for licensure. The Montana college or university representative will continue to be able to complete the University Recommendation through MSEIS.

Is there a way to check on the status of a license?

Starting January 1, 2022, you can either email our team at cert@mt.gov or call (406) 444-3150 during our phone hours which are M-TH 12:00- 4:30 MST.

[Return to Table of Contents](#)

As a new applicant, what can I do in advance to prepare my application for submission when the new system is live?

Documents you need to **send out** to be completed by an entity other than the OPI (this can be done during the transition period):

- Fingerprint background check: submit fingerprint cards and fee to the Montana Department of Justice.
- Verification of Teaching Experience form: Complete top section and send to your employer(s) for completion. You will need to upload this once it is returned to you starting June 1, 2022.
- Out-of-State License History: complete the top section and send it to the licensure official in the state(s) that you have previously been licensed in. You will need to upload this once it is returned to you starting June 1, 2022.

- University Recommendation form: complete the top section and send it to the Institution where you finished your educator preparation program for completion. You will need to upload this once it is returned to you starting June 1, 2022.

Documents you need to complete and **have ready** for upload (once the new system is activated starting June 1, 2022):

- Official transcripts: request your official transcripts for your bachelor's and master's and from all Institutions you have attended.
- Notary Page: recite the oath in the presence of a licensed notary and sign the notary page.
- Complete the Fingerprint Background Check Supplement.
- Your signed certificate of completion for "An Introduction to Indian Education for All in Montana."
- Copy of your Praxis test results.
- Copy of your valid out-of-state teaching and/or administrative license(s) (if applicable).
- Copy of your valid National Board Certificate (if applicable).

[Return to Table of Contents](#)

When is the new MSEIS system expected to be live in 2022?

The new system is expected to be live and operational on June 1, 2022.

Below is a timeline of the important dates to know as this transition happens. We will keep you updated throughout this process.

January 1, 2022	Begin submitting paper applications via the mail.
June 1, 2022	New licensure system projected deployment.
June 30, 2022	Last day for renewing licenses. <i>(There is a grace period until August 31, 2022 for license renewals).</i>

What will be happening at the OPI during the transition to the new system ?

Below is the estimated project schedule provided by the OPI project manager and the new licensing system's team.

Phases	Estimated Start	Estimated Finish

Planning & Project Management	12/7/2021	01/02/2022
Business Requirements & Analysis	12/16/2021	02/09/2022
Platform Configuration	12/16/2021	04/12/2022
Data Analysis & Migration	12/6/2021	04/04/2022
OPI Testing & Feedback	02/22/2022	05/09/2022
Finalize Platform	05/09/2022	05/23/2022
Statewide Launch, Training, & Deployment	04/12/2022	05/26/2022
Post Launch Cleanup	05/26/2022	06/30/2022

***In addition, **ALL** applications that are in MSEIS will be reviewed and prepared for the data migration to the new system.*

What if I have other questions that aren't answered here?

You can either email our team at cert@mt.gov or call (406) 444-3150 during our phone hours which are M-TH 12:00- 4:30 MST.

[Return to Table of Contents](#)

INFORMATION

ITEM 15

ANNUAL TEACHER LICENSURE REPORT

Crystal Andrews

**EXECUTIVE SUMMARY FOR
BOARD OF PUBLIC EDUCATION MEETING
DATE: January 13-14, 2022**

AGENDA ITEM:	Annual Teacher Licensure Report
PRESENTER:	NAME: Crystal Andrews Office of Public Instruction
OVERVIEW:	Licenses issued for renewals, duplicates, upgrades and adding an endorsement. Denied licenses, unusual cases
REQUESTED DECISION(S):	None. This is informational only.
RECOMMENDATION(S):	None

Elsie Arntzen, Superintendent

P.O. Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA



Putting Montana Students First **A⁺**

January 13, 2022

OPI 2021 Educator Licensure Annual Report

This report is a summary of educator licensure activity* for 2021 as identified in the areas of:

Tables:

- 1) Licenses issued for: renewals, duplicates, upgrading from one class to another, and adding an endorsement
- 2) Those obtaining their initial Montana educator license; the class of license and endorsement(s) area
- 3) Emergency Authorizations of Employment issued to school districts and the subject areas
- 4) A list of the license class and endorsement areas that were denied
- 5) A list of the license class and endorsement areas that were unusual cases
- 6) A view of the number of newly hired educators in the critical shortage areas
- 7) A view of licensure history new hires and renewals since 2016-17

Please see tables below.

Montana OPI 2021 Educator Licensure Annual Report

Compiled 12/2021 by: Robin Clausen OPI Data Use Stakeholder Liaison/Analyst

1. Renewals, Duplicates, Upgrades, and Adding Endorsement License Table
January 1, 2021 to December 15, 2021

Internships are identified with "N" and Description of Type of License on Separate Sheet

Renewal License Table	Type of License														
Endorsement Area	1	2	3	5	6	7	8	4A	4B	4C	5A	CI 6 PS	CI 6 SC	N	Total
Agriculture (Class 1 or 2) 5-12	8	12													20
Agriculture Business 5-12									2						2
Agriculture Mechanics 5-12									2						2
Arabic K-12	1														1
Art K-12	21	61												3	85
Assiniboine K-12						1									1
Auto Body 5-12		1													1
Automotive Technology 5-12	1							2	2	2					7
Biology 5-12	53	63		2							2				118
Blackfeet K-12						7									7
Building Trades 5-12								7	1	4					12
Business Education (Broadfield) 5-12	33	37		2										1	73
Chemistry 5-12	18	27													45
Cheyenne K-12						3									3
Computer and Information Sciences 5-12	7	2					1								10
Computer Coding								3							3
Computer Information Systems 5-12								1	2	1					4
Crow K-12						3									3
Culinary Arts 5-12								2		1					3
Dakota K-12						1									1
Drafting 5-12								2		1					3
Drama 5-12	6	4													10
Dual Credit- Business Communications 5-12							1								1

Endorsement Area	1	2	3	5	6	7	8	4A	4B	4C	5A	CI 6 PS	CI 6 SC	N	Total
Dual Credit Only- Criminal Justice 5-12							1								1
Dual Credit Only- Writing							1								1
Early Childhood P-3	8	20		1										1	30
Earth Science 5-12	10	11													21
Economics 5-12	3	3					1								7
Electronics 5-12										3					3
Elementary K-8	589	954		10							4			6	1563
Emergency Medical Technician 5-12								1							1
English as a second language K-12	6	7													13
English as a second language K-8		1													1
English, Language and Literature 5-12	109	131		4			1							3	248
Family and Consumer Sciences 5-12	11	31		1										11	54
French 5-12	5	1													6
French K-12	6	4													10
Geography 5-12	1	8													9
German 5-12	2	1													3
German K-12	5	1		1											7
Graphic Arts 5-12								2	2	2					6
Health K-8	1														1
Health 5-12	3	9					1								13
Health and Physical Education K-12		3		1											4
Health Enhancement 5-12	2														2
Health Enhancement K-12	86	134												6	226
Health Enhancement K-8	1														1

Endorsement Area	1	2	3	5	6	7	8	4A	4B	4C	5A	CI 6 PS	CI 6 SC	N	Total
Health Professions- Biotechnology 5-12								1							1
Health Professions - Therapeutics 5-12								12	1	2					15
Health Sciences Informatics 5-12										1					1
Heavy Equipment Operator 5-12										1					1
History 5-12	60	100		1										4	165
Industrial Arts 5-12	7	10	1												18
Industrial Technology Education 5-12	8	17		2											27
Italian 5-12	1														1
Italian K-12	1														1
Journalism 5-12	1	2													3
Latin 5-12		1													1
Library 5-12	1														1
Library K-12	53	64		1							1			22	141
Livestock Production 5-12								2	2						4
Machining 5-12										1					1
Marketing Education 5-12	3	1													4
Mathematics 5-12	76	85		1							1				172
Metals 5-12								3		2					5
Music 5-12	3	1													4
Music K-12	33	66		1											100
Physical Education K-12	1	3													4
Physical Education 5-12		1													1
Physical Science 5-12	8	4													12
Physics 5-12	4	11													15
Plant Science 5-12									2						2
Political Science 5-12	12	20													32

Endorsement Area	1	2	3	5	6	7	8	4A	4B	4C	5A	CI 6 PS	CI 6 SC	N	Total
Principal 5-12			23	1											24
Principal K-12			267	10										12	289
Principal K-8			37												37
PSC Early Childhood K-8	18	34													52
PSC Gifted and Talented K-8	2														2
PSC Technology in Education K-12	1	1													2
Psychology 5-12	18	14					1							1	34
Reading K-12	108	130		2							1				241
Russian 5-12		1													1
Russian K-12	1														1
School Counselor 1 K-12	41	20		2									2	3	68
School Counselor 6 K-12	1			2	1								91	2	97
School Psychologist				2	1							26	1		30
Science (Broadfield) 5-12	41	64		1										1	107
Small Engines 5-12								1		1					2
Social Studies (Broadfield) 5-12	55	89		3										1	148
Sociology 5-12	4	3													7
Spanish 5-12	1	4													5
Spanish K-12	22	29												1	52
Spanish K-8	2	1													3
Spec Education Supervisor P-12			10	1											11
Special Education 5-12		2		1											3
Special Education Early Childhood		1													1
Special Education P-12	157	194	2	11							1			56	421
Special Education P-8		5		1											6
Special Education Vision Impaired P-12		1													1

Endorsement Area	1	2	3	5	6	7	8	4A	4B	4C	5A	CI 6 PS	CI 6 SC	N	Total
Speech Communications 5-12	9	6													15
Superintendent K-12			96											17	113
Supervisor 5-12 CTE			1												1
Supervisor K-12 Curriculum			1												1
Supervisor K-12 Reading			1												1
Supervisor K-8			1												1
Teacher Education								3							3
Theater 5-12		1													1
Theater Arts 5-12		1													1
Traffic Education K-12	15	21													36
Videography 5-12								2							2
Welding 5-12								4	1	1					6
Total	1764	2534	440	65	2	15	8	48	17	23	8	26	94	160	5204

2. New License Table (January 1, 2021 to December 15, 2021)

Description of Type of License on Separate Sheet

New License Table	Type of License											
Endorsement Area	1	2	3	5	7	8	4B	4C	5A	CI 6 PS	CI 6 SC	Total
Agriculture (Class 1 or 2) 5-12		14		2					1			17
Agriculture Business 5-12							2	1				3
Agriculture Mechanics 5-12							1	1				2
Art 5-12				1								1
Art K-12	5	25		11								41
Assiniboine K-12					3							3
Automotive Technology 5-12							1	1				2
Aviation 5-12							1					1
Biology 5-12	6	21		7		2						36
Blackfeet K-12					2							2
Building Trades 5-12								2				2
Business Education (Broadfield) 5-12	1	9		4								14
Chemistry 5-12	3	8		4					1			16
Computer Information Systems 5-12							2					2
Cree K-12					1							1
Crow K-12					2							2
Dakota K-12					1							1
Diesel Mechanics 5-12							1	1				2
Drafting 5-12								1				1
Drama 5-12	1	2										3
Dual Credit- Criminal Justice						1						1
Dual Credit Only- Health 5-12						1						1
Early Childhood P-3	8	44		1					2			55
Earth Science 5-12	1	4		1								6
Economics 5-12		1										1
Elementary K-8	44	447		48					41			580

Endorsement Area	1	2	3	5	7	8	4B	4C	5A	CI 6 PS	CI 6 SC	Total
Emergency Medical Technician 5-12								1				1
English as a second language K-12	4	5										9
English as a second language K-8	1	1										2
English, Language and Literature 5-12	16	72		24					4			116
Family and Consumer Sciences 5-12	1	8		3								12
French 5-12	1											1
French K-12	4	1		1								6
Geography 5-12		2										2
German K-12		2										2
Graphic Arts 5-12							2	1				3
Gros Ventre K-12					1							1
Health and Physical Education						1						1
Health and Physical Education K-12	1	14		3					1			19
Health Enhancement 5-12				1								1
Health Enhancement K-12	1	25		5					1			32
Health K-12	1	4										5
Health Professions- Biotechnology 5-12							1					1
Health Professions- Informatics 5-12							1					1
Health Professions- Therapeutics 5-12							1	2				3
History 5-12	3	24		8					2			37
Horticulture 5-12								1				1
Industrial Arts 5-12		1		1								2
Industrial Technology Education 5-12		7		1					1			9
Irish K-12				1								1
Italian K-12				1								1
Journalism 5-12	1											1
Latin 5-12				1								1

Endorsement Area	1	2	3	5	7	8	4B	4C	5A	CI 6 PS	CI 6 SC	Total
Library K-12	4	1		2								7
Livestock Production 5 -12							3	1				4
Mathematics 5-12	7	27		13					4			51
Middle Grades 4th-8th	3	5							1			9
Music K-12	5	32		6					2			45
Pend d'Oreille K-12					1							1
Physical Education K-12	1	6		2					4			13
Physical Education with no Health Preparation						1						1
Physical Education--Secondary 5-12		1							1			2
Physics 5-12	1	2										3
Plant Science 5-12							1					1
Political Science 5-12	2	3		2								7
Principal 5-12			4									4
Principal K-12			3	9								12
Principal K-8				1								1
Psychology 5-12				1								1
Reading K-12	1	30		2					2			35
ROTC							1					1
Salish K-12					1							1
School Counselor 1 K-12	2	1									1	4
School Counselor 6 K-12	1			7							43	51
School Psychologist				7						22		29
Science (Broadfield) 5-12	5	29		10					3			47
Small Engines 5-12								1				1
Social Studies (Broadfield) 5-12	12	50		5					6			73
Sociology 5-12		2		1								3
Spanish 5-12		2		1					1			4
Spanish K-12	2	11		2								15
Special Education 5-12									2			2
Special Education - Early Childhood		2		1					2			5

Endorsement Area	1	2	3	5	7	8	4B	4C	5A	CI 6 PS	CI 6 SC	Total
Special Education - Hearing Impaired P-12	1	1										2
Special Education P-12	24	66		22					15			127
Special Education P-8				1					1			2
Speech Communication 5-12		1										1
Superintendent K-12			5	3								8
Theater 5-12				1					1			2
Traffic Education K-12				1								1
Videography 5-12							2					2
Welding 5-12								1				1
Total	174	1013	12	229	12	6	20	15	99	22	44	1646

3A. Emergency Authorization Table 1
By Subject
January 1, 2021 to December 15, 2021

Endorsement Description	License Count		Endorsement Description	License Count
Agriculture (Class 1 or 2) 5-12	2		Music 5-12	1
Art K-8	4		Music K-12	5
Art 5-12	2		Music K-8	4
Business Education (Broadfield) 5-12	4		Native American Studies K-8	1
Early Childhood P-3	1		Native American Studies 5-12	1
Elementary K-8	81		Principal K-12	1
English, Language and Literature 5-12	8		PSC Early Childhood K-8	2
Family and Consumer Sciences 5-12	7		School Counselor 1 K-12	3
Geography 5-12	1		School Counselor 1 K-8	4
Health K-12	1		School Counselor 6 K-12	2
Health and Physical Education 5-12	5		Science (Broadfield) 5-12	7
Health and Physical Education K-12	1		Social Studies (Broadfield) 5-12	5
Health Enhancement K-8	1		Spanish 5-12	2
Health Enhancement K-12	1		Special Education P-8	1
History 5-12	1		NULL (Curriculum Supervisor K-12)	1
Industrial Technology Education 5-12	1			
Journalism 5-12	1			
Library K-8	2			
Library 5-12	2			
Mathematics 5-12	7		Total	173

3B. Emergency Authorization Table 2
By School Districts
January 1, 2021 to December 15, 2021

District Name	# of Emergency Employees		District Name	# of Emergency Employees
Absarokee	3		Frontier	2
Big Sky	2		Great Falls Central Catholic High School	2
Bozeman	1		Glasgow	1
Broadus	2		Glendive	2
Broadview	1		Great Falls	5
Brockton	3		Hardin	11
Brorson	1		Harlem	2
Browning	12		Harlowton	1
Butte Central	1		Havre	1
Carter County	1		Heart Butte	1
Circle	1		Hobson	1
Colstrip	5		Hysham	2
Conrad	2		Kila	1
Culbertson	2		Lame Deer	7
Custer	1		Laurel	1
Cut Bank	3		Lima	3
Dutton Brady	3		Lindsay	1
Ekalaka	4		Lodge Grass	1
Ennis	1		Lone Rock	1
Fairview	1		Medicine Lake	1
Frazer	5		Miles City	5
Frenchtown	1		Missoula	2
Fromberg	1		Northern Cheyenne Tribal School	1

District Name	# of Emergency Employees			
Polaris	1			
Poplar	7			
Power	1			
Rosebud	2			
Sidney	1			
St. Regis	1			
Stanford	1			
Swan River	1			
Terry	4			
Upper West Shore	1			
Whitehall	1			
Whitewater	3			
Wolf Point	23			
Total	159			

4. Denial Table

January 1, 2021 to December 15, 2021

License Class	1	2	3	5	Licensed Y/N	Total
Elementary K-8/ English 5-12	1				N- Character Denial	
Total Number of Denials						1

5. Unusual Case

January 1, 2021- December 15, 2021

License Class	1	2	3	5	5A	Licensed Y/N	Total
Library K-12	1					Y- ARM 10.57.301(3) *Remove endorsement from current license. Remove endorsement however this is not the year of expiration for current license.	
Elementary K-8						Y- ARM 10.57.301(2) *Add endorsement to current license. Extensive professional training and experience- more than five years of successful music teaching experience	
Principal K-12			1			Y- ARM 10.57.417(1)(d) The applicant taught EDLD 53-School Law which is the course other applicants are required to complete.	
Music K-12		1				Y- ARM 10.57.301 (2) 10.57.410(2) Extensive professional training and experience- more than five years of successful music teaching experience in higher education, in many ways preparing music teachers for the K-12 setting.	
English 5-12						Y- ARM 0.57.301(2) *Add endorsement to current license. Holds a university recommendation to teach Social Studies (5-12), does not have a specific recommendation from a university to teach English however has extensive professional training and experience.	
Music K-12					1	Y- ARM 10.57.410(4) Many years of supervised teaching and completed an accredited professional educator preparation program, but her unpaid time was waived by the university.	
Elementary K-8/ Broadfield Social Studies 5-12	1					Y- ARM 10.57.411(2)(d) Many years of experience teaching, she does not have three years of teaching experience in specific endorsement areas.	
Principal K-12				1		Y- ARM 10.57.430(b) Has four of the five years of administrative experience in state-accredited schools. Also has seven years of experience as a principal under an out-of-state license.	
Elementary K-8				1		Y- ARM 10.57.425(1)(a) Enrolled in a teacher preparation program to obtain licensure in elementary education. Still would not qualify for a license because his bachelor's degree is from an unaccredited school.	

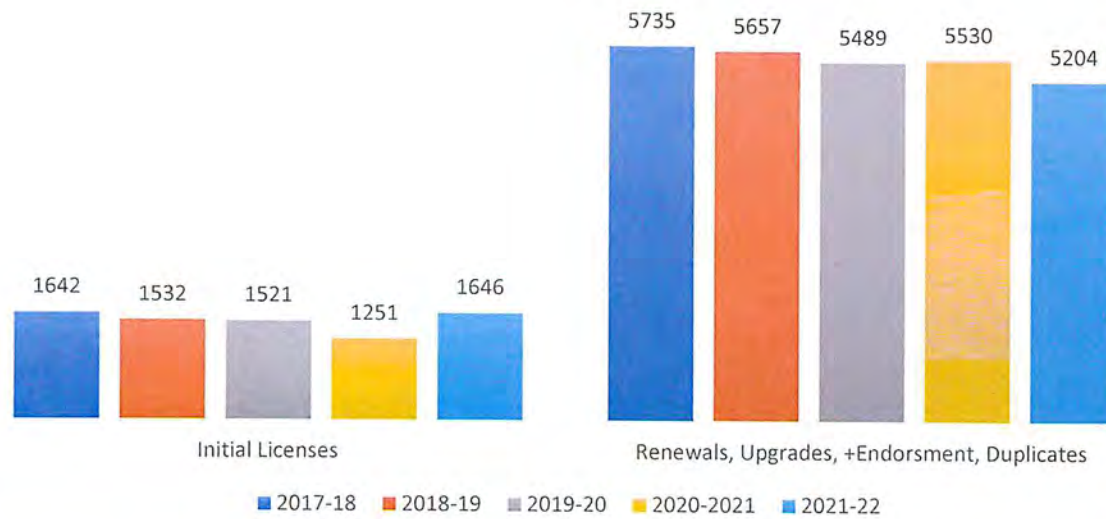
Principal K-12			1			Y- ARM 10.57.417(1)(c) Served as a program director, instructor, teacher, co-teacher, and training coach for over 30 years and has the required minimum three years of teaching experience, however did not hold a standard, unrestricted license during the three years of teaching.	
English K-12	1					Y- ARM 10.57.410(3)(b) 10.57.410(4)(c)(d) Educator preparation program did not include appropriate supervised student teaching. Also has an expired out-of-state license and is missing the five years of experience by one year due to military transfer(s).	
Elementary K-8		1				Y- ARM 10.57.410(4)(d) Completed an alternative education program. Has 2.5 years of out-of-state teaching experience at K-12 accredited schools and in second year of teaching in Montana for a total of 4.5 years at the end of this year.	
Elementary K-8		1				Y- ARM 10.57.410(4)(d) Completed a two-year alternative licensure program and only 4 of the 5 years of successful teaching experience.	
Elementary K-8					1	Y- ARM 10.57.410(2) Has undergraduate degree in education, certificate in Special Education, and over ten years of teaching experience but does not hold a current out-of-state teaching license. Completed six semester credits however the credits were earned at a university that is not regionally accredited.	
English 5-12/ Spanish 5-12					1	Y- ARM 10.57.410(2) Has undergraduate and graduate degrees in education, over thirty-two years of teaching experience, and a current out-of-state "lifetime" teaching license.	
	3	3	2	2	3	Total Number of Unusual Cases	15

6. New Licenses in Fields of Critical Endorsement Shortages January 1, 2021 to December 15, 2021

License Year	2017	2018	2019	2020	2021
Art	48	34	37	28	42
Career & Technical Education	33	22	31	26	0
Elementary	619	568	600	470	580
English	99	124	84	73	116
Health	61	66	63	60	58
Library	16	4	9	3	7
Mathematics	68	59	67	54	51
Music	46	45	35	37	45
Principal	21	17	17	16	17
School Counselor	35	39	40	31	55
School Psychologist	18	7	23	21	29
Science (Broadfield)	48	49	38	35	47
Social Studies	68	63	62	61	73
Special Education	103	111	119	93	138
Superintendent	9	6	4	1	8
Supervisor	0	0	0	1	0
World Languages	36	21	22	29	31
Total	1328	1235	1251	1039	1297

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

Licensure History



INFORMATION

ITEM 16

**SUPERINTENDENT'S RECOMMENDATIONS
TO REVISIONS TO ARM TITLE 10, CHAPTER
57, EDUCATOR LICENSURE**

**Jacob Griffith, Chief Legal Counsel
Dr. Julie Murgel
Crystal Andrews**

**EXECUTIVE SUMMARY FOR
BOARD OF PUBLIC EDUCATION MEETING
DATE: January 13-14, 2022**

AGENDA ITEM:	Initial informational presentation of proposed rule changes addressing teacher licensing in ARM Title 10, Chapter 57
PRESENTATION:	Recommendation for revisions to Teacher Licensure
PRESENTER:	NAME: Jake Griffith Office of Public Instruction
OVERVIEW:	Expand licensure eligibility for candidates. Revise and allow more flexibility within endorsement areas. Help address teacher shortages.
REQUESTED DECISION(S):	
RECOMMENDATION(S):	Accept proposed timeline.

**Administrative Rules of Montana
Education Chapter 57, Educator Licensure
Comprehensive Review and Revision
November 2020 to November 2021**

Task Force Facilitators

**Crystal Andrews, Educator Licensure Director, OPI
Julie Murgel, Senior Manager, OPI
Tristen Loveridge, Project Manager, OPI
Jacob Williams, Senior Researcher, Education Northwest
Erich Stiefvater, Senior Program Advisor, Education Northwest**

Task Force Members

Name	Role
Angela McLean	Director of American Indian/Minority Achievement and K-12 Partnerships, OCHE
Christine Eggar	Superintendent, Frontier
Corrina Guardipee-Hall	Superintendent, Browning
Dan Schmidt	Superintendent, Poplar
Dean Jardee	Elementary Librarian/PTA President, Great Falls
Diane Fladmo	Director of Public Policy, MFPE
Erica Allen	Superintendent, Dutton Brady
Heather Jarrett	Superintendent, Reed Point
John Melick	Director of Field Placement and Licensure, MSU
Jule Walker	Field Services Specialist, MTSBA

McCall Flynn	Executive Director, BPE
Mike Perry	Superintendent, Arlee
Nick Schumacher	Superintendent, Plevna
Sharon Carroll	High School Mathematics Teacher, retired
Shaun Scott	Region 8 Trustee, Townsend
Sue Corrigan	Kalispell Municipal Director
Valerie Fowler	Region 5 Trustee, Cascade

Feedback Group Members

Name	Role
Scott Kinney	Superintendent, Superior
Tim Norbeck	Superintendent, Jefferson
Michele Paine	Principal, Kalispell
Shay Kidd	Assistant Professor of Education-Mathematics, UM Western
Kristi Steinberg	Licensure and Assessment Manager, UM
Katie McCrea	Director of Field Experience, UM Western
Noelle Harper	High School Librarian, Bozeman



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

Summary of Research and Review of Chapter 57 ARM and Outline of Task Force Recommendations to the Superintendent

Prepared for: Board of Public Education

Prepared by: Julie Murgel, Senior Manager
Crystal Andrews, Educator Licensure Director
Jacob Griffith, OPI Chief Legal Counsel

Introduction

The Research and Review of Chapter 57 ARM was launched with the Constitution of the State of Montana, Article X, Education and Public Lands as the foundation. In Article X, Section 1, the Educational Goals and Duties are:

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system. As a result, the vision for the review and research of Chapter 57 ARM, aligned to the Montana Constitution, was that all students should have access to educators who can develop the full educational potential of each person and are committed to the preservation of the cultural heritage of the American Indians. Whereas the mission was centered around providing the recommendation of rules that maximize the selection, preparation, and retention of educators to the greatest extent possible without diminishing the quality of educators. Guiding principles aligned to the vision and mission included:

- Outlining licensure requirements that certify quality Montana educators;
- Providing rules that protect students from educators who have been found unfit;
- Supporting the career-long development and skill enhancement of Montana educators;
- Ensuring that all Montana educators have the basic knowledge to honor the Indian Education for All requirement and integrate it into their practice; and

- Honoring the purpose of certification that supports and does not impede the role of local trustees and communities to recruit, select, retain, and enhance educators.

Summary of Research and Review of Chapter 57

Per Admin. R. Mont. 10.57.101(2) The board shall consider recommendations for revision of the rules at any time it deems necessary. Every five years the board shall conduct a comprehensive review of its licensing rules to ensure that such rules are meeting the needs of the state. The last comprehensive review for Chapter 57 Licensure rules was completed in 2016 and the rules adopted on November 18, 2016, taking effect on January 1, 2017.

From November of 2020 to May of 2021, prior to the task force starting, the Montana Office of Public Instruction (OPI) engaged in research and review regarding Educator Licensure with Education Northwest. Education Northwest, the Region 17 Comprehensive Center, serves Idaho and Montana to implement, scale, and sustain evidence-based policies, programs, and practices. Specifically, the OPI engaged the Region 17 Comprehensive Center to conduct a high-level survey of educator license reciprocity policy and practice in Montana and other states. The survey was conducted to support Montana's review of education regulations related to educator licensure in Chapter 57 of the Administrative Rules of Montana.

After reviewing information from OPI staff, national trends, and a limited research base, the authors concluded that some Montana licensure requirements may deter out-of-state educators from obtaining credentials to work in Montana schools. The authors asserted that enhanced licensure reciprocity may increase Montana's access to qualified educators from other states by reducing barriers, refining measures of effectiveness, and applying standards more equitably. In addition, the research indicated that adjusting licensure requirements for both in-state and out-of-state educators could help address shortages and increase access to qualified candidates. In examples detailed in the report, educators' attempts to obtain licenses in Montana were hindered due to sometimes conflicting requirements. The report outlined specific revisions that may increase licensure reciprocity and flexibility that include:

- Reduce recent credit requirements and offer options in lieu of additional college or university coursework or credits.
- Reduce required years of experience and refine required evidence of effectiveness (e.g., use objective measures of "successful experience" like a satisfactory evaluation rather than a supervisor/employer recommendation).
- Expand licensure eligibility for candidates with advanced credentials (e.g. National Board Certification).
- Treat traditional and alternative educator preparation pathways more equally for licensure purposes.
- Revise or allow more flexibility within licensure endorsement areas. For example, allowing specific content-area endorsement holders to teach beyond their endorsement areas may help address teacher shortages, particularly in rural schools. (e.g., a history endorsement holder to teach a government course, without having to go back to college to obtain a "Broadfield Social Studies or government endorsement).

A second report was completed by ED Northwest, called the Montana OPI, Administrative Rules of Montana Chapter 57 and 58 Focus Groups Summary Report. This report provides results from a series of 10 virtual stakeholder focus groups sponsored and convened by the OPI and facilitated between April 19 and April 27, 2021, with support from the Region 17 Comprehensive Center. The focus groups were intended to inform OPI's efforts to refine or enhance Montana's educator preparation and licensure policies to provide Montana's K–12 districts and students with an adequate and sustainable supply of quality, effective educators. A total of 86 participants, identified and recruited by OPI, were asked about their perspectives on the knowledge, skills, and preparation they see as most essential for educator quality and effectiveness.

Several consistent, cross-cutting themes emerged from participant responses. These included:

- High-quality educators embody and apply content knowledge, effectively use instructional strategies, form, and maintain positive classroom climates, and build positive relationships with students and families.
- Aspiring teachers need to gain a variety of hands-on teaching experiences in real classrooms as early as possible in their preparation.
- Newer teachers benefit from mentorship and support from experienced colleagues.
- Participants want increased flexibility in educator preparation programs and licensure policies and processes, although not at the expense of educator quality. This includes considering license reciprocity and streamlining the licensure process for experienced educators from Montana and other states.
- Teachers need to be able to support students' social and emotional learning (SEL) and mental wellness needs particularly in a post-COVID 19 educational environment.
- Educator salaries are a critical issue for the recruitment and retention of educators in Montana—especially for aspiring and newer educators.

Starting on June 10, 2021, the Chapter 57 Task Force began. The task force met over 6 months and held 19 sessions to discuss revisions and recommendations to ARM 57. A Feedback Group met 4 times over the course of the 4 months to provide feedback to the taskforce. All 23 meeting minutes, summaries, agendas, and recordings have been kept up to date on the main OPI webpage. For reference, in the very top right-hand corner of the main page is a tab for both Chapter 57 and 58. The OPI staff has also kept a tracker outlining the recommended changes to the rule, including notes, and vote outcomes.

The entire task force committee sessions took place virtually. Sessions ranged from 90 to 180 minutes in duration. Facilitators launched each session with an agenda, norms, purpose, and reminder of the consensus voting process that the task force established in the first session. The norms were: be respectful, be supportive, be present, and be open. The purpose of Chapter 57 task force centered around: how to obtain/apply for a license; how to keep/renew a license; and how to advance a license. The task force agreed that all consensus would be reached in a public forum and members would move forward with changes once consensus was reached. Consensus did not mean unanimous, but meant, the task force member could live with the decision, support their colleagues in implementing the decision and they would do absolutely nothing to impede the implementation of the decision. In the beginning sessions, the task force voiced what attributes a quality educator holds in Montana so that when they

started reviewing Chapter 57 ARM, they had an established criteria to reference. Then, they explored a tiered licensure system based on criteria including mentorship. The tiered system was then applied to current administrative rules to refine the language. It was during this time that task force members would call motions to vote on suggested changes to the current language. Motions had to be seconded before a vote was held. If 60% consensus was reached, the motion was passed, and the new language was included as a recommendation for the Superintendent. This process ensued until all subchapters of Chapter 57 ARM had been reviewed.

On November 3, 2021, the task force recommendations were shared with the Certification Standards and Practices Advisory Council (CSPAC). The feedback and questions from CSPAC were taken back to the task force on Tuesday, November 16, 2021, for their consideration. A final meeting was held on November 30, 2021, to complete the task force recommendations for the Superintendent.

The proposed task force recommendations to the Superintendent ranged from adjusting the 6-semester requirement for recency to include the option of 60 professional development units, reciprocity for military spouses, inclusion of multiple pathways to show competency beyond the Praxis, to allowing school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements for an administrative license. There were also recommended changes for inclusion of an associate degree and apprenticeship certificate for a CTE license and removing barriers to Class 8 Dual Enrollment Educator License.

On December 3, 2021, the task force recommendations were provided to OPI Chief Legal Counsel for review. The legal review was then given to Superintendent Arntzen on December 10, 2021. As a result, Superintendent Arntzen has taken into consideration the Task Force recommendations and legal counsel, which is outlined below in the table titled, "Conceptual Changes to ARM Chapter 57." In addition, Superintendent Arntzen included four recommended changes to ARM beyond the task force recommendations. These four recommendations are outlined at the bottom of the "Conceptual Changes to ARM Chapter 57" Table. The subsequent table contains the final Superintendent recommendations including a clear statement of the Administrative Rules of Montana (ARM) to be amended, repealed or adopted with a description of the reason for the proposed changes. Attached to this summary are the red-lined versions of the ARMs that encompass the Superintendent's recommendations.

During the 2023 Montana Legislative session, the Superintendent of Public Instruction intends to run legislation to change the names of classes of licenses that are currently outlined in statute, specifically Montana Code Annotated (MCA) [20-4-106](#): Classifications of Teacher and Specialist Certificates. Based on statute and administrative rule, the current classification system used in educator licensure differentiates teachers by multiple factors: teaching experience, content knowledge, and level of education, which does not directly equate to teacher quality. This classification system is built on both qualitative and quantitative categories. However, qualitative titles like a "Professional" educator license versus "Standard" educator license does not truly define differences in teacher attributes, skills, or effectiveness. Thus, creating a system that inaccurately defines some teachers as professionals and others not as professionals. Whereas the class numeric system sorts educators with a numeric value from one to eight, which sorts educators by distinguishing characteristics of the group, while also placing a numeric value that may inaccurately define a class 1 educator license as better than a class 2 educator license. Knowing that effective teachers come from many different backgrounds and

preparations, the Superintendent of Public Instruction wants to ensure that the Montana educator licensure system provides a floor that acknowledges licensed educators, without creating arbitrary licensure classifications that cause a hierarchy or stratified status.

Board of Public Education Approved Adoption Timeline for Chapter 57:

- Board of Public Education approves revised timeline.....November 17-19, 2021
- Superintendent final recommendations due to BPE.....December 29, 2021
- Proposed notice to BPE for authorization to publish including Public Hearing date ... January 13, 2022
- Proposed notice to SOS (Secretary of State) for notice in MAR.... January 18, 2022
- MAR publication out... January 28, 2022
- Hearing date.....After February 17, 2022
- Final Public Input deadline.... April 8, 2022
- Adoption notice including summary of comments to BPE for approval..... May 13, 2022
- Final rule changes to SOS for notice in MAR.....May 17, 2022
- MAR publication out.....May 27, 2022
- Effective Date of Rules...May 27, 2022

Table of Contents

Task Force Members	1
Feedback Group Members	2
Introduction	3
Summary of Research and Review of Chapter 57 ARM	4
Outline of Task Force Recommendations to the Superintendent	4
BPE approved adoption timeline for Chapter 57	7
Table of Contents	8
Conceptual Changes to ARM Chapter 57 Table	9
Final Superintendent Recommendations	33
Subchapter 1- General Information	33
Subchapter 2- Issuance of Licenses	44
Subchapter 3- General Endorsement Areas	53
Subchapter 4- Classes of Licensure	58
Subchapter 5- Ancillary Services	99
Subchapter 6- Educator Licensure Disciplinary Procedures	100



Conceptual Changes to ARM Chapter 57 Table

Topic	Discussion of Change	Superintendent's Response to Task Force Recommendation	Rationale
<u>ARM 10.57.102</u> New definitions for evidence of content and pedagogical knowledge	Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for "Coursework Grade Point Average" (GPA) and "Student Portfolio."	Superintendent Arntzen agrees with this task force recommendation.	In order to implement the multiple pathways recommended within the Class 2 requirements, it is essential to define the terms. Defining the terms enables common understanding and application of "Coursework GPA" and "Student Portfolio" terms.

<p><u>ARM 10.57.107</u> Emergency Authorization and IDEA alignment</p>	<p>To align with federal IDEA regulations, language is proposed to prohibit emergency authorization of employment for special education teachers.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p> <p>Superintendent Arntzen also recommends an additional amendment beyond the task force recommendation.</p>	<p>Interpretation by the OPI Legal Counsel of the IDEA Statute Sec.300.156 Personnel Qualifications is that emergency authorization may not be granted in the area of Special Education.</p> <p>Sec.300.156(c) Qualifications for special education teachers. (1) The qualifications described in paragraph (a) of this section must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school or secondary school</p> <p>–(ii) Has not had special education certification or licensure requirements waived on an emergency, temporary or provisional basis.</p> <p>Language was also added to the rule, to codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience. Even though the teacher would not qualify the school district for the highly qualified educator payment, this would continue to ensure that the school would not earn a deficiency in accreditation for an unlicensed</p>
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		<p>teacher. This language would support an emergency authorization within licensure rules that aligns to proposed language from the Chapter 58 Task Force for consideration regarding student teaching for compensation and choice of placement for a yearlong internship.</p> <p>The Chapter 58 task force discussed the difficulties of finding funding, properly funding internships for a year, and the possibility of individuals being drawn away from a career in education due to not being able to afford the internship themselves.</p> <p>They asserted there is a common misunderstanding that current law does not allow student teachers to be compensated. However, Montana law already states a student teacher must be non-salaried but not that they cannot be compensated in any form. It was clarified that there is a difference between salaried and compensated.</p> <p>As a result, the Chapter 58 task force brought forward suggested language for 10.58.312(d) that reads, "Preservice teachers are authorized to receive payment to the extent allowed by law." The taskforce suggested that this enabling language gives the option to compensate student teachers and provides flexibility for the changing of</p>
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		<p>administrative rules in the future. A vote was taken to incorporate this language in the recommendation to the Superintendent and passed unanimously.</p> <p>Also, within the recommendation to the Superintendent from the Chapter 58 taskforce was language regarding student teaching placements of choice. The proposed language for 10.58.312(b) and 10.58.606(b) reads, “To the extent possible, providers and school partners co-construct opportunities for students to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements.”</p> <p>Furthermore, suggested language for a more broad recommendation to explore the options of a yearlong internship was also brought forward in the Chapter 58 taskforce. They asserted that, “The State should investigate how to increase access of Educator Preparation Program students to paid onsite clinical residencies in diverse educational settings. Current Educator Preparation Programs with existing pilot projects should collect data on implementation and effectiveness. This information should be shared across the state and</p>
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			<p>lead to further investigation.” In the end, the task force decided they need additional voices from the field placement coordinators and the work being done by OCHE before it is presented to the superintendent as a recommendation. It was also highlighted that OCHE is currently conducting research around an advanced student teaching experience that could be up to a year-long and how to pay student teachers during that time.</p>
<p><u>ARM 10.57.109</u> Unusual Case 30-day notice waiver</p>	<p>Added at the request of the BPE for a 30 day notice specific for unusual cases, similar to the notice for denials.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p>	<p>To return the authority to review unusual cases back to the Superintendent. This rule was changed in 2017.</p> <p>The OPI has an Educator Licensure Review Committee in place that reviews denial, suspension, unusual cases, and revocations matters. This committee currently drafts the letters for unusual cases for consideration for</p>



		<p>the Board of Public Education and would continue to enact a review process. Standing committee members are the: Deputy Superintendent, Chief Legal Counsel, Paralegal for Legal Counsel and Educator Licensure Director.</p> <p>Returning the authority back to the superintendent would reduce the time frame that an educator license remains in pending status while the unusual case is presented and considered by the BPE on a bimonthly schedule. This would also decrease the need to request a 30-day waiver, which is a result of attempting to hear the unusual cases in a timelier manner.</p> <p>If the OPI was to deny an unusual case, the due process clause at the BPE serves two basic purposes. One is to guarantee basic fairness through the use of fair procedures, more accurate results, and to prevent the wrongful denial of educator licensure. The other purpose is to make certain that aspiring Montana educators know that the OPI has treated them fairly by having notice of an opportunity to have their side of the story heard, to be heard at a meaningful time in a meaningful way and guarantee that the OPI decision is supported by substantial evidence.</p>
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<p><u>ARM(S)</u> <u>10.57.215-218</u> <u>10.57.410(2)</u> <u>10.57.424</u> <u>10.57.433(3)</u> Expansion of 6 semester credit recency requirements to include PD units</p>	<p>To increase flexibility for educators, it is proposed to adjust the 6-semester requirement for recency to include the option of 60 professional development units. As a result, the term renewal units are renamed as professional development units.</p>	<p>Superintendent Arntzen agrees with this task force recommendation.</p>	<p>Augment recency requirements to include professional development options that can be used in lieu of additional coursework or credit requirements. This may increase access to qualified educators who have an expired license and want additional options beside attending college/or university courses. The wide range of cost-effective professional development opportunities often exceed the variety of college courses offerings. This expansion allows educators to better personalize their professional learning and growth.</p> <p>According to the National Council on Teacher Quality (NCTQ), recent coursework is unlikely to positively affect a teacher's effectiveness, and such a requirement may deter qualified teachers from applying for licensure in Montana.</p>
<p><u>ARM 10.57.221</u> Reciprocity for Military Spouses/Dependents</p>	<p>Added to ensure reciprocity for military spouses/dependents.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>According to written testimony from the U.S. Department of Defense, "Barriers to the transfer and acceptance of certifications and licenses that occur when state rules differ can have a dramatic and negative effect on the financial well-being of military families... Removing these barriers, creating reciprocity in licensing</p>



			<p>requirements, and facilitating placement opportunities can help a military family's financial stability, speed the assimilation of the family into its new location, and create a desirable new employee pool for a state (especially in education and health care)."</p> <p>Providing reciprocity for military spouses and dependents, who move on an average of every three years, would maximize flexibility when accepting current out-of-state licenses, expedite applications from military spouses/dependents, and waive cumbersome deadlines and other requirements.</p> <p>During the 2021 calendar year, this licensing mechanism would have been utilized in at least four known cases.</p> <p>As of today, 38 states offer reciprocity for military spouses and 13 states or territories do not. Of the 38 states that offer military spouse licensure reciprocity includes Montana's neighboring states of North Dakota, South Dakota, and Wyoming. Other northwestern states that offer military spouse licensure reciprocity include Colorado, Utah, Oregon, and Washington.</p>
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			<p>The reciprocity language of states range from waiving licensure fees, prioritizing applications for military spouses, offering automatic licensing to those who hold a substantially equivalent license issued by another state in good standing, to issuing a temporary authorization to teach if they have not met the assessment requirements for an initial license.</p> <p>The language proposed for Montana most resembles the language in Wyoming, where candidates may be eligible to teach if they hold a valid license from another state that is in good standing and substantially equivalent, can demonstrate competency, complete all application procedures, and pay any required fee. The one difference between Montana and Wyoming is the inclusion of military dependents in Montana.</p>
<p><u>ARM 10.57.301</u> Adding an additional endorsement</p>	<p>Recommendation to develop and include pathways to earn an additional endorsement beyond the current requirement based on the program of study completed through an Educator Preparation Program (EPP).</p> <p>Specific language for an added endorsement was not provided</p>	<p>Superintendent Arntzen acknowledged the Task Force's recommendation to develop proposed rule amendments that include pathways to earn additional endorsements.</p> <p>Superintendent Arntzen considers this change imperative.</p>	<p>As in most states, Montana certificate endorsements focus on teaching topics and are intended to add value to a license or certificate. Like teaching certificates, the characteristics (including grade level) and focus of the state's endorsements can complicate an educator's desire to either add a subsequent endorsement or apply for an endorsement when moving to the state.</p>



	to the Superintendent from the Task Force, rather a general statement was made for the Superintendent to draft a potential rule to review with CSPAC.		<p>To allow more flexibility for current and future educators to obtain subsequent endorsements areas which may help address teacher shortages, particularly in rural schools. This increased flexibility strives to find more time and cost-effective ways for educators to expand their credentials, whether it is through college coursework, work experience, or testing.</p> <p>An analysis conducted by the OPI of 8 other states (ND, SD, WY, ID, WA, AK, CO, and UT), revealed that all 8 states offer options beyond the completion of a program of study at a college or university for educators to obtain additional endorsements.</p> <p>There has been a steady increase in the number of deficiencies on school's accreditation reports for misassigned teachers. The number of misassigned educators has increased from 58 in 2019, to 68 in 2020, and 87 in 2021.</p>
<u>ARM 10.57.410</u> Class 2 pathways and requirements	Proposed language to reduce the number of years of experience for the alternative pathway from 5 years to 1 year.	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	Thirty-two states treat out-of-state educators equally regardless of the type of preparation program they completed. Montana is one of nineteen states that make it harder for out-of-state applicants to earn a license if



		<p>they followed an alternative teacher preparation pathway.</p> <p>Recent research has documented persistent educator shortages in Montana, particularly in selected subject areas and in rural locales (Furois, Murphy, & Bailey, 2019; Yoon, Mihaly, & Moore, 2019). These shortages raise the question of whether Montana’s current licensure requirements serve the state’s best interest. As a result, this was an identified opportunity to enhance policies and improve flexibility and support for Montana students, schools, and districts.</p> <p>Although licensure requirements are designed to ensure out-of-state educators are qualified to work in Montana schools, they may deter educators from remaining in the profession and/or shrink the state’s potential supply of experienced educators. An analysis of federal data conducted by the Learning Policy Institute in 2016 indicated that approximately 40 percent of former teachers who were surveyed about their interest in returning to the profession cited considerations of “state certification reciprocity” as very or extremely important (Podolsky et al., 2016). There is also evidence that licensing requirements limit the pool of</p>
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			<p>potential teachers in districts near state lines (Goldhaber et al., 2015).</p> <p>A growing body of evidence has established that some licensure requirements for out-of-state teachers restrict states' access to qualified teachers who might otherwise consider moving from another state (Johnson & Kleiner, 2020; Goldhaber et al., 2015). Many teachers are mobile: National data show that more than 25 percent of applications for teaching jobs came from out-of-state educators (Ingersoll & Perda, 2010). Some states, such as Alaska, North Dakota, and Wyoming, grant most of their initial teacher licenses to candidates who were prepared in another state (Sutcher et al., 2016). Currently, Montana grants about 49% initial teacher licenses to candidates from out-of-state. The substantial numbers of educators seeking positions out of state suggests that a lack of acceptance for both traditional and alternative education preparation programs may negatively impact the state's educator pipeline. In addition, some requirements may be needlessly restrictive: Research suggests that some licensing requirements do not align with the skills teachers need in the classroom (Arbury et al., 2015).</p>
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		<p>Another consideration for Montana licensure requirements was on whether and how to apply different criteria to candidates who complete nontraditional and/or out-of-state teacher preparation programs. Some research has attempted to compare the effectiveness of various preparation pathways, including in-state, out-of-state, and alternative routes. The research suggests that although traditionally prepared teachers may be more effective early in their careers, these results dissipate quickly; research also shows that there is more variation in effectiveness within teacher preparation types than across them (Constantine et al., 2009).</p> <p>Additional research (National Council on Teacher Quality [NCTQ], 2020) has been conducted on alternate routes into the teaching profession, which are used nationally by approximately 20 percent of new teachers. Alternate route candidates often fill jobs in hard-to-staff subjects and schools.</p> <p>Through its own review and rating of teacher preparation programs, NCTQ (2014) suggests that traditional teacher preparation programs appear to vary as widely in quality as alternate programs. Other organizations such as the American Association of Colleges for Teacher Education (AACTE) point</p>
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			to research that underscores the difficulty in comparing traditional and alternative programs because there may be greater variation within a single preparation program than across programs (AACTE, 2012).
<u>ARM(S)</u> <u>10.57.410</u> <u>10.57.424</u> Multiple pathways to demonstrate content and pedagogy knowledge	<p>Inclusion of multiple pathways to show competency beyond the Praxis: a minimum passing score on the PRAXIS Subject Assessment; or a passing score on a student teaching portfolio verified by the appropriate official from the educator preparation program; or a 3.00 or higher coursework GPA verified by the appropriate official from the educator preparation program.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>Multiple pathways are important because they expand the ways in which applicants can meet educator preparation program requirements.</p> <p>To ensure educators are qualified to work in its schools, during the research phase we examined what is required as evidence of educator quality and whether these requirements are based on relevant standards and measures. The Montana rules 10.58.501-533 provide professional educator preparation program (EPP) standards for teaching and for specific content teaching areas. Measures for these program standards are not prescribed in the rules. However, a verification form is used by in-state EPP programs to assess a student's content knowledge and determine whether they should be recommended for licensure/endorsement. The rubric—with criteria based on GPA, observation of clinical practice, and Praxis scores—aligns explicitly with the EPP standards or with the licensure requirements in the ARM. By</p>



			contrast, out-of-state candidates are evaluated differently: through relevant official transcripts, university recommendation, certificates of completion, and other documentation. For this reason, a recommendation for multiple pathways is proposed for licensure requirements that are more equitably applied to in-state and out-of-state licensure applicants.
<u>ARM 10.57.411</u> Class 1 Professional License with National Board Certification	<p>Based on the requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to change the Class 1 standard teaching license requirements. The proposed requirements are 3 years of teaching and either a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p> <p>Superintendent Arntzen intends to run legislation to change the names of classes of licenses that are currently outlined in statute, specifically Montana Code Annotated (MCA) 20-4-106: Classifications of Teacher and Specialist Certificates. Knowing that effective teachers come from many different backgrounds and preparations, the Superintendent of Public Instruction wants to ensure that the Montana educator licensure system provides a floor that acknowledges licensed educators, without creating arbitrary licensure classifications that cause a hierarchy or stratified status.</p>	<p>To enable all educators regardless of number of years of teaching experience who pursue and hold a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards, the three years of experience has been removed.</p> <p>Additionally, to align with the Class 2 Standards teaching license requirements, the years of experience has been removed.</p> <p>National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure. NBC has national standards for what accomplished teachers should know and be able to do. The National Board for Professional Teaching Standards</p>



			(NBPTS) certifies teachers who successfully complete its rigorous certification process. Based on the rigorous requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to elevate the NBC from a Class 2 Standard Teacher's License to a Class 1 Professional Teacher's License.
<u>ARM(S)</u> <u>10.57.420</u> <u>10.57.433</u> <u>10.57.436</u> <u>10.57.437</u> IEFA requirement for all licenses	Based on the Montana Constitution, ensuring Indian Education for All (IEFA) knowledge is required for all classes of educator license in the State of Montana.	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	<p>Montana's <u>constitutional requirement and duly enacted policy</u> (MCA 20-1-501-Indian Education for All) requires recognition of the distinct and unique cultural heritage of American Indians and a commitment in our educational goals to preserve their cultural heritage. Because every Montanan student, whether Indian or non-Indian, is encouraged to learn about the distinct and unique heritage of American Indians, all Montana educators in each license class need to have the basic knowledge to honor the IEFA requirement and integrate it into their practice.</p> <p>Currently, the IEFA requirement applies to Class 1 Professional Teaching License, Class 2 Standard Teaching License, Class 3</p>



			Administrative Licenses, and Class 5 Provisional Teaching Licenses. This proposal would add the requirement to the other four classes of licenses: Class 4 CTE teaching license, Class 6 Specialist license, Class 7 American Indian Language and Culture Specialist, and Class 8 Dual Credit Postsecondary Faculty License.
<u>ARM 10.57.414</u> Superintendent course and credit requirement	Increased flexibility for EPPs to design programming based on the Montana specific requirements rather than a set number of courses and credits (60 professional development units). The recommended language change replaces the “three credits” with “Montana educator preparation program requirements” in each of the following: (i) Montana school law; (ii) Montana school finance; and (iii) Montana collective bargaining and employment law.	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	<p>It is recommended to extend the flexibility beyond the EPPs to design programming based on the Montana specific superintendent requirements to include professional development opportunities that can be used in lieu of additional coursework or credit requirements. This will increase access to qualified superintendents who have been prepared out-of-state and want additional options beside attending college/or university courses.</p> <p>For superintendents, prepared in-state, they can meet the Montana educator preparation program requirements in each of the following (i) Montana school law; get rid of Montana, (ii) Montana school finance; and (iii) Montana collective bargaining and employment law in one of two ways: (1) verification of completion of the requirements on the university recommendation by an appropriate official from the educator preparation</p>



			program, or (2) completion of online professional development courses.
<u>ARM(S)</u> <u>10.57.413-419</u> School Counselors as Administrators	Current rule requires 3 years' "teaching" experience to be eligible for administrative licenses. The recommended revision would allow those school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements.	Superintendent Arntzen agrees with this task force recommendation.	School counselors seeking a Class 3 administrative license first need to gain classroom teaching experience, which may deter school counselors from pursuing administrator licensure. If a counselor-to administrator pathway were reverted to a similar pathway available prior to 2015, more school counselors may pursue administrative licenses. The majority of licensure denials in the last three years have been for school counselors seeking administrative licenses who do not have teaching experience.
<u>ARM 10.57.420</u> CTE Addition of Associate Degree and Apprenticeship	Proposed inclusion of an associate degree and apprenticeship certificate to the 4B license.	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	CTE educators play an essential role in supporting secondary students in exploring possible career interests and developing skills that will enhance their education and career. However, there



			<p>is a shortage of CTE educators across subject areas and fields.</p> <p>Thus, this flexibility is proposed to expand CTE pathways for trained and qualified individuals to support student learning in these areas.</p> <p>The variety of requirement options presented can allow for applicants with diverse degrees, work experience histories and training to become CTE educators, potentially allowing for more CTE educators in the pipeline.</p>
<p><u>ARM 10.57.421</u> CTE reduction of work hours and PD units</p>	<p>OPI researched other states' requirements, which range from 2,000 to 10,000. MT with 10,000 is on the high end. 5000 hours is recommended, based on equivalence 5000 hrs./8 hrs. per day/235 calendar workdays.</p> <p>Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>This additional flexibility is proposed to expand the variety of requirement options presented that can allow for applicants with diverse degrees, work experience histories and training to become CTE educators, potentially allowing for more CTE educators in the pipeline.</p>

<p><u>ARM 10.57.424</u> Class 5 types</p>	<p>5A: Maintain the one-year time frame to complete and pass the Praxis.</p> <p>5B: 3 years' time frame to complete an EPP while employed or residing in MT.</p> <p>5C: 3 years' time frame Language added to allow flexibility for specific cases where an out-of-state license has expired, and the candidate does not have recent credits within the last 5 years. This allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units.</p>	<p>Superintendent Arntzen agrees with this task force recommendation.</p>	<p>These changes were recommended to ensure consistency between a standard and provisional license by aligning the Class 5 license with three elements outlined above:</p> <ul style="list-style-type: none"> • Class 2 pathways and requirements, • Multiple pathways to demonstrate content and pedagogy knowledge, and • Expansion of 6 semester credit recency requirements to include PD units. <p>The recommended changes were made to distinguish and define three distinct reasons for a provisional license as they are not all the same. The Class 5A and 5B already exist in rule (without the name 5B). Adding the Class 5C addresses recency and expands the options for a candidate with an out-of-state license that is expired, and the candidate does not have recent credits within the last 5 years. It allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units and not just college credit like the rule currently states.</p>
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<p><u>ARM 10.57.437</u> Class 8 Requirements</p>	<p>Removing barriers to Class 8. Recommendation to remove requirements A-C:</p> <p>(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</p> <p>(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and</p> <p>(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana. as verified with completion of the online course "An Introduction to Indian Education for All in Montana."</p>	<p>Superintendent Arntzen agrees with this task force recommendation.</p>	<p>This proposal was developed to establish a more expedient approach for university faculty to apply for a Class 8 license. This eliminates duplicative and extensive evidence of content knowledge that an applicant must submit. Currently, the requirements for a Class 8 license includes the submission of a curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects along with official transcripts and recommendation and verification from a college or university. Most of the supplement materials (curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects) are not requested for any other license nor used as criteria to issue or deny a license. The suggestion is to simplify the criteria based on ARM 10.57.437 3(a-c): verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following: the applicant plans to teach in a subject covered by</p>
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			the K-12 endorsement areas in ARM 10.57.438 , and will teach a subject in which the applicant has a major or minor.
Topic	Discussion of Change	Superintendent's Recommendation	Rationale
<u>ARM 10.57.436</u> Class 7 Time Frame	Extending the term for a Class 7 American Indian Language and Culture Specialist from 5 years to lifetime, which also removes the requirement for renewal.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	<p>The Class 7 Indian language and culture specialist license allows experts in Indigenous languages/cultures identified and certified by their respective tribal nations, to teach in K-12 public schools.</p> <p>To extend the tribal nations authority and recognize the expertise and distinguished contributions to language preservation of Native Language Culture and Language Specialists, it is</p>

			recommended that the Class 7 license be in place for a lifetime.
<u>ARMS</u> <u>10.57.410(2)</u> <u>10.57.433(3)</u> Lifetime license provision	Including rather than prohibiting a lifetime license to the list of approved current out-of-state licenses.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	Life-time licenses are different from restricted or provisional licenses. There are no conditions placed on a life-time license like a restricted or provisional license, which are issued to allow an educator to work while completing a preparation program. Life-time licenses are generally issued to licensed teachers with 30 or more years of teaching as a licensed teacher that requires no renewal. By not accepting life-time licenses, we may limit highly qualified, experienced teachers from applying for a license in Montana.
<u>ARM</u> <u>10.57.102(2)(b)</u> Definition for an approved educator preparation program	Revising the definition of an accredited educator preparation program to approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes. preparation more equally for licensure purposes.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	In order to implement the recommended changes to treat traditional and alternative pathways equally, it is essential to define a term for “approved educator preparation program.” This ensures that both types of programs are approved by a state agency and lead to licensure in the state the program was approved. The term “accredited program” generally applies only to traditional programs that participate in a professional accreditation process.



			When researching the term “accredited” and “approved” across 8 states ((ND, SD, WY, ID, WA, AK, CO, and UT), we found that all 8 states refer to a state program that is approved or accredited as, “approved.”
<u>ARM(S)</u> <u>10.57.102(13)</u> <u>10.57.102(14)</u> Definition for “Year of administrative experience” and “Year of teaching experience”	Simplifying the language for the definition of “years of experience” to better convey the concept of a “year of experience” and make it easier to understand and use.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	This is proposed to eliminate a common misunderstanding for this definition when it is interpreted or applied. For example, the common misconception is that 5 years of experience for 0.5 FTE for a year comparable to 180 school-year is equivalent to 2.5 years of experience. That math calculation also leads to confusion that 1.0 FTE for 3 years would equate to 6 total years of experience. As a result, we proposed language that would better explain the meaning of the definition.



Final Superintendent Recommendations

Existing Rule	Proposed Language	Comment
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(1) By authority of Article X of the Montana Constitution and 20-4-102, MCA, the Board of Public Education exercises general supervision over the public school system and such other public educational institutions as may be assigned by law. By authority of 20-4-102, MCA, the Board of Public Education adopts rules for the issuance of educator licenses which are administered by the Superintendent of Public Instruction.</p>		<p>With this review cycle complete from November 2020 to November 2021, the next review will most likely begin Fall of 2025.</p>
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(2) The board shall consider recommendations for revision of the rules at any time it deems necessary. Every five years the board shall conduct a comprehensive review of its licensure rules to ensure that such rules are meeting the needs of the state.</p>		
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(3) The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of Montana educator licenses issued, licensure denials, number of emergency authorizations of employment, and other relevant, available data pertaining to recruitment and retention of educators in Montana.</p>		

Existing Rule	Proposed Language	Comment
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<p>The following definitions apply to this chapter.</p>		
<p><u>10.57.102 DEFINITIONS</u> (1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction</p>		
<p><u>10.57.102 DEFINITIONS</u> (2) "Accredited educator preparation program" means:</p> <p>(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:</p> <p>(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and</p> <p>(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant; or</p> <p>(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of</p>	<p>(2) "Accredited educator preparation program" means:</p> <p>(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:</p> <p>(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and</p> <p>(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant. or</p> <p>(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The</p>	<p>Revised the definition of an accredited educator preparation program to approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes. Separate definition for "approved educator preparation program proposed below in ARM 10.57.102 (6).</p> <p>Language removal of, "The Superintendent...denial" was proposed because it is not necessarily part of the definition. Transferred to 10.57.222</p>



education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.	Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial. (move to 10.57.2	
10.57.102 DEFINITIONS (4) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.		
10.57.102 DEFINITIONS (5) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.		
	(6) "Approved preparation program" means an educator preparation program approved by a state board of education or a state agency that leads to licensure in the state of preparation.	Proposed new definition of approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes.
10.57.102 DEFINITIONS (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.	(7) (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.	Numbering sequence

<p>10.57.102 DEFINITIONS</p> <p>(7) "College credit" means credit received for completion of a course from a regionally accredited college or university.</p>	<p>(8) (7) "College credit" means credit received for completion of a course from a regionally accredited college or university.</p>	<p>Numbering sequence</p>
<p>10.57.102 DEFINITIONS</p>	<p>(9) "Course work GPA" means the "weighted average" of teacher education program course grades calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements measured in arbitrary units, called "credit value", based on contact hours or presumed total student workload.</p>	<p>Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for Coursework GPA. Also, to clarify that the GPA represents not only content knowledge but all the coursework required for the Educator Program of Study.</p>
<p>10.57.102 DEFINITIONS</p> <p>(8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized to practice in Montana accredited schools. Grade levels are:</p> <ul style="list-style-type: none"> (a) age 3 - grade 3 (early childhood); (b) K-8 (elementary); (c) 4-8 (middle grades); (d) 5-12 (secondary, content-specific); 	<p>(10)(8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized. to practice in Montana accredited schools.</p> <p>Grade levels are:</p> <ul style="list-style-type: none"> (a) P - grade 3 (early childhood); (b) K-8 (elementary); (c) 4-8 (middle grades); 	<p>Changed "3" to "P" to align with the most commonly used language across the field.</p> <p>Removed "accredited" to include all Montana schools.</p> <p>Numbering sequence</p>



(e) K-12 (as delineated in ARM 10.57.412); and (f) P-12 (special education and school psychologist).	(d) 5-12 (secondary, content-specific); (e) K-12 (as delineated in ARM 10.57.412); and (f) P-12 (special education and school psychologist).	
	(11) "Exchange teacher" means a person from outside the United States with exceptional expertise and contracted to provide instruction that is on an exchange program with a school district or university.	Added to define "exchange teacher" and clarify difference between exchange teacher and someone who may be working on a visa. Transferred from 10.57.112
10.57.102 DEFINITIONS (9) "Lapsed license" means: (a) the licensee has not earned the required number of renewal units during the term of the license; or (b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.	(12) (9) "Lapsed license" means: (a) the licensee has not earned the required number of renewal units during the term of the license; or (b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.	Numbering sequence
10.57.102 DEFINITIONS (10) "License" or "licensure" means a certificate issued or applied for under 20-4-101 , et seq., MCA.	(13) (10) "License" or "licensure" means a certificate issued or applied for under 20-4-101 , et seq., MCA.	Numbering sequence
10.57.102 DEFINITIONS (11) "Regionally accredited" means a college or university accredited by one of the following: (a) Middle States Association of Schools and Colleges;	(14) (11) "Regionally accredited" means a college or university accredited by one of the following: (a) Higher Learning Commission; (b) (a) Middle States Association of Schools and Colleges;	Numbering sequence Higher Learning Commission (HLC) added because they are a recognized accrediting body by the Council for Higher



<p>(b) New England Association of Schools and Colleges; (c) North Central Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.</p>	<p>(c) (b) New England Association of Schools and Colleges; (c) North Central Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.</p>	<p>Education Accreditation https://www.chea.org/search-accreditors-results-table?search_api_fulltext=&field_accreditor_type=1004</p> <p>Removed North Central Association of Schools and Colleges because it was no longer recognized by CHEA and became the HLC above. https://www.chea.org/search-accreditors-results-table?search_api_fulltext=&field_accreditor_type=1004</p>
<p><u>10.57.102</u> DEFINITIONS</p>	<p>(15) "Student-teaching portfolio" is a collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements.</p>	<p>Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge using a student-teaching portfolio.</p>
<p><u>10.57.102</u> DEFINITIONS</p> <p>(12) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a college or university transcript as field experience, internship, practicum, or student teaching.</p>	<p>(16) (12) "Supervised teaching experience" means teaching experience while under the supervision of an approved accredited professional educator preparation program and is identified on through acceptable evidence as delineated in ARM 10.57.102(1) a college or university transcript as field experience, internship, practicum, or student teaching.</p>	<p>Aligned with the new definition of approved educator preparation program.</p> <p>Language change allows for flexibility in evidence outside of just a transcript.</p> <p>Numbering sequence</p>



<p><u>10.57.102</u> DEFINITIONS</p> <p>(13) "Year of administrative experience" means employment as a licensed administrator at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 full-time employee (FTE) for a school year comparable to a 180 day school year. Experience gained prior to initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:</p> <p>(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and</p> <p>(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.</p>	<p>(17) (13) "Year of administrative experience" means employment as a licensed administrator at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180 day school year for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE).</p> <p>Experience gained prior to initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:</p> <p>(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and</p> <p>(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.</p>	<p>Simplified the language for the definition of "years of experience" to better convey the concept of a "year of experience" and make it easier to understand and use.</p> <p>Removed "state accredited" to include all P-12 schools' systems.</p> <p>Numbering sequence</p>
<p><u>10.57.102</u> DEFINITIONS</p>	<p>(18) "Unrestricted license" means a current renewable license that is not an emergency or provisional license.</p>	<p>Added for clarity of phrase used through-out rule and inclusion of lifetime licenses.</p>
<p><u>10.57.102</u> DEFINITIONS</p> <p>(14) "Year of teaching experience" means employment as a licensed teacher at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year.</p>	<p>(19) (14) "Year of teaching experience" means employment as a licensed teacher at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year for a minimum of a 180 day school</p>	<p>Simplified the language for the definition of "years of experience" to better convey the concept of a "year of experience" and make it easier to understand and use.</p>

Experience gained prior to initial licensure is not considered.	year and during that year, must have been at least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.	Removed “state accredited” to include all P-12 schools systems. Numbering sequence
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<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u></p> <p>(1) In accordance with 20-4-111, MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:</p> <p>(a) The request must originate with the school district.</p> <p>(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.</p> <p>(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:</p> <p>(i) have previously held a teacher or specialist license; or</p> <p>(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought.</p>	<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u></p> <p>(1) In accordance with 20-4-111, MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:</p> <p>(a) The request must originate with the school district.</p> <p>(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.</p> <p>(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:</p> <p>(i) have previously held a teacher or specialist license; or</p> <p>(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought; or</p> <p>(iii) provide evidence of experience as a paraprofessional; or</p> <p>(iv) provide evidence to be assigned as a student teacher engaged in “supervised teaching experience” as defined in ARM 10.57.102(16).</p>	<p>To codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience.</p>
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<u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u> (2) An emergency authorization of employment is valid for one year.		
<u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u> (3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102 (14).		
<u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u>	(4) Emergency authorization of employment for special education teachers is prohibited under federal regulations and is unavailable to a district for such positions.	Added to align with federal IDEA regulations.

Existing Rule	Suggested Change	Comment
<u>10.57.109 UNUSUAL CASES</u> (1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Board of Public Education is authorized to exercise judgment in unusual cases upon recommendation by the Superintendent of Public Instruction	(1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Board of Public Education Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on an annual basis. upon recommendation by the Superintendent of Public Instruction. (2) If the Superintendent of Public Instruction denies an unusual licensure case, the denial may	To return the authority to review unusual cases back to the Superintendent, while ensuring a fair due process. This rule was changed in 2017.



	<p>be appealed to the Board of Public Education within 30 days of the denial.</p> <p>(3) Upon receiving a timely notice of appeal from the denial of an unusual case, the Board of Public Education shall set an unusual case hearing and shall provide notice of the hearing to the prospective licensee and Superintendent of Public Instruction, by certified mail not less than 30 days prior to the date of the hearing.</p> <p>(a) Such notices shall include:</p> <ul style="list-style-type: none"> (i) a statement of the time, place and nature of the hearing; (ii) a statement of the legal authority and jurisdiction under which the hearing is to be held; (iii) a reference to the particular sections of the statutes and rules involved; (iv) a statement of the matters asserted; (v) a designation of who will hear the contested unusual case appeal pursuant to ARM 10.57.603; and (vi) a statement of the prospective licensee's right to be represented by counsel at the hearing if they so choose at their own cost. <p>(b) The notice shall advise the prospective licensee that the unusual case hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know as determined by the Board of Public Education.</p> <p>(4) The prospective licensee and/or the Superintendent of Public Instruction may waive their right to the 30 days' notice in order to be</p>	
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	placed on the next meeting agenda by writing a letter to the Board of Public Education.	
<p><u>10.57.112</u> LICENSE OF EXCHANGE TEACHERS</p> <p>(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.</p> <p>(2) A Class 5 license may be issued to an educator who is on an exchange program with a school district or university.</p>	<p>(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.</p> <p>(2)-(1) (1) A Class 5 license may be issued to an exchange teacher as defined in ARM 10.57.102(9) educator who is on an exchange program with a school district or university.</p>	<p>Transferred to the definition section-10.57.102(11).</p>

Existing Rule	Suggested Change	Comment
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<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The purpose of this rule is to support the Superintendent of Public Instruction's duty to determine whether an applicant for licensure has been convicted of a crime that bears upon the applicant's fitness related to the safety and well-being of children and the integrity of the teaching profession.</p>		
<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:</p> <p>(a) any applicant for initial Montana educator licensure;</p> <p>(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or</p> <p>(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110, MCA, and ARM 10.57.107.</p>	<p>(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:</p> <p>(a) any applicant for initial Montana educator licensure;</p> <p>(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or</p> <p>(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110 20-4-111, MCA, and ARM 10.57.107.</p>	<p>The wrong MCA was referenced, and needs changed.</p>
<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.</p>		



<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(4) The Superintendent of Public Instruction shall not issue a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results delivered to and reviewed by the Superintendent of Public Instruction.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be acceptable for licensure.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information</p>		



contained in any such report through the Montana Department of Justice procedures.		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(9) 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 Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession.</p>		

Existing Rule	Suggested Change	Comment
<p><u>10.57.204 EXPERIENCE VERIFICATION</u></p> <p>1) The determination of appropriate educational experience shall be made by the Superintendent of Public Instruction.</p>		

<p><u>10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE</u></p> <p>(1) When a person employed in a position requiring a Montana educator license is called into active military service, the unexpired term of an active educator license shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction when the person has been released from active duty.</p>		
<p><u>10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE</u></p> <p>(2) The extension period of the unexpired term of any license becomes automatically effective on the previous July 1 of the year of termination of active military service. On expiration of this extension period, renewal requirements must be met for further licensure.</p>		
<p><u>10.57.215 RENEWAL REQUIREMENTS</u></p> <p>(1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.</p>	<p><u>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</u></p> <p>(1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal professional development units earned during the five years of validity through August 31 of the year the license expires.</p>	<p>Language adjusted to align with the 6 semester or 60 PD units for recency. They cannot be considered renewal units because a candidate does not have a license yet to renew. They first need to earn 6 credits or the 60 units to first earn a renewable license.</p>



	(a) Applicants for an initial Montana Class 1, 2, 3, and 6 educator licenses whose degree is more than five years old and who do not have a current out-of-state license, may be issued with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.	Language changed to align with proposed change in Ch. 4 to provide an option for recency to be 6 semester credits or 60 PD units.
<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>2) Participation in renewal activities is equivalent to the following renewal units:</p> <p>(a) one hour of attendance at a professional development activity = one renewal unit;</p> <p>(b) one quarter college credit = 10 renewal units;</p> <p>(c) one semester college credit = 15 renewal units.</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(2) Participation in renewal professional development activities is equivalent to the following renewal professional development units:</p> <p>(a) one hour of attendance at a professional development activity = one renewal professional development unit;</p> <p>(b) one quarter college credit = 10 renewal professional development units;</p> <p>(c) one semester college credit = 15 renewal professional development units.</p>	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>(3) Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(3) Renewal Professional development activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).</p>	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.



<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>(4) Activities acceptable to renew licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:</p> <p>(a) credits earned from a regionally accredited college or university;</p> <p>(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;</p> <p>(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;</p> <p>(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal unit requirements for licensure;</p> <p>(e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or</p> <p>(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:</p> <p>(a) credits earned from a regionally accredited college or university;</p> <p>(b) activities offered by renewal professional development unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal professional development unit certificate;</p> <p>(c) other professional development activities offered by providers who have not been approved as a renewal professional development unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;</p> <p>(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal professional development unit requirements for licensure;</p> <p>(e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or</p> <p>(f) verification of completing the National Board Certification (NBC) process through the National Board of</p>	<p>Language adjusted to align with the 6 semester or 60 PD units for recency. Activities must be renewed or obtained, because some educators first need to earn 6 credits or the 60 units to first obtain the license, prior to the ability to renew the license.</p> <p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
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	Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal professional development units. NBC renewal professional development units may apply to renewal of an expiring license .	
10.57.215 RENEWAL REQUIREMENTS (5) The licensee shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal.	10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS (5) The licensee shall be solely responsible for retaining the renewal professional development unit verification to be used in the application for license renewal.	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).	10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal professional development units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

Existing Rule	Suggested Change	Comment
10.57.216 APPROVED RENEWAL ACTIVITY (2) Approved providers of professional development for the award of renewal units must: (a) provide activities deemed appropriate for professional development of licensees in compliance with ARM 10.55.714 and 10.57.215 ; (b) prepare and award completed renewal unit certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants;	10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY (2) Approved providers of professional development for the award of renewal professional development units must: (a) provide activities deemed appropriate for professional development of licensees in compliance with ARM 10.55.714 and 10.57.215; (b) prepare and award completed renewal professional development unit certificates	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.



<p>(c) annually report the activities offered to the Superintendent of Public Instruction, including:</p> <p>(i) the activity title and brief description;</p> <p>(ii) date(s) and location(s) of the program; and</p> <p>(iii) program schedule, name, and number of participants; and</p> <p>(d) maintain records of all professional development activities for which renewal unit awards are made for five years following the date of completion of the annual reporting requirement.</p>	<p>provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants;</p> <p>(c) annually report the activities offered to the Superintendent of Public Instruction, including:</p> <p>(i) the activity title and brief description;</p> <p>(ii) date(s) and location(s) of the program; and</p> <p>(iii) program schedule, name, and number of participants; and</p> <p>(d) maintain records of all professional development activities for which renewal professional development unit awards are made for five years following the date of completion of the annual reporting requirement.</p>	
<p><u>10.57.216</u> APPROVED RENEWAL ACTIVITY</p> <p>(3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.</p>	<p><u>10.57.216</u> APPROVED RENEWAL PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY</p> <p>(3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>

Existing Rule	Suggested Change	Comment
<p><u>10.57.217</u> APPEAL PROCESS FOR RENEWAL ACTIVITY</p> <p>(1) Decisions of the Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.</p>	<p><u>10.57.217</u> APPEAL PROCESS FOR RENEWAL PROFESSIONAL DEVELOPMENT ACTIVITY</p> <p>(1) Decisions of the Superintendent of Public Instruction on matters of renewal professional development unit activity or provider status may be appealed to the Board of Public Education pursuant to 10.57.603.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
<p><u>10.57.218</u> RENEWAL UNIT VERIFICATION</p> <p>(1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The licensee is responsible for maintaining official documentation verifying</p>	<p><u>10.57.218</u> RENEWAL PROFESSIONAL DEVELOPMENT UNIT VERIFICATION</p> <p>(1) Applications to the Superintendent of Public Instruction for education licenses renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>



completion of renewal activities during the term of the license.	licensee is responsible for maintaining official documentation verifying completion of renewal professional development activities during the term of the license.	
10.57.218 RENEWAL UNIT VERIFICATION (2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original renewal unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.	10.57.218 RENEWAL-PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original renewal-professional development unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
10.57.218 RENEWAL UNIT VERIFICATION (3) Failure to respond within the time allowed to a request for renewal unit activities in connection with an audit may result in denial of license renewal	10.57.218 RENEWAL-PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (3) Failure to respond within the time allowed to a request for renewal-professional development unit activities in connection with an audit may result in denial of license renewal.	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
	10.57.221 RECIPROCITY FOR MILITARY SPOUSES AND/OR DEPENDENTS (1) A Class 1, 2, 3, 4, or 6 license may be issued to a military spouse and/or dependents who hold a current, out-of-state unrestricted license. (2) The license shall be valid for a term of five years. (3) The applicant must: (a) be the spouse or dependent of an active-duty member of the United States armed forces who has been transferred to Montana, is scheduled to be transferred to Montana, is domiciled in Montana, or has moved to Montana on a permanent change-of-station basis.	Added to provide reciprocity for military spouses. Include IEFA for all licenses and endorsements.



	<p>(b) An applicant must submit verified completion of the online course "An Introduction to Indian Education for All in Montana.</p> <p>(c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.415.</p>	
	<p><u>10.57.222 EDUCATOR PREPARATION PROGRAM VERIFICATION</u></p> <p>(1) The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards for an educator preparation program are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.</p>	Transferred from 10.57.102(2)(b).

Existing Rule	Suggested Change	Comment
<p><u>10.57.301 ENDORSEMENT INFORMATION</u></p> <p>(1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.</p>		
<p><u>10.57.301 ENDORSEMENT INFORMATION</u></p> <p>(2) An endorsement may be granted by the Superintendent of Public Instruction based on the program of study completed as verified by the appropriate official defined in ARM 10.57.102.</p>		
<p><u>10.57.301 ENDORSEMENT INFORMATION</u></p>	<p>(3) To add an additional endorsement to a Class 1 or 2 license, an applicant must submit verification of one of the three pathways:</p>	<p>Provided multiple pathways to add an additional endorsement to a license.</p>



<p>(3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>	<p>(a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and</p> <ul style="list-style-type: none"> (i) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam; or (ii) evidence of a passing score on a student teaching portfolio as defined in ARM <u>10.57.102</u> and verified by the appropriate official from the educator preparation program; or (iii) evidence of a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM <u>10.57.102</u> and verified by the appropriate official from the educator preparation program. <p>(b) Posted Degree, Major, Minor, or National Board for Professional Teaching Standards Certification: Evidence of completion of at least one of the following degrees in the area applicable to the requested endorsement:</p> <ul style="list-style-type: none"> (i) a doctorate degree; 	<p>The task force recommended that the Superintendent add pathways to obtain an additional endorsement but did not recommend specific language.</p>
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	<ul style="list-style-type: none"> (ii) a master's degree; (iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in the endorsement area requested; or (iv) a certificate for National Board of Certification for Teaching (v) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields. <p>(c) Content Area Knowledge and Teaching Experience: Evidence of two years of teaching experience while appropriately licensed documented by a recommendation from a P-12 school employer on a form prescribed by the Superintendent of Public Instruction and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam. Only where</p>	
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	<p>content area exam(s) have been identified may endorsements be added with this method.</p> <ul style="list-style-type: none"> (i) If the applicant has a categorical special education endorsement, the applicant must pass the state-designated content test for a K-12 special education endorsement. If the applicant has a P-3 or K-8 special education endorsement, the applicant must have a minimum of two years of teaching experience as appropriately licensed in special education and pass the state-designated pedagogy test for the secondary level to add the K-12 special education endorsement. (ii) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields. 	
	<p>(4)(3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>	Numbering sequence



Existing Rule	Suggested Change	Comment
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<p><u>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</u></p> <p>(1) A Class 2 standard teacher's license shall be valid for a term of five years.</p> <p>(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <p>(a) a bachelor's degree from a regionally accredited college or university;</p> <p>(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) qualification for one or more endorsement as outlined in ARM 10.57.412; or</p> <p>(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.</p> <p>(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:</p> <p>(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public</p>	<p><u>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</u></p> <p>(1) A Class 2 standard teacher's license shall be valid for a term of five years.</p> <p>(2) Applicants for an initial Montana Class 4, 2, or 3 standard teacher's license whose degree is more than five years old and who do not have current out-of-state licensure must have earned 60 professional development units as defined in ARM 10.57.215(4) six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or restricted, or lifetime licenses.</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <p>(a) a bachelor's degree from a regionally accredited college or university;</p> <p>(b) completion of an approved accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) qualification for one or more endorsement as outlined in ARM 10.57.412;</p> <p>(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana;</p> <p>(d) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p> <p>(e) proof of:</p>	<p>Language added to allow flexibility for these specific cases to obtain a license without having to take additional university classes.</p> <p>Removed language regarding National Board Certification because recommended changes have NBPTS eligible for Class 1 Professional license.</p> <p>Included rather than prohibited a lifetime license to the list of approved current out-of-state licenses.</p> <p>Inclusion of multiple pathways to show competency beyond the Praxis.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>
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<p>Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p> <p>(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or</p> <p>(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p> <p>(5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.</p> <p>(6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license</p>	<p>(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or</p> <p>(ii) a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or</p> <p>(iii) or a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.</p> <p>(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:</p> <p>(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p>	
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	<p>(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM <u>10.57.102</u>; or</p> <p>(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM <u>10.57.102</u> and appropriately aligned to ARM <u>10.58.501</u> as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p> <p>(4)-(5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM <u>10.57.215</u>.</p> <p>(5)-(6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM <u>10.57.215(4)</u> during the five-year period preceding the date of application for the new license.</p>	
<p><u>10.57.411</u> CLASS 1 PROFESSIONAL TEACHER'S LICENSE</p> <p>(1) A Class 1 professional teacher's license shall be valid for a period of five years.</p>	<p><u>10.57.411</u> CLASS 1 PROFESSIONAL TEACHER'S LICENSE</p> <p>(1) A Class 1 professional teacher's license shall be valid for a period of five years.</p>	



<p><u>10.57.411</u> CLASS 1 PROFESSIONAL TEACHER'S LICENSE</p> <p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana";</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards; and</p> <p>(d) three years of teaching experience as defined by ARM 10.57.102.</p>	<p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410; including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana"; and</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.; and</p> <p>(d) three years of teaching experience as defined by ARM 10.57.102.</p>	<p>Based on the requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to change the Class 1 standard teaching license requirements.</p> <p>The proposed requirements are a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.</p> <p>To align with the Class 2 Standards teaching license requirements, the years of experience has been removed.</p>
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<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u> (3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.</p>	(3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215 .	
<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u> (4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license.</p>	(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.	Added to align with previous changes for 60 professional development units.
<p><u>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</u> (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.</p>		
<p><u>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</u> (2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.</p>	(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3 age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (Broadfield), social studies (Broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.	Aligned with change in 10.57.102.



<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.</p>		
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.</p>		
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (5) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited teacher education program in those areas to include supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>(5) To obtain an early childhood (age 3 to grade 3 P-3), elementary (K-8), or middle grades (4-8), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an accredited teacher education approved educator preparation program at the grade level(s) identified by the program, in those areas to include including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>Aligned with change in 10.57.102</p> <p>All endorsement areas combined to reduce replication.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or (b) completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102</p>	<p>(6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or (b) completion of an educator preparation program, a current standard, unrestricted out-of-</p>	<p>Synthesized above to reduce replication.</p>



documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.	state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.	
10.57.412 CLASS 1 AND 2 ENDORSEMENTS (7) To obtain an endorsement in special education P-12, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program; or (b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and (c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.	(7) To obtain an endorsement in special education P-12, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program; or (b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and (c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.	Synthesized above to reduce replication.
10.57.412 CLASS 1 AND 2 ENDORSEMENTS (8) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an accredited professional educator program.	(8) (6) Applicants must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation accredited professional educator program.	Numbering sequence
10.57.412 CLASS 1 AND 2 ENDORSEMENTS (9) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.	(9) (7) Applicants who have completed an approved accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.	Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.



<p><u>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</u> (10) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.</p>	<p>(10) (8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.</p>	<p>Numbering sequence</p>
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (1) A Class 3 administrative license shall be valid for a period of five years.</p>		
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (2) Appropriate administrative areas which may be approved for license endorsement are: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.</p>		
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.418.</p>	<p>(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 teaching license or Class 6 School Counseling license to work in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414, 10.57415, and through 10.57.418.</p>	<p>Current rule requires 3 years' "teaching" experience to be eligible for Administrative licenses. The revision will allow those school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements.</p>
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years</p>	<p>(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102, who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five three years of successful administrative</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>



of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education. The requirements of ARM 10.57.414 (1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.	experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education. The requirements of ARM 10.57.414 (1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.	
<u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (5) An applicant for a Class 3 administrative license must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."		
<u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (6) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215 .		
<u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (7) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license.	(7) A lapsed Class 3 administrative license may be reinstated by showing verification of earning 60 renewal professional development units as defined in ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.	Added to align with previous changes for 60 professional development units.
<u>10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT</u> (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following: (a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;	(1) To obtain a superintendent endorsement an applicant must provide verification of all of the following: (a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership; (b) completion of an approved accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents with a recommendation	Aligned with the flexibilities provided for teachers, recommended language changes for superintendent requirements includes replacing the "three credits" with professional development or coursework for Montana educator



<p>(b) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents;</p> <p>(c) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:</p> <ul style="list-style-type: none"> (i) Montana school law; (ii) Montana school finance; and (iii) Montana collective bargaining and employment law; <p>(d) a minimum of three years of teaching experience as an appropriately licensed teacher;</p> <p>(e) licensure and endorsement as a principal (P-12); and</p> <p>(f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.</p>	<p>for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) completion of Montana educator preparation program requirements through on-line professional development courses or graduate coursework on the university recommendation by an appropriate official from the educator preparation program in each of the following areas;</p> <p>a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:</p> <ul style="list-style-type: none"> (i) Montana school law; and (ii) Montana school finance; and (iii) Montana collective bargaining and employment law; <p>(d) completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(e)-(d) a minimum of three years of teaching experience as an appropriately licensed teacher or school counselor;</p> <p>(f)-(e) licensure and endorsement as a principal (P-12); and</p> <p>(g) (f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.</p>	<p>preparation program requirements in each of the following:</p> <ul style="list-style-type: none"> (i) Montana school law; (ii) Montana school finance; and (iii) Montana collective bargaining and employment law. <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>
<p><u>10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT</u></p> <p>(2) Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional superintendent program.</p>	<p>(2) Applicants must also submit a recommendation for the endorsement requested from the appropriate official from accredited professional superintendent program.</p>	<p>Combined with 10.57.414 (1)(b) to match the language throughout the chapter.</p>



<p>10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain an elementary principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching experience with a standard, unrestricted license at the elementary level;</p> <p>(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	<p>10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain an elementary, secondary, or K-12 principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the elementary level of the requested endorsement;</p> <p>(b) a master's degree in from a regionally accredited college or university in education or education leadership; educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an approved accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals at the level of the requested endorsement with a recommendation from the appropriate official from the educator preparation program;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law;</p> <p>(e) verified completion of the online course "An</p>	<p>Synthesized to reduce replication</p> <p>Matched the language in 10.57.415(1)(c) to the language used throughout the chapter.</p> <p>Generalized the requirement for school law.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>



	Introduction to Indian Education for All in Montana." and (e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.	
<p>10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain a secondary principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching experience with a standard, unrestricted license at the secondary level;</p> <p>(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	<p>10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain a secondary principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the secondary level;</p> <p>(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	Included above to reduce replication



<p><u>10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a K-12 principal endorsement an applicant must provide verification of:</p> <p>(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(b) completion of an accredited educator preparation program for K-12 principals;</p> <p>(c) a minimum of three years of teaching experience with a standard, unrestricted license;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.</p>	<p><u>10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a K-12 principal endorsement an applicant must provide verification of:</p> <p>(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(b) completion of an accredited educator preparation program for K-12 principals;</p> <p>(c) a minimum of three years of teaching experience or school counseling with a standard, unrestricted license;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.</p>	<p>Included above to reduce replication</p>
<p><u>10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) This administrative endorsement is issued in specific fields such as math, music, and school counseling. This endorsement may be issued to applicants who submit verification:</p> <p>(a) of completion of an accredited educator preparation program;</p> <p>(b) of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;</p> <p>(c) that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization;</p>	<p><u>10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a This administrative supervisor endorsement is issued in specific fields such as math, music, and school counseling an applicant must provide verification of: This endorsement may be issued to applicants who submit verification:</p> <p>(a) of completion of an approved accredited educator preparation program with a recommendation from the</p>	<p>Inclusion of counseling component.</p> <p>Matched the language in 10.57.418(1)(a) to the language used throughout the chapter</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the</p>



<p>(d) of three years of teaching experience with a standard, unrestricted license;</p> <p>(e) of completion of a supervised practicum/internship at an accredited professional educator preparation program; and</p> <p>(f) of recommendation for the endorsement from the appropriate official from an accredited professional supervisor program.</p>	<p>appropriate official from the educator preparation program;</p> <p>(b) of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;</p> <p>(c) that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization <u>or Class 6 School Counseling license;</u></p> <p>(d) of three years of teaching experience <u>or school counseling</u> with a standard, unrestricted license;</p> <p>(e) of completion of a supervised practicum/internship at an approved accredited professional educator preparation program; and</p> <p>(f) verified completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(f) recommendation for the endorsement from the appropriate official from an accredited professional supervisor program.</p>	<p>recommendation in 10.57.410.</p>
<p><u>10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT</u></p> <p>(1) This administrative endorsement is issued in the specific field of special education. This endorsement may be issued to applicants who submit verification of:</p> <p>(a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special</p>	<p><u>10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a supervisor administrative endorsement is issued in the specific field of special education an applicant must provide This endorsement may be issued to applicants who submit verification of:</p>	<p>Reduced the 5-year to a 3-year requirement for a special education supervisor.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the</p>



<p>education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;</p> <p>(b) full licensure in the field of specialization;</p> <p>(c) three years of teaching experience in an accredited school setting with a standard, unrestricted license, or five years of experience in an accredited school setting as a fully licensed and assigned related services provider;</p> <p>(d) three semester credits in special education law;</p> <p>(e) a supervised practicum/internship from an accredited special education supervisor program; and</p> <p>(f) recommendation for the endorsement from the appropriate official from an accredited special education supervisor program.</p>	<p>(a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;</p> <p>(b) full licensure in the field of specialization;</p> <p>(c) three years of teaching experience with a standard, unrestricted license; in an accredited school setting with a standard, unrestricted license, or five three years of experience in an accredited school setting as a fully licensed and assigned related services provider;</p> <p>(d) three semester credits in special education law;</p> <p>(e) a supervised practicum/internship from an approved accredited special education supervisor program;</p> <p>(f) verified completion of the online course "An Introduction to Indian Education for All in Montana." and</p> <p>(f)-(g) recommendation for the endorsement from the appropriate official from an approved accredited special education supervisor program.</p>	<p>recommendation in 10.57.410.</p> <p>Removed "accredited" to include all P-12 schools.</p>
<p><u>10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE</u></p> <p>(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.</p> <p>(2) There are three types of Class 4 licenses:</p>	<p>(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.</p> <p>(2) There are three types of Class 4 licenses:</p> <p>(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but</p>	<p>Inclusion of an associate degree and apprenticeship certificate to the 4B license.</p> <p>Inclusion of IEFA requirement for all classes of licenses.</p>



<p>(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;</p> <p>(b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and</p> <p>(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.</p> <p>(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421.</p> <p>(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.</p> <p>(a) Class 4A licenses shall be renewable by earning 60 renewal units. Endorsement related technical studies may be accepted. Additionally, the first renewal must show evidence of renewal units earned in each of the following areas:</p> <p>(i) curriculum and instruction in career and technical education; and</p> <p>(ii) safety and teacher liability.</p> <p>(b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following areas:</p> <p>(i) curriculum and instruction in career and technical education; and</p> <p>(ii) safety and teacher liability.</p>	<p>without an appropriate career and technical education endorsement;</p> <p>(b) A Class 4B license issued to individuals with an apprenticeship program or associate or bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and</p> <p>(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.</p> <p>(3) To obtain a Class 4 career and technical educator license an applicant must:</p> <p>(a) meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421 and</p> <p>(b) verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.</p> <p>(a) Class 4A licenses shall be renewable by earning 60 professional development renewal units. Endorsement related technical studies may be accepted. Additionally, The first renewal must show evidence of professional development renewal units earned in each of the following areas:</p>	<p>Added language to replace renewal units with professional development units to align with previous changes.</p>
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<p>(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:</p> <ul style="list-style-type: none"> (i) principles and/or philosophy of career and technical education; (ii) curriculum and instruction in career and technical education; (iii) learning styles/teaching styles; including serving students with special needs; (iv) safety and teacher liability; (v) classroom management; (vi) teaching methods; (vii) career guidance in career and technical education; or (viii) endorsement related technical studies, with prior OPI approval. <p>(5) A lapsed Class 4 license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license, including renewal units in:</p> <ul style="list-style-type: none"> (a) curriculum and instruction in career and technical education; (b) safety and teacher liability; and (c) endorsement related technical studies or industry validated training. 	<ul style="list-style-type: none"> (i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability, <p>(b) Class 4B or 4C licenses shall be renewable by earning 60 professional development renewal units. The first renewal must show evidence of professional development renewal units earned in the following areas:</p> <ul style="list-style-type: none"> (i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability, <p>(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:</p> <ul style="list-style-type: none"> (i) principles and/or philosophy of career and technical education; (ii) curriculum and instruction in career and technical education; (iii) learning styles/teaching styles; including serving students with special needs; (iv) safety and teacher liability; (v) classroom management; (vi) teaching methods; (vii) career guidance in career and technical education; or (viii) endorsement related technical studies, with prior OPI approval. <p>(5) A lapsed Class 4 license may be reinstated by showing verification of 60 professional development renewal units earned during the five-year period preceding the validation date of</p>	
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	the new license, including professional development renewal units in: (a) curriculum and instruction in career and technical education; (b) safety and teacher liability; and (c) endorsement related technical studies or industry validated training.	
<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.</p>	<p>(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.</p>	<p>OPI researched other states' requirements, which range from 2,000 to 10,000. MT with 10,000 is on the high end. 5000 hours is recommended, based on equivalence 5000 hrs/8 hrs per day/235 calendar work days.</p> <p>Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.</p>
<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.</p>	<p>(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.</p>	



<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u></p> <p>(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:</p> <p>(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;</p> <p>(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;</p> <p>(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or</p> <p>(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS)</p>	<p>(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 5,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:</p> <p>(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;</p> <p>(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;</p> <p>(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or</p> <p>(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).</p>	
<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u></p> <p>(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement of 10,000</p>	<p>(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement</p>	



<p>hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:</p> <p>(a) For health science education:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and</p> <p>(iii) successful completion of coursework in human biology or anatomy and physiology; or</p> <p>(iv) hold a current professional license in a related health occupation field.</p> <p>(b) For engineering:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in math or science; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(d) For computer coding:</p> <p>(i) hold a Class 1 or 2 license; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(e) For teacher education:</p>	<p>of 5,000 10,000 hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:</p> <p>(a) For health science education:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and</p> <p>(iii) successful completion of coursework in human biology or anatomy and physiology; or</p> <p>(iv) hold a current professional license in a related health occupation field.</p> <p>(b) For engineering:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in math or science; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction</p>	
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<p>(i) hold a Class 1 or 2 license; and</p> <p>(ii) provide verification of successful completion of five years of professional experience as a licensed educator.</p> <p>(f) For EMT:</p> <p>(i) hold a Class 1 or 2 license;</p> <p>(ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners;</p> <p>(iii) provide verification of a minimum of 2,000 hours of EMT experience; and</p> <p>(iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p> <p>(v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.</p> <p>(g) For fire and disaster services:</p> <p>(i) hold a Class 1 or 2 license;</p> <p>(ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and</p> <p>(iii) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p>	<p>and the Board of Public Education.</p> <p>(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(d) For computer coding:</p> <p>(i) hold a Class 1 or 2 license; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(e) For teacher education:</p> <p>(i) hold a Class 1 or 2 license; and</p> <p>(ii) provide verification of successful completion of five years of professional experience as a licensed educator.</p> <p>(f) For EMT:</p> <p>(i) hold a Class 1 or 2 license;</p> <p>(ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through</p>	
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	<p>the Montana Board of Medical Examiners;</p> <p>(iii) provide verification of a minimum of 2,000 hours of EMT experience; and</p> <p>(iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p> <p>(v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.</p> <p>(g) For fire and disaster services:</p> <p>(i) hold a Class 1 or 2 license;</p> <p>(ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and</p> <p>(iii) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p>	
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<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u> (5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.</p>		
<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u> (6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military</p>	<p>(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 5,000 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.</p>	
<p><u>10.57.424 CLASS 5 PROVISIONAL LICENSE</u> (1) There are two types of Class 5 licenses: (a) a Class 5 provisional license that is valid for three years; and (b) a Class 5A provisional license that is valid for one year. (2) A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license. (3) An applicant for a Class 5 provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within</p>	<p><u>10.57.424 CLASS 5 PROVISIONAL LICENSE</u> (1) There are three two-types of Class 5 licenses: (a) a Class 5A provisional license that is valid for one year; and (b) a Class 5B provisional license that is valid for three years; and (c) a Class 5C provisional license that is valid for three years. (2)-(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.</p>	<p>5A: Provides additional time to pass the Praxis (same to current rule).</p> <p>5B: 3 years' time frame to complete an EPP while employed or residing in MT. (This is the same as the current Class 5: Provisional License).</p> <p>5C: Language added to allow flexibility for specific cases where an out-of-state license is expired, and the candidate does not have recent credits within the last</p>



<p>three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414 through 10.57.419, or 10.57.434 and 10.57.436.</p> <p>(4) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana must provide proof of:</p> <p>(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) have a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.</p> <p>(5) An applicant for a Class 5 provisional license must provide verified completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(6) A Class 5 provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.</p> <p>(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.</p>	<p>(3)(2) A Class 5B provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5B provisional license will be issued to those individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved accredited professional educator preparation program. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.</p> <p>(3)(a) An applicant for a Class 5B provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418 through 10.57.419, or 10.57.434 and 10.57.436.</p> <p>(4) A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5C provisional license will be issued to those seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator licensure, and have not earned 60 professional development units as defined in</p>	<p>5 years. This allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p> <p>Removed "accredited" to include all Montana state funded schools.</p>
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	<p>ARM 10.57.215(4) within the five-year period preceding the effective date of the license.</p> <p>(a) An applicant for a Class 5C provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent to obtain 60 professional development units which lead, within three years of the date of validity of the provisional license, an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM <u>10.57.412</u>, <u>10.57.414</u>, 10.57.415, 10.56.418 <u>10.57.419</u>, or <u>10.57.434</u> and <u>10.57.436</u>.</p> <p>(5) (4) An applicant for a Class 5A, 5B, or 5C provisional license must provide verification of: who has graduated from an educator preparation program outside of Montana must provide proof of:</p> <p>(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) have a current Montana address or job offer from an accredited or a state-funded P-12 school in Montana; and</p> <p>(c) An applicant for a Class 5 provisional license must provide verified completion of the online</p>	
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	<p>course "An Introduction to Indian Education for All in Montana."</p> <p>(6) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date.</p>	
<p><u>10.57.425 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY LEVEL</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	<p><u>10.57.425 CLASS 5 PROVISIONAL LICENSE - ENDORSEMENTS ELEMENTARY LEVEL</u></p> <p>(1) Subject field endorsements must be in areas approved for endorsement by the Board of Public Education.</p> <p>(2) Areas approved for endorsement on Class 5A, 5B, and 5C provisional licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (Broadfield), social studies (Broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.</p>	<p>Synthesized to reduce replication</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

	<p>(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.</p> <p>(4) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8), secondary (5-12 content- specific), K-12 (as delineated in ARM 10.57.412), or P-12 (special education) endorsement, an applicant must provide verification of:</p> <p>(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an approved accredited professional educator preparation program, a plan of study from an approved accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	
<p>10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS</p> <p>(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:</p>	<p>10.57.426 – CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS</p> <p>(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:</p>	Included above.



<p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements.</p>	<p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements.</p>	
<p><u>10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level;</p> <p>(d) one year of appropriately licensed experience as a principal;</p>	<p><u>10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in education or education leadership; -an accredited professional educator preparation program as defined in ARM 10.57.102;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license or school counseling license, or a current standard, unrestricted out-of-state license and three five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;</p>	<p>Included the counseling component and mandatory 3 professional development courses.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>



<p>(e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and</p> <p>(f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.</p> <p>(2) Applicants required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher or school counselor at any level;</p> <p>(d) one year of appropriately licensed experience as a principal;</p> <p>(e) completion of an approved accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and</p> <p>(f) for those applicants who have not completed the three mandatory professional development requirements in each of the following areas;</p> <p style="padding-left: 40px;">a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:</p> <p style="padding-left: 40px;">(i) Montana school law; and</p> <p style="padding-left: 40px;">(ii) Montana school finance; and</p> <p style="padding-left: 40px;">(iii) Montana collective bargaining and employment law; in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.</p> <p>(2) Applicants required to complete coursework other than the three mandatory professional development requirements in Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607</p>	
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<p><u>10.57.428 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at the elementary level or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the elementary level.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607</p>	<p><u>10.57.428 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary, secondary, or K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in education or education leadership; an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching or school counseling license at the level of elementary the requested endorsement or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher or counselor at the level of the requested endorsement. elementary level.</p> <p>(2) Applicants required to complete coursework requirements other than Montana-school law, including special education law are not eligible for a Class 5 provisional license, but may enroll</p>	<p>Included the counseling component.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p> <p>Synthesized language to reduce replication.</p>
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	in an internship program pursuant to ARM 10.55.607 .	
<p><u>10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p><u>10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	Included above

<p><u>10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p><u>10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p>Included above</p>
<p><u>10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and</p> <p>(b) three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or five years of experience in a school</p>	<p><u>10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and</p>	<p>Aligned to the 3-year component above.</p> <p>Counselor component included.</p>



<p>setting as a fully licensed and appropriately assigned related services provider; and</p> <p>(c) a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	<p>(b) three years of appropriately licensed experience as a teacher or counselor in the area requested for supervisory endorsement or five three years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and</p> <p>(c) a plan of study from an approved accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements.</p>	
<p><u>10.57.432 CLASS 5 PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:</p> <p>(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.</p> <p>(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:</p>	<p>(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:</p> <p>(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an approved-accredited specialist preparation program, verification from an approved-accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM <u>10.57.434</u>.</p> <p>(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>



<p>(a) verification of a bachelor's degree; and</p> <p>(b) verification from the accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.</p>	<p>(a) verification of a bachelor's degree; and</p> <p>(b) verification from the approved accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.</p>	
<p><u>10.57.433 CLASS 6 SPECIALIST LICENSE</u></p> <p>(1) A Class 6 specialist license is valid for a period of five years.</p> <p>(2) Class 6 specialist licenses may be issued with the following endorsements:</p> <p>(a) school psychologist; or</p> <p>(b) school counselor.</p> <p>(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.</p> <p>(4) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.</p> <p>(6) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license.</p>	<p><u>10.57.433 CLASS 6 SPECIALIST LICENSE</u></p> <p>(1) A Class 6 specialist license is valid for a period of five years.</p> <p>(2) Class 6 specialist licenses may be issued with the following endorsements:</p> <p>(a) school psychologist; or</p> <p>(b) school counselor.</p> <p>(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned 60-professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or restricted, or lifetime licenses.</p> <p>(4) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) (5) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p>	<p>Inclusion of IEFA for all classes of licenses.</p>

	<p>(5) (6) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.</p> <p>(6) (7) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal professional development units earned during the five-year period preceding the date of application for the new license.</p>	
<p><u>10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST</u></p> <p>(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:</p> <p>(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP);</p> <p>(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or</p> <p>(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:</p> <p>(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and</p> <p>(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.</p>	<p><u>10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST</u></p> <p>(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:</p> <p>(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or</p> <p>(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or</p> <p>(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:</p> <p>(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and</p> <p>(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which</p>	<p>Specified that it is a or b. This is not a content change, just language clarification.</p>



	included a 1200-hour internship experience of which 600 hours were in a school setting.	
<p><u>10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR</u></p> <p>(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university; and</p> <p>(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or</p> <p>(c) for those applicants who did not earn a degree from a CACREP accredited program:</p> <p>(i) a master's degree in school counseling from a regionally accredited college or university; and</p> <p>(ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.</p>	<p>(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university; and</p> <p>(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or</p> <p>(c) for those applicants who did not earn a degree from a CACREP accredited program:</p> <p>(i) a master's degree in school counseling from a regionally accredited college or university; and</p> <p>(ii) recommendation from an approved accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>
<p><u>10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST</u></p> <p>(1) A Class 7 American Indian language and culture specialist license is valid for a period of five years.</p> <p>(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that</p>	<p><u>10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST</u></p> <p>(1) A Class 7 American Indian language and culture specialist license is valid for the lifetime of the license holder. for a period of five years.</p>	<p>Extended the term for a Class 7 American Indian Language and Culture Specialist from 5 years to lifetime, which also removes the requirement for renewal.</p>



<p>has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.</p> <p>(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.</p> <p>(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.</p> <p>(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.</p>	<p>(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.</p> <p>(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.</p> <p>(4) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) (5) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.</p> <p>(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.</p>	<p>Inclusion of IEFA for all classes of licenses.</p>
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<p><u>10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE</u></p> <p>(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.</p> <p>(2) The license is valid for five years.</p> <p>(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:</p> <p>(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;</p> <p>(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and</p> <p>(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:</p> <p>(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and</p> <p>(ii) the applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:</p> <p>(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</p> <p>(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas</p>	<p>(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 license and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.</p> <p>(2) The license is valid for five years.</p> <p>(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:</p> <p>(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;</p> <p>(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and</p> <p>(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:</p> <p>(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor.</p> <p>(ii) the applicant demonstrates adequate education and</p>	<p>Removed barriers to Class 8 for requirements A-C.</p> <p>Inclusion of IEFA for all classes of licenses.</p>
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<p>and to build skills to apply knowledge in meaningful ways; and</p> <p>(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.</p> <p>(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.</p> <p>(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.</p> <p>(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university</p>	<p>experience to instruct dual enrollment courses as demonstrated by the following criteria:</p> <p>(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</p> <p>(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and</p> <p>(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana</p>	
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	<p>(d) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.</p> <p>(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.</p> <p>(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university</p>	
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<p><u>10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS</u></p> <p>(1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and 10.57.421.</p> <p>(2) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction</p>		
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Existing Rule		Comment
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**10.57.501 SOCIAL WORKERS, NURSES AND
SPEECH AND HEARING THERAPISTS**

(1) Professionals such as social workers, nurses and speech and hearing therapists who are teaching in a classroom must have a teaching license appropriate for the level(s) and area(s) taught.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the pupil's school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association



<p><u>10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION</u></p> <p>(1) Pursuant to 20-4-110, MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:</p> <p>(a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or</p> <p>(b) the Superintendent of Public Instruction.</p> <p>(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.</p> <p>(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:</p> <p>(a) the specific charge(s) against the educator/specialist;</p> <p>(b) the subsection of 20-4-110, MCA, under which the charge(s) is brought;</p> <p>(c) an outline of the facts and evidence related to the charge(s); and</p> <p>(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action</p>	<p><u>10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION</u></p> <p>(1) Pursuant to 20-4-110, MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:</p> <p>(a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or</p> <p>(b) the Superintendent of Public Instruction.</p> <p>(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.</p> <p>(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:</p> <p>(a) the specific charge(s) against the educator/specialist;</p> <p>(b) the subsection of 20-4-110, MCA, under which the charge(s) is brought;</p> <p>(c) an outline of the facts and evidence related to the charge(s); and</p>	<p>OPI legal counsel advised to keep language as is and not to remove the language "or from any other credible source."</p>
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	(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action	
<p><u>10.57.601A</u> DEFINITION OF "IMMORAL CONDUCT"</p> <p>(1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:</p> <p>(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;</p> <p>(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:</p> <p>(i) 45-5-502, MCA, (sexual assault);</p> <p>(ii) 45-5-503, MCA, (sexual intercourse without consent);</p> <p>(iii) 45-5-504, MCA, (indecent exposure);</p> <p>(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;</p> <p>(v) 45-5-507, MCA, (incest);</p> <p>(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);</p>	<p>(1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:</p> <p>(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;</p> <p>(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:</p> <p>(i) 45-5-502, MCA, (sexual assault);</p> <p>(ii) 45-5-503, MCA, (sexual intercourse without consent);</p> <p>(iii) 45-5-504, MCA, (indecent exposure);</p> <p>(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at</p>	No longer accurate



<p>(vii) 45-5-622(2), MCA, (endangering the welfare of children);</p> <p>(viii) 45-5-623, MCA, (unlawful transactions with children);</p> <p>(ix) 45-5-625, MCA, (sexual abuse of children);</p> <p>(x) 45-8-201, MCA, (obscenity);</p> <p>(xi) 45-5-627, MCA, (ritual abuse of minor);</p> <p>(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;</p> <p>(xiii) 45-5-220, MCA, (stalking);</p> <p>(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);</p> <p>(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);</p> <p>(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);</p> <p>(xvii) 45-8-334, MCA, (possession of a destructive device);</p> <p>(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);</p> <p>(xix) 45-8-403, MCA, (use of threat to coerce gang membership);</p> <p>(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);</p> <p>(xxi) 45-5-622(3), MCA (endangering welfare of children);</p> <p>(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;</p> <p>(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances,</p>	<p>a public or private elementary or secondary school;</p> <p>(v) 45-5-507, MCA, (incest);</p> <p>(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);</p> <p>(vii) 45-5-622(2), MCA, (endangering the welfare of children);</p> <p>(viii) 45-5-623, MCA, (unlawful transactions with children);</p> <p>(ix) 45-5-625, MCA, (sexual abuse of children);</p> <p>(x) 45-8-201, MCA, (obscenity);</p> <p>(xi) 45-5-627, MCA, (ritual abuse of minor);</p> <p>(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs),provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;</p> <p>(xiii) 45-5-220, MCA, (stalking);</p> <p>(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);</p> <p>(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);</p> <p>(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);</p> <p>(xvii) 45-8-334, MCA, (possession of a destructive device);</p> <p>(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);</p>	
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<p>requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:</p> <p>(i) submission to the conduct is explicitly or implicitly made a term or condition of education;</p> <p>(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or</p> <p>(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.</p> <p>(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:</p> <p>(i) college degrees or credit from non-accredited or -approved colleges or universities;</p> <p>(ii) false professional development credit;</p> <p>(iii) false academic awards; or</p> <p>(iv) inaccurate employment history;</p> <p>(f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or</p> <p>(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.</p>	<p>(xix) 45-8-403, MCA, (use of threat to coerce gang membership);</p> <p>(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);</p> <p>(xxi) 45-5-622(3), MCA (endangering welfare of children);</p> <p>(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;</p> <p>(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:</p> <p>(i) submission to the conduct is explicitly or implicitly made a term or condition of education;</p> <p>(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or</p> <p>(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.</p> <p>(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:</p> <p>(i) college degrees or credit from non-accredited or -approved colleges or universities;</p> <p>(ii) false professional development credit;</p>	
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	<p>(iii) false academic awards; or</p> <p>(iv) inaccurate employment history;</p> <p>(f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or</p> <p>(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.</p>	
<p><u>10.57.601B REVIEW</u></p> <p>(1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.</p> <p>(2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.</p> <p>(3) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.</p>	<p>(1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.</p> <p>(2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.</p> <p>(3) If the board Board of Public Education determines there is sufficient cause to believe that professional misconduct occurred, the board Board of Public Education shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.</p>	<p>Recommendation to specify which board as it could mean board of trustees or the board of public education.</p>



10.57.602 NOTICE OF HEARING

(1) Upon notice of a request for disciplinary action pursuant to ARM [10.57.601](#) and determination of sufficient cause, the Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

(i) a statement of the time, place and nature of the hearing;

(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;

(iii) a reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted;

(v) a designation of who will hear the allegation pursuant to ARM [10.57.603](#); and

(vi) a statement of the licensee's right to be represented by counsel at the hearing.

(b) The notice shall advise the licensee that the licensee has the right to contest the proposed disciplinary action of the board, and that the licensee may do so by filing a written signed statement contesting the matters asserted and requesting a hearing.

(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(2) If the licensee elects to contest the proposed disciplinary action, the board shall conduct a contested case hearing pursuant to ARM [10.57.603](#).

(3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter.



10.57.603 HEARING IN CONTESTED CASES

(1) The Board of Public Education shall select one of the following methods for providing a hearing:

- (a) a hearing before the board at a special or regular meeting of the board;
- (b) a hearing before a committee of the board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or
- (c) a hearing before a hearing examiner appointed by the board who shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.

(2) At the time and place set in the notice to the applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM [1.3.211](#) through [1.3.224](#) of the Attorney General's model rules for hearing contested cases.

(3) Prior to the hearing, the board's attorney or designated hearing officer shall schedule a pre-hearing conference to consider:

- (a) simplification of the issues;
- (b) the possibility of obtaining admissions of facts and documents;
- (c) the number of witnesses;
- (d) the exchanges of witness and exhibit lists; and
- (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM [10.57.601](#) or [10.57.611](#), the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.



<p><u>10.57.604 POST HEARING PROCEDURE</u></p> <p>(1) Either immediately following the hearing, or within 30 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as applicable:</p> <p>(a) uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;</p> <p>(b) dismiss the matter;</p> <p>(c) issue a letter of reprimand;</p> <p>(d) enter into a stipulated agreement; or</p> <p>(e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the license.</p> <p>(2) Consistent with a decision to suspend or revoke a license, the board shall issue findings of fact, conclusions of law, and an order signed by the board chair or designee.</p> <p>(3) The board shall record its decision in its minutes and shall provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail to the licensee and to any other involved party within ten days of its decision.</p> <p>(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.</p>		



<p>(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision.</p>		
<p><u>10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE</u></p> <p>(1) A licensee may surrender his or her license to the Superintendent of Public Instruction. The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.</p> <p>(2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in 20-4-110, MCA.</p> <p>(3) The Superintendent of Public Instruction may investigate further following the surrender of a license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.</p> <p>(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure.</p> <p>(5) The Superintendent of Public Instruction shall immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.</p>		



10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE

(1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse.

(2) Upon receipt of a license surrendered pursuant to ARM [10.57.605](#), the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the superintendent accepted the surrender of a license held by the licensee.

(3) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

(a) resulted in a determination by the superintendent that the applicant lacked the requisite moral and professional character; or

(b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.

(4) The superintendent shall not report to NASDTEC under (3) until either:

(a) the period for appeal of denial as provided in ARM [10.57.607](#) has expired; or

(b) the Board of Public Education affirms the denial.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.



<p>(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving a license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.</p>		
<p><u>10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE</u></p> <p>(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.</p> <p>(2) The written notice of appeal may not be submitted by email. The notice must be signed by the appellant and must:</p> <p>(a) summarize the appellant's responses to the superintendent's denial of licensure;</p> <p>(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and</p> <p>(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.</p> <p>(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.</p> <p>(a) Such notice shall include:</p> <p>(i) a statement of the time, place, and nature of the hearing;</p>	<p>(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.</p> <p>(2) The written notice of appeal may not be submitted by email. The written notice of appeal shall be submitted by email or sent via post mail. The notice must be signed by the appellant and must:</p> <p>(a) summarize the appellant's responses to the superintendent's denial of licensure;</p> <p>(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and</p> <p>(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.</p> <p>(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.</p>	<p>Suggestion by the BPE to include email now.</p>



<p>(ii) the legal authority and jurisdiction under which the hearing is to be held;</p> <p>(iii) reference to the particular sections of the statutes and rules involved;</p> <p>(iv) a statement of the matters asserted; and</p> <p>(v) designation of who will hear the allegation pursuant to ARM 10.57.603.</p> <p>(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.</p> <p>(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.</p> <p>(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.</p>	<p>(a) Such notice shall include:</p> <p>(i) a statement of the time, place, and nature of the hearing;</p> <p>(ii) the legal authority and jurisdiction under which the hearing is to be held;</p> <p>(iii) reference to the particular sections of the statutes and rules involved;</p> <p>(iv) a statement of the matters asserted; and</p> <p>(v) designation of who will hear the allegation pursuant to ARM 10.57.603.</p> <p>(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.</p> <p>(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.</p> <p>(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.</p>	
<p><u>10.57.608 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA</u></p> <p>(1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of a license within three years prior to the application which is at issue, and the appellant did not prevail following a hearing, unless at the time of notice</p>		



<p>of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.</p> <p>(2) The board shall not consider an appeal by a licensee regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender.</p>		
<p><u>10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE</u></p> <p>(1) A licensed staff member commits substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.</p> <p>(2) "Good cause" shall be determined by the board on a case-by-case basis. The following are examples of good cause:</p> <p>(a) substantial hardship to the licensed staff member's family due to a change in employment of the spouse of the licensed staff member that necessitates a move;</p> <p>(b) illness of a family member of the licensed staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; or</p> <p>(c) intolerable working conditions, judged on the same basis as constructive discharge under Montana law.</p> <p>(3) Licensed staff members violating 20-4-110(1)(g), MCA, may be penalized as follows:</p> <p>(a) a first violation committed not more than 30 calendar days prior to the beginning of the school year may result in a sanction not to exceed placement of a letter of reprimand in the licensed staff member's public record certification file;</p>		



<p>(b) a first violation committed on or after school starts shall result in a sanction ranging from placement of a letter of reprimand in the licensed staff member's public record licensure file to temporary suspension of the licensed staff member's license for not more than 30 days; and</p> <p>(c) a second or subsequent violation shall result in a sanction ranging from a temporary suspension of the licensed staff member's license to revocation of the license.</p> <p>(4) In determining the severity of the sanction, if any, the Board of Public Education will consider the following:</p> <p>(a) any direct, harmful impact on students caused by the breach of contract;</p> <p>(b) the length of prior notice provided to the employing board by the licensed staff member; and</p> <p>(c) the impact of the licensed staff member's breach of contract on the district's compliance with accreditation standards.</p> <p>(5) This rule shall not be construed to either require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6), MCA.</p>		
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10.57.102 DEFINITIONS

The following definitions apply to this chapter.

(1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction.

(2) "Accredited Educator preparation program" means:

(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:

(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and

(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant.~~or~~

~~(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

(3) "Accredited specialist program" means:

(a) for school psychologists, a program accredited by the National Association of School Psychologists (NASP); and

(b) for school counselors, a program for the preparation of specialists approved or accredited by:

(i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or

(ii) a state board of public education or a state agency. ~~The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

(4) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.

(5) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.

(6) "Approved preparation program" means an educator preparation program approved by a state board of education or a state agency that leads to licensure in the state of preparation.

(7) ~~(6)~~ "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s),

and classification.

(8) ~~(7)~~ "College credit" means credit received for completion of a course from a regionally accredited college or university.

(9) "Course work GPA" means the "weighted average" of teacher education program course grades calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements measured in arbitrary units, called "credit value", based on contact hours or presumed total student workload.

(10) ~~(8)~~ "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized ~~to practice in Montana accredited schools.~~

Grade levels are:

- (a) ~~P - grade~~ 3 (early childhood);
- (b) K-8 (elementary);
- (c) 4-8 (middle grades);
- (d) 5-12 (secondary, content-specific);
- (e) K-12 (as delineated in ARM [10.57.412](#)); and
- (f) P-12 (special education and school psychologist).

(11) ~~(9)~~ "Exchange teacher" means a person from outside the United States with exceptional expertise and contracted to provide instruction that is on an exchange program with a school district or university.

(12) ~~(9)~~ "Lapsed license" means:

(a) the licensee has not earned the required number of renewal units during the term of the license; or

(b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.

(13) ~~(10)~~ "License" or "licensure" means a certificate issued or applied for under [20-4-101](#), et seq., MCA.

(14) ~~(11)~~ "Regionally accredited" means a college or university accredited by one of the following:

- (a) Higher Learning Commission;
- (b) ~~(a)~~ Middle States Association of Schools and Colleges;
- (c) ~~(b)~~ New England Association of Schools and Colleges;
- ~~(c)~~ ~~North Central Association of Schools and Colleges;~~
- (d) Northwest Commission on Colleges and Universities;
- (e) Southern Association of Schools and Colleges; or
- (f) Western Association of Schools and Colleges.

(15) "Student-teaching portfolio" is a collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements.

(16) ~~(12)~~ "Supervised teaching experience" means teaching experience while under the supervision of an approved ~~accredited professional~~ educator preparation program and is identified ~~on~~ through acceptable evidence as delineated in ARM 10.57.102(1) ~~a college or university transcript~~ as field experience, internship, practicum, or student teaching.

(17) ~~(13)~~ "Year of administrative experience" means employment as a licensed administrator at any level within a ~~state accredited~~ P-12 school system, or in

an educational institution specified in [20-9-707](#), MCA, ~~for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180 day school year for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE).~~

Experience gained prior to initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.

(18) "Unrestricted license" means a current renewable license that is not an emergency or provisional license.

(19) ~~(14)~~ "Year of teaching experience" means employment as a licensed teacher at any level within a ~~state accredited~~ P-12 school system, or in an educational institution specified in [20-9-707](#), MCA, ~~for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year~~ for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT

(1) In accordance with [20-4-111](#), MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:

(a) The request must originate with the school district.

(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.

(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:

(i) have previously held a teacher or specialist license; or

(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought; or

(iii) provide evidence of experience as a paraprofessional; or

(iv) provide evidence to be assigned as a student teacher engaged in "supervised teaching experience" as defined in ARM 10.57.102(16).

(2) An emergency authorization of employment is valid for one year.

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM [10.57.102](#)(14).

(4) Emergency authorization of employment for special education teachers is prohibited under federal regulations and is unavailable to a district for such positions.

10.57.109 UNUSUAL CASES

(1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the ~~Board of Public Education~~ Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on an annual basis. ~~upon recommendation by the Superintendent of Public Instruction.~~

(2) If the Superintendent of Public Instruction denies an unusual case, the denial may be appealed to the Board of Public Education within 30 days of the denial.

(3) Upon receiving a timely notice of appeal from the denial of an unusual case, the Board of Public Education shall set an unusual case hearing and shall provide notice of the hearing to the prospective licensee and Superintendent of Public Instruction, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

(i) a statement of the time, place and nature of the hearing;

(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;

(iii) a reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted;

(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and

(vi) a statement of the licensee's right to be represented by counsel at the hearing if they so choose at their own cost..

(b) The notice shall advise the prospective licensee that the unusual case hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know as determined by the Board of Public Education.

(4) The prospective licensee and/or the Superintendent of Public Instruction may waive their right to the 30 days' notice in order to be placed on the next meeting agenda by writing a letter to the Board of Public Education.

10.57.112 LICENSE OF EXCHANGE TEACHERS

~~(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.~~

~~(2)~~ (1) A Class 5 license may be issued to an exchange teacher as defined in ARM 10.57.102(9) ~~educator~~ who is on an exchange program with a school district or university.

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK

- (1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The purpose of this rule is to support the Superintendent of Public Instruction's duty to determine whether an applicant for licensure has been convicted of a crime that bears upon the applicant's fitness related to the safety and well-being of children and the integrity of the teaching profession.
- (2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:
 - (a) any applicant for initial Montana educator licensure;
 - (b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or
 - (c) an individual for whom a school district is seeking emergency authorization of employment pursuant to ~~20-4-110~~ 20-4-111, MCA, and ARM 10.57.107
- (3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.
- (4) The Superintendent of Public Instruction shall not issue a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results delivered to and reviewed by the Superintendent of Public Instruction.
- (5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be acceptable for licensure.
- (6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.
- (7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report through the Montana Department of Justice procedures.
- (8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.
- (9) 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 Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession.

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS

(1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 ~~renewal~~ professional development units earned during the five years of validity through August 31 of the year the license expires.

a. Applicants for an initial Montana Class 1, 2, 3, and 6 license whose degree is more than five years old and who do not have a current out-of-state licensure may be issued with verification of 60 professional development units earned within the five year period preceding the effective date of the license.

(2) Participation in ~~renewal~~ professional development activities is equivalent to the following renewal units:

(a) one hour of attendance at a professional development activity = one ~~renewal~~ professional development unit;

(b) one quarter college credit = 10 ~~renewal~~ professional development units;

(c) one semester college credit = 15 ~~renewal~~ professional development units.

(3) ~~Renewal~~ Professional development activities used to renew or obtain all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM [10.55.714](#), an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).

(4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:

(a) credits earned from a regionally accredited college or university;

(b) activities offered by ~~renewal~~ professional development unit providers approved pursuant to ARM [10.57.216](#) and documented on an OPI ~~renewal~~ professional development unit certificate;

(c) other professional development activities offered by providers who have not been approved as a ~~renewal~~ professional development unit provider pursuant to ARM [10.57.216](#), when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;

(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana ~~renewal~~ professional development unit requirements for licensure;

(e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or

(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 ~~renewal~~ professional development units. NBC ~~renewal~~ professional development units may apply to renewal of an expiring license.

(5) The licensee shall be solely responsible for retaining the ~~renewal~~ professional development unit verification to be used in the application for license renewal.

10.57.216 APPROVED ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY

(1) Organizations wishing to offer professional development activities for the award of ~~renewal~~ professional development units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).

(2) Approved providers of professional development for the award of ~~renewal~~ professional development units must:

(a) provide activities deemed appropriate for professional development of licensees in compliance with ARM [10.55.714](#) and [10.57.215](#);

(b) prepare and award completed ~~renewal~~ professional development unit certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants;

(c) annually report the activities offered to the Superintendent of Public Instruction, including:

(i) the activity title and brief description;

(ii) date(s) and location(s) of the program; and

(iii) program schedule, name, and number of participants; and

(d) maintain records of all professional development activities for which ~~renewal~~ professional development unit awards are made for five years following the date of completion of the annual reporting requirement.

(3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

10.57.217 APPEAL PROCESS FOR ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT ACTIVITY

(1) Decisions of the Superintendent of Public Instruction on matters of ~~renewal~~ professional development unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM [10.57.603](#).

10.57.218 ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT UNIT VERIFICATION

(1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM [10.57.215](#). The licensee is responsible for maintaining official documentation verifying completion of ~~renewal~~ professional development activities during the term of the license.

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original ~~renewal~~ professional development unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.

(3) Failure to respond within the time allowed to a request for ~~renewal~~ professional development unit activities in connection with an audit may result in denial of license renewal.

10.57.221 RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS

1. A Class 1, 2, 3, 4, or 6 license may be issued to a military spouse and/or dependents who holds a current, out-of-state unrestricted license.
2. The license shall be valid for a term of five years.
3. The applicant must:
 - (a) be the spouse and/or a dependent of an active duty member of the United States armed forces who has been transferred to Montana, is scheduled to be transferred to Montana, is domiciled in Montana. or has moved to Montana on a permanent change-of-station basis, and
 - (b) An applicant must submit verified completion of the online course "An Introduction to Indian Education for All in Montana.
 - (c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.215.

10.57.222 EDUCATOR PREPARATION PROGRAM VERIFICATION

(1)The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards for an educator preparation program are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.

10.57.301 ENDORSEMENT INFORMATION

(1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.

(2) An **initial** endorsement may be granted by the Superintendent of Public Instruction based on the program of study completed as verified by the appropriate official defined in ARM 10.57.102.

(3) To add an additional endorsement to a Class 1 or 2 license, an applicant must submit verification of one of the three pathways:

- (a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and
 - (i) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam; or
 - (ii) evidence of a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or
 - (iii) evidence of a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.
- (b) Posted Degree, Major, Minor, or National Board for Professional Teaching Standards Certification: Evidence of completion of at least one of the following degrees in the area applicable to the requested endorsement:
 - (i) a doctorate degree;
 - (ii) a master's degree;
 - (iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in the endorsement area requested; or
 - (iv) a certificate for National Board of Certification for Teaching
 - (v) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.
- (c) Content Area Knowledge and Teaching Experience: Evidence of two years of teaching experience while appropriately licensed documented by a recommendation from a P-12 school employer on a form prescribed by the Superintendent of Public Instruction and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam. Only where

content area exam(s) have been identified may endorsements be added with this method.

- (i) If the applicant has a categorical special education endorsement, the applicant must pass the state-designated content test for a K-12 special education endorsement. If the applicant has a P-3 or K-8 special education endorsement, the applicant must have a minimum of two years of teaching experience as appropriately licensed in special education and pass the state-designated pedagogy test for the secondary level to add the K-12 special education endorsement.
- (ii) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.

~~(3)~~ (4) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

(1) A Class 2 standard teacher's license shall be valid for a term of five years.

(2) Applicants for an initial Montana Class ~~4~~, 2, ~~or 3 standard teacher's~~ license whose degree is more than five years old and who do not have current out-of-state licensure must have earned ~~60 professional development units as defined in ARM 10.57.215(4) six semester credits from a regionally accredited college or university~~ within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional ~~or restricted, or lifetime~~ licenses.

(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:

(a) a bachelor's degree from a regionally accredited college or university;

(b) completion of ~~an approved accredited professional~~ educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) qualification for one or more endorsement as outlined in ARM 10.57.412;

~~(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.~~

~~(d) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and~~

(e) proof of:

(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or

(ii) a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iii) or a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.

~~(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:~~

~~(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and~~

~~(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and~~

~~(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or~~

~~(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.~~

~~(4)-(5)~~ A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM [10.57.215](#).

~~(5)-(6)~~ A lapsed Class 2 standard teacher's license may be reinstated by earning 60 ~~renewal professional development units as defined in ARM 10.57.215(4)~~ during the five-year period preceding the date of application for the new license.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE

(1) A Class 1 professional teacher's license shall be valid for a period of five years.

(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM [10.57.410](#) ~~including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program completed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;~~

(b) completion of "An Introduction to Indian Education for All in Montana"; and

(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.; and

~~(d) three years of teaching experience as defined by ARM 10.57.102.~~

(3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM [10.57.215](#).

(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 ~~renewal professional development units as defined in ARM 10.57.215(4)~~ during the five-year period preceding the date of application for the new license.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS

(1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (~~age 3 to grade P-3~~), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield),

sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(5) To obtain an early childhood (~~age 3 to grade 3 P-3~~), elementary (K-8), ~~or~~ middle grades (4-8), ~~secondary (5-12 content-specific)~~, K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an ~~accredited teacher education approved educator preparation program at the grade level(s) identified by the program, in these areas to include~~ including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

~~(6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of:~~

~~(a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or~~

~~(b) completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.~~

~~(7) To obtain an endorsement in special education P-12, the applicant must provide verification of:~~

~~(a) completion of an accredited professional educator preparation program; or~~

~~(b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and~~

~~(c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.~~

~~(8)~~ (6) Applicants must also submit a recommendation for any endorsement requested from the appropriate official from an ~~approved educator preparation accredited professional educator~~ program.

~~(9)~~ (7) Applicants who have completed an ~~approved accredited professional~~ educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) ~~in another state~~ may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.

~~(40)~~ (8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE

- (1) A Class 3 administrative license shall be valid for a period of five years.
- (2) Appropriate administrative areas which may be approved for license endorsement are: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.
- (3) To obtain a Class 3 administrative license, except pursuant to ARM [10.57.419](#), an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 teaching license or [Class 6 School Counseling license](#) to work in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM [10.57.414](#), [10.57.415](#), and ~~through~~ [10.57.418](#).
- (4) ~~An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM [10.57.102](#), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five three years of successful administrative experience as defined in ARM [10.57.102](#) as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education.~~ The requirements of ARM [10.57.414](#)(1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.
- (5) An applicant for a Class 3 administrative license must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."
- (6) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM [10.57.215](#).
- (7) A lapsed Class 3 administrative license may be reinstated by ~~showing verification of~~ earning 60 ~~renewal~~ professional development units as defined in ARM [10.57.215](#)(4) during the five-year period preceding the date of application for the new license.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT

- (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:
 - (a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;
 - (b) completion of an ~~approved accredited professional~~ educator preparation program as defined in ARM [10.57.102](#) for superintendents ~~with a recommendation for the license requested from the appropriate official from the educator preparation program;~~
 - (c) ~~completion of Montana educator preparation program requirements through on-line professional development courses or graduate coursework on the university recommendation by an appropriate official from the educator preparation program in each of the following areas;~~

~~a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:~~

- ~~(i) Montana school law; and~~
- ~~(ii) Montana school finance; and~~
- ~~(iii) Montana collective bargaining and employment law; .~~

~~(d) completion of the online course "An Introduction to Indian Education for All in Montana."~~

~~(e)-(d)~~ a minimum of three years of ~~teaching~~ experience as an appropriately licensed teacher or **school counselor**;

~~(f)-(e)~~ licensure and endorsement as a principal ~~(P-12)~~; and

~~(g)-(f)~~ a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.

~~(2) Applicants must also submit a recommendation for the endorsement requested from the appropriate official from accredited professional superintendent program.~~

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ~~ELEMENTARY~~ PRINCIPAL ENDORSEMENT

(1) To obtain an elementary, **secondary**, or **K-12** principal endorsement an applicant must provide verification of:

(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the ~~elementary~~ level of the requested endorsement;

~~(b) a master's degree in from a regionally accredited college or university in education or education leadership; -educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;~~

(c) completion of an **approved accredited professional** educator preparation program as defined in ARM [10.57.102](#) for ~~elementary~~ principals at the level of the requested endorsement with a recommendation from the appropriate official from the educator preparation program;

(d) completion of three semester credits of college courses in ~~Montana~~ school law, including special education law;

(e) verified completion of the online course "An Introduction to Indian Education for All in Montana." and

~~(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.~~

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - ~~SECONDARY~~ PRINCIPAL ENDORSEMENT

~~(1) To obtain a secondary principal endorsement an applicant must provide verification of:~~

~~(a) a minimum of three years of teaching or school counseling experience with a~~

~~standard, unrestricted license at the secondary level;~~

~~(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;~~

~~(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;~~

~~(d) completion of three semester credits of college courses in Montana school law, including special education law; and~~

~~(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.~~

~~10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT~~

~~(1) To obtain a K-12 principal endorsement an applicant must provide verification of:~~

~~(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;~~

~~(b) completion of an accredited educator preparation program for K-12 principals;~~

~~(c) a minimum of three years of teaching experience or school counseling with a standard, unrestricted license;~~

~~(d) completion of three semester credits of college courses in Montana school law, including special education law; and~~

~~(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.~~

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT

(1) ~~To obtain a~~ This administrative supervisor endorsement ~~is issued~~ in specific fields such as math, music, and school counseling ~~an applicant must provide verification of:~~ This endorsement may be issued to applicants who submit verification:

(a) ~~of~~ completion of an ~~approved accredited~~ educator preparation program ~~with a recommendation from the appropriate official from the educator preparation program;~~

(b) ~~of~~ completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;

(c) ~~that the applicant meets~~ eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization ~~or~~ Class 6 School Counseling license;

(d) ~~of~~ three years of teaching experience or school counseling with a standard, unrestricted license;

(e) ~~of~~ completion of a supervised practicum/internship at an ~~approved accredited professional~~ educator preparation program; and

(f) verified completion of the online course "An Introduction to Indian Education for All in Montana."

~~(f) recommendation for the endorsement from the appropriate official from an accredited professional supervisor program.~~

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT

(1) To obtain a supervisor administrative endorsement ~~is issued~~ in the specific field of special education ~~an applicant must provide This endorsement may be issued to applicants who submit~~ verification of:

- (a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;
- (b) full licensure in the field of specialization;
- (c) three years of teaching experience ~~with a standard, unrestricted license; in an accredited school setting with a standard, unrestricted license~~, or ~~five~~ three years of experience ~~in an accredited school setting~~ as a fully licensed and assigned related services provider;
- (d) three semester credits in special education law;
- (e) a supervised practicum/internship from an ~~approved accredited~~ special education supervisor program;
- (f) verified completion of the online course "An Introduction to Indian Education for All in Montana." and
- ~~(f)-(g)~~ recommendation for the endorsement from the appropriate official from an ~~approved accredited~~ special education supervisor program

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses:

- (a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;
- (b) A Class 4B license issued to individuals with ~~an apprenticeship program or associate or~~ bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and

- (c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.
- (3) To obtain a Class 4 career and technical educator license an applicant must:
- (a) meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM [10.57.421](#) and
 - (b) verify completion of the online course "An Introduction to Indian Education for All in Montana."
- (4) A Class 4 license shall be renewable pursuant to the requirements of ARM [10.57.215](#) and the requirements specific to each type of Class 4 license.
- (a) Class 4A licenses shall be renewable by earning 60 ~~professional development renewal~~ units. Endorsement related technical studies may be accepted. ~~Additionally, The~~ first renewal must show evidence of ~~professional development renewal~~ units earned in each of the following areas:
- (i) curriculum and instruction in career and technical education; and
 - (ii) safety and teacher liability,
- (b) Class 4B or 4C licenses shall be renewable by earning 60 ~~professional development renewal~~ units. The first renewal must show evidence of ~~professional development renewal~~ units earned in the following areas:
- (i) curriculum and instruction in career and technical education; and
 - (ii) safety and teacher liability,
- (c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:
- (i) principles and/or philosophy of career and technical education;
 - (ii) curriculum and instruction in career and technical education;
 - (iii) learning styles/teaching styles; including serving students with special needs;
 - (iv) safety and teacher liability;
 - (v) classroom management;
 - (vi) teaching methods;
 - (vii) career guidance in career and technical education; or
 - (viii) endorsement related technical studies, with prior OPI approval.
- (5) A lapsed Class 4 license may be reinstated by showing verification of 60 ~~professional development renewal~~ units earned during the five-year period preceding the validation date of the new license, including ~~professional development renewal~~ units in:
- (a) curriculum and instruction in career and technical education;
 - (b) safety and teacher liability; and
 - (c) endorsement related technical studies or industry validated training.

10.57.421 CLASS 4 ENDORSEMENTS

(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.

(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.

(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of ~~10,000~~ 5,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:

- (a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;
- (b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;
- (c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or
- (d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement of ~~5,000~~ ~~10,000~~ hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:

- (a) For health science education:
 - (i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;
 - (ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider

recognized by the Office of Public Instruction and the Board of Public Education; and

(iii) successful completion of coursework in human biology or anatomy and physiology; or

(iv) hold a current professional license in a related health occupation field.

(b) For engineering:

(i) hold a Class 1 or 2 license with an endorsement in math or science; and

(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.

(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.

(d) For computer coding:

(i) hold a Class 1 or 2 license; and

(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.

(e) For teacher education:

(i) hold a Class 1 or 2 license; and

(ii) provide verification of successful completion of five years of professional experience as a licensed educator.

(f) For EMT:

(i) hold a Class 1 or 2 license;

(ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners;

(iii) provide verification of a minimum of 2,000 hours of EMT experience; and

(iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.

(v) In addition to renewal requirements outlined in ARM [10.57.420](#), renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.

(5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM [10.13.310](#).

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM [10.57.201A](#). This endorsement does not require verification of ~~5,000~~ ~~10,000~~ hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.

10.57.424 CLASS 5 PROVISIONAL LICENSE

(1) There are ~~three~~ ~~two~~ types of Class 5 licenses:

~~(b)~~ (a) a Class 5B provisional license that is valid for three years; and

~~(a)~~ (b) a Class 5A provisional license that is valid for one year; and

(c) a Class 5C provisional license that is valid for three years.

~~(2)~~ (7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except ~~need~~ successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.

~~(3)~~ (2) A Class 5B provisional license is valid for a term of three years, is not renewable, and may not be reinstated. ~~A Class 5B provisional license will be issued to those individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved accredited professional educator preparation program. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.~~

~~(3)~~ (a) An applicant for a Class 5B provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM [10.57.412](#), [10.57.414](#), [10.57.415](#), [10.57.418](#) through [10.57.419](#), or [10.57.434](#) and [10.57.436](#).

~~(4)~~ A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5C provisional license will be issued to those seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator licensure, and have not earned 60 professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license.

(a) An applicant for a Class 5C provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent to obtain 60

professional development units which lead, within three years of the date of validity of the provisional license, an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418, 10.57.419, or 10.57.434 and 10.57.436.

(5) ~~(4)~~ An applicant for a Class 5A, 5B, or 5C provisional license must provide verification of: ~~who has graduated from an educator preparation program outside of Montana must provide proof of:~~

~~(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and~~

~~(a) a bachelor's degree from a regionally accredited college or university; and~~

~~(b) have~~ a current Montana address or job offer from ~~an accredited or a~~ state-funded P-12 school in Montana; and

~~(c) An applicant for a Class 5 provisional license must provide verified~~ completion of the online course "An Introduction to Indian Education for All in Montana."

(6) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date.

10.57.425 CLASS 5 PROVISIONAL LICENSE - ENDORSEMENTS ELEMENTARY LEVEL

(1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 5 provisional license include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8), secondary (5-12 content-specific), K-12 (as delineated in ARM 10.57.412), or P-12 (special education and school psychologist) endorsement, an applicant must provide verification of:

~~(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:~~

- (a) a bachelor's degree from a regionally accredited college or university; and
- (b) for those applicants who have not completed an **approved accredited professional** educator preparation program, a plan of study from an **approved accredited professional** educator preparation program verifying that the applicant:
 - (i) can meet the requirements for full licensure within the three-year valid period of the license; and
 - (ii) meets the professional educator preparation program's admission requirements

10.57.426 — CLASS 5 PROVISIONAL LICENSE — SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS

~~(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:~~

- ~~(a) a bachelor's degree from a regionally accredited college or university; and~~
- ~~(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~
 - ~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~
 - ~~(ii) meets the professional educator preparation program's admission requirements.~~

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT

(1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:

- (a) a master's degree **from a regionally accredited college or university in education or education leadership; ~~an accredited professional educator preparation program as defined in ARM 10.57.102;~~**
- (b) eligibility for a Class 1, 2, or 5 teaching **license or school counseling license, or a current standard, unrestricted out-of-state license and three five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;**
- (c) a minimum of three years of experience as an appropriately licensed and assigned teacher **or school counselor** at any level;
- (d) one year of appropriately licensed experience as a principal;

(e) completion of an ~~approved accredited professional~~ educator preparation program, as defined in ARM [10.57.102](#), for superintendents; and

(f) for those applicants who have not completed the ~~three mandatory professional development requirements in each of the following areas;~~

~~a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:~~

(i) Montana school law; and

(ii) Montana school finance; and

(iii) Montana collective bargaining and employment law; ~~in Montana school law, Montana school finance, and Montana collective bargaining and employment law~~, a plan of intent as detailed in ARM [10.57.424](#).

(2) Applicants required to complete coursework other than ~~the three mandatory professional development requirements in~~ Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM [10.55.607](#)

10.57.428 CLASS 5 PROVISIONAL LICENSE - ~~ELEMENTARY~~ PRINCIPAL ENDORSEMENT

(1) To obtain a Class 5 provisional license with an elementary, ~~secondary, or K-12~~ principal endorsement, an applicant must provide verification of:

(a) a master's degree from ~~a regionally accredited college or university in education or education leadership; an accredited professional educator preparation program;~~

(b) eligibility for a Class 1, 2, or 5 teaching or ~~school counseling~~ license at the level of ~~elementary the requested endorsement~~ or a current standard, unrestricted out-of-state license ~~and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;~~ and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher ~~or counselor at the level of the requested endorsement. elementary level.~~

(2) Applicants required to complete coursework ~~requirements~~ other than ~~Montana~~ school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM [10.55.607](#).

~~10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT~~

~~(1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of:~~

~~(a) a master's degree from an accredited professional educator preparation program;~~
~~(b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and~~
~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level.~~
~~(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.~~

10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT

~~(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:~~
~~(a) a master's degree from an accredited professional educator preparation program;~~
~~(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and~~
~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.~~
~~(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.~~

10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT

(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:
(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and
(b) three years of appropriately licensed experience as a teacher or **counselor** in the area requested for supervisory endorsement or **five three** years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and
(c) a plan of study from an **approved accredited professional** educator preparation program verifying that the applicant:

- (i) can meet the requirements for full licensure within the three-year valid period of the license; and
- (ii) meets the ~~professional~~-educator preparation program's admission requirements.

10.57.432 CLASS 5 PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT

(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:

- (a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and
- (b) for those applicants who have not completed an ~~approved-accredited~~ specialist preparation program, verification from an ~~approved-accredited~~ specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM [10.57.434](#).

(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:

- (a) verification of a bachelor's degree; and
- (b) verification from the ~~approved-accredited~~-specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM [10.57.435](#).

10.57.433 CLASS 6 SPECIALIST LICENSE

(1) A Class 6 specialist license is valid for a period of five years.

(2) Class 6 specialist licenses may be issued with the following endorsements:

- (a) school psychologist; or
- (b) school counselor.

(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned **60 professional development units as defined in ARM 10.57.215(4)** within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional ~~or restricted, or lifetime~~ licenses.

~~(4)~~ **An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."**

~~(4)~~ (5) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM [10.13.310](#) and is approved by the Superintendent of Public Instruction.

~~(5)~~ (6) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM [10.57.215](#).

~~(6)~~ (7) A lapsed Class 6 specialist license may be reinstated by showing verification of **60 renewal-professional development** units earned during the five-year period preceding the date of application for the new license.

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:

- (a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP) **or**
- (b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or
- (c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:
 - (i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and
 - (ii) recommendation from a NASP accredited specialist program defined in ARM [10.57.102](#), attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:

- (a) a master's degree from a regionally accredited college or university; and
- (b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or
- (c) for those applicants who did not earn a degree from a CACREP accredited program:
 - (i) a master's degree in school counseling from a regionally accredited college or university; and
 - (ii) recommendation from an **approved ~~accredited~~** specialist program defined in ARM [10.57.102](#), which included an internship in a school setting of 600 hours.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST

(1) A Class 7 American Indian language and culture specialist license is valid **for the lifetime of the license holder. ~~for a period of five years.~~**

(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the

applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.

(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

~~(4) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."~~

~~(4) (5)~~ A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM [10.13.310](#) and is approved by the Superintendent of Public Instruction.

~~(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.~~

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE

(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 license and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.

(2) The license is valid for five years.

(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:

(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;

(b) compliance with all other nonacademic requirements for licensure as required by [20-4-104](#), MCA, ARM [10.57.201](#) and [10.57.201A](#); and

(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:

(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM [10.57.438](#), and will teach a subject in which the applicant has a major or minor.

~~(ii) the applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:~~

~~(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;~~

~~(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and~~

~~(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana~~

(d) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM [10.57.607](#).

(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university.

10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS

(1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM [10.57.412](#) and [10.57.421](#).

(2) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION

(1) Pursuant to [20-4-110](#), MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

- (a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or
- (b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

- (a) the specific charge(s) against the educator/specialist;
- (b) the subsection of [20-4-110](#), MCA, under which the charge(s) is brought;
- (c) an outline of the facts and evidence related to the charge(s); and
- (d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action.

10.57.601A DEFINITION OF "IMMORAL CONDUCT"

(1) "Immoral conduct" related to the teaching profession, under [20-4-110](#)(1)(f), MCA, includes, but is not limited to:

(a) sexual contact, as defined in [45-2-101](#), MCA, or sexual intercourse as defined in [45-2-101](#), MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:

- (i) [45-5-502](#), MCA, (sexual assault);
- (ii) [45-5-503](#), MCA, (sexual intercourse without consent);
- (iii) [45-5-504](#), MCA, (indecent exposure);
- (iv) [45-5-505](#), MCA, (deviate sexual conduct), if the conduct either was non consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;
- (v) [45-5-507](#), MCA, (incest);
- (vi) [45-5-601](#), [45-5-602](#), or [45-5-603](#), MCA, (offenses involving prostitution);
- (vii) [45-5-622](#)(2), MCA, (endangering the welfare of children);
- (viii) [45-5-623](#), MCA, (unlawful transactions with children);
- (ix) [45-5-625](#), MCA, (sexual abuse of children);
- (x) [45-8-201](#), MCA, (obscenity);

- (xi) [45-5-627](#), MCA, (ritual abuse of minor);
 - (xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), ~~provided that a first offense under [45-9-102\(2\)](#), MCA, shall not fall within this definition;~~
 - (xiii) [45-5-220](#), MCA, (stalking);
 - (xiv) [45-5-223](#), MCA, (surreptitious visual observation or recordation);
 - (xv) [45-10-103](#), MCA, (criminal possession of drug paraphernalia);
 - (xvi) [45-10-105](#), MCA, (delivery of drug paraphernalia to a minor);
 - (xvii) [45-8-334](#), MCA, (possession of a destructive device);
 - (xviii) [45-8-361](#), MCA, (possession or allowing possession of weapon in school building);
 - (xix) [45-8-403](#), MCA, (use of threat to coerce gang membership);
 - (xx) [45-8-406](#), MCA, (supplying of firearms to criminal street gang);
 - (xxi) [45-5-622](#)(3), MCA (endangering welfare of children);
- (c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;
- (d) occurrences related to ARM [24.9.1003](#)(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:
- (i) submission to the conduct is explicitly or implicitly made a term or condition of education;
 - (ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or
 - (iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.
- (e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:
- (i) college degrees or credit from non-accredited or -approved colleges or universities;
 - (ii) false professional development credit;
 - (iii) false academic awards; or
 - (iv) inaccurate employment history;
- (f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or
- (g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.

10.57.601B REVIEW

- (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to [20-4-110\(2\)](#), MCA, and ARM [10.57.601](#), the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.
- (2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.
- (3) If the ~~board~~ Board of Public Education determines there is sufficient cause to believe that professional misconduct occurred, the ~~board~~ Board of Public Education shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

10.57.602 NOTICE OF HEARING

- (1) Upon notice of a request for disciplinary action pursuant to ARM [10.57.601](#) and determination of sufficient cause, the Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.
 - (a) Such notice shall include:
 - (i) a statement of the time, place and nature of the hearing;
 - (ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;
 - (iii) a reference to the particular sections of the statutes and rules involved;
 - (iv) a statement of the matters asserted;
 - (v) a designation of who will hear the allegation pursuant to ARM [10.57.603](#); and
 - (vi) a statement of the licensee's right to be represented by counsel at the hearing.
 - (b) The notice shall advise the licensee that the licensee has the right to contest the proposed disciplinary action of the board, and that the licensee may do so by filing a written signed statement contesting the matters asserted and requesting a hearing.
 - (c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.
- (2) If the licensee elects to contest the proposed disciplinary action, the board shall conduct a contested case hearing pursuant to ARM [10.57.603](#).
- (3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter.

10.57.603 HEARING IN CONTESTED CASES

- (1) The Board of Public Education shall select one of the following methods for providing a hearing:
 - (a) a hearing before the board at a special or regular meeting of the board;
 - (b) a hearing before a committee of the board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or
 - (c) a hearing before a hearing examiner appointed by the board who shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.
- (2) At the time and place set in the notice to the applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing

examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM [1.3.211](#) through [1.3.224](#) of the Attorney General's model rules for hearing contested cases.

(3) Prior to the hearing, the board's attorney or designated hearing officer shall schedule a pre-hearing conference to consider:

- (a) simplification of the issues;
- (b) the possibility of obtaining admissions of facts and documents;
- (c) the number of witnesses;
- (d) the exchanges of witness and exhibit lists; and
- (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM [10.57.601](#) or [10.57.611](#), the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.

10.57.604 POST HEARING PROCEDURE

(1) Either immediately following the hearing, or within 30 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as applicable:

- (a) uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;
- (b) dismiss the matter;
- (c) issue a letter of reprimand;
- (d) enter into a stipulated agreement; or
- (e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the license.

(2) Consistent with a decision to suspend or revoke a license, the board shall issue findings of fact, conclusions of law, and an order signed by the board chair or designee.

(3) The board shall record its decision in its minutes and shall provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail to the licensee and to any other involved party within ten days of its decision.

(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to [2-4-702](#), MCA.

(5) Pursuant to [2-4-623](#), MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision.

10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE

(1) A licensee may surrender his or her license to the Superintendent of Public Instruction. The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.

- (2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in [20-4-110](#), MCA.
- (3) The Superintendent of Public Instruction may investigate further following the surrender of a license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.
- (4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure.
- (5) The Superintendent of Public Instruction shall immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.

10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE

- (1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse.
- (2) Upon receipt of a license surrendered pursuant to ARM [10.57.605](#), the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the superintendent accepted the surrender of a license held by the licensee.
- (3) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:
 - (a) resulted in a determination by the superintendent that the applicant lacked the requisite moral and professional character; or
 - (b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.
- (4) The superintendent shall not report to NASDTEC under (3) until either:
 - (a) the period for appeal of denial as provided in ARM [10.57.607](#) has expired; or
 - (b) the Board of Public Education affirms the denial.
- (5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.
- (6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.
- (7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving a license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE

(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) ~~The written notice of appeal may not be submitted by email. The written notice of appeal shall be submitted by email or sent via post mail.~~ The notice must be signed by the appellant and must:

(a) summarize the appellant's responses to the superintendent's denial of licensure;

(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and

(c) if applicable, show that the appeal satisfies the requirements of ARM [10.57.608](#).

(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal. (a) Such notice shall include:

(i) a statement of the time, place, and nature of the hearing;

(ii) the legal authority and jurisdiction under which the hearing is to be held;

(iii) reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted; and

(v) designation of who will hear the allegation pursuant to ARM

[10.57.603](#).

(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.

(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(d) The hearing officer or person designated pursuant to ARM [10.57.603](#) to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM [10.57.603](#).

ACTION

ITEM 17

**REQUEST APPROVAL OF THE NOTICE OF
PUBLIC HEARING PERTAINING TO THE
AMENDMENT OF ARM TITLE 10, CHAPTER
57, EDUCATOR LICENSURE, AND
AUTHORIZE FILING OF THE NOTICE WITH
THE SOS FOR PUBLICATION IN THE
MONTANA ADMINISTRATIVE REGISTER**

**Jacob Griffith, Chief Legal Counsel
Dr. Julie Murgel
Crystal Andrews**

**EXECUTIVE SUMMARY FOR
BOARD OF PUBLIC EDUCATION MEETING
DATE: January 13, 2022**

AGENDA ITEM:	Presentation of proposed rule changes addressing licensure in ARM Title 10, Chapter 57 and requesting approval of the rule changes and authorization to publish the Notice of Hearing.
PRESENTATION:	This is a request for BPE action: Approval of Notice of Public Hearing on Proposed Adoption, Amendment, Repeal and Transfer and authorize filing of the Notice of Public Hearing with the Secretary of State (SOS) for publication in the Montana Administrative Register.
PRESENTER:	NAME: Dr. Julie Murgel, Crystal Andrews, Jacob Griffith Office of Public Instruction
OVERVIEW:	The Superintendent of Public Instruction is recommending approval of the licensure rules. The proposed Notice of Public Hearing is attached.
REQUESTED DECISION(S):	Approval of the proposed rule changes as set forth on the attached Notice of Public Hearing and authorization to file the Notice of Public Hearing with the SOS for publication in the Montana Administrative Register.
OUTLYING ISSUE(S):	
RECOMMENDATION(S):	Vote to approve proposed rule changes, approve the Notice of Public Hearing and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of ARM)	NOTICE OF PUBLIC HEARING ON
10.57.221, 10.57.222; amendment of)	PROPOSED ADOPTION,
ARM 10.57.102, 10.57.107,)	AMENDMENT, REPEAL AND
10.57.109, 10.57.112, 10.57.201A,)	TRANSFER
10.57.215, 10.57.216, 10.57.217,)	
10.57.218, 10.57.301, 10.57.410,)	
10.57.411, 10.57.412, 10.57.413,)	
10.57.414, 10.57.415, 10.57.418,)	
10.57.419, 10.57.420, 10.57.421,)	
10.57.424, 10.57.425, 10.57.427,)	
10.57.428, 10.57.431, 10.57.432,)	
10.57.433, 10.57.434, 10.57.435,)	
10.57.436, 10.57.437, 10.57.601A,)	
10.57.601B, 10.57.607; repeal of)	
ARM 10.51.416, 10.57.417,)	
10.57.426, 10.57.429, 10.57.430; and)	
transfer of 10.57.102(2)(b))	

TO: All Concerned Persons

1. On February 24, 2022, at 9:00 am, the Board of Public Education will hold a public hearing in Room 303 of the Montana State Capitol Building, Helena Montana, and via Zoom, to consider the proposed amendment of the above-stated rules. The Zoom link is available upon request by emailing bpe@mt.gov.

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 the Board of Public Education no later than 5:00 pm on February 17, 2022, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov.

3. The rules as proposed to be adopted provides as follows:

10.57.221 RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS

(1) A Class 1, 2, 3, 4, or 6 license may be issued to a military spouse and/or dependents who holds a current, out-of-state unrestricted license.

(2) The license shall be valid for a term of five years.

(3) The applicant must:

(a) be the spouse and/or a dependent of an active-duty member of the United States armed forces who has been transferred to Montana, is scheduled to be

transferred to Montana, is domiciled in Montana. or has moved to Montana on a permanent change-of-station basis, and
(b) An applicant must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."
(c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.415.

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-106, MCA

REASON: The Board of Public Education recognizes the need for reciprocity for military spouses and dependents. According to written testimony from the U.S. Department of Defense, "Barriers to the transfer and acceptance of certifications and licenses that occur when state rules differ can have a dramatic and negative effect on the financial well-being of military families. Removing these barriers, creating reciprocity in licensing requirements, and facilitating placement opportunities can help a military family's financial stability, speed the assimilation of the family into its new location, and create a desirable new employee pool for a state (especially in education and health care)."

Providing reciprocity for military spouses and dependents, who move on an average of every three years, would maximize flexibility when accepting current out-of-state licenses, expedite applications from military spouses/dependents, and waive cumbersome deadlines and other requirements.

During the 2021 calendar year, this licensing mechanism would have been utilized in at least four known cases.

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

10.57.102 DEFINITIONS.

The following definitions apply to this chapter.

(1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction.

(2) "Accredited educator preparation program" means:

(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:

(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and

(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant;~~;~~ ~~or~~

~~(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

(3) "Accredited specialist program" means:

(a) for school psychologists, a program accredited by the National Association of School Psychologists (NASP); and

(b) for school counselors, a program for the preparation of specialists approved or accredited by:

(i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or

(ii) a state board of public education or a state agency. ~~The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

(4) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.

(5) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.

(6) "Approved preparation program" means an educator preparation program approved by a state board of education or a state agency that leads to licensure in the state of preparation.

~~(6)~~ (7) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.

~~(7)~~ (8) "College credit" means credit received for completion of a course from a regionally accredited college or university.

(9) "Course work GPA" means the weighted average of teacher education program course grades calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements measured in arbitrary units, called credit value, based on contact hours or presumed total student workload.

~~(8)~~ (10) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized to practice in Montana accredited schools. Grade levels are:

(a) ~~age 3 P~~ - grade 3 (early childhood);

(b) K-8 (elementary);

- (c) 4-8 (middle grades);
- (d) 5-12 (secondary, content-specific);
- (e) K-12 (as delineated in ARM 10.57.412); and
- (f) P-12 (special education and school psychologist).

(11) "Exchange teacher" means a person from outside the United States with exceptional expertise and contracted to provide instruction that is on an exchange program with a school district or university.

~~(9)~~ (12) "Lapsed license" means:

- (a) the licensee has not earned the required number of renewal units during the term of the license; or
- (b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.

~~(40)~~ (13) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.

~~(44)~~ (14) "Regionally accredited" means a college or university accredited by one of the following:

(a) Higher Learning Commission;

~~(a)~~ (b) Middle States Association of Schools and Colleges;

~~(b)~~ (c) New England Association of Schools and Colleges;

~~(c)~~ North Central Association of Schools and Colleges;

(d) Northwest Commission on Colleges and Universities;

(e) Southern Association of Schools and Colleges; or

(f) Western Association of Schools and Colleges.

(15) "Student-teaching portfolio" is a collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements.

~~(42)~~ (16) "Supervised teaching experience" means teaching experience while under the supervision of an approved accredited professional educator preparation program and is identified on through acceptable evidence as delineated in ARM 10.57.102(1) a college or university transcript as field experience, internship, practicum, or student teaching.

(17) "Unrestricted license" means a current renewable license that is not an emergency or provisional license.

~~(43)~~ (18) "Year of administrative experience" means employment as a licensed administrator at any level within a ~~state-accredited~~ P-12 school system, or in an educational institution specified in 20-9-707, MCA, ~~for the equivalent of at least .5 full-time employee (FTE) for a school year comparable to a 180-day school year~~ for a minimum of a 180-day school year and during that year, must have been at least a 0.5 full-time employee (FTE).

Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.

(14) (19) "Year of teaching experience" means employment as a licensed teacher at any level within a ~~state-accredited~~ P-12 school system, or in an educational institution specified in 20-9-707, MCA, ~~for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year~~ for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, MCA

REASON:2(b): In order to implement the recommended changes to treat traditional and alternative pathways equally, it is essential to define a term for "approved educator preparation program." This ensures that both types of programs are approved by a state agency and lead to licensure in the state the program was approved. The term "accredited program" generally applies only to traditional programs that participate in a professional accreditation process.

(6) Proposed new definition of approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes.

(9) Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for Coursework GPA. Also, to clarify that the GPA represents not only content knowledge but all the coursework required for the Educator Program of Study.

(10) Changed "3" to "P" to align with the most commonly used language across the field. Removed "accredited" to include all Montana schools.

(11) Added to define "exchange teacher" and clarify difference between exchange teacher and someone who may be working on a visa.

(13)(14) This is proposed to eliminate a common misunderstanding for this definition when it is interpreted or applied. For example, the common misconception is that 5 years of experience for 0.5 FTE for a year comparable to 180 school-year is equivalent to 2.5 years of experience. That math calculation also leads to confusion that 1.0 FTE for 3 years would equate to 6 total years of experience. As a result, we proposed language that would better explain the meaning of the definition.

(15) Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge using a student-teaching portfolio.

(16) Aligned with the new definition of approved educator preparation program. Language change allows for flexibility in evidence outside of just a transcript.

(17) Added for clarity of phrase used through-out rule and inclusion of lifetime licenses.

(18) Simplified the language for the definition of “years of experience” to better convey the concept of a “year of experience” and make it easier to understand and use. Removed “state accredited” to include all P-12 schools’ systems.

(19) Simplified the language for the definition of “years of experience” to better convey the concept of a “year of experience” and make it easier to understand and use. Removed “state accredited” to include all P-12 schools systems.

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT

(1) In accordance with 20-4-111, MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:

(a) The request must originate with the school district.

(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.

(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:

(i) have previously held a teacher or specialist license; or

(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought; or

(iii) provide evidence of experience as a paraprofessional; or

(iv) provide evidence to be assigned as a student teacher engaged in “supervised teaching experience” as defined in ARM 10.57.102(16).

(2) An emergency authorization of employment is valid for one year.

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102(14).

(4) Emergency authorization of employment for special education teachers is prohibited under federal regulations and is unavailable to a district for such positions.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-111, MCA

REASON: The IDEA Statute Sec.300.156 Personnel Qualifications is that emergency authorization may not be granted in the area of Special Education.

Language was also added to the rule, to codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience. Even though the teacher would not qualify the school district for the highly qualified educator payment, this would continue to ensure that the school would not earn a deficiency in accreditation for an unlicensed teacher.

MAR Notice No. 10-57-288

10.57.109 UNUSUAL CASES

(1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the ~~Board of Public Education~~ Superintendent of Public Instruction is authorized to exercise judgment in unusual cases ~~upon recommendation by the Superintendent of Public Instruction~~ and report any such actions to the Board of Public Education on an annual basis.

(2) If the Superintendent of Public Instruction denies an unusual case, the denial may be appealed to the Board of Public Education within 30 days of the denial.

(3) Upon receiving a timely notice of appeal from the denial of an unusual case, the Board of Public Education shall set an unusual case hearing and shall provide notice of the hearing to the prospective licensee and Superintendent of Public Instruction, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

(i) a statement of the time, place and nature of the hearing;

(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;

(iii) a reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted;

(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and

(vi) a statement of the licensee's right to be represented by counsel at the hearing if they so choose at their own cost.

(b) The notice shall advise the prospective licensee that the unusual case hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know as determined by the Board of Public Education.

(4) The prospective licensee and/or the Superintendent of Public Instruction may waive their right to the 30 days' notice in order to be placed on the next meeting agenda by writing a letter to the Board of Public Education.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

REASON: To return the authority to review unusual cases back to the Superintendent. This rule was changed in 2017.

The OPI has an Educator Licensure Review Committee in place that reviews denial, suspension, unusual cases, and revocations matters. This committee currently drafts the letters for unusual cases for consideration for the Board of Public Education and would continue to enact a review process.

Returning the authority back to the superintendent would reduce the time frame that an educator license remains in pending status while the unusual case is presented

and considered by the BPE on a bimonthly schedule. This would also decrease the need to request a 30-day waiver, which is a result of attempting to hear the unusual cases in a timelier manner. If the OPI was to deny an unusual case, there is an appellate procedure for the prospective licensee.

10.57.112 LICENSE OF EXCHANGE TEACHERS

~~(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.~~

~~(2) (1) A Class 5 license may be issued to an exchange teacher as defined in ARM 10.57.102(9) educator who is on an exchange program with a school district or university.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

REASON: Transferred to the definition section-10.57.102(11).

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK

(1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The purpose of this rule is to support the Superintendent of Public Instruction's duty to determine whether an applicant for licensure has been convicted of a crime that bears upon the applicant's fitness related to the safety and well-being of children and the integrity of the teaching profession.

(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:

(a) any applicant for initial Montana educator licensure;

(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or

(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to ~~20-4-110~~ 20-4-111, MCA, and ARM 10.57.107.

(3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

(4) The Superintendent of Public Instruction shall not issue a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results delivered to and reviewed by the Superintendent of Public Instruction.

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be acceptable for licensure.

(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.

(7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report through the Montana Department of Justice procedures.

(8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.

(9) 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 Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-104, MCA

REASON: To reference to correct MCA.

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS

(1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 ~~renewal~~ professional development units earned during the five years of validity through August 31 of the year the license expires.

(a) Applicants for an initial Montana Class 1, 2, 3, and 6 license whose degree is more than five years old and who do not have a current out-of-state licensure may be issued with verification of 60 professional development units earned within the five year period preceding the effective date of the license.

(2) Participation in ~~renewal~~ professional development activities is equivalent to the following ~~renewal~~ professional development units:

(a) one hour of attendance at a professional development activity = one ~~renewal~~ professional development unit;

(b) one quarter college credit = 10 ~~renewal~~ professional development units;

(c) one semester college credit = 15 ~~renewal~~ professional development units.

(3) Renewal Professional Development activities used to renew or obtain all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).

- (4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:
- (a) credits earned from a regionally accredited college or university;
 - (b) activities offered by ~~renewal~~ professional development unit providers approved pursuant to ARM 10.57.216 and documented on an OPI ~~renewal~~ professional development unit certificate;
 - (c) other professional development activities offered by providers who have not been approved as a ~~renewal~~ professional development unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;
 - (d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana ~~renewal~~ professional development unit requirements for licensure;
 - (e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or
 - (f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 ~~renewal~~ professional development units. NBC ~~renewal~~ professional development units may apply to renewal of an expiring license.
- (5) The licensee shall be solely responsible for retaining the ~~renewal~~ professional development unit verification to be used in the application for license renewal.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-108, MCA

REASON: Augment recency requirements to include professional development options that can be used in lieu of additional coursework or credit requirements. This may increase access to qualified educators who have an expired license and want additional options beside attending college/or university courses. The wide range of cost-effective professional development opportunities often exceed the variety of college courses offerings. This expansion allows educators to better personalize their professional learning and growth. Language adjusted to align with the 6 semester or 60 PD units for recency. They cannot be considered renewal units because a candidate does not have a license yet to renew. They first need to earn 6 credits or the 60 units to first earn a renewable license.

10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY

- (1) Organizations wishing to offer professional development activities for the award of ~~renewal~~ professional development units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as

an approved provider will continue as long as the provider is in compliance with (2).

(2) Approved providers of professional development for the award of ~~renewal~~ professional development units must:

(a) provide activities deemed appropriate for professional development of licensees in compliance with ARM 10.55.714 and 10.57.215;

(b) prepare and award completed ~~renewal~~ professional development unit certificates provided by the Superintendent of Public Instruction, ~~or an approved facsimile~~, to eligible participants;

(c) annually report the activities offered to the Superintendent of Public Instruction, including:

(i) the activity title and brief description;

(ii) date(s) and location(s) of the program; and

(iii) program schedule, name, and number of participants; and

(d) maintain records of all professional development activities for which ~~renewal~~ professional development unit awards are made for five years following the date of completion of the annual reporting requirement.

(3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

REASON: Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 professional development units for recency.

10.57.217 APPEAL PROCESS FOR ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT ACTIVITY

(1) Decisions of the Superintendent of Public Instruction on matters of ~~renewal~~ professional development unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

REASON: Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

10.57.218 ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT UNIT VERIFICATION

(1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The licensee is responsible for maintaining official documentation verifying completion of ~~renewal~~ professional development activities during the term of the license.

MAR Notice No. 10-57-288

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original ~~renewal~~ professional development unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.

(3) Failure to respond within the time allowed to a request for ~~renewal~~ professional development unit activities in connection with an audit may result in denial of license renewal.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

REASON: Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

10.57.301 ENDORSEMENT INFORMATION

(1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.

(2) An initial endorsement may be granted by the Superintendent of Public Instruction based on the program of study completed as verified by the appropriate official defined in ARM 10.57.102.

(3) ~~An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.~~ To add an additional endorsement to a Class 1 or 2 license, an applicant must submit verification of one of the three pathways:

(a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and
(i) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam; or

(ii) evidence of a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iii) evidence of a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.

(b) Posted Degree, Major, Minor, or National Board for Professional Teaching Standards Certification: Evidence of completion of at least one of the following degrees in the area applicable to the requested endorsement:

(i) a doctorate degree;

(ii) a master's degree;

(iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in the endorsement area requested; or

(iv) a certificate for National Board of Certification for Teaching;

(v) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator

(Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.
(c) Content Area Knowledge and Teaching Experience: Evidence of two years of teaching experience while appropriately licensed documented by a recommendation from a P-12 school employer on a form prescribed by the Superintendent of Public Instruction and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam. Only where content area exam(s) have been identified may endorsements be added with this method.

(i) If the applicant has a categorical special education endorsement, the applicant must pass the state-designated content test for a K-12 special education endorsement. If the applicant has a P-3 or K-8 special education endorsement, the applicant must have a minimum of two years of teaching experience as appropriately licensed in special education and pass the state-designated pedagogy test for the secondary level to add the K-12 special education endorsement.

(ii) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.

~~(3)~~ (4) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

REASON: Montana certificate endorsements focus on teaching topics and are intended to add value to a license or certificate. Like teaching certificates, the characteristics (including grade level) and focus of the state's endorsements can complicate an educator's desire to either add a subsequent endorsement or apply for an endorsement when moving to the state.

The Board of Public Education wants to allow more flexibility for current and future educators to obtain subsequent endorsements areas which may help address teacher shortages, particularly in rural schools. This increased flexibility strives to find more time and cost-effective ways for educators to expand their credentials, whether it is through college coursework, work experience, or testing.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

(1) A Class 2 standard teacher's license shall be valid for a term of five years.

(2) Applicants for an initial Montana Class 4, 2, ~~or 3~~ standard teacher's license whose degree is more than five years old and who do not have current out-of-state licensure must have earned ~~six semester credits from a regionally accredited college or university~~ 60 professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the

license. For the purposes of this provision, current licensure does not include provisional, ~~or restricted, or lifetime~~ licenses.

(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:

- (a) a bachelor's degree from a regionally accredited college or university;
- (b) completion of an ~~accredited professional~~ approved educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;
- (c) qualification for one or more endorsement as outlined in ARM 10.57.412; ~~or~~
- (d) ~~a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana~~ verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and
- (e) proof of:

(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or

(ii) a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iii) or a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.

~~(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:~~

~~(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and~~

~~(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and~~

~~(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or~~

~~(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.~~

~~(5)~~ (4) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.

~~(6)~~ (5) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM 10.57.215(4) units during the five-year period preceding the date of application for the new license.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

REASON: Language added to allow flexibility for these specific cases to obtain a license without having to take additional university classes.

Removed language regarding National Board Certification because recommended changes have NBPTS eligible for Class 1 Professional license.

Included rather than prohibited a lifetime license to the list of approved current out-of-state licenses.

Inclusion of multiple pathways to show competency beyond the Praxis.

Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE

(1) A Class 1 professional teacher's license shall be valid for a period of five years.

(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, ~~including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program completed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;~~

(b) completion of "An Introduction to Indian Education for All in Montana"; and

(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards; ~~and~~

~~(d) three years of teaching experience as defined by ARM 10.57.102.~~

(3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.

(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM 10.57.215(4) units during the five-year period preceding the date of application for the new license.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec 9, 20-4-106, 20-4-108, MCA

REASON: National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure. NBC has national standards for what accomplished teachers should know and be able to do. The National Board for

Professional Teaching Standards (NBPTS) certifies teachers who successfully complete its rigorous certification process. Based on the rigorous requirements for certification by the National Board for Professional Teaching Standards which includes extensive professional learning activities equivalent to master's level work, it is proposed to elevate the NBC from a Class 2 Standard Teacher's License to a Class 1 Professional Teacher's License. Language added to align with previous changes for 60 professional development units.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS

(1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (~~age 3 to grade P-3~~), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(5) To obtain an early childhood (~~age 3 to grade 3 P-3~~), elementary (K-8), or middle grades (4-8), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an accredited teacher education approved educator preparation program at the grade level(s) identified by the program, in those areas to include including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

~~(6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of:~~

~~(a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or~~

~~(b) completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.~~

- ~~(7) To obtain an endorsement in special education P-12, the applicant must provide verification of:~~
- ~~(a) completion of an accredited professional educator preparation program; or~~
 - ~~(b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and~~
 - ~~(c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.~~
- ~~(8) (6) Applicants must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation accredited professional educator program.~~
- ~~(9) (7) Applicants who have completed an approved accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.~~
- ~~(10) (8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Aligned with change in 10.57.102. All endorsement areas combined to reduce replication. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Synthesized to reduce replication.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE

- (1) A Class 3 administrative license shall be valid for a period of five years.
- (2) Appropriate administrative areas which may be approved for license endorsement are: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.
- (3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 teaching license or Class 6 School Counseling license to work in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414, 10.57.415, and through 10.57.418.
- ~~(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102, who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five three years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education. The requirements of ARM 10.57.414(1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.~~

(5) An applicant for a Class 3 administrative license must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."

(6) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(7) A lapsed Class 3 administrative license may be reinstated by ~~showing verification of earning 60 renewal professional development units as defined in~~ ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: School counselors seeking a Class 3 administrative license first need to gain classroom teaching experience, which may deter school counselors from pursuing administrator licensure. If a counselor to administrator pathway were reverted to a similar pathway available prior to 2015, more school counselors may pursue administrative licenses. The majority of licensure denials in the last three years have been for school counselors seeking administrative licenses who do not have teaching experience.

Added language to align with previous changes for 60 professional development units. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT

(1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;

(b) completion of an approved ~~accredited~~ professional educator preparation program as defined in ARM 10.57.102 for superintendents with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) ~~a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following:~~ completion of Montana requirements through on-line professional development courses or graduate coursework in each of the following areas;

(i) Montana school law;

(ii) Montana school finance; and

(iii) Montana collective bargaining and employment law; -

(d) completion of the online course "An Introduction to Indian Education for All in Montana."

(e)-(d) a minimum of three years of ~~teaching~~ experience as an appropriately licensed teacher or school counselor;

~~(f) (e) licensure and endorsement as a principal (P-12); and~~
~~(g) (f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.~~
~~(2) Applicants must also submit a recommendation for the endorsement requested from the appropriate official from accredited professional superintendent program.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: To increase flexibility for EPPs to design programming based on the Montana specific requirements rather than a set number of courses and credits (60 professional development units). The recommended language change replaces the "three credits" with "Montana educator preparation program requirements" in each of the following: (i) Montana school law; (ii) Montana school finance; and (iii) Montana collective bargaining and employment law. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENTS

(1) To obtain an elementary, secondary, or K-12 principal endorsement an applicant must provide verification of:

(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the elementary level of the requested endorsement;

(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university from a regionally accredited college or university in education or education leadership;

(c) completion of an approved accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals at the level of the requested endorsement with a recommendation from the appropriate official from the educator preparation program;

(d) completion of three semester credits of college courses in Montana school law, including special education law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program-verified completion of the online course "An Introduction to Indian Education for All in Montana.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Synthesized to reduce replication. Matched the language in 10.57.415(1)(c) to the language used throughout the chapter. Generalized the

requirement for school law. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

**10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR
ENDORSEMENT**

(1) ~~This administrative~~ To obtain a supervisor endorsement is issued in specific fields such as math, music, and school counseling an applicant must provide verification of: ~~This endorsement may be issued to applicants who submit verification:~~

(a) ~~of completion of an accredited approved~~ educator preparation program with a recommendation from the appropriate official from the educator preparation program;

(b) ~~of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;~~

(c) ~~that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization or Class 6 School Counseling license;~~

(d) ~~of three years of teaching experience or school counseling with a standard, unrestricted license;~~

(e) ~~of completion of a supervised practicum/internship at an accredited professional approved~~ educator preparation program; and

(f) ~~recommendation for the endorsement from the appropriate official from an accredited professional supervisor program~~ verified completion of the online course "An Introduction to Indian Education for All in Montana."

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Inclusion of counseling component. Matched the language in 10.57.418(1)(a) to the language used throughout the chapter. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

**10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION
SUPERVISOR ENDORSEMENT**

(1) ~~This administrative~~ To obtain a supervisor endorsement is issued in the specific field of special education an applicant must provide This endorsement may be issued to applicants who submit verification of:

(a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) full licensure in the field of specialization;

(c) ~~three years of teaching experience in an accredited school setting with a standard, unrestricted license, or five three years of experience in an accredited school setting with a standard, unrestricted license~~ as a fully licensed and assigned related services provider;

- (d) three semester credits in special education law;
- (e) a supervised practicum/internship from an ~~accredited~~ approved special education supervisor program;
- (f) verified completion of the online course "An Introduction to Indian Education for All in Montana." and
- ~~(f)-(g)~~ recommendation for the endorsement from the appropriate official from an ~~accredited~~ approved special education supervisor program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Reduced the 5-year to a 3-year requirement for a special education supervisor. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Removed "accredited" to include all P-12 schools.

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses:

- (a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;
- (b) A Class 4B license issued to individuals with an apprenticeship program or associate or at least bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and
- (c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.

(3) To obtain a Class 4 career and technical educator license an applicant must ~~meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421:~~

- (a) meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421 and
- (b) verify completion of the online course "An Introduction to Indian Education for All in Montana."

(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.

(a) Class 4A licenses shall be renewable by earning 60 professional development ~~renewal~~ units. Endorsement related technical studies may be accepted. ~~Additionally,~~ The first renewal must show evidence of ~~renewal~~ professional development units earned in each of the following areas:

- (i) curriculum and instruction in career and technical education; and
- (ii) safety and teacher liability,

(b) Class 4B or 4C licenses shall be renewable by earning 60 ~~renewal~~ professional development units. The first renewal must show evidence of ~~renewal~~ professional development units earned in the following areas:

- (i) curriculum and instruction in career and technical education; and
- (ii) safety and teacher liability,
- (c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:
 - (i) principles and/or philosophy of career and technical education;
 - (ii) curriculum and instruction in career and technical education;
 - (iii) learning styles/teaching styles; including serving students with special needs;
 - (iv) safety and teacher liability;
 - (v) classroom management;
 - (vi) teaching methods;
 - (vii) career guidance in career and technical education; or
 - (viii) endorsement related technical studies, with prior OPI approval.
- (5) A lapsed Class 4 license may be reinstated by showing verification of 60 ~~renewal~~ professional development units earned during the five-year period preceding the validation date of the new license, including ~~renewal~~ professional development units in:
 - (a) curriculum and instruction in career and technical education;
 - (b) safety and teacher liability; and
 - (c) endorsement related technical studies or industry validated training.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education proposes the inclusion of an associate degree and apprenticeship certificate to the 4B license. This flexibility is proposed to expand CTE pathways for trained and qualified individuals to support student learning in these areas. Inclusion of IEFA requirement for all classes of licenses. Added language to replace renewal units with professional development units to align with previous changes.

10.57.421 CLASS 4 ENDORSEMENTS

- (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.
- (2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.
- (3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of ~~40,000~~ 5,000 hours of documented, relevant work

experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:

(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;

(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or

(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement of ~~40,000~~ 5,000 hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:

(a) For health science education:

(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;

(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and

(iii) successful completion of coursework in human biology or anatomy and physiology; or

(iv) hold a current professional license in a related health occupation field.

(b) For engineering:

(i) hold a Class 1 or 2 license with an endorsement in math or science; and

(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.

(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.

(d) For computer coding:

(i) hold a Class 1 or 2 license; and

(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.

(e) For teacher education:

(i) hold a Class 1 or 2 license; and

(ii) provide verification of successful completion of five years of professional experience as a licensed educator.

(f) For EMT:

- (i) hold a Class 1 or 2 license;
 - (ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners;
 - (iii) provide verification of a minimum of 2,000 hours of EMT experience; and
 - (iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.
- (v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.

(g) For fire and disaster services:

- (i) hold a Class 1 or 2 license;
- (ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and
- (iii) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.

(5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of ~~40,000~~ 5,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: OPI researched other states' requirements, which range from 2,000 to 10,000. MT with 10,000 is on the high end. 5000 hours is recommended, based on equivalence 5000 hrs./8 hrs. per day/235 calendar workdays.

Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.

10.57.424 CLASS 5 PROVISIONAL LICENSE

(1) There are ~~two~~ three types of Class 5 licenses:

- (a) a Class 5A provisional license that is valid for ~~three~~ one years; and
- (b) ~~a Class 5A provisional license that is valid for one year~~ a Class 5B provisional license that is valid for three years; and
- (c) a Class 5C provisional license that is valid for three years.

(2) ~~A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is~~

~~not available for an initial Class 4 license or a Class 7 or 8 license. A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for need successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.~~

~~(3)(2)~~ A Class 5B provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5B provisional license will be issued to those individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved educator preparation program. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.

~~(3) (a)~~ An applicant for a Class 5B provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418 through 10.57.419, or 10.57.434 and 10.57.4365.

~~(4)~~ A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5C provisional license will be issued to those seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator licensure, and have not earned 60 professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license.

~~(a)~~ An applicant for a Class 5C provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent to obtain 60 professional development units which lead, within three years of the date of validity of the provisional license, an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418, 10.57.419, or 10.57.434 and 10.57.4365.

~~(4) (5)~~ An applicant for a Class 5A, 5B, or 5C provisional license ~~who has graduated from an educator preparation program outside of Montana must provide proof of~~ must provide verification of:

~~(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area~~ a bachelor's degree from a regionally accredited college or university; and

~~(b) have a current Montana address or job offer from an accredited or a state-funded P-12 school in Montana; and~~

~~(5) (c)~~ An applicant for a Class 5 provisional license ~~must provide verified completion of the online course "An Introduction to Indian Education for All in Montana."~~

(6) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date.

~~(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: 5A: Maintain the one-year time frame to complete and pass the Praxis.

5B: 3 years' time frame to complete an EPP while employed or residing in MT.

5C: 3 years' time frame Language added to allow flexibility for specific cases where an out-of-state license has expired, and the candidate does not have recent credits within the last 5 years. This allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units.

10.57.425 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY LEVEL ENDORSEMENTS

~~(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.~~

~~(a) a bachelor's degree from a regionally accredited college or university; and
(b) for those applicants who have not completed an accredited professional education preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~

~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~

~~(ii) meets the professional educator preparation program's admission requirements.~~

(2) Areas approved for endorsement on Class 5 provisional license include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

- (4) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8), secondary (5-12 content- specific), K-12 (as delineated in ARM 10.57.412), or P-12 (special education and school psychologist) endorsement, an applicant must provide verification of:
- (a) a bachelor's degree from a regionally accredited college or university; and
 - (b) for those applicants who have not completed an approved educator preparation program, a plan of study from an approved educator preparation program verifying that the applicant:
 - (i) can meet the requirements for full licensure within the three-year valid period of the license; and
 - (ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA

IMP: IMP, 20-4-106, 20-4-108, MCA

REASON: Synthesized to reduce replication. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT

- (1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:
- ~~(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102~~ from a regionally accredited college or university in education or education leadership;
 - ~~(b) eligibility for a Class 1, 2, or 5 teaching license or school counseling license or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;~~
 - ~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher~~ or school counselor license at any level;
 - ~~(d) one year of appropriately licensed experience as a principal;~~
 - ~~(e) completion of an accredited professional~~ approved educator preparation program, as defined in ARM 10.57.102, for superintendents; and
 - ~~(f) for those applicants who have not completed the required~~ on-line professional development courses or graduate coursework in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.
- (2) Applicants required to complete the on-line professional development courses or graduate coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

MAR Notice No. 10-57-288

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Included the counseling component and the three options professional development courses for college course work. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.428 CLASS 5 PROVISIONAL LICENSE - ~~ELEMENTARY~~ PRINCIPAL ENDORSEMENT

(1) To obtain a Class 5 provisional license with an elementary, secondary, or K-12 principal endorsement, an applicant must provide verification of:

(a) a master's degree from an ~~accredited professional educator preparation program~~ a regionally accredited college or university in education or education leadership;

(b) eligibility for a Class 1, 2, or 5 teaching or school counseling license at the ~~elementary~~ level of the requested endorsement or a current standard, unrestricted out-of-state license ~~and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction~~; and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher ~~at the elementary level~~ or counselor at the level of the requested endorsement.

(2) Applicants required to complete coursework requirements other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education intends to include a pathway for counselors to become licensed. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. The language was synthesized to reduce replication.

10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT

(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:

(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and

(b) three years of appropriately licensed experience as a teacher or counselor in the area requested for supervisory endorsement ~~or five~~ three years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and

(c) a plan of study from an ~~accredited professional~~ approved educator preparation program verifying that the applicant:

- (i) can meet the requirements for full licensure within the three-year valid period of the license; and
- (ii) meets the ~~professional~~ educator preparation program's admission requirements.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education intends to reduce the required years and include a pathway for counselors. Also align language for the educator preparation program.

**10.57.432 CLASS 5 PROVISIONAL LICENSE - SPECIALIST
ENDORSEMENT**

(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:

- (a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and
- (b) for those applicants who have not completed an ~~accredited~~ approved specialist preparation program, verification from an ~~accredited~~ approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:

- (a) verification of a bachelor's degree; and
- (b) verification from the ~~accredited~~ approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.433 CLASS 6 SPECIALIST LICENSE

(1) A Class 6 specialist license is valid for a period of five years.

(2) Class 6 specialist licenses may be issued with the following endorsements:

- (a) school psychologist; or
- (b) school counselor.

(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned ~~six graduate semester credits from a regionally accredited college or university~~ 60 professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, or restricted, ~~or lifetime~~ licenses.

(4) An applicant must verify completion of the online course “An Introduction to Indian Education for All in Montana.”

~~(4)~~ (5) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

~~(5)~~ (6) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.

~~(6)~~ (7) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 ~~renewal~~ professional development units earned during the five-year period preceding the date of application for the new license.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education intends to include the Indian Education for All in Montana course as a requirement for all licenses. The Board also intends to increase flexibility for educators, it is proposed to adjust the 6-semester requirement for recency to include the option of 60 professional development units. As a result, the term renewal units are renamed as professional development units.

Including rather than prohibiting a lifetime license to the list of approved current out-of-state licenses.

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:

- (a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or
- (b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or
- (c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:
 - (i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and
 - (ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.

AUTH: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education intends to clarify that the rule is a or b. This is not a content change, just language clarification.

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

- (1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:
- (a) a master's degree from a regionally accredited college or university; and
 - (b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or
 - (c) for those applicants who did not earn a degree from a CACREP accredited program:
 - (i) a master's degree in school counseling from a regionally accredited college or university; and
 - (ii) recommendation from an ~~accredited~~ approved specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST

- (1) A Class 7 American Indian language and culture specialist license is valid for ~~a period of five years~~ the lifetime of the license holder.
- (2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.
- (3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.
- (4) An application must verify completion of the online course "An Introduction to Indian Education for All in Montana."
- ~~(4)~~ (5) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.
- ~~(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.~~
- (6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

REASON: The Board of Public Education intends to include the Indian Education for All in Montana course as a requirement for all licenses. Extending the term for a Class 7 American Indian Language and Culture Specialist from 5 years to lifetime, which also removes the requirement for renewal.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE

(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.

(2) The license is valid for five years.

(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:

(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;

(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and

(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:

(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and

~~(ii) the applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:~~

~~(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;~~

~~(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and~~

~~(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.~~

(d) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.

(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

REASON: The Board of Public Education intends to include the Indian Education for All in Montana course as a requirement for all licenses. The Board intends to remove barriers to Class 8 licenses and develop a more expedient approach for university faculty to apply for a Class 8 license. This eliminates duplicative and extensive evidence of content knowledge that an applicant must submit. Currently, the requirements for a Class 8 license includes the submission of a curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects along with official transcripts and recommendation and verification from a college or university. Most of the supplement materials (curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects) are not requested for any other license nor used as criteria to issue or deny a license. The suggestion is to simplify the criteria based on ARM 10.57.437 3(a-c): verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following: the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM.

10.57.601A DEFINITION OF "IMMORAL CONDUCT"

- (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:
- (a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;
 - (b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:
 - (i) 45-5-502, MCA, (sexual assault);
 - (ii) 45-5-503, MCA, (sexual intercourse without consent);
 - (iii) 45-5-504, MCA, (indecent exposure);
 - (iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;
 - (v) 45-5-507, MCA, (incest);
 - (vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);
 - (vii) 45-5-622(2), MCA, (endangering the welfare of children);
 - (viii) 45-5-623, MCA, (unlawful transactions with children);
 - (ix) 45-5-625, MCA, (sexual abuse of children);
 - (x) 45-8-201, MCA, (obscenity);
 - (xi) 45-5-627, MCA, (ritual abuse of minor);
 - (xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), ~~provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;~~

- (xiii) 45-5-220, MCA, (stalking);
- (xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);
- (xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);
- (xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);
- (xvii) 45-8-334, MCA, (possession of a destructive device);
- (xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);
- (xix) 45-8-403, MCA, (use of threat to coerce gang membership);
- (xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);
- (xxi) 45-5-622(3), MCA (endangering welfare of children);
- (c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;
- (d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:
 - (i) submission to the conduct is explicitly or implicitly made a term or condition of education;
 - (ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or
 - (iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.
- (e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:
 - (i) college degrees or credit from non-accredited or -approved colleges or universities;
 - (ii) false professional development credit;
 - (iii) false academic awards; or
 - (iv) inaccurate employment history;
- (f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or
- (g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

REASON: To correct the ARM to reflect legislative changes in HB 701.

10.57.601B REVIEW

(1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.

(2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.

(3) If the ~~board~~ Board of Public Education determines there is sufficient cause to believe that professional misconduct occurred, the ~~board~~ Board of Public Education shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

REASON: Clarification to specify which board as it could mean board of trustees or the board of public education.

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE

(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) ~~The written notice of appeal may not be submitted by e-mail.~~ The written notice of appeal shall be submitted by email or sent via post mail. The notice must be signed by the appellant and must:

(a) summarize the appellant's responses to the superintendent's denial of licensure;

(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and

(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.

(a) Such notice shall include:

(i) a statement of the time, place, and nature of the hearing;

(ii) the legal authority and jurisdiction under which the hearing is to be held;

(iii) reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted; and

(v) designation of who will hear the allegation pursuant to ARM 10.57.603.

- (b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.
- (c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.
- (d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-110, MCA

REASON: The Board of Public Education intends to include email as an appropriate form of communication.

5. The Board of Public Education proposes to repeal the following rules:

~~10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT~~

- ~~(1) To obtain a secondary principal endorsement an applicant must provide verification of:~~
 - ~~(a) a minimum of three years of teaching experience with a standard, unrestricted license at the secondary level;~~
 - ~~(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;~~
 - ~~(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;~~
 - ~~(d) completion of three semester credits of college courses in Montana school law, including special education law; and~~
 - ~~(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Not necessary as it was synthesized into ARM 10.57.415.

~~10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT~~

- ~~(1) To obtain a K-12 principal endorsement an applicant must provide verification of:~~
 - ~~(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;~~

MAR Notice No. 10-57-288

- ~~(b) completion of an accredited educator preparation program for K-12 principals;~~
- ~~(c) a minimum of three years of teaching experience with a standard, unrestricted license;~~
- ~~(d) completion of three semester credits of college courses in Montana school law, including special education law; and~~
- ~~(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Not necessary as it was synthesized into ARM 10.57.415.

~~10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS~~

- ~~(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:~~
 - ~~(a) a bachelor's degree from a regionally accredited college or university; and~~
 - ~~(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~
 - ~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~
 - ~~(ii) meets the professional educator preparation program's admission requirements.—~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

REASON: Not necessary as it was synthesized into ARM 10.57.425.

~~10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT~~

- ~~(1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of:~~
 - ~~(a) a master's degree from an accredited professional educator preparation program;~~
 - ~~(b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and~~
 - ~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level.~~

~~(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

REASON: Not necessary as it was synthesized into ARM 10.57.415.

~~**10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL
ENDORSEMENT**~~

~~(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:~~

~~(a) a master's degree from an accredited professional educator preparation program;~~

~~(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and~~

~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.~~

~~(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

REASON: Not necessary as it was synthesized into ARM 10.57.415.

6. The Board of Public Education proposes to transfer the following rule:

OLD

10.57.102(2)(b)

NEW

10.57.222 **10.57.222 EDUCATOR PREPARATION
PROGRAM VERIFICATION**

(1) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards for an educator preparation program are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

MAR Notice No. 10-57-288

REASON: Transferred from 10.57.102(2)(b). The rule does not belong in the definition section and is better suited as a stand-alone rule.

7. Concerned persons may submit their written data, views, or arguments to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., April 8, 2022.

8. McCall Flynn, Executive Director, 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 department.

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

/s/ Tammy Lacey
Tammy Lacey

Rule Reviewer

Board Chair
Board of Public Education

Certified to the Secretary of State January 18, 2022

ACTION

❖ EXECUTIVE COMMITTEE – (Items 18-27)

Tammy Lacey

ITEM 18

QUALIFY TRANSFORMATIONAL LEARNING GRANT APPLICATIONS AND ANNUAL REPORTS

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: January 13-14, 2022

Presentation	House Bill 089 (Transformational Learning) new applications for fiscal year 2023, 2023.
Presenter	Krystal Smith
Position Title	Transformational Learning program manager
Overview	The new application window has closed for Transformational Learning aid for fiscal year 2023. The OPI has collected all submitted applications and supporting documents, providing this information to the Board of Public Education.
Requested Decision(s)	Qualify and/or disqualify districts based off of their applications for funding in fiscal year 2023.
Related Issue(s)	Supporting documents will be provided on January 13-14, 2022 as the window does not close until January 10, 2022 at 5pm MST.
Recommendation(s)	The recommendation is to be accept the new applications and qualify these districts for Transformational Learning funding for fiscal year 2023.

Transformational Learning Lottery Drawing FY 2023



District Name	LEA Number	Lottery Number	Ranking
East Helena K-12	1240	0.89190	1
Cayuse Prairie Elementary	317	0.88293	2
Fairfield Schools	890, 891	0.83222	3
Troy Schools	519, 520	0.79528	4
Fromberg K-12	72	0.54709	5
Kalispell Schools	310, 311	0.48251	6
Plentywood K-12	828	0.37369	7

Lottery Drawing Certification

Drawing Conducted: 01-11-2022

Witness 1: Krystal Smith

Witness 1 Affiliation: OPI Project Manager for
Transformational Learning

Witness 2: Ted Wendt

Witness 2 Affiliation: Carroll College



Transformational Learning Qualification List FY2023

Projected Status	Rank	District
Partial Funding FY2022	1	Billings High School (increased FTE)
Waitlist	2	Frenchtown K-12
Waitlist	3	Alberton K-12
Waitlist	4	Lewistown Elementary
Waitlist	5	Fergus County High School
Waitlist	6	Hamilton K-12
Waitlist	7	Conrad Elementary (increased FTE)
Waitlist	8	Corvallis K-12
Waitlist	9	Superior K-12
Waitlist	10	Canyon Creek Elementary
Waitlist	11	Plentywood K-12 (increased FTE)
Waitlist	12	Park High School
Waitlist	13	Livingston Elementary
Waitlist	14	East Helena K-12 (increased FTE)
Waitlist	15	Cayuse Prairie Elementary
Waitlist	16	Fairfield High School (Increased FTE)
Waitlist	17	Fairfield Elementary School (increased FTE)
Waitlist	18	Troy High School
Waitlist	19	Troy Elementary
Waitlist	20	Fromberg K-12 (increased FTE)
Waitlist	21	Kalispell High School
Waitlist	22	Kalispell Elementary
Waitlist	23	Plentywood K-12 (increased FTE)



Transformational Learning Grant Requalification List FY2023

Status	Rank	District
Fund FY2020	1	Glendive Elementary
Fund FY2020	2	Dawson County High School
Fund FY2020	3	Billings Elementary
Fund FY2020	4	Billings High Schools
Fund FY2020	5	Conrad High School
Fund FY2020	6	Conrad Elementary
Fund FY2020	7	Evergreen K-8
Fund FY2020	8	Great Falls Public Schools-High Schools
Fund FY2020	9	Bigfork High School
Fund FY2020	10	Bigfork Elementary
Fund FY2020	11	Plevna K-12
Fund FY2021	12	Lockwood K-12
Fund FY2021	13	Frontier School
Fund FY2021	14	Fromberg K-12
Fund FY2021	15	Libby K-12
Fund FY2021	16	Belt Elementary
Fund FY2021	17	Belt High School
Fund FY2021	18	Plentywood K-12
Fund FY2021	19	Fairfield Elementary
Fund FY2021	20	Fairfield High School
Fund FY2021	21	Belgrade High School
Partial Fund FY2021	22	Belgrade Elementary
Fund FY2022	23	Noxon High School
Fund FY2022	24	Reed Point Elementary
Fund FY2022	25	Reed Point High School
Fund FY2022	26	Helena Flats K-8
Fund FY2022	27	East Helena K-12
Fund FY2022	28	Arlee Elementary
Fund FY2022	29	Arlee High School
Fund FY2022	30	Bozeman Elementary

Fund FY2022	31	Bozeman High School
Fund FY2022	32	St. Regis K-12
Fund FY2022	33	Joliet Elementary
Fund FY2022	34	Joliet High School
Fund FY2022	35	Billings Elementary - increase in FTE
Partially Fund FY2022	36	Billings High Schools – increase in FTE

District Name	Summary of Transformational Learning
Arlee Elementary	Development of writing lab, chromebooks for learning reading and writing skills, professional development and professional learning communities for addressing school district deficiencies in reading and writing.
Arlee HS	Professional development and staff book clubs on standards-based grading to be implemented in grades 7-12.
Belgrade HS	Standards-based learning and mastery of content, PD for all teachers in standards-based learning, digital learning experiences, self-assessments, experiential learning opportunities
Belgrade Elementary	Standards-based learning and mastery of content, PD for all teachers in standards-based learning, digital learning experiences, self-assessments,
Belt Elementary	Susan Barton self-paced learning program for dyslexia students
Belt HS	Use of online courses, Susan Barton self-paced learning program for dyslexia students
Bigfork High School	Standards-based curriculum and instruction for grades 6-12, tiered intervention program for grades 9-12
Bigfork Elementary	Standards-based curriculum and instruction for grades K-5, tiered intervention program for grades 6-8.
Billings Elementary	Training teachers on Visible Learning research from John Hattie's research, provide services for gifted and talented students
Billings High School	Training teachers on Visible Learning research from John Hattie's research
Bozeman Elementary	Middle school foreign language courses
Bozeman HS	Suport Bridger Charter School Academy courses
Conrad High School	Trades Academy certifications and framework, pharmacy technician pathway, HVAC/plumbing pathway, EMT pathway, blended learning program for all students
Conrad Elementary	The Science of Reading with Carrie Cole, enrichments and interventions for all students, PLC and data review
Dawson County HS	Bullying reduction, mental and emotional health awareness,

	Golden Rule and Squables training, MTSS and District Implementation team to direct transformative plan, Link Crew training, teacher mentoring/coaching
Glendive Elementary	Bullying reduction, mental and emotional health awareness, Golden Rule and Squables training, MTSS and District Implementation team to direct transformative plan, Link Crew training, teacher mentoring/coaching
East Helena K-12	Standards based grading in elementary school, training in transformational learning techniques for middle school staff, visits to transformational learning schools, standards-based template design for credit earning
Eldergrove K-8	No annual report submitted
Evergreen K-8	Teacher request forms and requests for transformations in their respective classrooms using the district-approved forms, professional development specializing in high order thinking skills and balanced assessments,
Fairfield Elementary	MTDA, dual enrollment, online curriculum and credit recovery, flexible scheduling, alternate diploma, safe schools training (ALICE), afterschool programs
Fairfield HS	MTDA, dual enrollment, online curriculum and credit recovery, flexible scheduling, alternate diploma, safe schools training (ALICE), afterschool programs
Fromberg K-12	MTDA, dual enrollment, independent art, ag, music and coding courses offered
Frontier Elementary	Public performance of 7th and 8th grade play
Great Falls High School	Development of comprehensive workforce development plan, offer courses of students' choice through accredited partners, proficiency-based culinary and child-development programs
Helena Flats K-8	Chromebooks and ipads for 1-to-1 district goal, technical supports and safeguards for students and technology, STEAM curriculum and education, standards-based grading and report cards to communicate student progress
Joliet Elementary	Middle school language courses, transformational learning committee to drive district development, increased technology for students, 1-to-1 for all students, utilize online curriculum, PLCs to develop more pathways for students and increase engagement
Joliet HS	Advanced placement course and testing, transformational learning committee to drive district development, increased

	technology for students, 1-to-1 for all students, utilize online curriculum, PLCs to develop more pathways for students and increase engagement, partnership with Red Lodge to utilize new CTE center.
Libby K-12	Tier 3 interventions for behavioral students, MTSS Behavior program, monthly progress monitoring for alternative school
Lockwood K-12	Training on flexible learning spaces, student-centered displays, personal pathways providing student-centered options, service-learning projects, student work-study program, Better Lessons instructional coaching, Building Bridges Institute
Noxon HS	1-to-1 devices for high school students, technology networks and safeguards for students, digital curriculums and offerings of courses not provided in physical school building.
Plentywood K-12	College and career opportunities for students, work-study, internships, dual-enrollment, and career explorations
Plevna K-12	Competency-based assessments
Reed Point Elementary	Student pacing and acceleration based on assessment data, Nelson Ag Academy online, digital curriculum for courses not offered in physical school.
Reed Point HS	Dual enrollment/college credits, student acceleration based on assessment data, work and learning experiences outside of school,
St. Regis K-12	Xello program for career exploration, alumni connections to support students pathways into trades

ACTION

ITEM 19

**QUALIFY ADVANCED OPPORTUNITY GRANT
APPLICATIONS AND ANNUAL REPORTS**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: January 13-14, 2022

Presentation	House Bill 387 (Montana Advanced Opportunity) new applications for fiscal year 2022 and 2023.
Presenter	Krystal Smith
Position Title	Montana Advanced Opportunity program manager
Overview	The new application window has closed for Montana Advanced Opportunity aid for fiscal year 2023. The OPI has collected all submitted applications and supporting documents, providing this information to the Board of Public Education.
Requested Decision(s)	Qualify and/or disqualify districts based off of their applications for funding for fiscal year 2023
Related Issue(s)	Supporting documents will be provided on January 13-14, 2022 as the window does not close until January 10, 2022 at 5pm MST.
Recommendation(s)	The recommendation is to be accept the new applications and qualify these districts for Montana Advanced Opportunity funding for fiscal year 2023.



Montana Advanced Opportunity Qualification List FY2023

Status	Rank	District
Fund FY2023	1	Kalispell High Schools
Fund FY2023	2	Kalispell Elementary
Fund FY2023	3	Westby K-12
Fund FY2023	4	Turner High School
Fund FY2023	5	Turner Elementary
Fund FY2023	6	Frenchtown K-12
Fund FY2023	7	Sweet Grass High School
Fund FY2023	8	Troy High School
Fund FY2023	9	Troy Elementary
Fund FY2023	10	Cayuse Prairie Elementary
Fund FY2023	11	Red Lodge High School
Fund FY2023	12	Red Lodge Elementary
Fund FY2023	13	Lockwood K-12
Fund FY2023	14	Ronan High School
Fund FY2023	15	Ronan Elementary
Fund FY2023	16	Belt High School
Fund FY2023	17	Belt Elementary
Fund FY2023	18	Sidney High School
Fund FY2023	19	Libby K-12
Fund FY2023	20	Wibaux K-12
Fund FY2023	21	Absarokee High School
Fund FY2023	22	Absarokee Elementary



Montana Advanced Opportunity Annual Report Re-Qualification List FY2023

Status	Rank	District
Fund FY2021	1	Conrad High School
Fund FY2021	2	Conrad Elementary
Fund FY2021	3	Billings High Schools
Fund FY2021	4	Billings Elementary
Fund FY2021	5	Glendive Elementary
Fund FY2021	6	Dawson County High School
Fund FY2021	7	Great Falls Elementary
Fund FY2021	8	Great Falls High Schools
Fund FY2021	9	Missoula High Schools
Partial Fund FY2021	10	Missoula Elementary
Fund FY2022	11	St. Ignatius K-12
Fund FY2022	12	Helena High Schools
Fund FY2022	13	Havre Elementary
Fund FY2022	14	Havre High Schools
Fund FY2022	15	Reed Point Elementary
Fund FY2022	16	Reed Point High School
Fund FY2022	17	Fromberg K-12
Fund FY2022	18	Hot Springs K-12
Fund FY2022	19	Alberton K-12
Fund FY2022	20	Superior K-12
Fund FY2022	21	Custer County High School
Fund FY2022	22	Darby K-12
Fund FY2022	23	East Helena K-12
Fund FY2022	24	Arlee Elementary
Fund FY2022	25	Arlee High School

Fund FY2022	26	Lewistown Elementary
Fund FY2022	27	Fergus County High School
Fund FY2022	28	Fairfield Elementary
Fund FY2022	29	Fairfield High School
Fund FY2022	30	Belgrade Elementary
Fund FY2022	31	Belgrade High School
Fund FY2022	32	Grass Range Elementary
Fund FY2022	33	Grass Range High School
Fund FY2022	34	Choteau High School
Fund FY2022	35	Choteau Elementary
Fund FY2022	36	St. Regis K-12
Fund FY2022	37	Hamilton K-12
Fund FY2022	38	Park High School
Fund FY2022	39	Livingston Elementary

District Name	Summary of Advanced Opportunities
Alberton K-12	MT Digital Academy Courses, work-based learning opportunities, exam fees, STEM/CTE personalized outdoor programs
Arlee Elementary	Job shadowing, job-related (welding) certifications, offer mini-courses during lunch and after school.
Arlee High School	Job shadowing, job-related (welding) certifications, offer mini-courses during lunch and after school.
Belgrade Elementary Schools	Student career interests, increase club and organization participation
Belgrade High School	Advanced placement exams, student/club organization participation, mentorship and internships for students,
Choteau Elementary	Generate excitement for high school CTE programs and high school mentors
Choteau HS	Work-based experiences in the community, dual enrollment and AP courses, expand CTE courses, build business/education partnerships and mentorships, book study with local schools
Conrad High School	Trades Academy, plumbing, dental, electric, pharmaceutical, construction, and drone certifications
Custer County High School	Career pathway opportunities and partnerships, dual enrollment, First Aid, CNA, Odyssey, ServSafe, OSHA, ACT/SAT prep and assessments
Darby K-12	Partnerships with Bitterroot Community College, Jobs for Montana Graduates and dual enrollment, STEAM program (coding & computer drafting)
East Helena K-12	Dual enrollment through Helena College of Technology, College Board of Advanced Placement program,
Fairfield Elementary School	7-year plant to senior portfolios, learner outcomes for growing opportunities, cover work comp and liabilities for student and business partners, build education/industry partnerships
Fairfield High School	7-year plant to senior portfolios, CTE concentrator for applicable graduation diplomas, school-to-work apprenticeships, learner outcomes for growing

	opportunities, cover work comp and liabilities for student and business partners, build education/industry partnerships, increase dual enrollment and online opportunities
Glendive Elementary	STEAM exhibition nights, career exploration programs,
Dawson County High School	Dual enrollment, CTE credentialing, health professions pathways, HOSA group
Grass Range Elementary School	Experiential and hands on learning opportunities outside the classroom and in the community
Grass Range High School	Distance delivery courses, college tours
Great Falls High Schools	IT Program, internships and pre-apprenticeships, experiential learning opportunities, dual enrollment, PPE and materials for students involved in CTE and career pathways, state and national CTE conferences for teachers, career pathway certifications (welding, nursing, computers, automotive), workforce development program
Hamilton K-12	90 student internships in a variety of areas through community partnerships, dental, hospital and veterinary job shadowing opportunities, hosting Trades Skills Fair in March for all Bitterroot Valley students, address local employment needs and student skills through surveys.
Havre Elementary	Looking to expand programs and opportunities to 6-8 grades in Fall 2022
Havre High Schools	Work-based learning program, expand dual-enrollment offerings, expand CTE curriculum and credentialing, Teachers of Promise Pathway
Helena High Schools	Advanced placement exams, dual enrollment textbooks, reduce CTE course fees, student organization memberships, update career guidance tools and resources for students, welding, accounting nursing, and carpentry enhancements.
Hot Springs K-12	MT Digital Academy Courses, welding certifications, CNA certifications
Lewistown Elementary Schools	Job-shadowing, career exploration and awareness
Fergus County High School	Increased dual credit courses, job-shadowing and internship opportunities, Construction Academy, EMT Course, AP exam fees

Livingston Elementary	Work-based learning workshops, STEAM activities
Park High School	Dual enrollment, advanced placement and early college opportunities, CTE personalization, work-based learning opportunities, stackable credentialing
Reed Point High School	College credits, CTE programs focused on career/college readiness, funding for STOs, Vet Tech certifications, interest inventories
St. Ignatius K-12	Iron Worker program, materials, training
St. Regis K-12	Xello program for career exploration, alumni and community members mentorship program for students entering the workforce
Superior K-12	Millwright apprenticeship, AWS welding certifications, MT Department of Labor OSHA certifications, School-to-work program

INFORMATION

ITEM 20

YOUTH RISK BEHAVIOR SURVEY REPORT

Susan Court

Montana Board of Public Education Executive Summary

Date: January 14, 2022

Presentation	2021 Montana Youth Risk Behavior Survey Results
Presenter	Susan Court, YRBS State Coordinator, Office of Public Instruction
Overview	The presentation will feature key findings from the recently completed 2021 Youth Risk Behavior Survey (YRBS). Since 1991, the YRBS has provided data analysis and trends, regarding health risk behaviors participated in by Montana youth, that may result in mortality or morbidity. For the first time in 30 years, the survey was completed by Montana students in the midst of a pandemic (COVID-19); providing a snapshot in time of their current health and well-being.
Requested Decision(s)	Informational Item
Related Issue(s)	None
Recommendation(s)	None



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

2021 Montana Youth Risk Behavior Survey (YRBS)

A 30-YEAR STORY

Presentation for the Board of Public Education
January 2022





Index of Slides

<u>What is the YRBS</u>	3
<u>Methodology</u>	4
<u>Texting while Driving</u>	5
<u>Bullying on School Property</u>	6
<u>Sadness/Hopelessness</u>	7
<u>Attempted Suicide</u>	8
<u>Cigarette Smoking</u>	9
<u>Electronic Vapor Product Use</u>	10
<u>Alcohol Use</u>	11
<u>Marijuana Use</u>	12
<u>Sexual Activity</u>	13
<u>Nutrition-Breakfast</u>	14
<u>Screen Time</u>	15
<u>YRBS Program Contact</u>	16

What is the YRBS?

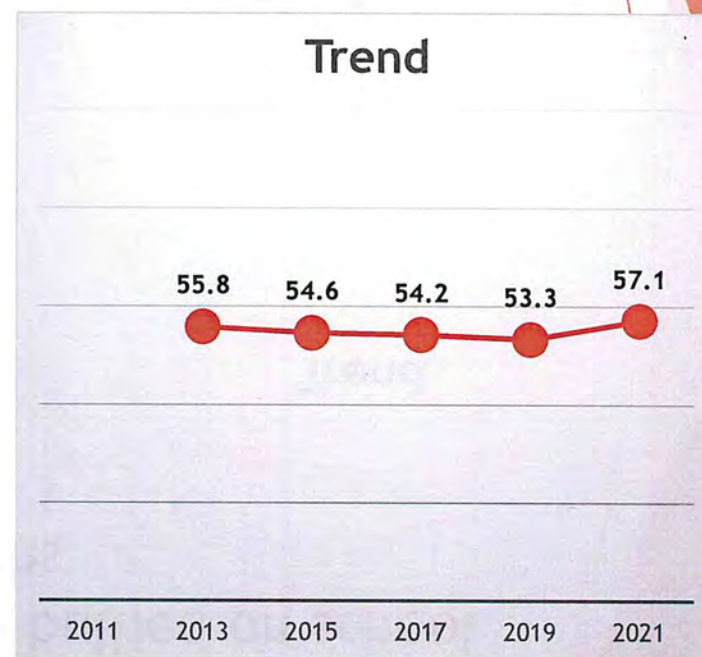
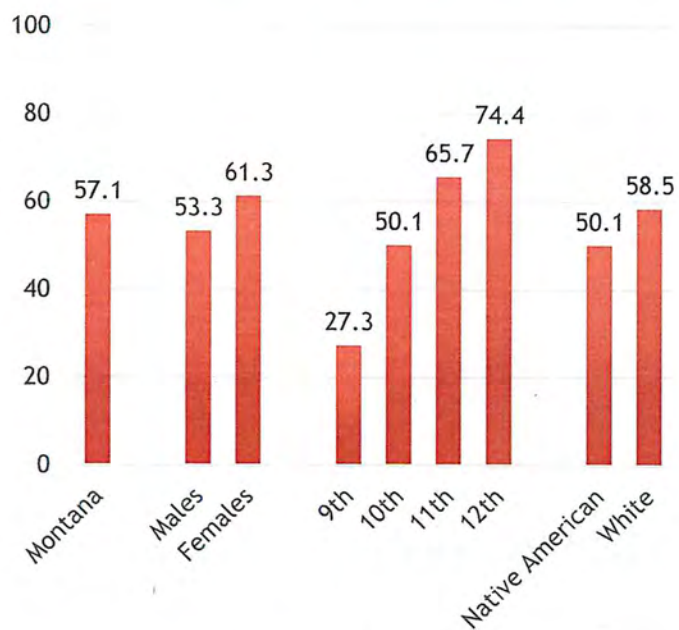
- Developed by the U.S. Centers for Disease Control and Prevention (CDC) in 1991 as a measurement of health risk behaviors that contribute to the leading causes of mortality, morbidity, and social problems among youth and adults in the United States.
- These behaviors fall into six categories:
 - Unintentional injuries and violence
 - Tobacco use
 - Alcohol and other drug use
 - Sexual behaviors
 - Dietary behaviors and nutrition
 - Physical inactivity

Methodology

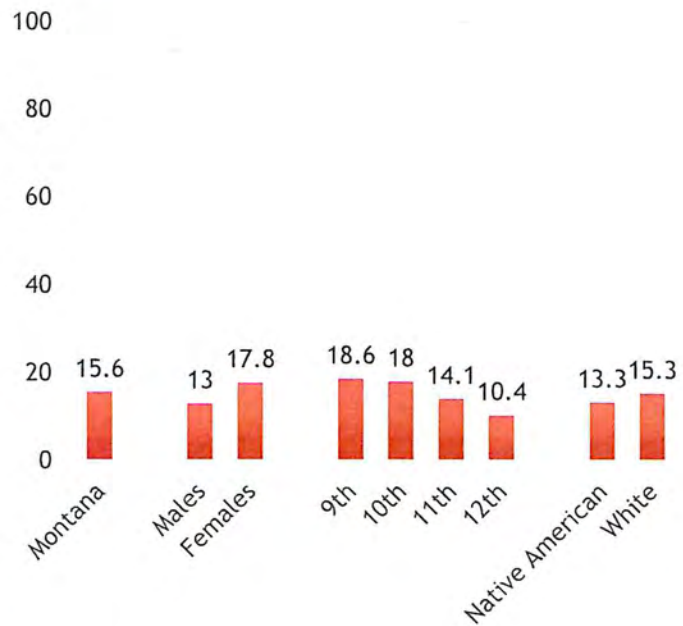
- ▶ The YRBS is a voluntary, self-reporting, student health risk behavioral survey that occurs biennially in odd-numbered years.
- ▶ The 2021 YRBS was conducted during one class period in schools from February through March
- ▶ The Montana YRBS results were attained by a random sampling of 50 schools. 100% school participation and 85% student participation.
- ▶ 98% of Montana grades 7-8 and high schools participated in the 2021 YRBS. Besides the CDC's random sample of schools, all Montana schools have the opportunity to participate in the survey.
- ▶ Data reports include: School-specific, county-level, MASS region, Grades 7-8, Native American students on or near a reservation, Native American students in urban schools, Alternative schools, Non-Public Accredited schools, and Students with Disabilities.
- ▶ Since 1991, the Montana OPI has administered the YRBS through a cooperative agreement with the U.S. Centers for Disease Control and Prevention (CDC).
- ▶ The Montana OPI has attained the longest YRBS trend analysis data in the nation.

Percentage of students who texted or e-mailed while driving a car

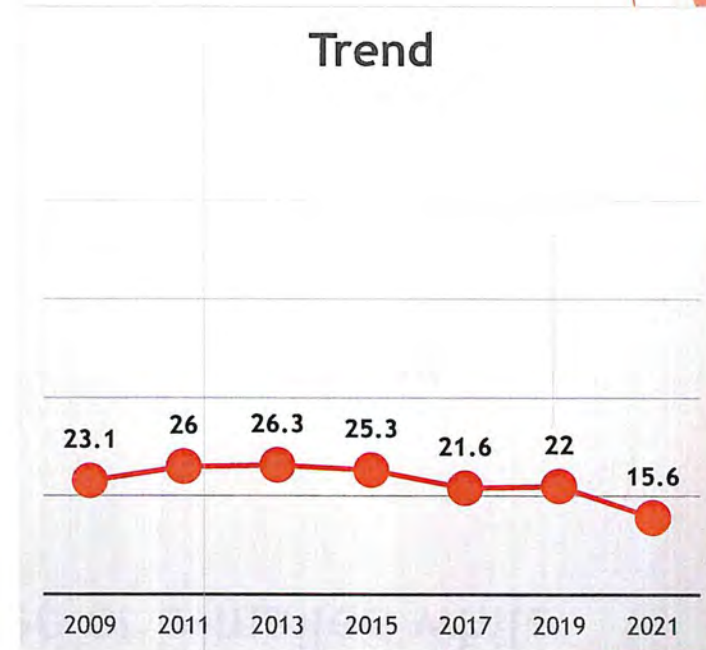
(Among drivers during the past 30 days)



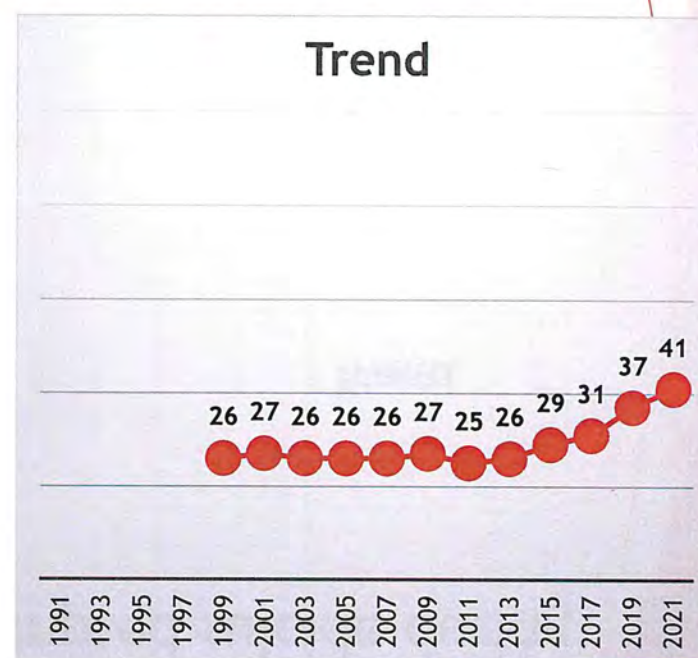
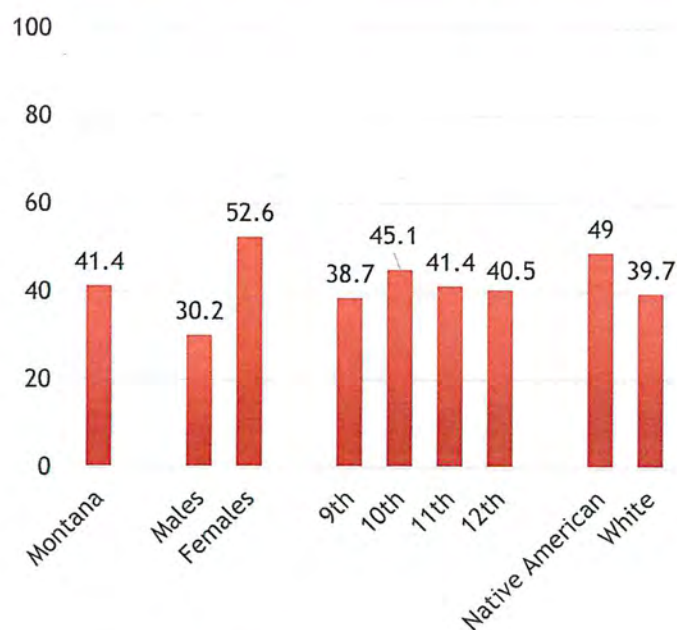
Percentage of students who were bullied on school property during the past 12 months



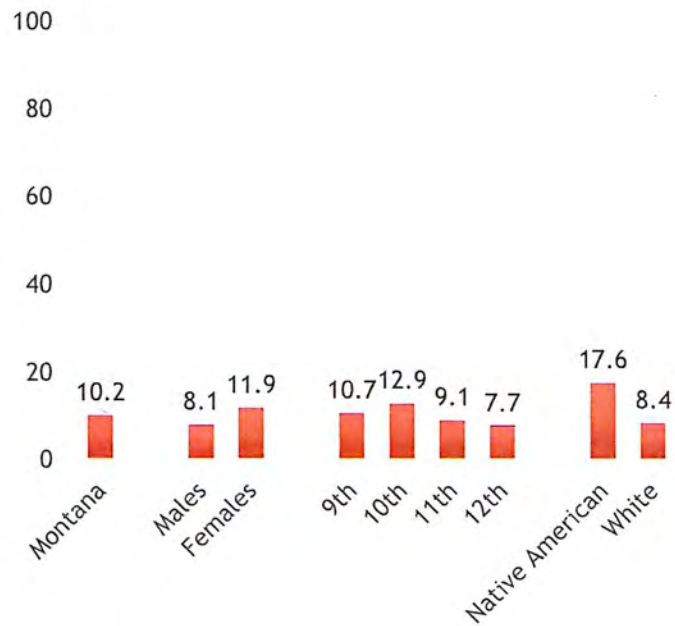
2021 Montana Youth Risk Behavior Survey
Montana Office of Public Instruction
Elsie Arntzen, Superintendent



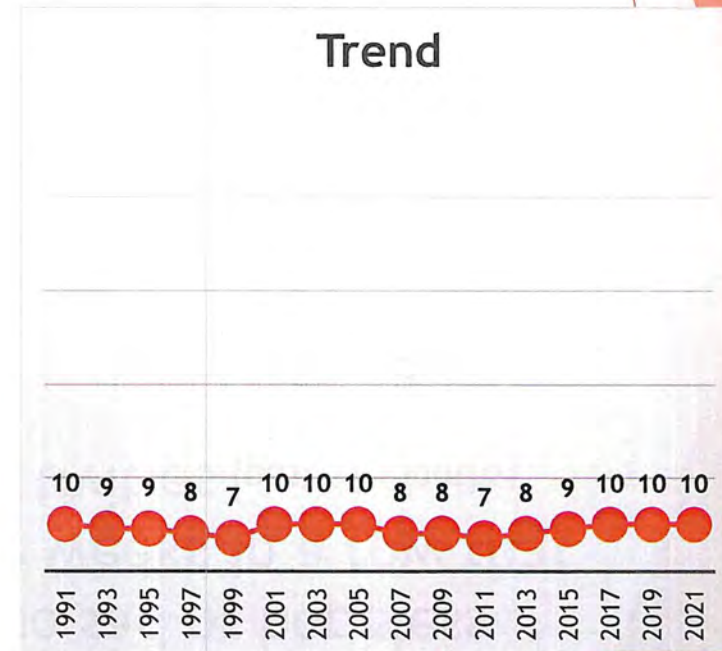
Percentage of students who felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities (past 12 months)



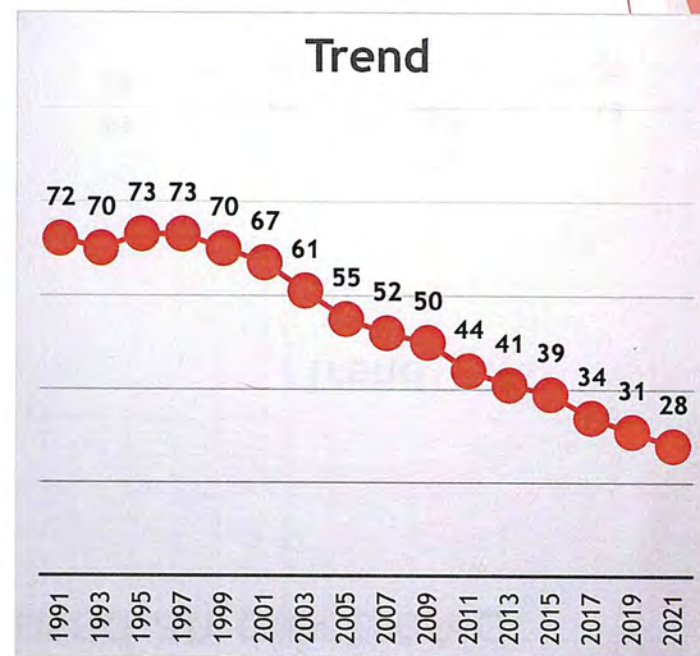
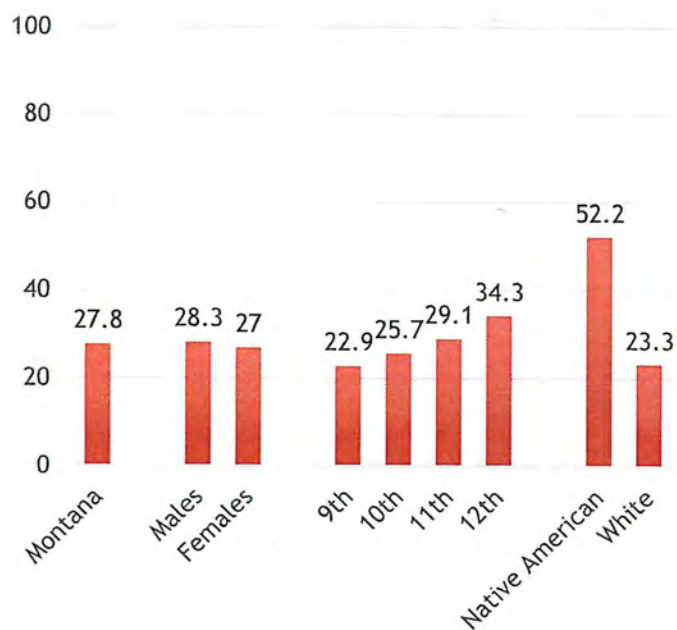
Percentage of students who attempted suicide during the past 12 months



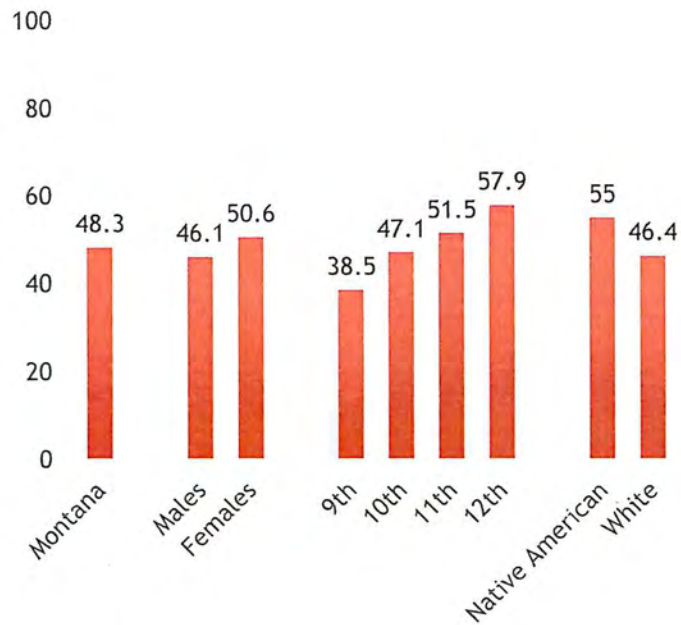
2021 Montana Youth Risk Behavior Survey
 Montana Office of Public Instruction
 Elsie Arntzen, Superintendent



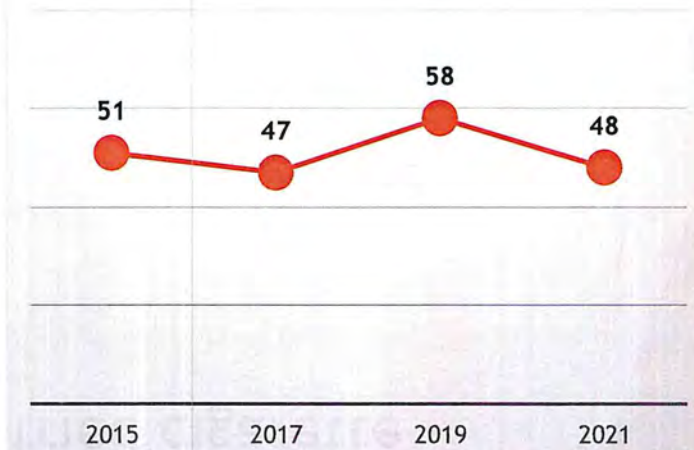
Percentage of students who ever tried cigarette smoking



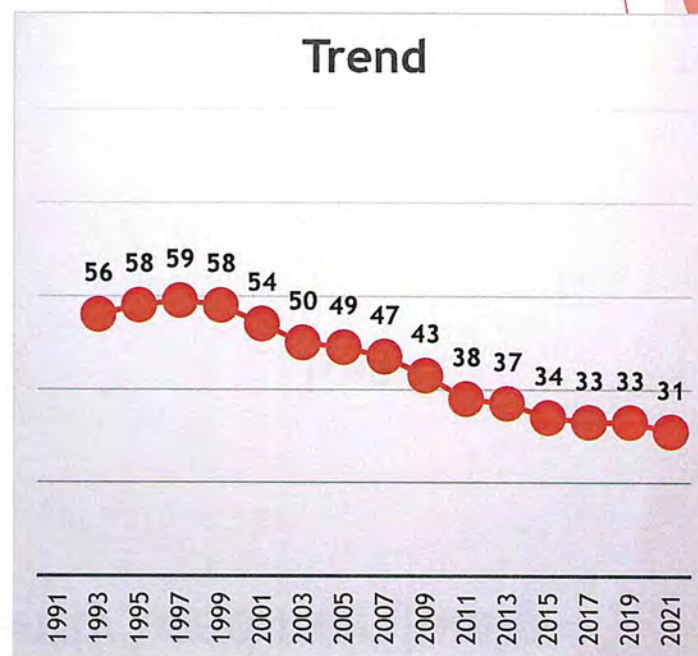
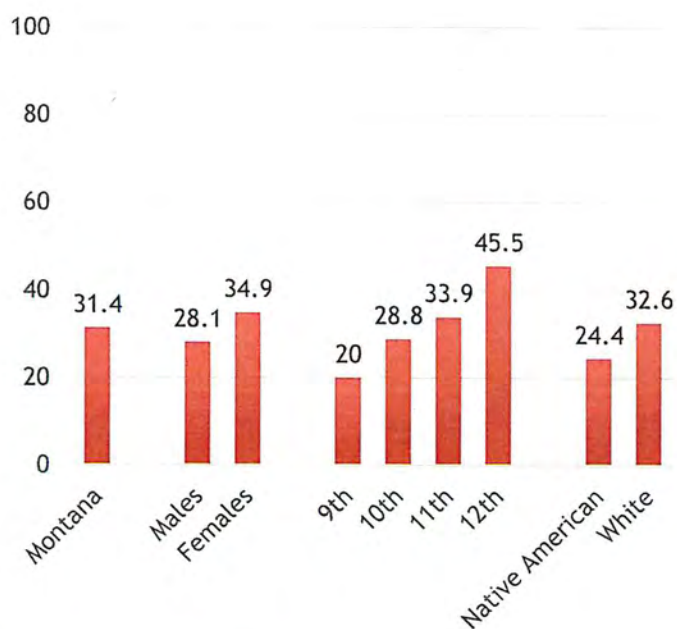
Percentage of students who ever used an electronic vapor product



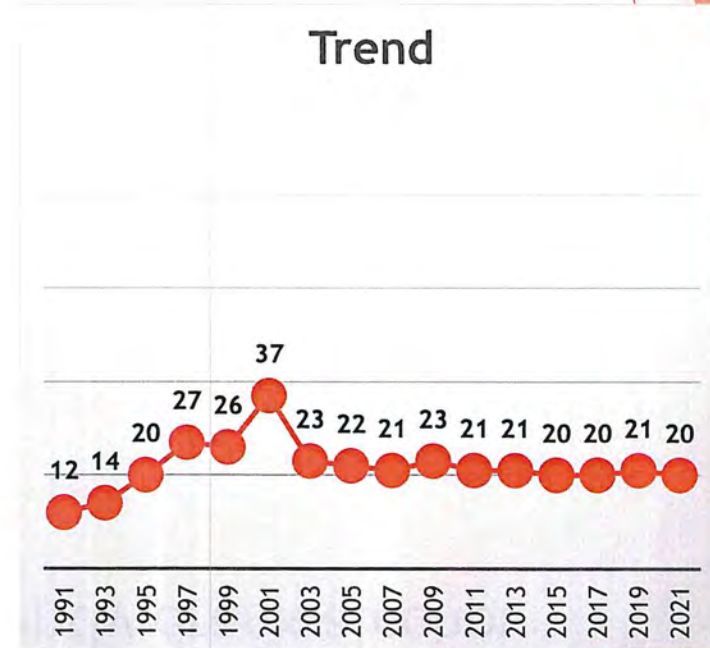
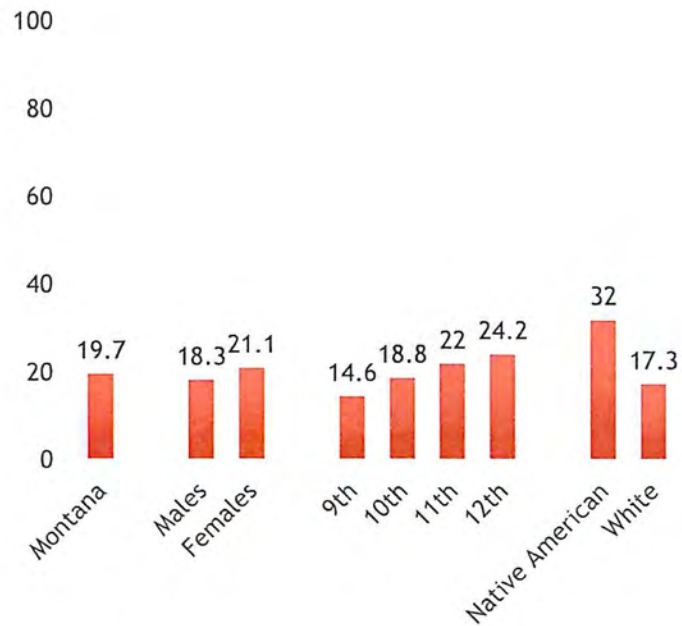
Trend



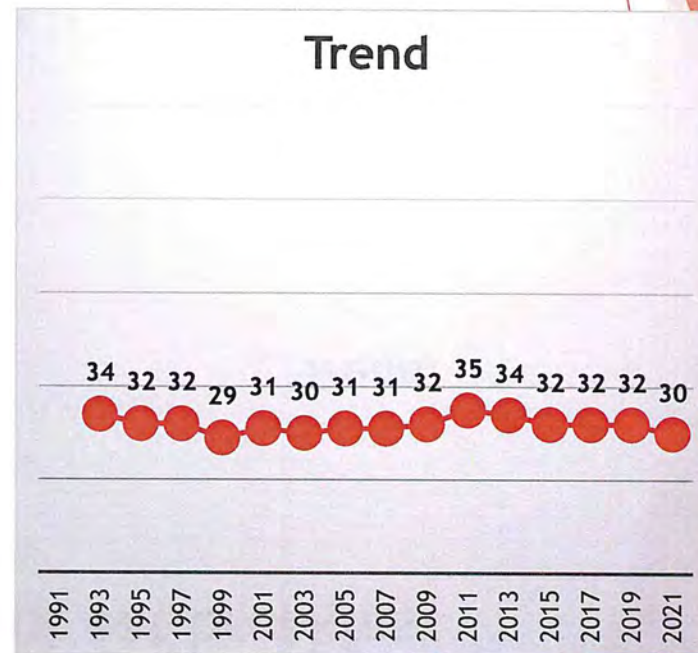
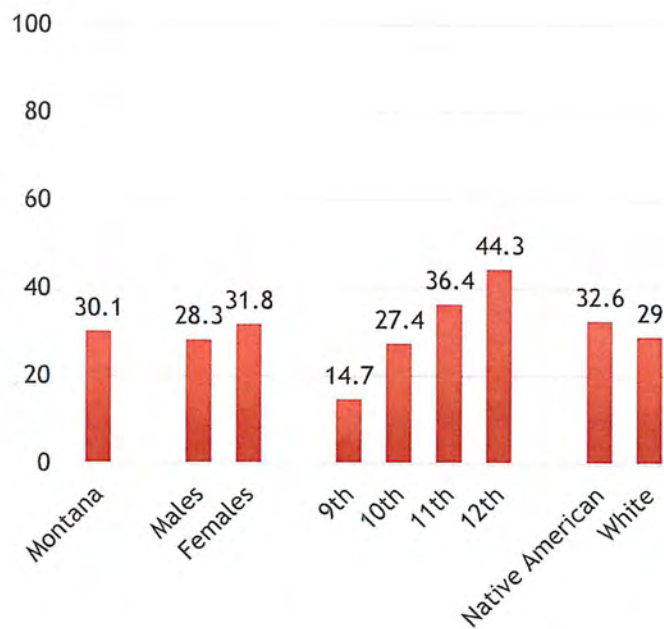
Percentage of students who currently drank alcohol (past 30 days)



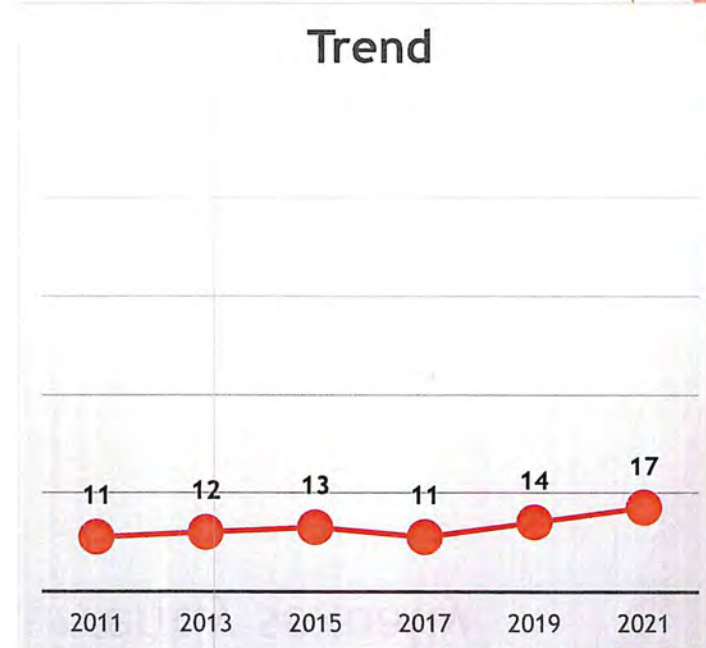
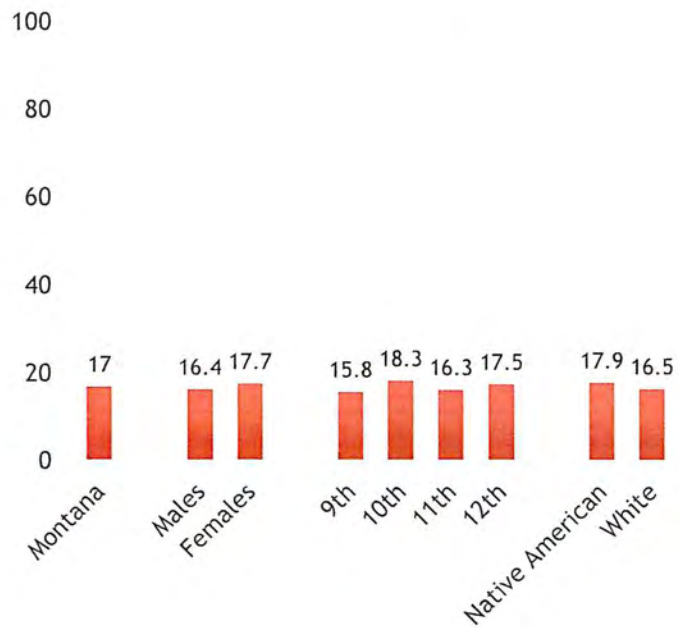
Percentage of students who currently used marijuana (past 30 days)



Percentage of students who are currently sexually active (past 3 months)

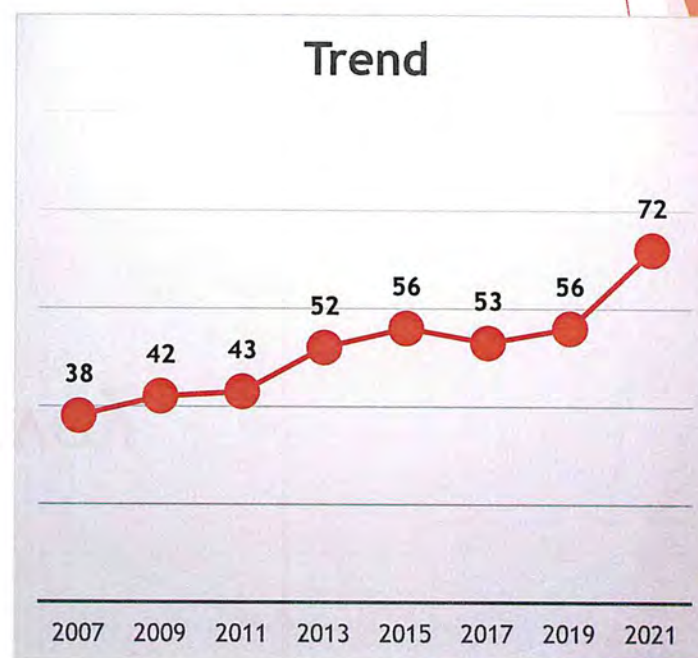
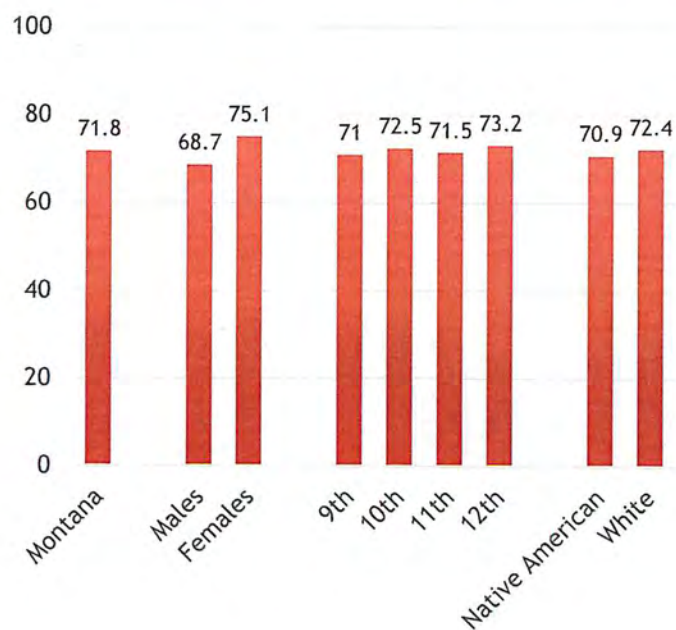


Percentage of students who did not eat breakfast during the past 7 days



Percentage of students who spent 3 or more hours on screen time on an average school day

(not for schoolwork; time in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media)



Montana Youth Risk Behavior Survey

www.opi.mt.gov/yrbs

Susan Court
Montana Office of Public Instruction
YRBS Program, State Coordinator
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Phone: 406-444-3178

2021 Montana Youth Risk Behavior Survey
Montana Office of Public Instruction
Elsie Arntzen, Superintendent

ACTION

ITEM 21

**CRITICAL QUALITY EDUCATOR SHORTAGE
AREA REPORT**

Jay Phillips

Montana Board of Public Education

Executive Summary

Date: January 13-14, 2022

Presentation	Critical Quality Educator Shortages
Presenter	Sharyl Allen
Position Title	Deputy Superintendent Montana Office of Public Instruction
Overview	The Office of Public Instruction will present The Critical Quality Educator Shortages Report
Requested Decision(s)	Approve the Critical Quality Educator Shortages Report
Related Issue(s)	
Recommendation(s)	None.



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



Critical Quality Educator Shortages

**Identification of Schools and Licensure and Endorsement Areas
Impacted by Critical Quality Educator Shortages
in the 2021-22 School Year**

Report to the Board of Public Education
January 2022

Prepared by
Serafima Forni, Data Integrity Specialist
Jay Phillips, Chief Financial Officer
Montana Office of Public Instruction

TABLE 1: Critical Quality Educator Shortages for the 2021-2022 School Year										
County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled by Recruitment	Provisional License	Reemployed Retiree
1	199	Dillon Elementary	Elementary	Teacher	Elementary				1	
1	199	Dillon Elementary	Middle Grades	Teacher	English				1	
1	199	Dillon Elementary	Middle Grades	Teacher	Mathematics				1	
1	199	Dillon Elementary	Middle Grades	Teacher	World Language				1	
1	200	Beaverhead Co High School	High School	Teacher	Social Studies				1	
1	201	Wise River Elementary	Elementary	Teacher	Elementary		1			
1	202	Lima K-12 Schools	Elementary	Teacher	Art				1	
1	202	Lima K-12 Schools	Elementary	Teacher	Elementary		1	1		
1	202	Lima K-12 Schools	Elementary	Teacher	Special Education		1			
1	202	Lima K-12 Schools	High School	Teacher	Art				1	
1	202	Lima K-12 Schools	High School	Teacher	Business and Marketing				1	
1	202	Lima K-12 Schools	High School	Teacher	Mathematics		1	1		
1	202	Lima K-12 Schools	High School	Teacher	Science		1			
1	202	Lima K-12 Schools	High School	Teacher	Social Studies		1			
1	202	Lima K-12 Schools	Middle Grades	Teacher	Art				1	
1	202	Lima K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
1	202	Lima K-12 Schools	System	Teacher	Art		1			
1	203	Wisdom Elementary	Elementary	Teacher	Elementary		1			
1	205	Polaris Elementary	Elementary	Teacher	Elementary		1			
2	214	Pryor Public Schools	Elementary	Specialist	School Counselor				1	
2	214	Pryor Public Schools	Elementary	Teacher	Elementary		1	1		
2	214	Pryor Public Schools	Elementary	Teacher	Health/Physical Education				1	
2	214	Pryor Public Schools	High School	Professional	Licensed Professional Counselor		1			
2	214	Pryor Public Schools	High School	Specialist	School Counselor				1	
2	214	Pryor Public Schools	High School	Teacher	Art	1				
2	214	Pryor Public Schools	High School	Teacher	Health/Physical Education				1	
2	214	Pryor Public Schools	High School	Teacher	Mathematics		1		1	
2	214	Pryor Public Schools	Middle Grades	Specialist	School Counselor				1	
2	214	Pryor Public Schools	Middle Grades	Teacher	Art	1				
2	214	Pryor Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
2	214	Pryor Public Schools	Middle Grades	Teacher	Mathematics				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
2	214	Pryor Public Schools	System	Administrative	Principal or Assistant Principal			1		
2	214	Pryor Public Schools	System	Specialist	School Counselor			1		
2	214	Pryor Public Schools	System	Teacher	Art			1		
2	214	Pryor Public Schools	System	Teacher	Mathematics			1		
2	216	Hardin Public Schools	Elementary	Administrative	Principal or Assistant Principal		1	1		
2	216	Hardin Public Schools	Elementary	Professional	School Nurse - General Education		1			
2	216	Hardin Public Schools	Elementary	Professional	Speech-Language Pathologist		1			
2	216	Hardin Public Schools	Elementary	Specialist	School Psychologist			1		
2	216	Hardin Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
2	216	Hardin Public Schools	Elementary	Teacher	Health/Physical Education		1	1		
2	216	Hardin Public Schools	Elementary	Teacher	Music			1		
2	216	Hardin Public Schools	Elementary	Teacher	Special Education		1	1	1	
2	216	Hardin Public Schools	High School	Administrative	Principal or Assistant Principal		1			
2	216	Hardin Public Schools	High School	Professional	Extra Duty - Requires Professional License		1			
2	216	Hardin Public Schools	High School	Specialist	Library Media Specialist		1			
2	216	Hardin Public Schools	High School	Specialist	School Counselor		1			
2	216	Hardin Public Schools	High School	Teacher	Agriculture			1		
2	216	Hardin Public Schools	High School	Teacher	Business and Marketing		1			
2	216	Hardin Public Schools	High School	Teacher	Career Tech		1			
2	216	Hardin Public Schools	High School	Teacher	English	1	1	1	1	
2	216	Hardin Public Schools	High School	Teacher	Health/Physical Education		1			
2	216	Hardin Public Schools	High School	Teacher	Industrial Technology	1				
2	216	Hardin Public Schools	High School	Teacher	Mathematics	1	1	1	1	
2	216	Hardin Public Schools	High School	Teacher	Music and Arts		1			
2	216	Hardin Public Schools	High School	Teacher	Science			1		
2	216	Hardin Public Schools	High School	Teacher	Special Education	1		1		
2	216	Hardin Public Schools	High School	Teacher	Traffic Education			1		
2	216	Hardin Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
2	216	Hardin Public Schools	Middle Grades	Specialist	School Counselor			1		
2	216	Hardin Public Schools	Middle Grades	Teacher	Business and Marketing				1	
2	216	Hardin Public Schools	Middle Grades	Teacher	Elementary				1	
2	216	Hardin Public Schools	Middle Grades	Teacher	English		1	1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
2	216	Hardin Public Schools	Middle Grades	Teacher	Health/Physical Education	1	1	1		
2	216	Hardin Public Schools	Middle Grades	Teacher	Mathematics		1			
2	216	Hardin Public Schools	Middle Grades	Teacher	Music		1			
2	216	Hardin Public Schools	Middle Grades	Teacher	Music and Arts			1		
2	216	Hardin Public Schools	Middle Grades	Teacher	Reading		1			
2	216	Hardin Public Schools	Middle Grades	Teacher	Science		1	1		
2	216	Hardin Public Schools	Middle Grades	Teacher	Social Studies			1		
2	216	Hardin Public Schools	Middle Grades	Teacher	Special Education		1		1	
2	216	Hardin Public Schools	System	Administrative	Special Education		1			
2	216	Hardin Public Schools	System	Administrative	Supervisor		1			
2	218	Lodge Grass Public Schls	Elementary	Administrative	Principal or Assistant Principal				1	
2	218	Lodge Grass Public Schls	Elementary	Specialist	Library Media Specialist				1	
2	218	Lodge Grass Public Schls	Elementary	Teacher	Elementary		1	1	1	
2	218	Lodge Grass Public Schls	High School	Specialist	Library Media Specialist		1		1	
2	218	Lodge Grass Public Schls	High School	Teacher	English		1			
2	218	Lodge Grass Public Schls	High School	Teacher	Mathematics		1	1		
2	218	Lodge Grass Public Schls	High School	Teacher	Science		1			
2	218	Lodge Grass Public Schls	High School	Teacher	Social Studies		1		1	
2	218	Lodge Grass Public Schls	High School	Teacher	Special Education		1			
2	218	Lodge Grass Public Schls	Middle Grades	Specialist	Library Media Specialist				1	
2	218	Lodge Grass Public Schls	Middle Grades	Teacher	Social Studies				1	
2	218	Lodge Grass Public Schls	Middle Grades	Teacher	Special Education			1		
2	219	Wyola Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
2	219	Wyola Elementary	Elementary	Teacher	Early Childhood				1	
2	219	Wyola Elementary	Elementary	Teacher	Elementary		1		1	
2	219	Wyola Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
2	219	Wyola Elementary	Middle Grades	Teacher	Elementary				1	
2	219	Wyola Elementary	System	Administrative	Superintendent or Assistant Superintendent				1	
3	221	Chinook Public Schools	Elementary	Specialist	Library Media Specialist	1				
3	221	Chinook Public Schools	Elementary	Specialist	School Counselor				1	
3	221	Chinook Public Schools	Elementary	Teacher	Elementary	1		1	1	
3	221	Chinook Public Schools	Elementary	Teacher	Special Education		1	1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
3	221	Chinook Public Schools	High School	Specialist	Library Media Specialist	1				
3	221	Chinook Public Schools	High School	Teacher	Mathematics			1	1	
3	221	Chinook Public Schools	High School	Teacher	Science		1			
3	221	Chinook Public Schools	High School	Teacher	Special Education			1		
3	221	Chinook Public Schools	High School	Teacher	Traffic Education		1			
3	221	Chinook Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
3	221	Chinook Public Schools	Middle Grades	Teacher	Mathematics			1	1	
3	222	Harlem Public Schools	Elementary	Teacher	Elementary	1	1	1		
3	222	Harlem Public Schools	Elementary	Teacher	Special Education		1			
3	222	Harlem Public Schools	High School	Administrative	Health		1			
3	222	Harlem Public Schools	High School	Administrative	Principal or Assistant Principal		1	1	1	
3	222	Harlem Public Schools	High School	Professional	School Nurse - General Education			1		
3	222	Harlem Public Schools	High School	Specialist	Library Media Specialist	1	1			
3	222	Harlem Public Schools	High School	Teacher	Art	1				
3	222	Harlem Public Schools	High School	Teacher	Career Tech		1			
3	222	Harlem Public Schools	High School	Teacher	English				1	
3	222	Harlem Public Schools	High School	Teacher	Family and Consumer Sciences	1			1	
3	222	Harlem Public Schools	High School	Teacher	Mathematics	1	1		1	
3	222	Harlem Public Schools	High School	Teacher	Music and Arts		1			
3	222	Harlem Public Schools	High School	Teacher	Special Education		1			
3	222	Harlem Public Schools	High School	Teacher	World Language			1		
3	222	Harlem Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
3	222	Harlem Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
3	222	Harlem Public Schools	Middle Grades	Teacher	Art	1				
3	222	Harlem Public Schools	Middle Grades	Teacher	English				1	
3	222	Harlem Public Schools	Middle Grades	Teacher	Family and Consumer Sciences	1			1	
3	222	Harlem Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
3	222	Harlem Public Schools	Middle Grades	Teacher	Mathematics		1		1	
3	222	Harlem Public Schools	Middle Grades	Teacher	Reading		1			
3	222	Harlem Public Schools	System	Professional	School Nurse - General Education			1		
3	225	Zurich Elementary	Elementary	Teacher	Early Childhood				1	
3	225	Zurich Elementary	Elementary	Teacher	Elementary		1	1		
3	234	Turner Public Schools	Elementary	Teacher	Business and Marketing	1			1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
3	234	Turner Public Schools	Elementary	Teacher	Elementary	1	1			
3	234	Turner Public Schools	Elementary	Teacher	Mathematics				1	
3	234	Turner Public Schools	High School	Teacher	Business and Marketing	1			1	
3	234	Turner Public Schools	High School	Teacher	Career Tech		1			
3	234	Turner Public Schools	High School	Teacher	English				1	
3	234	Turner Public Schools	High School	Teacher	Mathematics		1		1	
3	234	Turner Public Schools	Middle Grades	Teacher	Business and Marketing	1			1	
3	234	Turner Public Schools	Middle Grades	Teacher	Career Tech		1			
3	234	Turner Public Schools	Middle Grades	Teacher	English				1	
3	234	Turner Public Schools	Middle Grades	Teacher	Mathematics		1		1	
3	234	Turner Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
3	234	Turner Public Schools	System	Specialist	School Counselor		1			
3	234	Turner Public Schools	System	Teacher	Agriculture			1		
3	234	Turner Public Schools	System	Teacher	Business and Marketing		1			
3	234	Turner Public Schools	System	Teacher	Health/Physical Education		1			
3	234	Turner Public Schools	System	Teacher	Science		1			
3	234	Turner Public Schools	System	Teacher	Social Studies		1			
3	235	Hays-Lodge Pole K-12 Schls	Elementary	Administrative	Principal or Assistant Principal		1			
3	235	Hays-Lodge Pole K-12 Schls	Elementary	Specialist	Library Media Specialist			1		
3	235	Hays-Lodge Pole K-12 Schls	Elementary	Teacher	Art				1	
3	235	Hays-Lodge Pole K-12 Schls	Elementary	Teacher	Elementary		1	1	1	
3	235	Hays-Lodge Pole K-12 Schls	Elementary	Teacher	World Language			1		
3	235	Hays-Lodge Pole K-12 Schls	High School	Administrative	Principal or Assistant Principal		1			
3	235	Hays-Lodge Pole K-12 Schls	High School	Specialist	Library Media Specialist			1		
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Art				1	
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Business and Marketing				1	
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Career Tech			1		
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	English			1		
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Mathematics			1		
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Science				1	
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	Special Education		1		1	
3	235	Hays-Lodge Pole K-12 Schls	High School	Teacher	World Language		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Administrative	Principal or Assistant Principal		1			
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Specialist	Library Media Specialist			1		
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Art				1	
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Business and Marketing				1	
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Elementary		1		1	
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	English			1		
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Mathematics			1		
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Reading				1	
3	235	Hays-Lodge Pole K-12 Schls	Middle Grades	Teacher	Special Education				1	
3	235	Hays-Lodge Pole K-12 Schls	System	Administrative	Superintendent or Assistant Superintendent			1		
3	1048	North Harlem Colony Elem	Elementary	Teacher	Elementary			1	1	
3	6170	Bear Paw Cooperative	Elementary	Teacher	Special Education		1			
3	6170	Bear Paw Cooperative	System	Professional	Extra Duty - Requires Professional License		1			
3	6170	Bear Paw Cooperative	System	Professional	Speech-Language Pathologist		1			
3	6170	Bear Paw Cooperative	System	Teacher	Special Education		1			
4	1051	Townsend K-12 Schools	Elementary	Teacher	Special Education		1	1		
4	1051	Townsend K-12 Schools	High School	Teacher	Business and Marketing				1	
4	1051	Townsend K-12 Schools	High School	Teacher	Music		1			
5	244	Red Lodge Public Schools	Elementary	Teacher	Elementary				1	
5	244	Red Lodge Public Schools	Elementary	Teacher	Special Education		1		1	
5	244	Red Lodge Public Schools	High School	Teacher	Elementary				1	
5	244	Red Lodge Public Schools	High School	Teacher	English				1	
5	244	Red Lodge Public Schools	High School	Teacher	Mathematics		1			
5	244	Red Lodge Public Schools	High School	Teacher	Special Education				1	
5	244	Red Lodge Public Schools	High School	Teacher	World Language				1	
5	244	Red Lodge Public Schools	Middle Grades	Teacher	Elementary				1	
5	244	Red Lodge Public Schools	Middle Grades	Teacher	Social Studies				1	
5	245	Bridger K-12 Schools	Elementary	Teacher	Elementary		1		1	
5	245	Bridger K-12 Schools	High School	Teacher	Special Education		1		1	
5	245	Bridger K-12 Schools	Middle Grades	Teacher	Elementary				1	
5	245	Bridger K-12 Schools	Middle Grades	Teacher	Special Education				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
5	245	Bridger K-12 Schools	System	Teacher	Elementary		1			
5	245	Bridger K-12 Schools	System	Teacher	Health/Physical Education			1		
5	246	Joliet Public Schools	Elementary	Teacher	Elementary				1	
5	246	Joliet Public Schools	High School	Teacher	English			1		
5	246	Joliet Public Schools	High School	Teacher	Mathematics			1		
5	246	Joliet Public Schools	Middle Grades	Teacher	Elementary				1	
5	253	Roberts K-12 Schools	Elementary	Teacher	Elementary		1			
5	253	Roberts K-12 Schools	High School	Specialist	School Counselor			1		
5	253	Roberts K-12 Schools	High School	Teacher	Agriculture				1	
5	253	Roberts K-12 Schools	High School	Teacher	Elementary				1	
5	253	Roberts K-12 Schools	High School	Teacher	English	1			1	
5	253	Roberts K-12 Schools	High School	Teacher	English as a Second Language				1	
5	253	Roberts K-12 Schools	High School	Teacher	Health/Physical Education		1			
5	253	Roberts K-12 Schools	High School	Teacher	Music		1			
5	253	Roberts K-12 Schools	High School	Teacher	Reading				1	
5	253	Roberts K-12 Schools	Middle Grades	Teacher	Agriculture				1	
5	253	Roberts K-12 Schools	Middle Grades	Teacher	Elementary				1	
5	253	Roberts K-12 Schools	Middle Grades	Teacher	English	1			1	
5	253	Roberts K-12 Schools	Middle Grades	Teacher	English as a Second Language				1	
5	253	Roberts K-12 Schools	Middle Grades	Teacher	Reading				1	
5	253	Roberts K-12 Schools	System	Teacher	Elementary		1			
5	253	Roberts K-12 Schools	System	Teacher	English		1			
5	253	Roberts K-12 Schools	System	Teacher	Health/Physical Education		1			
5	253	Roberts K-12 Schools	System	Teacher	Mathematics		1			
5	253	Roberts K-12 Schools	System	Teacher	Music			1		
5	253	Roberts K-12 Schools	System	Teacher	Special Education		1			
5	255	Fromberg K-12	Elementary	Teacher	Elementary	1	1			
5	255	Fromberg K-12	High School	Administrative	Special Education		1			
5	255	Fromberg K-12	High School	Teacher	English		1			
5	255	Fromberg K-12	High School	Teacher	Mathematics		1		1	
5	255	Fromberg K-12	High School	Teacher	Science		1		1	
5	255	Fromberg K-12	Middle Grades	Teacher	Mathematics				1	
5	255	Fromberg K-12	Middle Grades	Teacher	Science				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
5	257	Belfry K-12 Schools	Elementary	Teacher	Elementary				1	
5	1069	Luther Elementary	Elementary	Teacher	Elementary		1			
5	1069	Luther Elementary	Elementary	Teacher	Special Education		1			
6	259	Hawks Home Elementary	Elementary	Teacher	Elementary			1		
6	277	Alzada Elementary	Elementary	Administrative	Supervisor		1			
6	277	Alzada Elementary	Elementary	Teacher	Elementary		1			
6	1052	Ekalaka Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
6	1052	Ekalaka Public Schools	Elementary	Specialist	Library Media Specialist	1				
6	1052	Ekalaka Public Schools	Elementary	Specialist	School Counselor	1				
6	1052	Ekalaka Public Schools	Elementary	Teacher	Elementary		1	1		
6	1052	Ekalaka Public Schools	Elementary	Teacher	Music	1				
6	1052	Ekalaka Public Schools	High School	Administrative	Principal or Assistant Principal				1	
6	1052	Ekalaka Public Schools	High School	Specialist	Library Media Specialist	1				
6	1052	Ekalaka Public Schools	High School	Specialist	School Counselor	1				
6	1052	Ekalaka Public Schools	High School	Teacher	Business and Marketing				1	
6	1052	Ekalaka Public Schools	High School	Teacher	English		1			
6	1052	Ekalaka Public Schools	High School	Teacher	Mathematics		1			
6	1052	Ekalaka Public Schools	High School	Teacher	Music	1				
6	1052	Ekalaka Public Schools	High School	Teacher	Science	1	1	1		
6	1052	Ekalaka Public Schools	High School	Teacher	Social Studies		1			
6	1052	Ekalaka Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
6	1052	Ekalaka Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
6	1052	Ekalaka Public Schools	Middle Grades	Specialist	School Counselor	1				
6	1052	Ekalaka Public Schools	Middle Grades	Teacher	Music	1				
6	1052	Ekalaka Public Schools	Middle Grades	Teacher	Science	1				
6	1052	Ekalaka Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
6	1052	Ekalaka Public Schools	System	Specialist	Library Media Specialist			1		
6	1052	Ekalaka Public Schools	System	Specialist	School Counselor		1	1		
6	1052	Ekalaka Public Schools	System	Teacher	Music		1	1		
7	280	Cascade Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
7	280	Cascade Public Schools	Elementary	Teacher	Elementary		1	1		
7	280	Cascade Public Schools	High School	Administrative	Principal or Assistant Principal				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
7	280	Cascade Public Schools	High School	Teacher	Agriculture		1			
7	280	Cascade Public Schools	High School	Teacher	Business and Marketing			1	1	
7	280	Cascade Public Schools	High School	Teacher	English		1			
7	280	Cascade Public Schools	High School	Teacher	Family and Consumer Sciences			1		
7	280	Cascade Public Schools	High School	Teacher	Health/Physical Education		1			
7	280	Cascade Public Schools	High School	Teacher	Mathematics		1			
7	280	Cascade Public Schools	High School	Teacher	Science		1	1		
7	280	Cascade Public Schools	High School	Teacher	Social Studies		1			
7	280	Cascade Public Schools	High School	Teacher	Special Education			1		
7	280	Cascade Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
7	280	Cascade Public Schools	Middle Grades	Teacher	Business and Marketing				1	
7	280	Cascade Public Schools	Middle Grades	Teacher	Science		1			
7	280	Cascade Public Schools	System	Specialist	School Counselor		1			
7	282	Centerville Public Schls	Elementary	Specialist	Library Media Specialist				1	
7	282	Centerville Public Schls	Elementary	Specialist	School Counselor				1	
7	282	Centerville Public Schls	Elementary	Teacher	Elementary				1	
7	282	Centerville Public Schls	High School	Specialist	Library Media Specialist				1	
7	282	Centerville Public Schls	High School	Specialist	School Counselor				1	
7	282	Centerville Public Schls	Middle Grades	Specialist	Library Media Specialist				1	
7	282	Centerville Public Schls	Middle Grades	Specialist	School Counselor				1	
7	289	Belt Public Schools	Elementary	Teacher	Art				1	
7	289	Belt Public Schools	Elementary	Teacher	Elementary		1			
7	289	Belt Public Schools	Elementary	Teacher	Music and Arts		1			
7	289	Belt Public Schools	High School	Teacher	Art				1	
7	289	Belt Public Schools	High School	Teacher	Industrial Technology		1			
7	289	Belt Public Schools	High School	Teacher	Music		1			
7	289	Belt Public Schools	High School	Teacher	Music and Arts		1			
7	289	Belt Public Schools	Middle Grades	Teacher	Art				1	
7	289	Belt Public Schools	Middle Grades	Teacher	Music and Arts		1			
7	289	Belt Public Schools	System	Teacher	Health/Physical Education		1			
7	289	Belt Public Schools	System	Teacher	Industrial Technology		1			
7	289	Belt Public Schools	System	Teacher	World Language			1		
7	301	Vaughn Elementary	Elementary	Administrative	Principal or Assistant Principal		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
7	301	Vaughn Elementary	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
7	301	Vaughn Elementary	Elementary	Teacher	Elementary		1		1	
7	301	Vaughn Elementary	Elementary	Teacher	Music and Arts		1			
7	301	Vaughn Elementary	Elementary	Teacher	Science		1			
7	301	Vaughn Elementary	Middle Grades	Administrative	Principal or Assistant Principal		1			
7	301	Vaughn Elementary	Middle Grades	Administrative	Superintendent or Assistant Superintendent		1			
7	301	Vaughn Elementary	Middle Grades	Teacher	Elementary				1	
7	301	Vaughn Elementary	Middle Grades	Teacher	English		1			
7	301	Vaughn Elementary	Middle Grades	Teacher	Mathematics		1			
7	301	Vaughn Elementary	Middle Grades	Teacher	Special Education		1			
7	301	Vaughn Elementary	System	Specialist	School Counselor			1		
7	305	Ulm Elementary	Elementary	Teacher	Elementary		1		1	
7	305	Ulm Elementary	Elementary	Teacher	Music		1			
7	305	Ulm Elementary	Middle Grades	Teacher	Elementary		1		1	
7	305	Ulm Elementary	Middle Grades	Teacher	Mathematics				1	
7	305	Ulm Elementary	Middle Grades	Teacher	Music		1			
7	305	Ulm Elementary	Middle Grades	Teacher	Science				1	
7	1067	Sun River Valley Pub Schls	Elementary	Administrative	Principal or Assistant Principal		1			
7	1067	Sun River Valley Pub Schls	Elementary	Specialist	Library Media Specialist		1			
7	1067	Sun River Valley Pub Schls	Elementary	Teacher	Elementary		1			
7	1067	Sun River Valley Pub Schls	High School	Teacher	English		1			
7	1067	Sun River Valley Pub Schls	High School	Teacher	Science		1			
7	1067	Sun River Valley Pub Schls	High School	Teacher	World Language			1		
7	6180	North Ctrl Learn Res Ctr	System	Specialist	School Psychologist			1		
7	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Art				1	
7	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Early Childhood		1			
7	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Elementary			1		
7	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Health/Physical Education				1	
7	9089	Mont Sch for Deaf & Blind	Elementary	Teacher	Special Education		1		1	
7	9089	Mont Sch for Deaf & Blind	High School	Teacher	Art				1	
7	9089	Mont Sch for Deaf & Blind	High School	Teacher	Elementary			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
7	9089	Mont Sch for Deaf & Blind	High School	Teacher	Health/Physical Education				1	
7	9089	Mont Sch for Deaf & Blind	High School	Teacher	Special Education				1	
7	9089	Mont Sch for Deaf & Blind	System	Specialist	School Psychologist			1		
7	9089	Mont Sch for Deaf & Blind	System	Teacher	Health/Physical Education			1		
7	9089	Mont Sch for Deaf & Blind	System	Teacher	Special Education		1			
8	307	Fort Benton Public Schls	Elementary	Specialist	School Counselor	1			1	
8	307	Fort Benton Public Schls	Elementary	Teacher	Health/Physical Education				1	
8	307	Fort Benton Public Schls	Elementary	Teacher	Special Education		1			
8	307	Fort Benton Public Schls	High School	Administrative	Principal or Assistant Principal			1		
8	307	Fort Benton Public Schls	High School	Specialist	School Counselor	1	1		1	
8	307	Fort Benton Public Schls	High School	Teacher	Art		1			
8	307	Fort Benton Public Schls	High School	Teacher	English		1			
8	307	Fort Benton Public Schls	High School	Teacher	Health/Physical Education				1	
8	307	Fort Benton Public Schls	High School	Teacher	Science			1	1	
8	307	Fort Benton Public Schls	Middle Grades	Specialist	School Counselor	1			1	
8	307	Fort Benton Public Schls	Middle Grades	Teacher	English		1			
8	307	Fort Benton Public Schls	Middle Grades	Teacher	Health/Physical Education				1	
8	307	Fort Benton Public Schls	Middle Grades	Teacher	Science		1		1	
8	307	Fort Benton Public Schls	Middle Grades	Teacher	World Language	1				
8	307	Fort Benton Public Schls	System	Teacher	Music and Arts		1			
8	310	Big Sandy Public Schools	Elementary	Teacher	Health/Physical Education				1	
8	310	Big Sandy Public Schools	Elementary	Teacher	Music and Arts		1			
8	310	Big Sandy Public Schools	High School	Teacher	English		1			
8	310	Big Sandy Public Schools	High School	Teacher	Health/Physical Education				1	
8	310	Big Sandy Public Schools	High School	Teacher	Mathematics		1			
8	310	Big Sandy Public Schools	High School	Teacher	Music and Arts		1			
8	310	Big Sandy Public Schools	Middle Grades	Teacher	English		1			
8	310	Big Sandy Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
8	310	Big Sandy Public Schools	Middle Grades	Teacher	Mathematics			1		
8	310	Big Sandy Public Schools	Middle Grades	Teacher	Music and Arts		1			
8	310	Big Sandy Public Schools	System	Specialist	Library Media Specialist			1		
8	317	Highwood Public Schools	Elementary	Specialist	School Psychologist				1	
8	317	Highwood Public Schools	Elementary	Teacher	Elementary		1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
8	317	Highwood Public Schools	Elementary	Teacher	Special Education				1	
8	317	Highwood Public Schools	High School	Specialist	School Psychologist				1	
8	317	Highwood Public Schools	High School	Teacher	Elementary				1	
8	317	Highwood Public Schools	High School	Teacher	English		1			
8	317	Highwood Public Schools	High School	Teacher	Health/Physical Education		1			
8	317	Highwood Public Schools	High School	Teacher	Mathematics				1	
8	317	Highwood Public Schools	High School	Teacher	Science		1		1	
8	317	Highwood Public Schools	High School	Teacher	Special Education				1	
8	317	Highwood Public Schools	Middle Grades	Specialist	School Psychologist				1	
8	317	Highwood Public Schools	Middle Grades	Teacher	Elementary				1	
8	317	Highwood Public Schools	Middle Grades	Teacher	English		1			
8	317	Highwood Public Schools	Middle Grades	Teacher	Mathematics				1	
8	317	Highwood Public Schools	Middle Grades	Teacher	Science		1		1	
8	317	Highwood Public Schools	Middle Grades	Teacher	Special Education				1	
8	324	Geraldine Public Schools	Elementary	Teacher	Elementary		1			
8	324	Geraldine Public Schools	High School	Teacher	English			1		
8	324	Geraldine Public Schools	High School	Teacher	Mathematics			1		
8	324	Geraldine Public Schools	High School	Teacher	Science		1		1	
8	324	Geraldine Public Schools	High School	Teacher	Social Studies		1			
8	324	Geraldine Public Schools	Middle Grades	Teacher	Science		1		1	
8	324	Geraldine Public Schools	Middle Grades	Teacher	Social Studies		1			
8	324	Geraldine Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
8	324	Geraldine Public Schools	System	Teacher	Mathematics		1			
8	324	Geraldine Public Schools	System	Teacher	Music and Arts			1		
8	324	Geraldine Public Schools	System	Teacher	Social Studies		1			
8	331	Knees Elementary	Elementary	Teacher	Elementary	1	1			
8	6210	Chouteau Co Joint Service	System	Professional	Licensed Psychologist without Educator License		1			
8	6210	Chouteau Co Joint Service	System	Professional	Occupational Therapist			1		
9	342	Miles City Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
9	342	Miles City Public Schools	Elementary	Professional	Speech-Language Pathologist			1		
9	342	Miles City Public Schools	Elementary	Specialist	School Counselor				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
9	342	Miles City Public Schools	Elementary	Specialist	School Psychologist				1	
9	342	Miles City Public Schools	Elementary	Teacher	Art		1		1	
9	342	Miles City Public Schools	Elementary	Teacher	Career Tech		1			
9	342	Miles City Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
9	342	Miles City Public Schools	Elementary	Teacher	Mathematics		1			
9	342	Miles City Public Schools	Elementary	Teacher	Music		1			
9	342	Miles City Public Schools	Elementary	Teacher	Special Education		1	1	1	
9	342	Miles City Public Schools	High School	Specialist	Library Media Specialist		1			
9	342	Miles City Public Schools	High School	Teacher	Agriculture		1			
9	342	Miles City Public Schools	High School	Teacher	Business and Marketing		1			
9	342	Miles City Public Schools	High School	Teacher	Family and Consumer Sciences		1			
9	342	Miles City Public Schools	High School	Teacher	Industrial Technology		1			
9	342	Miles City Public Schools	High School	Teacher	Mathematics		1			
9	342	Miles City Public Schools	High School	Teacher	Music		1			
9	342	Miles City Public Schools	High School	Teacher	Music and Arts			1		
9	342	Miles City Public Schools	High School	Teacher	Science		1			
9	342	Miles City Public Schools	High School	Teacher	Special Education		1	1		
9	342	Miles City Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1		1	
9	342	Miles City Public Schools	Middle Grades	Specialist	School Psychologist				1	
9	342	Miles City Public Schools	Middle Grades	Teacher	English	1				
9	342	Miles City Public Schools	Middle Grades	Teacher	Mathematics		1			
9	342	Miles City Public Schools	Middle Grades	Teacher	Science		1			
9	342	Miles City Public Schools	Middle Grades	Teacher	Social Studies		1			
9	342	Miles City Public Schools	Middle Grades	Teacher	Special Education		1			
9	342	Miles City Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
9	342	Miles City Public Schools	System	Professional	Licensed Professional Counselor		1			
9	342	Miles City Public Schools	System	Professional	Speech-Language Pathologist		1	1		
9	342	Miles City Public Schools	System	Specialist	School Psychologist				1	
9	343	Kircher Elementary	Elementary	Teacher	Elementary	1	1	1		
9	349	Spring Creek Elementary	Elementary	Teacher	Elementary		1			
9	357	Kinsey Elementary	Elementary	Teacher	Elementary	1	1	1	1	
9	357	Kinsey Elementary	Elementary	Teacher	Health/Physical Education	1				

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
9	359	S Y Elementary	Elementary	Teacher	Elementary	1	1			
10	363	Scobey K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
10	363	Scobey K-12 Schools	Elementary	Teacher	Elementary		1	1		
10	363	Scobey K-12 Schools	Elementary	Teacher	Music	1		1		
10	363	Scobey K-12 Schools	Elementary	Teacher	Music and Arts			1		
10	363	Scobey K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
10	363	Scobey K-12 Schools	High School	Teacher	English				1	
10	363	Scobey K-12 Schools	High School	Teacher	Music			1		
10	363	Scobey K-12 Schools	High School	Teacher	Science		1	1		
10	363	Scobey K-12 Schools	High School	Teacher	World Language			1		
10	363	Scobey K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
10	363	Scobey K-12 Schools	Middle Grades	Teacher	English				1	
10	363	Scobey K-12 Schools	Middle Grades	Teacher	Music			1		
10	363	Scobey K-12 Schools	Middle Grades	Teacher	Science		1	1		
10	363	Scobey K-12 Schools	Middle Grades	Teacher	World Language			1		
10	363	Scobey K-12 Schools	System	Administrative	Principal or Assistant Principal		1			
10	363	Scobey K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
10	363	Scobey K-12 Schools	System	Administrative	Supervisor				1	
10	363	Scobey K-12 Schools	System	Teacher	Music and Arts			1		
11	373	Glendive Public Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
11	373	Glendive Public Schools	Elementary	Teacher	Elementary	1	1		1	
11	373	Glendive Public Schools	Elementary	Teacher	Health/Physical Education		1		1	
11	373	Glendive Public Schools	Elementary	Teacher	Special Education		1	1		
11	373	Glendive Public Schools	High School	Administrative	Principal or Assistant Principal		1			
11	373	Glendive Public Schools	High School	Teacher	Career Tech		1			
11	373	Glendive Public Schools	High School	Teacher	Elementary				1	
11	373	Glendive Public Schools	High School	Teacher	English		1			
11	373	Glendive Public Schools	High School	Teacher	Family and Consumer Sciences				1	
11	373	Glendive Public Schools	High School	Teacher	Health/Physical Education				1	
11	373	Glendive Public Schools	High School	Teacher	Industrial Technology	1	1	1		
11	373	Glendive Public Schools	High School	Teacher	Mathematics	1	1			
11	373	Glendive Public Schools	High School	Teacher	Science			1	1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
11	373	Glendive Public Schools	High School	Teacher	Social Studies				1	
11	373	Glendive Public Schools	High School	Teacher	Special Education			1	1	
11	373	Glendive Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
11	373	Glendive Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
11	373	Glendive Public Schools	Middle Grades	Teacher	Elementary	1			1	
11	373	Glendive Public Schools	Middle Grades	Teacher	English	1	1	1		
11	373	Glendive Public Schools	Middle Grades	Teacher	Health/Physical Education	1				
11	373	Glendive Public Schools	Middle Grades	Teacher	Mathematics	1	1		1	
11	373	Glendive Public Schools	Middle Grades	Teacher	School Service Personnel		1			
11	373	Glendive Public Schools	Middle Grades	Teacher	Science		1		1	
11	373	Glendive Public Schools	Middle Grades	Teacher	Special Education			1	1	
11	373	Glendive Public Schools	System	Administrative	Supervisor		1		1	
11	373	Glendive Public Schools	System	Professional	Licensed Psychologist without Educator License			1		
11	373	Glendive Public Schools	System	Teacher	Family and Consumer Sciences		1			
11	373	Glendive Public Schools	System	Teacher	Music		1			
11	373	Glendive Public Schools	System	Teacher	Special Education			1		
11	382	Lindsay Elementary	Elementary	Teacher	Elementary	1	1	1		
11	393	Richey Public Schools	Elementary	Teacher	Elementary		1	1		
11	393	Richey Public Schools	High School	Teacher	English		1			
11	393	Richey Public Schools	High School	Teacher	Music and Arts			1		
11	393	Richey Public Schools	High School	Teacher	Social Studies		1			
11	393	Richey Public Schools	System	Teacher	Art		1			
11	393	Richey Public Schools	System	Teacher	Mathematics		1			
11	1029	Deer Creek Elementary	Elementary	Teacher	Elementary		1		1	
11	1029	Deer Creek Elementary	Elementary	Teacher	Special Education				1	
12	401	Anaconda Public Schools	Elementary	Teacher	Elementary		1		1	
12	401	Anaconda Public Schools	Elementary	Teacher	Special Education		1		1	
12	401	Anaconda Public Schools	High School	Administrative	Principal or Assistant Principal				1	
12	401	Anaconda Public Schools	High School	Teacher	Art				1	
12	401	Anaconda Public Schools	High School	Teacher	Career Tech			1		
12	401	Anaconda Public Schools	High School	Teacher	English		1			
12	401	Anaconda Public Schools	High School	Teacher	Health/Physical Education				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
12	401	Anaconda Public Schools	High School	Teacher	Mathematics		1		1	
12	401	Anaconda Public Schools	High School	Teacher	Science			1	1	
12	401	Anaconda Public Schools	High School	Teacher	Special Education		1		1	
12	401	Anaconda Public Schools	Middle Grades	Teacher	Art				1	
12	401	Anaconda Public Schools	Middle Grades	Teacher	English				1	
12	401	Anaconda Public Schools	Middle Grades	Teacher	Mathematics		1			
12	401	Anaconda Public Schools	Middle Grades	Teacher	Science				1	
12	401	Anaconda Public Schools	Middle Grades	Teacher	Special Education		1		1	
12	401	Anaconda Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
13	407	Baker K-12 Schools	Elementary	Specialist	School Counselor		1			
13	407	Baker K-12 Schools	Elementary	Teacher	Business and Marketing				1	
13	407	Baker K-12 Schools	Elementary	Teacher	Elementary		1			
13	407	Baker K-12 Schools	Elementary	Teacher	Health/Physical Education		1			
13	407	Baker K-12 Schools	Elementary	Teacher	Special Education		1			
13	407	Baker K-12 Schools	High School	Teacher	Business and Marketing				1	
13	407	Baker K-12 Schools	High School	Teacher	English		1			
13	407	Baker K-12 Schools	High School	Teacher	Industrial Technology		1			
13	407	Baker K-12 Schools	High School	Teacher	World Language		1			
13	407	Baker K-12 Schools	System	Teacher	Health/Physical Education		1			
13	418	Plevna K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
13	418	Plevna K-12 Schools	Elementary	Teacher	Elementary		1			
13	418	Plevna K-12 Schools	Elementary	Teacher	Special Education			1		
13	418	Plevna K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
13	418	Plevna K-12 Schools	High School	Teacher	Career Tech		1			
13	418	Plevna K-12 Schools	High School	Teacher	Social Studies		1			
13	418	Plevna K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
13	418	Plevna K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
13	418	Plevna K-12 Schools	System	Administrative	Supervisor				1	
13	418	Plevna K-12 Schools	System	Teacher	Special Education		1			
14	420	Lewistown Public Schools	Elementary	Specialist	School Counselor		1			
14	420	Lewistown Public Schools	Elementary	Teacher	Special Education		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
14	420	Lewistown Public Schools	High School	Specialist	School Counselor		1			
14	420	Lewistown Public Schools	High School	Teacher	Career Tech		1			
14	420	Lewistown Public Schools	High School	Teacher	English		1			
14	420	Lewistown Public Schools	High School	Teacher	Family and Consumer Sciences		1			
14	420	Lewistown Public Schools	High School	Teacher	Music		1			
14	420	Lewistown Public Schools	High School	Teacher	Science				1	
14	420	Lewistown Public Schools	High School	Teacher	Special Education		1		1	
14	420	Lewistown Public Schools	Middle Grades	Specialist	School Counselor		1			
14	420	Lewistown Public Schools	Middle Grades	Teacher	Career Tech		1			
14	420	Lewistown Public Schools	Middle Grades	Teacher	Elementary				1	
14	420	Lewistown Public Schools	Middle Grades	Teacher	English		1			
14	420	Lewistown Public Schools	Middle Grades	Teacher	Social Studies				1	
14	420	Lewistown Public Schools	Middle Grades	Teacher	Special Education			1		
14	429	Grass Range Public Schls	Elementary	Teacher	Elementary		1		1	
14	429	Grass Range Public Schls	Middle Grades	Teacher	Agriculture		1			
14	429	Grass Range Public Schls	System	Administrative	Superintendent or Assistant Superintendent		1			
14	429	Grass Range Public Schls	System	Teacher	Elementary		1	1		
14	429	Grass Range Public Schls	System	Teacher	Special Education		1			
14	432	King Colony Elementary	Elementary	Teacher	Elementary		1			
14	433	Moore Public Schools	Elementary	Teacher	Elementary		1			
14	433	Moore Public Schools	Elementary	Teacher	Music		1			
14	433	Moore Public Schools	High School	Teacher	Career Tech		1			
14	433	Moore Public Schools	High School	Teacher	Elementary				1	
14	433	Moore Public Schools	High School	Teacher	English		1			
14	433	Moore Public Schools	High School	Teacher	Music		1			
14	433	Moore Public Schools	High School	Teacher	Science		1			
14	433	Moore Public Schools	High School	Teacher	Special Education		1			
14	433	Moore Public Schools	Middle Grades	Teacher	Elementary				1	
14	433	Moore Public Schools	Middle Grades	Teacher	English		1			
14	433	Moore Public Schools	Middle Grades	Teacher	Science		1			
14	433	Moore Public Schools	Middle Grades	Teacher	Special Education		1			
14	438	Roy K-12 Schools	Elementary	Teacher	Elementary		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
14	438	Roy K-12 Schools	High School	Teacher	Mathematics			1		
14	438	Roy K-12 Schools	High School	Teacher	Science		1	1		
14	438	Roy K-12 Schools	High School	Teacher	Social Studies			1		
14	438	Roy K-12 Schools	Middle Grades	Teacher	Mathematics			1		
14	438	Roy K-12 Schools	Middle Grades	Teacher	Science		1	1		
14	438	Roy K-12 Schools	Middle Grades	Teacher	Social Studies			1		
14	438	Roy K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent			1		
14	438	Roy K-12 Schools	System	Teacher	English		1			
14	439	Denton Public Schools	Elementary	Teacher	Health/Physical Education				1	
14	439	Denton Public Schools	Elementary	Teacher	Mathematics				1	
14	439	Denton Public Schools	Elementary	Teacher	Science				1	
14	439	Denton Public Schools	High School	Teacher	English		1			
14	439	Denton Public Schools	High School	Teacher	Health/Physical Education				1	
14	439	Denton Public Schools	High School	Teacher	Mathematics				1	
14	439	Denton Public Schools	High School	Teacher	Science		1	1	1	
14	439	Denton Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
14	439	Denton Public Schools	Middle Grades	Teacher	Mathematics				1	
14	439	Denton Public Schools	Middle Grades	Teacher	Science				1	
14	439	Denton Public Schools	System	Specialist	Library Media Specialist		1			
14	439	Denton Public Schools	System	Specialist	School Counselor		1			
14	439	Denton Public Schools	System	Teacher	Agriculture		1			
14	439	Denton Public Schools	System	Teacher	Health/Physical Education		1			
14	439	Denton Public Schools	System	Teacher	Music and Arts		1			
14	447	Winifred K-12 Schools	Elementary	Teacher	Elementary		1		1	
14	447	Winifred K-12 Schools	High School	Teacher	Business and Marketing				1	
14	447	Winifred K-12 Schools	High School	Teacher	Career Tech			1		
14	447	Winifred K-12 Schools	High School	Teacher	English		1			
14	447	Winifred K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
14	447	Winifred K-12 Schools	System	Teacher	Agriculture		1			
14	447	Winifred K-12 Schools	System	Teacher	Special Education		1			
14	1050	Ayers Elementary	Elementary	Teacher	Elementary		1			
14	6172	Central Mt Learn Res Ctr	Elementary	Professional	Occupational Therapist			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
14	6172	Central Mt Learn Res Ctr	Elementary	Specialist	School Psychologist			1		
14	6172	Central Mt Learn Res Ctr	Elementary	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	High School	Professional	Occupational Therapist			1		
14	6172	Central Mt Learn Res Ctr	High School	Specialist	School Psychologist			1		
14	6172	Central Mt Learn Res Ctr	High School	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	Middle Grades	Professional	Occupational Therapist			1		
14	6172	Central Mt Learn Res Ctr	Middle Grades	Specialist	School Psychologist			1		
14	6172	Central Mt Learn Res Ctr	Middle Grades	Teacher	Special Education			1		
14	6172	Central Mt Learn Res Ctr	System	Professional	Licensed Psychologist without Educator License		1			
14	6172	Central Mt Learn Res Ctr	System	Professional	Speech-Language Pathologist		1			
14	6172	Central Mt Learn Res Ctr	System	Specialist	School Psychologist			1		
14	6172	Central Mt Learn Res Ctr	System	Teacher	Special Education		1			
15	463	Deer Park Elementary	Elementary	Specialist	School Counselor				1	
15	463	Deer Park Elementary	Elementary	Teacher	Elementary		1			
15	463	Deer Park Elementary	Elementary	Teacher	Music		1			
15	463	Deer Park Elementary	Middle Grades	Specialist	School Counselor				1	
15	463	Deer Park Elementary	Middle Grades	Teacher	Mathematics		1			
15	463	Deer Park Elementary	System	Administrative	Superintendent or Assistant Superintendent		1			
15	463	Deer Park Elementary	System	Teacher	Music		1			
15	465	Swan River Elementary	Elementary	Specialist	Library Media Specialist		1			
15	465	Swan River Elementary	Elementary	Specialist	School Counselor		1			
15	465	Swan River Elementary	Elementary	Teacher	Reading		1			
15	465	Swan River Elementary	System	Administrative	Supervisor		1			
15	467	Columbia Falls Pub Schls	Elementary	Teacher	Elementary		1		1	
15	467	Columbia Falls Pub Schls	Elementary	Teacher	Music		1			
15	467	Columbia Falls Pub Schls	Elementary	Teacher	Reading			1		
15	467	Columbia Falls Pub Schls	Elementary	Teacher	Special Education		1		1	
15	467	Columbia Falls Pub Schls	High School	Teacher	Elementary				1	
15	467	Columbia Falls Pub Schls	High School	Teacher	English				1	
15	467	Columbia Falls Pub Schls	High School	Teacher	Health/Physical Education				1	
15	467	Columbia Falls Pub Schls	High School	Teacher	Reading				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
15	467	Columbia Falls Pub Schls	High School	Teacher	Science		1			
15	467	Columbia Falls Pub Schls	High School	Teacher	Special Education		1		1	
15	467	Columbia Falls Pub Schls	Middle Grades	Teacher	English		1		1	
15	467	Columbia Falls Pub Schls	Middle Grades	Teacher	Reading				1	
15	467	Columbia Falls Pub Schls	Middle Grades	Teacher	Special Education		1			
15	467	Columbia Falls Pub Schls	System	Administrative	Supervisor				1	
15	477	Kila Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
15	477	Kila Elementary	Elementary	Professional	Licensed Professional Counselor		1			
15	477	Kila Elementary	Elementary	Teacher	Art	1		1		
15	477	Kila Elementary	Elementary	Teacher	Elementary		1			
15	477	Kila Elementary	Elementary	Teacher	Music	1		1		
15	477	Kila Elementary	Elementary	Teacher	Music and Arts			1		
15	477	Kila Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
15	477	Kila Elementary	Middle Grades	Professional	Licensed Professional Counselor		1			
15	477	Kila Elementary	Middle Grades	Teacher	Art	1		1		
15	477	Kila Elementary	Middle Grades	Teacher	Music	1		1		
15	477	Kila Elementary	Middle Grades	Teacher	Music and Arts			1		
15	484	Bigfork Public Schools	Elementary	Specialist	School Psychologist				1	
15	484	Bigfork Public Schools	Elementary	Teacher	Elementary		1			
15	484	Bigfork Public Schools	Elementary	Teacher	English		1			
15	484	Bigfork Public Schools	High School	Specialist	School Psychologist				1	
15	484	Bigfork Public Schools	High School	Teacher	Career Tech		1			
15	484	Bigfork Public Schools	High School	Teacher	English				1	
15	484	Bigfork Public Schools	High School	Teacher	Health/Physical Education		1	1		
15	484	Bigfork Public Schools	High School	Teacher	Social Studies			1		
15	484	Bigfork Public Schools	Middle Grades	Specialist	School Psychologist				1	
15	484	Bigfork Public Schools	Middle Grades	Teacher	English		1			
15	484	Bigfork Public Schools	Middle Grades	Teacher	Special Education		1			
15	484	Bigfork Public Schools	System	Administrative	Supervisor		1			
15	484	Bigfork Public Schools	System	Specialist	School Psychologist		1			
15	484	Bigfork Public Schools	System	Teacher	Music			1		
15	484	Bigfork Public Schools	System	Teacher	Music and Arts		1			
15	487	Whitefish Public Schools	Elementary	Professional	School Nurse - General Education		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
15	487	Whitefish Public Schools	Elementary	Professional	Speech-Language Pathologist		1			
15	487	Whitefish Public Schools	Elementary	Specialist	School Counselor		1			
15	487	Whitefish Public Schools	Elementary	Specialist	School Psychologist		1			
15	487	Whitefish Public Schools	Elementary	Teacher	Health/Physical Education		1		1	
15	487	Whitefish Public Schools	Elementary	Teacher	Music		1			
15	487	Whitefish Public Schools	Elementary	Teacher	Special Education		1		1	
15	487	Whitefish Public Schools	High School	Professional	School Nurse - General Education		1			
15	487	Whitefish Public Schools	High School	Specialist	Library Media Specialist		1			
15	487	Whitefish Public Schools	High School	Specialist	School Counselor		1			
15	487	Whitefish Public Schools	High School	Specialist	School Psychologist		1			
15	487	Whitefish Public Schools	High School	Teacher	Career Tech			1		
15	487	Whitefish Public Schools	High School	Teacher	English		1			
15	487	Whitefish Public Schools	High School	Teacher	Health/Physical Education		1			
15	487	Whitefish Public Schools	High School	Teacher	Music		1	1		
15	487	Whitefish Public Schools	High School	Teacher	Music and Arts		1			
15	487	Whitefish Public Schools	High School	Teacher	Science				1	
15	487	Whitefish Public Schools	High School	Teacher	Social Studies		1			
15	487	Whitefish Public Schools	High School	Teacher	Special Education		1			
15	487	Whitefish Public Schools	High School	Teacher	World Language		1		1	
15	487	Whitefish Public Schools	Middle Grades	Professional	Speech-Language Pathologist		1			
15	487	Whitefish Public Schools	Middle Grades	Specialist	School Counselor		1			
15	487	Whitefish Public Schools	Middle Grades	Teacher	Elementary		1		1	
15	487	Whitefish Public Schools	Middle Grades	Teacher	Health/Physical Education		1		1	
15	487	Whitefish Public Schools	Middle Grades	Teacher	Music			1		
15	487	Whitefish Public Schools	Middle Grades	Teacher	Science				1	
15	487	Whitefish Public Schools	Middle Grades	Teacher	Special Education		1		1	
15	487	Whitefish Public Schools	Middle Grades	Teacher	World Language				1	
15	487	Whitefish Public Schools	System	Administrative	Supervisor		1			
15	493	Marion Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
15	493	Marion Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
15	494	Olney-Bissell Elementary	Middle Grades	Teacher	Elementary		1			
15	1065	West Glacier Elementary	Elementary	Teacher	Elementary		1			
15	6176	Flathead Special Ed. Coop	Elementary	Professional	Speech-Language Pathologist		1	1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
15	6176	Flathead Special Ed. Coop	Elementary	Specialist	School Psychologist		1	1		
15	6176	Flathead County Coop	System	Specialist	School Psychologist				1	
16	499	Manhattan Public Schools	High School	Specialist	Library Media Specialist		1			
16	499	Manhattan Public Schools	High School	Teacher	Business and Marketing		1		1	
16	499	Manhattan Public Schools	High School	Teacher	Career Tech		1			
16	499	Manhattan Public Schools	High School	Teacher	Elementary		1			
16	499	Manhattan Public Schools	High School	Teacher	English		1			
16	499	Manhattan Public Schools	High School	Teacher	School Service Personnel		1			
16	499	Manhattan Public Schools	High School	Teacher	World Language		1			
16	499	Manhattan Public Schools	Middle Grades	Specialist	School Counselor		1			
16	499	Manhattan Public Schools	Middle Grades	Teacher	Career Tech		1			
16	499	Manhattan Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
16	499	Manhattan Public Schools	System	Professional	School Nurse - General Education		1			
16	499	Manhattan Public Schools	System	Professional	Speech-Language Pathologist		1			
16	499	Manhattan Public Schools	System	Teacher	Music		1			
16	506	Springhill Elementary	Elementary	Specialist	School Counselor		1			
16	506	Springhill Elementary	Elementary	Teacher	Music		1			
16	506	Springhill Elementary	Elementary	Teacher	World Language		1			
16	508	Cottonwood Elementary	Elementary	Specialist	Library Media Specialist		1		1	
16	508	Cottonwood Elementary	Elementary	Specialist	School Counselor		1			
16	508	Cottonwood Elementary	Elementary	Teacher	Elementary		1			
16	508	Cottonwood Elementary	Elementary	Teacher	Music		1			
16	508	Cottonwood Elementary	Elementary	Teacher	World Language		1			
16	509	Three Forks Public Schls	Elementary	Administrative	Principal or Assistant Principal				1	
16	509	Three Forks Public Schls	High School	Administrative	Principal or Assistant Principal				1	
16	509	Three Forks Public Schls	High School	Teacher	Agriculture		1			
16	509	Three Forks Public Schls	High School	Teacher	Social Studies		1			
16	509	Three Forks Public Schls	High School	Teacher	World Language			1	1	
16	509	Three Forks Public Schls	Middle Grades	Administrative	Principal or Assistant Principal				1	
16	509	Three Forks Public Schls	Middle Grades	Teacher	Elementary		1			
16	509	Three Forks Public Schls	Middle Grades	Teacher	Social Studies		1			
16	509	Three Forks Public Schls	Middle Grades	Teacher	World Language				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
16	520	West Yellowstone K-12 Schls	Elementary	Administrative	Principal or Assistant Principal		1			
16	520	West Yellowstone K-12 Schls	Elementary	Teacher	Art	1	1			
16	520	West Yellowstone K-12 Schls	Elementary	Teacher	Early Childhood				1	
16	520	West Yellowstone K-12 Schls	Elementary	Teacher	Elementary		1		1	
16	520	West Yellowstone K-12 Schls	Elementary	Teacher	English as a Second Language		1			
16	520	West Yellowstone K-12 Schls	High School	Administrative	Mathematics				1	
16	520	West Yellowstone K-12 Schls	High School	Administrative	Principal or Assistant Principal		1			
16	520	West Yellowstone K-12 Schls	High School	Teacher	Art	1	1			
16	520	West Yellowstone K-12 Schls	High School	Teacher	Mathematics		1		1	
16	520	West Yellowstone K-12 Schls	High School	Teacher	Science				1	
16	520	West Yellowstone K-12 Schls	High School	Teacher	World Language		1	1		
16	520	West Yellowstone K-12 Schls	Middle Grades	Administrative	Principal or Assistant Principal		1			
16	520	West Yellowstone K-12 Schls	Middle Grades	Teacher	Art	1	1			
16	520	West Yellowstone K-12 Schls	Middle Grades	Teacher	Elementary		1		1	
16	520	West Yellowstone K-12 Schls	Middle Grades	Teacher	Science				1	
16	520	West Yellowstone K-12 Schls	Middle Grades	Teacher	World Language		1			
16	520	West Yellowstone K-12 Schls	System	Administrative	Superintendent or Assistant Superintendent		1			
16	520	West Yellowstone K-12 Schls	System	Teacher	Special Education			1		
16	521	Big Sky K-12 Schools	Elementary	Teacher	Elementary		1		1	
16	521	Big Sky K-12 Schools	Elementary	Teacher	Music				1	
16	521	Big Sky K-12 Schools	High School	Teacher	Mathematics		1			
16	521	Big Sky K-12 Schools	High School	Teacher	Music				1	
16	521	Big Sky K-12 Schools	High School	Teacher	Music and Arts		1			
16	521	Big Sky K-12 Schools	High School	Teacher	World Language	1	1			
16	521	Big Sky K-12 Schools	Middle Grades	Teacher	Mathematics		1			
16	521	Big Sky K-12 Schools	Middle Grades	Teacher	Music				1	
16	521	Big Sky K-12 Schools	Middle Grades	Teacher	Science		1			
16	521	Big Sky K-12 Schools	Middle Grades	Teacher	World Language			1		
16	522	Amsterdam Elementary	Elementary	Specialist	School Counselor			1		
16	522	Amsterdam Elementary	Elementary	Teacher	Elementary		1			
16	522	Amsterdam Elementary	Elementary	Teacher	Health/Physical Education		1			
16	6177	Gallatin/Madison Coop	Middle Grades	Teacher	Special Education				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
16	6177	Gallatin/Madison Coop	System	Administrative	Special Education		1			
16	6177	Gallatin/Madison Coop	System	Professional	Occupational Therapist		1	1		
16	6177	Gallatin/Madison Coop	System	Professional	Physical Therapist		1			
16	6177	Gallatin/Madison Coop	System	Professional	Speech-Language Pathologist			1		
16	6177	Gallatin/Madison Coop	System	Specialist	School Psychologist		1	1		
17	523	Jordan Public Schools	Elementary	Specialist	Library Media Specialist				1	
17	523	Jordan Public Schools	Elementary	Teacher	Elementary		1		1	
17	523	Jordan Public Schools	Elementary	Teacher	Health/Physical Education				1	
17	523	Jordan Public Schools	High School	Specialist	Library Media Specialist				1	
17	523	Jordan Public Schools	High School	Teacher	Health/Physical Education				1	
17	523	Jordan Public Schools	High School	Teacher	Science		1			
17	523	Jordan Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
17	523	Jordan Public Schools	Middle Grades	Teacher	Elementary		1			
17	523	Jordan Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
17	530	Pine Grove Elementary	Elementary	Teacher	Elementary	1	1	1		
17	531	Kester Elementary	Elementary	Teacher	Elementary		1	1		
17	537	Sand Springs Elementary	Elementary	Teacher	Elementary		1	1		
18	545	Browning Public Schools	Elementary	Specialist	Library Media Specialist			1		
18	545	Browning Public Schools	Elementary	Specialist	School Counselor			1		
18	545	Browning Public Schools	Elementary	Teacher	Business and Marketing				1	
18	545	Browning Public Schools	Elementary	Teacher	Early Childhood				1	
18	545	Browning Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
18	545	Browning Public Schools	Elementary	Teacher	Health/Physical Education	1				
18	545	Browning Public Schools	Elementary	Teacher	Music	1		1	1	
18	545	Browning Public Schools	Elementary	Teacher	Social Studies				1	
18	545	Browning Public Schools	Elementary	Teacher	Special Education	1		1	1	
18	545	Browning Public Schools	High School	Specialist	School Psychologist				1	
18	545	Browning Public Schools	High School	Teacher	Elementary	1			1	
18	545	Browning Public Schools	High School	Teacher	English	1	1	1	1	
18	545	Browning Public Schools	High School	Teacher	Health/Physical Education			1	1	
18	545	Browning Public Schools	High School	Teacher	Mathematics		1	1	1	
18	545	Browning Public Schools	High School	Teacher	Music				1	
18	545	Browning Public Schools	High School	Teacher	Science			1	1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
18	545	Browning Public Schools	High School	Teacher	Social Studies	1	1	1	1	
18	545	Browning Public Schools	High School	Teacher	Special Education			1	1	
18	545	Browning Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
18	545	Browning Public Schools	Middle Grades	Specialist	Library Media Specialist			1		
18	545	Browning Public Schools	Middle Grades	Teacher	Business and Marketing				1	
18	545	Browning Public Schools	Middle Grades	Teacher	Elementary	1		1	1	
18	545	Browning Public Schools	Middle Grades	Teacher	English				1	
18	545	Browning Public Schools	Middle Grades	Teacher	Family and Consumer Sciences			1		
18	545	Browning Public Schools	Middle Grades	Teacher	Health/Physical Education	1				
18	545	Browning Public Schools	Middle Grades	Teacher	Music				1	
18	545	Browning Public Schools	Middle Grades	Teacher	Music and Arts		1			
18	545	Browning Public Schools	Middle Grades	Teacher	Social Studies	1			1	
18	545	Browning Public Schools	Middle Grades	Teacher	Special Education	1			1	
18	545	Browning Public Schools	System	Administrative	Health/Physical Education				1	
18	545	Browning Public Schools	System	Administrative	Social Studies				1	
18	545	Browning Public Schools	System	Specialist	School Psychologist			1	1	
18	546	Cut Bank Public Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
18	546	Cut Bank Public Schools	Elementary	Specialist	School Counselor	1				
18	546	Cut Bank Public Schools	Elementary	Teacher	Art				1	
18	546	Cut Bank Public Schools	Elementary	Teacher	Elementary	1	1		1	
18	546	Cut Bank Public Schools	Elementary	Teacher	English as a Second Language				1	
18	546	Cut Bank Public Schools	Elementary	Teacher	Health/Physical Education		1			
18	546	Cut Bank Public Schools	Elementary	Teacher	Music and Arts		1			
18	546	Cut Bank Public Schools	Elementary	Teacher	Reading				1	
18	546	Cut Bank Public Schools	Elementary	Teacher	Science		1			
18	546	Cut Bank Public Schools	Elementary	Teacher	Social Studies		1			
18	546	Cut Bank Public Schools	Elementary	Teacher	Special Education		1			
18	546	Cut Bank Public Schools	High School	Administrative	Principal or Assistant Principal		1			
18	546	Cut Bank Public Schools	High School	Teacher	Business and Marketing			1	1	
18	546	Cut Bank Public Schools	High School	Teacher	English		1	1		
18	546	Cut Bank Public Schools	High School	Teacher	Health/Physical Education		1			
18	546	Cut Bank Public Schools	High School	Teacher	Mathematics		1			
18	546	Cut Bank Public Schools	High School	Teacher	Music and Arts		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
18	546	Cut Bank Public Schools	High School	Teacher	Social Studies		1			
18	546	Cut Bank Public Schools	High School	Teacher	Special Education		1			
18	546	Cut Bank Public Schools	Middle Grades	Teacher	Business and Marketing				1	
18	546	Cut Bank Public Schools	Middle Grades	Teacher	Mathematics	1				
18	546	Cut Bank Public Schools	Middle Grades	Teacher	Social Studies		1			
18	546	Cut Bank Public Schools	Middle Grades	Teacher	Special Education		1			
18	547	East Glacier Park Elem	Elementary	Administrative	Principal or Assistant Principal		1			
18	547	East Glacier Park Elem	Elementary	Professional	Licensed Professional Counselor			1		
18	547	East Glacier Park Elem	Elementary	Professional	Speech-Language Pathologist		1			
18	547	East Glacier Park Elem	Elementary	Specialist	Library Media Specialist			1		
18	547	East Glacier Park Elem	Elementary	Specialist	School Counselor			1	1	
18	547	East Glacier Park Elem	Elementary	Specialist	School Psychologist			1		
18	547	East Glacier Park Elem	Elementary	Teacher	Elementary		1	1		
18	547	East Glacier Park Elem	Elementary	Teacher	Special Education			1		
18	1056	Mountain View Elementary	Elementary	Specialist	Library Media Specialist		1			
18	1056	Mountain View Elementary	Elementary	Teacher	Elementary		1			
19	549	Ryegate K-12 Schools	Elementary	Teacher	Elementary		1			
19	549	Ryegate K-12 Schools	High School	Teacher	Social Studies		1			
19	549	Ryegate K-12 Schools	System	Teacher	Music			1		
19	549	Ryegate K-12 Schools	System	Teacher	World Language		1	1		
19	552	Lavina K-12 Schools	Elementary	Teacher	Elementary		1			
19	552	Lavina K-12 Schools	High School	Teacher	Family and Consumer Sciences		1			
19	552	Lavina K-12 Schools	High School	Teacher	Mathematics		1			
19	552	Lavina K-12 Schools	High School	Teacher	Science		1			
19	552	Lavina K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
19	552	Lavina K-12 Schools	Middle Grades	Teacher	Science		1			
20	556	Philipsburg K-12 Schools	High School	Administrative	Mathematics				1	
20	556	Philipsburg K-12 Schools	High School	Administrative	Social Studies				1	
20	556	Philipsburg K-12 Schools	High School	Teacher	Mathematics		1		1	
20	556	Philipsburg K-12 Schools	High School	Teacher	Science	1	1			
20	556	Philipsburg K-12 Schools	High School	Teacher	Social Studies				1	
20	556	Philipsburg K-12 Schools	Middle Grades	Teacher	Mathematics		1		1	
20	556	Philipsburg K-12 Schools	Middle Grades	Teacher	Science	1				

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
20	556	Philipsburg K-12 Schools	Middle Grades	Teacher	Social Studies				1	
20	558	Hall Elementary	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
20	558	Hall Elementary	Elementary	Teacher	Elementary		1		1	
20	558	Hall Elementary	Elementary	Teacher	Social Studies				1	
20	558	Hall Elementary	Middle Grades	Teacher	Elementary		1			
20	559	Drummond Public Schools	Elementary	Teacher	Elementary		1			
20	559	Drummond Public Schools	High School	Teacher	Career Tech		1			
20	559	Drummond Public Schools	High School	Teacher	English		1			
20	559	Drummond Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
20	559	Drummond Public Schools	System	Professional	School Nurse - General Education		1			
20	559	Drummond Public Schools	System	Specialist	School Counselor		1			
20	559	Drummond Public Schools	System	Teacher	Business and Marketing		1			
20	559	Drummond Public Schools	System	Teacher	Health/Physical Education		1			
20	559	Drummond Public Schools	System	Teacher	Industrial Technology			1		
20	559	Drummond Public Schools	System	Teacher	Music		1			
20	559	Drummond Public Schools	System	Teacher	Music and Arts		1			
20	559	Drummond Public Schools	System	Teacher	Special Education		1			
21	563	Davey Elementary	Elementary	Specialist	School Counselor			1		
21	563	Davey Elementary	Elementary	Teacher	Elementary		1			
21	564	Box Elder Public Schools	Elementary	Teacher	Early Childhood				1	
21	564	Box Elder Public Schools	Elementary	Teacher	Elementary	1	1			
21	564	Box Elder Public Schools	Elementary	Teacher	Health/Physical Education				1	
21	564	Box Elder Public Schools	High School	Teacher	Business and Marketing	1	1			
21	564	Box Elder Public Schools	High School	Teacher	Career Tech		1	1		
21	564	Box Elder Public Schools	High School	Teacher	English			1		
21	564	Box Elder Public Schools	High School	Teacher	Health/Physical Education				1	
21	564	Box Elder Public Schools	High School	Teacher	Mathematics	1	1			
21	564	Box Elder Public Schools	Middle Grades	Teacher	Elementary				1	
21	564	Box Elder Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
21	564	Box Elder Public Schools	System	Teacher	Health/Physical Education		1			
21	564	Box Elder Public Schools	System	Teacher	Music			1		
21	564	Box Elder Public Schools	System	Teacher	Social Studies		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
21	565	Havre Public Schools	Elementary	Teacher	Elementary		1		1	
21	565	Havre Public Schools	Elementary	Teacher	Reading				1	
21	565	Havre Public Schools	High School	Teacher	English			1	1	
21	565	Havre Public Schools	High School	Teacher	Industrial Technology		1			
21	565	Havre Public Schools	High School	Teacher	Mathematics			1	1	
21	565	Havre Public Schools	High School	Teacher	Science			1		
21	565	Havre Public Schools	High School	Teacher	Traffic Education			1		
21	565	Havre Public Schools	Middle Grades	Teacher	Music			1		
21	565	Havre Public Schools	Middle Grades	Teacher	Special Education				1	
21	565	Havre Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
21	565	Havre Public Schools	System	Professional	Speech-Language Pathologist			1		
21	577	Cottonwood Elementary	Elementary	Teacher	Elementary		1			
21	1043	Rocky Boy Public Schools	Elementary	Administrative	Supervisor			1		
21	1043	Rocky Boy Public Schools	Elementary	Specialist	Library Media Specialist		1		1	
21	1043	Rocky Boy Public Schools	Elementary	Teacher	Elementary		1	1		
21	1043	Rocky Boy Public Schools	Elementary	Teacher	Music			1		
21	1043	Rocky Boy Public Schools	Elementary	Teacher	Music and Arts			1		
21	1043	Rocky Boy Public Schools	High School	Administrative	Principal or Assistant Principal				1	
21	1043	Rocky Boy Public Schools	High School	Specialist	Library Media Specialist			1	1	
21	1043	Rocky Boy Public Schools	High School	Teacher	Industrial Technology			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Mathematics			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Music			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Music and Arts			1		
21	1043	Rocky Boy Public Schools	High School	Teacher	Science				1	
21	1043	Rocky Boy Public Schools	High School	Teacher	World Language		1			
21	1043	Rocky Boy Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
21	1043	Rocky Boy Public Schools	Middle Grades	Specialist	Library Media Specialist			1	1	
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher	Industrial Technology			1		
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher	Mathematics		1			
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher	Special Education			1		
21	1043	Rocky Boy Public Schools	Middle Grades	Teacher	World Language		1			
21	1043	Rocky Boy Public Schools	System	Administrative	Supervisor			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
21	1043	Rocky Boy Public Schools	System	Teacher	Music			1		
21	1049	Gildford Colony Elem	Elementary	Teacher	Elementary		1			
21	1071	North Star Public Schools	Elementary	Teacher	Elementary		1			
21	1071	North Star Public Schools	High School	Teacher	English		1			
21	1071	North Star Public Schools	High School	Teacher	Family and Consumer Sciences		1			
21	1071	North Star Public Schools	High School	Teacher	Special Education		1			
21	1071	North Star Public Schools	Middle Grades	Teacher	Elementary		1	1		
21	1071	North Star Public Schools	System	Teacher	Music and Arts			1		
22	585	Whitehall Public Schools	Elementary	Specialist	School Counselor	1	1	1		
22	585	Whitehall Public Schools	Elementary	Teacher	Art				1	
22	585	Whitehall Public Schools	Elementary	Teacher	Elementary		1			
22	585	Whitehall Public Schools	Elementary	Teacher	Health/Physical Education		1			
22	585	Whitehall Public Schools	High School	Administrative	Principal or Assistant Principal		1			
22	585	Whitehall Public Schools	High School	Specialist	School Counselor		1		1	
22	585	Whitehall Public Schools	High School	Teacher	Art				1	
22	585	Whitehall Public Schools	High School	Teacher	Business and Marketing		1			
22	585	Whitehall Public Schools	High School	Teacher	English		1			
22	585	Whitehall Public Schools	High School	Teacher	Industrial Technology		1			
22	585	Whitehall Public Schools	High School	Teacher	Mathematics		1			
22	585	Whitehall Public Schools	High School	Teacher	Social Studies		1			
22	585	Whitehall Public Schools	Middle Grades	Specialist	School Counselor				1	
22	585	Whitehall Public Schools	Middle Grades	Teacher	Art				1	
22	585	Whitehall Public Schools	Middle Grades	Teacher	English		1			
22	585	Whitehall Public Schools	Middle Grades	Teacher	Mathematics		1			
22	585	Whitehall Public Schools	Middle Grades	Teacher	Special Education		1			
22	585	Whitehall Public Schools	System	Professional	School Nurse - General Education		1			
22	586	Basin Elementary	Elementary	Teacher	Elementary		1	1		
22	587	Boulder Elementary	Elementary	Teacher	Elementary		1		1	
22	587	Boulder Elementary	Middle Grades	Administrative	Elementary				1	
22	587	Boulder Elementary	Middle Grades	Teacher	Elementary				1	
22	587	Boulder Elementary	Middle Grades	Teacher	English		1		1	
22	1033	Jefferson High School	High School	Specialist	Library Media Specialist				1	
22	1033	Jefferson High School	High School	Teacher	Computer Information Systems				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
22	1033	Jefferson High School	High School	Teacher	English				1	
22	1033	Jefferson High School	High School	Teacher	Family and Consumer Sciences				1	
22	1033	Jefferson High School	High School	Teacher	Mathematics		1			
22	1033	Jefferson High School	High School	Teacher	Science		1			
22	1033	Jefferson High School	High School	Teacher	World Language		1			
23	593	Stanford K-12 Schools	High School	Teacher	Business and Marketing			1		
23	593	Stanford K-12 Schools	High School	Teacher	Career Tech		1			
23	593	Stanford K-12 Schools	Middle Grades	Teacher	Elementary		1			
23	593	Stanford K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
23	593	Stanford K-12 Schools	System	Specialist	Library Media Specialist		1			
23	593	Stanford K-12 Schools	System	Specialist	School Counselor		1			
23	593	Stanford K-12 Schools	System	Teacher	Music		1			
23	593	Stanford K-12 Schools	System	Teacher	Special Education		1			
23	597	Hobson K-12 Schools	Elementary	Specialist	School Counselor				1	
23	597	Hobson K-12 Schools	Elementary	Teacher	Music	1			1	
23	597	Hobson K-12 Schools	High School	Specialist	School Counselor				1	
23	597	Hobson K-12 Schools	High School	Teacher	Career Tech		1			
23	597	Hobson K-12 Schools	High School	Teacher	Health/Physical Education		1			
23	597	Hobson K-12 Schools	High School	Teacher	Music	1			1	
23	597	Hobson K-12 Schools	High School	Teacher	Social Studies		1			
23	597	Hobson K-12 Schools	Middle Grades	Specialist	School Counselor				1	
23	597	Hobson K-12 Schools	Middle Grades	Teacher	Music	1			1	
23	597	Hobson K-12 Schools	System	Teacher	Health/Physical Education		1			
23	597	Hobson K-12 Schools	System	Teacher	Music		1			
23	600	Geyser K-12 Schools	High School	Professional	Licensed Professional Counselor		1			
23	600	Geyser K-12 Schools	High School	Teacher	English		1			
23	600	Geyser K-12 Schools	High School	Teacher	Industrial Technology				1	
23	600	Geyser K-12 Schools	High School	Teacher	Music and Arts		1			
23	600	Geyser K-12 Schools	High School	Teacher	Social Studies		1			
23	600	Geyser K-12 Schools	High School	Teacher	Special Education				1	
23	600	Geyser K-12 Schools	Middle Grades	Teacher	English		1			
23	600	Geyser K-12 Schools	Middle Grades	Teacher	Industrial Technology				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
23	600	Geyser K-12 Schools	Middle Grades	Teacher	Social Studies		1			
23	600	Geyser K-12 Schools	System	Teacher	Health/Physical Education		1			
24	601	Arlee Public Schools	Elementary	Teacher	Elementary		1			
24	601	Arlee Public Schools	High School	Administrative	Principal or Assistant Principal				1	
24	601	Arlee Public Schools	High School	Teacher	Health/Physical Education				1	
24	601	Arlee Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
24	601	Arlee Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
24	601	Arlee Public Schools	Middle Grades	Teacher	Special Education		1			
24	603	Polson Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
24	603	Polson Public Schools	Elementary	Professional	Speech-Language Pathologist		1			
24	603	Polson Public Schools	Elementary	Teacher	Early Childhood		1			
24	603	Polson Public Schools	Elementary	Teacher	Music and Arts		1			
24	603	Polson Public Schools	High School	Specialist	School Psychologist				1	
24	603	Polson Public Schools	High School	Teacher	Business and Marketing		1		1	
24	603	Polson Public Schools	High School	Teacher	English		1			
24	603	Polson Public Schools	High School	Teacher	Health/Physical Education				1	
24	603	Polson Public Schools	High School	Teacher	Mathematics		1			
24	603	Polson Public Schools	High School	Teacher	Social Studies		1			
24	603	Polson Public Schools	High School	Teacher	Special Education		1			
24	603	Polson Public Schools	High School	Teacher	World Language		1			
24	603	Polson Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
24	603	Polson Public Schools	Middle Grades	Teacher	Elementary		1			
24	603	Polson Public Schools	Middle Grades	Teacher	Mathematics				1	
24	603	Polson Public Schools	Middle Grades	Teacher	Science		1			
24	603	Polson Public Schools	Middle Grades	Teacher	Special Education				1	
24	603	Polson Public Schools	Middle Grades	Teacher	World Language		1			
24	603	Polson Public Schools	System	Professional	Licensed Psychologist without Educator License			1		
24	603	Polson Public Schools	System	Professional	Speech-Language Pathologist			1		
24	603	Polson Public Schools	System	Specialist	School Psychologist				1	
24	605	St Ignatius K-12 Schools	Elementary	Professional	Licensed Professional Counselor			1		
24	605	St Ignatius K-12 Schools	Elementary	Specialist	School Counselor			1		
24	605	St Ignatius K-12 Schools	Elementary	Teacher	Elementary		1	1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
24	605	St Ignatius K-12 Schools	Elementary	Teacher	Special Education		1		1	
24	605	St Ignatius K-12 Schools	High School	Teacher	Career Tech			1		
24	605	St Ignatius K-12 Schools	High School	Teacher	English		1			
24	605	St Ignatius K-12 Schools	High School	Teacher	Health/Physical Education		1			
24	605	St Ignatius K-12 Schools	High School	Teacher	Mathematics		1	1	1	
24	605	St Ignatius K-12 Schools	High School	Teacher	Science		1			
24	605	St Ignatius K-12 Schools	High School	Teacher	World Language		1			
24	605	St Ignatius K-12 Schools	Middle Grades	Teacher	Mathematics				1	
24	605	St Ignatius K-12 Schools	Middle Grades	Teacher	Special Education				1	
24	607	Valley View Elementary	Elementary	Specialist	Library Media Specialist		1			
24	607	Valley View Elementary	Elementary	Teacher	Elementary		1			
24	607	Valley View Elementary	Elementary	Teacher	Special Education		1	1		
24	1037	Ronan Public Schools	Elementary	Professional	Speech-Language Pathologist		1	1		
24	1037	Ronan Public Schools	Elementary	Specialist	School Counselor		1			
24	1037	Ronan Public Schools	Elementary	Teacher	Elementary				1	
24	1037	Ronan Public Schools	Elementary	Teacher	Health/Physical Education				1	
24	1037	Ronan Public Schools	Elementary	Teacher	Special Education			1	1	
24	1037	Ronan Public Schools	High School	Teacher	English		1			
24	1037	Ronan Public Schools	High School	Teacher	Mathematics		1			
24	1037	Ronan Public Schools	High School	Teacher	Science		1	1	1	
24	1037	Ronan Public Schools	High School	Teacher	Traffic Education			1		
24	1037	Ronan Public Schools	Middle Grades	Professional	School Nurse - General Education		1			
24	1037	Ronan Public Schools	Middle Grades	Teacher	Mathematics		1			
24	1037	Ronan Public Schools	Middle Grades	Teacher	Science				1	
24	1037	Ronan Public Schools	System	Professional	School Nurse - General Education		1			
24	1037	Ronan Public Schools	System	Specialist	School Psychologist		1			
24	1042	Charlo Public Schools	Elementary	Specialist	School Counselor				1	
24	1042	Charlo Public Schools	Elementary	Teacher	Elementary		1		1	
24	1042	Charlo Public Schools	High School	Specialist	School Counselor				1	
24	1042	Charlo Public Schools	Middle Grades	Specialist	School Counselor				1	
24	1042	Charlo Public Schools	System	Specialist	School Counselor		1			
24	1042	Charlo Public Schools	System	Teacher	Health/Physical Education		1			
24	1042	Charlo Public Schools	System	Teacher	Mathematics		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
24	1046	Upper West Shore Elem	Elementary	Administrative	Principal or Assistant Principal				1	
24	1046	Upper West Shore Elem	Elementary	Teacher	Elementary	1	1	1	1	
24	1046	Upper West Shore Elem	Elementary	Teacher	Music and Arts		1			
24	1046	Upper West Shore Elem	Elementary	Teacher	Special Education			1		
25	614	Trinity Elementary	Elementary	Teacher	Elementary		1			
25	624	Lincoln K-12 Schools	Elementary	Teacher	Early Childhood		1			
25	624	Lincoln K-12 Schools	Elementary	Teacher	Elementary		1		1	
25	624	Lincoln K-12 Schools	Elementary	Teacher	Science				1	
25	624	Lincoln K-12 Schools	Elementary	Teacher	Special Education		1			
25	624	Lincoln K-12 Schools	High School	Teacher	Elementary				1	
25	624	Lincoln K-12 Schools	High School	Teacher	English		1		1	
25	624	Lincoln K-12 Schools	High School	Teacher	Science		1		1	
25	624	Lincoln K-12 Schools	High School	Teacher	Social Studies		1			
25	624	Lincoln K-12 Schools	Middle Grades	Teacher	Elementary				1	
25	624	Lincoln K-12 Schools	Middle Grades	Teacher	English				1	
25	624	Lincoln K-12 Schools	Middle Grades	Teacher	Science		1		1	
25	624	Lincoln K-12 Schools	System	Administrative	Principal or Assistant Principal		1			
25	624	Lincoln K-12 Schools	System	Teacher	Health/Physical Education		1			
25	624	Lincoln K-12 Schools	System	Teacher	Music		1			
25	624	Lincoln K-12 Schools	System	Teacher	Music and Arts			1		
25	625	Augusta Public Schools	Elementary	Teacher	Elementary			1	1	
25	625	Augusta Public Schools	High School	Teacher	Mathematics		1			
25	625	Augusta Public Schools	High School	Teacher	Science		1			
25	625	Augusta Public Schools	System	Teacher	Music		1			
25	6178	Prickly Pear Coop	Elementary	Professional	Speech-Language Pathologist		1			
25	6178	Prickly Pear Coop	System	Professional	Physical Therapist		1			
25	6178	Prickly Pear Coop	System	Professional	Speech-Language Pathologist			1		
25	6178	Prickly Pear Coop	System	Specialist	School Psychologist		1		1	
25	9073	Dept of Corrections-Youth	Elementary	Specialist	School Counselor				1	
25	9073	Dept of Corrections-Youth	High School	Specialist	School Counselor				1	
25	9073	Dept of Corrections-Youth	High School	Teacher	Career Tech		1	1		
25	9073	Dept of Corrections-Youth	System	Teacher	Health/Physical Education			1		
25	9073	Dept of Corrections-Youth	System	Teacher	Science			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
26	1066	Liberty Elementary	Elementary	Teacher	Elementary		1			
26	1073	Chester-Joplin-Inverness PS	Elementary	Specialist	School Counselor			1		
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Elementary	1		1	1	
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Health/Physical Education		1			
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Music	1	1			
26	1073	Chester-Joplin-Inverness PS	Elementary	Teacher	Music and Arts		1			
26	1073	Chester-Joplin-Inverness PS	High School	Specialist	School Counselor			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Agriculture		1	1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Business and Marketing			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Elementary				1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	English		1			
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Family and Consumer Sciences			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Health/Physical Education		1			
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Industrial Technology			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Mathematics			1	1	
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Music	1	1			
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Music and Arts			1		
26	1073	Chester-Joplin-Inverness PS	High School	Teacher	Science			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Specialist	School Counselor			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Agriculture			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Business and Marketing			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Elementary				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	English		1			
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Family and Consumer Sciences			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Health/Physical Education		1			
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Industrial Technology			1		
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Mathematics				1	
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Music	1	1			
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Music and Arts		1			
26	1073	Chester-Joplin-Inverness PS	Middle Grades	Teacher	Science			1		
26	1073	Chester-Joplin-Inverness PS	System	Administrative	Supervisor			1		
27	639	Troy Public Schools	Elementary	Teacher	Elementary				1	
27	639	Troy Public Schools	High School	Teacher	Elementary				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
27	639	Troy Public Schools	High School	Teacher	English				1	
27	639	Troy Public Schools	High School	Teacher	Special Education				1	
27	639	Troy Public Schools	Middle Grades	Teacher	Elementary				1	
27	639	Troy Public Schools	Middle Grades	Teacher	Special Education				1	
27	640	Libby K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
27	640	Libby K-12 Schools	Elementary	Specialist	School Counselor		1			
27	640	Libby K-12 Schools	Elementary	Teacher	Elementary		1		1	
27	640	Libby K-12 Schools	Elementary	Teacher	English		1			
27	640	Libby K-12 Schools	Elementary	Teacher	Music		1			
27	640	Libby K-12 Schools	Elementary	Teacher	Special Education				1	
27	640	Libby K-12 Schools	High School	Teacher	Art				1	
27	640	Libby K-12 Schools	High School	Teacher	English		1		1	
27	640	Libby K-12 Schools	High School	Teacher	Mathematics		1			
27	640	Libby K-12 Schools	High School	Teacher	Music and Arts		1			
27	640	Libby K-12 Schools	High School	Teacher	Social Studies		1			
27	640	Libby K-12 Schools	High School	Teacher	Special Education			1		
27	640	Libby K-12 Schools	Middle Grades	Specialist	School Counselor		1			
27	640	Libby K-12 Schools	Middle Grades	Teacher	Art		1		1	
27	640	Libby K-12 Schools	Middle Grades	Teacher	English		1		1	
27	640	Libby K-12 Schools	Middle Grades	Teacher	Music		1			
27	640	Libby K-12 Schools	Middle Grades	Teacher	Music and Arts		1			
27	640	Libby K-12 Schools	Middle Grades	Teacher	Special Education			1		
27	645	Eureka Public Schools	Elementary	Teacher	Elementary		1			
27	645	Eureka Public Schools	Elementary	Teacher	Music				1	
27	645	Eureka Public Schools	High School	Specialist	School Counselor				1	
27	645	Eureka Public Schools	High School	Teacher	Agriculture				1	
27	645	Eureka Public Schools	High School	Teacher	Elementary				1	
27	645	Eureka Public Schools	High School	Teacher	English		1			
27	645	Eureka Public Schools	High School	Teacher	Health/Physical Education		1			
27	645	Eureka Public Schools	High School	Teacher	Industrial Technology		1			
27	645	Eureka Public Schools	High School	Teacher	Mathematics		1			
27	645	Eureka Public Schools	High School	Teacher	Music				1	
27	645	Eureka Public Schools	High School	Teacher	Science				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
27	645	Eureka Public Schools	Middle Grades	Specialist	School Counselor				1	
27	645	Eureka Public Schools	Middle Grades	Teacher	Agriculture				1	
27	645	Eureka Public Schools	Middle Grades	Teacher	Elementary				1	
27	645	Eureka Public Schools	Middle Grades	Teacher	Science				1	
27	645	Eureka Public Schools	System	Professional	School Nurse - General Education		1			
27	645	Eureka Public Schools	System	Professional	Speech-Language Pathologist		1			
27	645	Eureka Public Schools	System	Specialist	School Psychologist				1	
27	646	Fortine Elementary	Elementary	Teacher	Elementary		1			
27	646	Fortine Elementary	Elementary	Teacher	Special Education			1		
27	646	Fortine Elementary	Middle Grades	Teacher	Elementary		1		1	
27	647	McCormick Elementary	Elementary	Teacher	Elementary			1		
27	650	Yaak Elementary	Elementary	Teacher	Elementary		1		1	
27	651	Trego Elementary	Elementary	Teacher	Elementary		1		1	
27	651	Trego Elementary	Elementary	Teacher	Science				1	
27	651	Trego Elementary	Elementary	Teacher	Special Education			1		
28	654	Sheridan Public Schools	Elementary	Teacher	Music				1	
28	654	Sheridan Public Schools	High School	Teacher	Career Tech		1			
28	654	Sheridan Public Schools	High School	Teacher	Music				1	
28	654	Sheridan Public Schools	Middle Grades	Teacher	Music				1	
28	655	Twin Bridges K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
28	655	Twin Bridges K-12 Schools	Elementary	Teacher	Elementary		1			
28	655	Twin Bridges K-12 Schools	System	Administrative	Special Education		1			
28	657	Harrison K-12 Schools	Elementary	Teacher	Elementary				1	
28	657	Harrison K-12 Schools	High School	Teacher	English		1			
28	657	Harrison K-12 Schools	High School	Teacher	Science		1			
28	657	Harrison K-12 Schools	System	Teacher	Music			1		
28	659	Ennis K-12 Schools	High School	Teacher	Business and Marketing				1	
28	659	Ennis K-12 Schools	High School	Teacher	Science		1		1	
28	659	Ennis K-12 Schools	High School	Teacher	World Language	1				
28	659	Ennis K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
28	659	Ennis K-12 Schools	Middle Grades	Teacher	World Language	1				
28	659	Ennis K-12 Schools	System	Specialist	School Counselor		1			
28	659	Ennis K-12 Schools	System	Teacher	Music and Arts		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
29	660	Circle Public Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
29	660	Circle Public Schools	Elementary	Teacher	Business and Marketing				1	
29	660	Circle Public Schools	Elementary	Teacher	Elementary		1		1	
29	660	Circle Public Schools	Elementary	Teacher	English as a Second Language				1	
29	660	Circle Public Schools	High School	Administrative	Principal or Assistant Principal				1	
29	660	Circle Public Schools	High School	Teacher	Business and Marketing				1	
29	660	Circle Public Schools	High School	Teacher	Career Tech		1			
29	660	Circle Public Schools	High School	Teacher	Elementary				1	
29	660	Circle Public Schools	High School	Teacher	Mathematics		1			
29	660	Circle Public Schools	High School	Teacher	Social Studies		1			
29	660	Circle Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
29	660	Circle Public Schools	Middle Grades	Teacher	Business and Marketing				1	
29	660	Circle Public Schools	Middle Grades	Teacher	Elementary				1	
29	660	Circle Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
29	660	Circle Public Schools	System	Administrative	Supervisor				1	
29	660	Circle Public Schools	System	Teacher	Music		1			
29	660	Circle Public Schools	System	Teacher	Music and Arts		1			
29	660	Circle Public Schools	System	Teacher	Science		1			
29	660	Circle Public Schools	System	Teacher	Special Education		1			
29	678	Vida Elementary	Elementary	Teacher	Elementary		1		1	
29	6182	Prairie View Coop	System	Specialist	School Psychologist		1			
30	681	White Sul Spgs Pub Schls	Elementary	Specialist	School Counselor				1	
30	681	White Sul Spgs Pub Schls	Elementary	Teacher	Elementary		1			
30	681	White Sul Spgs Pub Schls	Elementary	Teacher	Special Education		1	1		
30	681	White Sul Spgs Pub Schls	High School	Specialist	School Counselor		1		1	
30	681	White Sul Spgs Pub Schls	High School	Teacher	Mathematics			1		
30	681	White Sul Spgs Pub Schls	High School	Teacher	Social Studies		1			
30	681	White Sul Spgs Pub Schls	Middle Grades	Specialist	School Counselor				1	
30	681	White Sul Spgs Pub Schls	System	Specialist	Library Media Specialist		1			
30	681	White Sul Spgs Pub Schls	System	Teacher	Music and Arts		1			
31	687	Alberton K-12 Schools	Elementary	Teacher	Early Childhood		1			
31	687	Alberton K-12 Schools	Elementary	Teacher	Special Education		1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
31	687	Alberton K-12 Schools	High School	Teacher	Career Tech			1		
31	687	Alberton K-12 Schools	High School	Teacher	Industrial Technology				1	
31	687	Alberton K-12 Schools	High School	Teacher	Science		1			
31	687	Alberton K-12 Schools	High School	Teacher	Special Education		1		1	
31	687	Alberton K-12 Schools	Middle Grades	Teacher	Career Tech			1		
31	687	Alberton K-12 Schools	Middle Grades	Teacher	Industrial Technology				1	
31	687	Alberton K-12 Schools	Middle Grades	Teacher	Special Education				1	
31	687	Alberton K-12 Schools	System	Specialist	Library Media Specialist		1			
31	687	Alberton K-12 Schools	System	Teacher	Music		1			
31	687	Alberton K-12 Schools	System	Teacher	Special Education		1			
31	688	Superior K-12 Schools	Elementary	Teacher	Music		1			
31	688	Superior K-12 Schools	High School	Teacher	Business and Marketing		1			
31	688	Superior K-12 Schools	High School	Teacher	Computer Information Systems		1			
31	688	Superior K-12 Schools	High School	Teacher	Mathematics		1	1	1	
31	688	Superior K-12 Schools	High School	Teacher	Music		1			
31	688	Superior K-12 Schools	High School	Teacher	Science		1			
31	688	Superior K-12 Schools	High School	Teacher	World Language		1			
31	688	Superior K-12 Schools	Middle Grades	Teacher	Music		1			
31	688	Superior K-12 Schools	Middle Grades	Teacher	World Language		1			
31	688	Superior K-12 Schools	System	Professional	Licensed Professional Counselor		1			
31	688	Superior K-12 Schools	System	Specialist	Library Media Specialist		1			
31	688	Superior K-12 Schools	System	Teacher	Music and Arts		1			
31	690	St Regis K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
31	690	St Regis K-12 Schools	Elementary	Specialist	School Counselor				1	
31	690	St Regis K-12 Schools	Elementary	Teacher	Elementary				1	
31	690	St Regis K-12 Schools	Elementary	Teacher	Special Education				1	
31	690	St Regis K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
31	690	St Regis K-12 Schools	High School	Specialist	School Counselor				1	
31	690	St Regis K-12 Schools	High School	Teacher	Business and Marketing			1		
31	690	St Regis K-12 Schools	High School	Teacher	English		1		1	
31	690	St Regis K-12 Schools	High School	Teacher	Mathematics		1		1	
31	690	St Regis K-12 Schools	High School	Teacher	Science				1	
31	690	St Regis K-12 Schools	High School	Teacher	Special Education				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
31	690	St Regis K-12 Schools	High School	Teacher	World Language		1			
31	690	St Regis K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
31	690	St Regis K-12 Schools	Middle Grades	Specialist	School Counselor				1	
31	690	St Regis K-12 Schools	Middle Grades	Teacher	Career Tech			1		
31	690	St Regis K-12 Schools	Middle Grades	Teacher	English				1	
31	690	St Regis K-12 Schools	Middle Grades	Teacher	Mathematics				1	
31	690	St Regis K-12 Schools	Middle Grades	Teacher	Science				1	
31	690	St Regis K-12 Schools	Middle Grades	Teacher	Special Education				1	
31	690	St Regis K-12 Schools	System	Specialist	Library Media Specialist		1	1		
32	692	Missoula Co Public Schls	Elementary	Administrative	Principal or Assistant Principal				1	
32	692	Missoula Co Public Schls	Elementary	Specialist	School Counselor				1	
32	692	Missoula Co Public Schls	Elementary	Specialist	School Psychologist				1	
32	692	Missoula Co Public Schls	Elementary	Teacher	Art				1	
32	692	Missoula Co Public Schls	Elementary	Teacher	Elementary				1	
32	692	Missoula Co Public Schls	Elementary	Teacher	Health/Physical Education				1	
32	692	Missoula Co Public Schls	Elementary	Teacher	Reading				1	
32	692	Missoula Co Public Schls	Elementary	Teacher	Special Education	1			1	
32	692	Missoula Co Public Schls	High School	Administrative	English as a Second Language				1	
32	692	Missoula Co Public Schls	High School	Administrative	Principal or Assistant Principal				1	
32	692	Missoula Co Public Schls	High School	Administrative	Social Studies				1	
32	692	Missoula Co Public Schls	High School	Teacher	Art				1	
32	692	Missoula Co Public Schls	High School	Teacher	Computer Information Systems				1	
32	692	Missoula Co Public Schls	High School	Teacher	Elementary				1	
32	692	Missoula Co Public Schls	High School	Teacher	English				1	
32	692	Missoula Co Public Schls	High School	Teacher	English as a Second Language				1	
32	692	Missoula Co Public Schls	High School	Teacher	Health/Physical Education				1	
32	692	Missoula Co Public Schls	High School	Teacher	Industrial Technology				1	
32	692	Missoula Co Public Schls	High School	Teacher	Mathematics				1	
32	692	Missoula Co Public Schls	High School	Teacher	Music	1			1	
32	692	Missoula Co Public Schls	High School	Teacher	Social Studies				1	
32	692	Missoula Co Public Schls	High School	Teacher	Special Education				1	
32	692	Missoula Co Public Schls	High School	Teacher	Traffic Education				1	
32	692	Missoula Co Public Schls	High School	Teacher	World Language				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
32	692	Missoula Co Public Schls	Middle Grades	Administrative	Principal or Assistant Principal				1	
32	692	Missoula Co Public Schls	Middle Grades	Specialist	School Counselor				1	
32	692	Missoula Co Public Schls	Middle Grades	Teacher	Elementary	1			1	
32	692	Missoula Co Public Schls	Middle Grades	Teacher	English	1				
32	692	Missoula Co Public Schls	Middle Grades	Teacher	Music				1	
32	692	Missoula Co Public Schls	Middle Grades	Teacher	Reading				1	
32	692	Missoula Co Public Schls	Middle Grades	Teacher	Social Studies	1				
32	692	Missoula Co Public Schls	Middle Grades	Teacher	Special Education				1	
32	692	Missoula Co Public Schls	System	Administrative	English as a Second Language				1	
32	692	Missoula Co Public Schls	System	Administrative	Supervisor				1	
32	697	Potomac Elementary	Elementary	Teacher	Early Childhood		1			
32	697	Potomac Elementary	Elementary	Teacher	Elementary		1			
32	697	Potomac Elementary	Middle Grades	Teacher	Social Studies		1			
32	697	Potomac Elementary	System	Specialist	School Counselor			1		
32	697	Potomac Elementary	System	Teacher	Health/Physical Education			1		
32	699	Woodman Elementary	Elementary	Teacher	Elementary		1			
32	699	Woodman Elementary	System	Teacher	Music		1			
32	702	Sunset Elementary	Elementary	Teacher	Elementary		1			
32	703	Clinton Elementary	Elementary	Teacher	Elementary		1	1	1	
32	703	Clinton Elementary	Elementary	Teacher	Reading				1	
32	703	Clinton Elementary	Elementary	Teacher	Special Education				1	
32	703	Clinton Elementary	Middle Grades	Teacher	Elementary				1	
32	703	Clinton Elementary	Middle Grades	Teacher	Reading				1	
32	703	Clinton Elementary	Middle Grades	Teacher	Special Education				1	
32	704	Swan Valley Elementary	Elementary	Administrative	Principal or Assistant Principal		1			
32	704	Swan Valley Elementary	Elementary	Teacher	Elementary		1		1	
32	704	Swan Valley Elementary	Elementary	Teacher	Special Education				1	
32	704	Swan Valley Elementary	Middle Grades	Administrative	Principal or Assistant Principal		1			
32	705	Seeley Lake Elementary	Elementary	Teacher	Elementary	1	1		1	
32	705	Seeley Lake Elementary	Elementary	Teacher	Music				1	
32	705	Seeley Lake Elementary	Elementary	Teacher	Special Education			1		
32	705	Seeley Lake Elementary	Middle Grades	Teacher	English		1			
32	705	Seeley Lake Elementary	Middle Grades	Teacher	Music				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
32	705	Seeley Lake Elementary	Middle Grades	Teacher	Social Studies		1			
32	705	Seeley Lake Elementary	Middle Grades	Teacher	Special Education			1		
32	705	Seeley Lake Elementary	System	Administrative	Superintendent or Assistant Superintendent		1			
32	705	Seeley Lake Elementary	System	Teacher	Special Education		1			
32	706	Frenchtown K-12 Schools	Elementary	Teacher	Special Education		1			
32	706	Frenchtown K-12 Schools	High School	Teacher	Art				1	
32	706	Frenchtown K-12 Schools	High School	Teacher	Business and Marketing				1	
32	706	Frenchtown K-12 Schools	High School	Teacher	Family and Consumer Sciences		1		1	
32	706	Frenchtown K-12 Schools	High School	Teacher	Industrial Technology		1			
32	706	Frenchtown K-12 Schools	High School	Teacher	Music and Arts		1			
32	706	Frenchtown K-12 Schools	High School	Teacher	Science				1	
32	706	Frenchtown K-12 Schools	High School	Teacher	Social Studies				1	
32	706	Frenchtown K-12 Schools	Middle Grades	Teacher	Art				1	
32	706	Frenchtown K-12 Schools	Middle Grades	Teacher	Elementary				1	
32	706	Frenchtown K-12 Schools	Middle Grades	Teacher	Social Studies				1	
32	706	Frenchtown K-12 Schools	Middle Grades	Teacher	Special Education		1			
32	6179	Missoula Area Coop	Elementary	Professional	Speech-Language Pathologist			1		
32	6179	Missoula Area Coop	Middle Grades	Teacher	Special Education				1	
32	6179	Missoula Area Coop	System	Professional	Speech-Language Pathologist		1			
32	6179	Missoula Area Coop	System	Specialist	School Psychologist		1		1	
33	711	Roundup Public Schools	Elementary	Teacher	Elementary		1			
33	711	Roundup Public Schools	Elementary	Teacher	Music				1	
33	711	Roundup Public Schools	High School	Administrative	Principal or Assistant Principal		1			
33	711	Roundup Public Schools	High School	Teacher	Agriculture			1		
33	711	Roundup Public Schools	High School	Teacher	English			1		
33	711	Roundup Public Schools	High School	Teacher	Family and Consumer Sciences				1	
33	711	Roundup Public Schools	High School	Teacher	Health/Physical Education		1	1		
33	711	Roundup Public Schools	High School	Teacher	Mathematics		1		1	
33	711	Roundup Public Schools	High School	Teacher	Music				1	
33	711	Roundup Public Schools	High School	Teacher	Social Studies			1	1	
33	711	Roundup Public Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
33	711	Roundup Public Schools	Middle Grades	Teacher	Mathematics		1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
33	711	Roundup Public Schools	Middle Grades	Teacher	Music				1	
33	712	Melstone Public Schools	Elementary	Teacher	Mathematics				1	
33	712	Melstone Public Schools	High School	Teacher	Agriculture	1				
33	712	Melstone Public Schools	High School	Teacher	Career Tech			1		
33	712	Melstone Public Schools	High School	Teacher	Mathematics			1	1	
33	712	Melstone Public Schools	High School	Teacher	Science			1		
33	712	Melstone Public Schools	Middle Grades	Teacher	Agriculture	1				
33	712	Melstone Public Schools	Middle Grades	Teacher	Career Tech			1		
33	712	Melstone Public Schools	Middle Grades	Teacher	Mathematics				1	
33	712	Melstone Public Schools	System	Administrative	Principal or Assistant Principal		1			
34	716	Livingston Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
34	716	Livingston Public Schools	Elementary	Specialist	Library Media Specialist				1	
34	716	Livingston Public Schools	Elementary	Teacher	Elementary		1		1	
34	716	Livingston Public Schools	Elementary	Teacher	Music and Arts		1			
34	716	Livingston Public Schools	Elementary	Teacher	Special Education		1		1	
34	716	Livingston Public Schools	High School	Specialist	School Counselor		1			
34	716	Livingston Public Schools	High School	Teacher	Career Tech		1			
34	716	Livingston Public Schools	High School	Teacher	Music		1			
34	716	Livingston Public Schools	High School	Teacher	Special Education		1	1		
34	716	Livingston Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
34	716	Livingston Public Schools	Middle Grades	Teacher	English		1			
34	716	Livingston Public Schools	Middle Grades	Teacher	Mathematics		1			
34	716	Livingston Public Schools	Middle Grades	Teacher	Music and Arts		1			
34	716	Livingston Public Schools	Middle Grades	Teacher	Special Education		1			
34	716	Livingston Public Schools	System	Specialist	School Psychologist		1			
34	718	Gardiner Public Schools	Elementary	Teacher	Elementary		1			
34	718	Gardiner Public Schools	Elementary	Teacher	Music				1	
34	718	Gardiner Public Schools	High School	Teacher	Music				1	
34	718	Gardiner Public Schools	High School	Teacher	Science		1			
34	718	Gardiner Public Schools	Middle Grades	Teacher	Music				1	
34	718	Gardiner Public Schools	System	Teacher	Music		1			
34	718	Gardiner Public Schools	System	Teacher	Music and Arts			1		
34	724	Pine Creek Elementary	Elementary	Teacher	Elementary		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
34	1047	Arrowhead Elementary	Elementary	Teacher	Elementary				1	
34	1068	Shields Valley Pub Schls	Elementary	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	Elementary	Teacher	Elementary		1		1	
34	1068	Shields Valley Pub Schls	Elementary	Teacher	Special Education			1	1	
34	1068	Shields Valley Pub Schls	High School	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	High School	Teacher	Mathematics		1			
34	1068	Shields Valley Pub Schls	High School	Teacher	Special Education		1		1	
34	1068	Shields Valley Pub Schls	Middle Grades	Specialist	School Counselor				1	
34	1068	Shields Valley Pub Schls	Middle Grades	Teacher	Special Education				1	
34	1068	Shields Valley Pub Schls	System	Specialist	Library Media Specialist			1		
34	1068	Shields Valley Pub Schls	System	Specialist	School Counselor		1			
34	1068	Shields Valley Pub Schls	System	Teacher	Special Education		1			
35	743	Winnett K-12 Schools	Elementary	Specialist	School Counselor			1		
35	743	Winnett K-12 Schools	Elementary	Teacher	Elementary		1			
35	743	Winnett K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
35	743	Winnett K-12 Schools	Elementary	Teacher	Music			1		
35	743	Winnett K-12 Schools	High School	Specialist	School Counselor			1		
35	743	Winnett K-12 Schools	High School	Teacher	English	1		1		
35	743	Winnett K-12 Schools	High School	Teacher	Health/Physical Education				1	
35	743	Winnett K-12 Schools	High School	Teacher	Mathematics			1	1	
35	743	Winnett K-12 Schools	High School	Teacher	Music			1		
35	743	Winnett K-12 Schools	High School	Teacher	Social Studies		1			
35	743	Winnett K-12 Schools	High School	Teacher	World Language	1		1		
35	743	Winnett K-12 Schools	Middle Grades	Specialist	School Counselor			1		
35	743	Winnett K-12 Schools	Middle Grades	Teacher	English	1		1	1	
35	743	Winnett K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
35	743	Winnett K-12 Schools	Middle Grades	Teacher	Mathematics				1	
35	743	Winnett K-12 Schools	Middle Grades	Teacher	Music			1		
35	743	Winnett K-12 Schools	Middle Grades	Teacher	World Language	1		1		
35	743	Winnett K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent			1		
35	743	Winnett K-12 Schools	System	Teacher	Art		1			
35	743	Winnett K-12 Schools	System	Teacher	Music			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
36	748	Dodson K-12	High School	Teacher	English		1			
36	748	Dodson K-12	High School	Teacher	Mathematics				1	
36	748	Dodson K-12	Middle Grades	Teacher	English		1			
36	748	Dodson K-12	Middle Grades	Teacher	Mathematics				1	
36	756	Saco Public Schools	Elementary	Teacher	Elementary		1			
36	756	Saco Public Schools	Elementary	Teacher	Music	1			1	
36	756	Saco Public Schools	High School	Teacher	Industrial Technology				1	
36	756	Saco Public Schools	High School	Teacher	Music	1			1	
36	756	Saco Public Schools	Middle Grades	Teacher	Music	1			1	
36	757	Malta K-12 Schools	Elementary	Teacher	Elementary		1	1		
36	757	Malta K-12 Schools	High School	Administrative	Principal or Assistant Principal		1			
36	757	Malta K-12 Schools	High School	Teacher	Career Tech			1		
36	757	Malta K-12 Schools	High School	Teacher	Science				1	
36	757	Malta K-12 Schools	High School	Teacher	World Language			1		
36	757	Malta K-12 Schools	Middle Grades	Teacher	Elementary		1			
36	757	Malta K-12 Schools	Middle Grades	Teacher	Health/Physical Education		1			
36	757	Malta K-12 Schools	Middle Grades	Teacher	Science			1		
36	757	Malta K-12 Schools	Middle Grades	Teacher	Social Studies		1			
36	757	Malta K-12 Schools	Middle Grades	Teacher	Special Education		1			
36	757	Malta K-12 Schools	System	Teacher	Career Tech		1			
36	757	Malta K-12 Schools	System	Teacher	Music and Arts			1		
36	760	Whitewater K-12 Schools	Elementary	Teacher	Elementary	1	1	1		
36	760	Whitewater K-12 Schools	High School	Teacher	Family and Consumer Sciences	1				
36	760	Whitewater K-12 Schools	High School	Teacher	Music	1				
36	760	Whitewater K-12 Schools	High School	Teacher	Science			1		
36	760	Whitewater K-12 Schools	High School	Teacher	World Language	1				
36	760	Whitewater K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences	1				
36	760	Whitewater K-12 Schools	Middle Grades	Teacher	Music	1				
36	760	Whitewater K-12 Schools	Middle Grades	Teacher	World Language	1				
36	760	Whitewater K-12 Schools	System	Teacher	Family and Consumer Sciences			1		
36	760	Whitewater K-12 Schools	System	Teacher	Music			1		
36	760	Whitewater K-12 Schools	System	Teacher	Special Education			1		
36	760	Whitewater K-12 Schools	System	Teacher	World Language			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
37	767	Heart Butte K-12 Schools	Elementary	Teacher	Art				1	
37	767	Heart Butte K-12 Schools	Elementary	Teacher	Elementary	1	1		1	
37	767	Heart Butte K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
37	767	Heart Butte K-12 Schools	Elementary	Teacher	Social Studies				1	
37	767	Heart Butte K-12 Schools	Elementary	Teacher	Special Education				1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Art				1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Career Tech		1			
37	767	Heart Butte K-12 Schools	High School	Teacher	English				1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Health/Physical Education				1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Mathematics		1			
37	767	Heart Butte K-12 Schools	High School	Teacher	Science		1		1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Social Studies				1	
37	767	Heart Butte K-12 Schools	High School	Teacher	Special Education				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	Art				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	English				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	Science				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	Social Studies				1	
37	767	Heart Butte K-12 Schools	Middle Grades	Teacher	Special Education				1	
37	767	Heart Butte K-12 Schools	System	Teacher	Art			1		
37	767	Heart Butte K-12 Schools	System	Teacher	Health/Physical Education			1		
37	767	Heart Butte K-12 Schools	System	Teacher	Music			1		
37	767	Heart Butte K-12 Schools	System	Teacher	Music and Arts		1			
37	767	Heart Butte K-12 Schools	System	Teacher	Special Education		1			
37	767	Heart Butte K-12 Schools	System	Teacher	World Language		1			
37	768	Dupuyer Elementary	Elementary	Teacher	Early Childhood				1	
37	771	Conrad Public Schools	Elementary	Specialist	Library Media Specialist				1	
37	771	Conrad Public Schools	Elementary	Teacher	Early Childhood		1			
37	771	Conrad Public Schools	Elementary	Teacher	Elementary	1	1		1	
37	771	Conrad Public Schools	Elementary	Teacher	Health/Physical Education		1			
37	771	Conrad Public Schools	Elementary	Teacher	Mathematics		1			
37	771	Conrad Public Schools	Elementary	Teacher	Music	1	1			
37	771	Conrad Public Schools	Elementary	Teacher	Music and Arts			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
37	771	Conrad Public Schools	Elementary	Teacher	Social Studies		1			
37	771	Conrad Public Schools	Elementary	Teacher	Special Education		1	1	1	
37	771	Conrad Public Schools	High School	Administrative	Principal or Assistant Principal		1			
37	771	Conrad Public Schools	High School	Specialist	School Counselor				1	
37	771	Conrad Public Schools	High School	Teacher	Art	1	1			
37	771	Conrad Public Schools	High School	Teacher	Business and Marketing				1	
37	771	Conrad Public Schools	High School	Teacher	Career Tech		1			
37	771	Conrad Public Schools	High School	Teacher	Elementary				1	
37	771	Conrad Public Schools	High School	Teacher	English	1	1	1		
37	771	Conrad Public Schools	High School	Teacher	Health/Physical Education		1			
37	771	Conrad Public Schools	High School	Teacher	Music	1	1			
37	771	Conrad Public Schools	High School	Teacher	Music and Arts			1		
37	771	Conrad Public Schools	High School	Teacher	Science		1			
37	771	Conrad Public Schools	High School	Teacher	Social Studies		1			
37	771	Conrad Public Schools	High School	Teacher	Special Education		1			
37	771	Conrad Public Schools	Middle Grades	Specialist	School Counselor				1	
37	771	Conrad Public Schools	Middle Grades	Teacher	Business and Marketing				1	
37	771	Conrad Public Schools	Middle Grades	Teacher	Career Tech		1			
37	771	Conrad Public Schools	Middle Grades	Teacher	Elementary				1	
37	771	Conrad Public Schools	Middle Grades	Teacher	Mathematics		1			
37	771	Conrad Public Schools	Middle Grades	Teacher	Music	1				
37	771	Conrad Public Schools	Middle Grades	Teacher	Special Education			1	1	
37	771	Conrad Public Schools	System	Teacher	Music		1			
37	775	Valier Public Schools	Elementary	Teacher	Drama/Theater	1				
37	775	Valier Public Schools	Elementary	Teacher	Elementary		1			
37	775	Valier Public Schools	Elementary	Teacher	Music	1				
37	775	Valier Public Schools	High School	Teacher	Drama/Theater	1				
37	775	Valier Public Schools	High School	Teacher	Family and Consumer Sciences		1			
37	775	Valier Public Schools	High School	Teacher	Music	1				
37	775	Valier Public Schools	High School	Teacher	Science		1			
37	775	Valier Public Schools	Middle Grades	Teacher	Drama/Theater	1				
37	775	Valier Public Schools	Middle Grades	Teacher	Music	1				
37	775	Valier Public Schools	System	Teacher	Elementary		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
37	775	Valier Public Schools	System	Teacher	Music		1			
37	775	Valier Public Schools	System	Teacher	Music and Arts		1			
37	775	Valier Public Schools	System	Teacher	Special Education		1			
37	6194	Big Sky Special Needs Coop	System	Administrative	Psychology			1		
37	6194	Big Sky Special Needs Coop	System	Professional	Occupational Therapist			1		
37	6194	Big Sky Special Needs Coop	System	Professional	Speech-Language Pathologist		1			
37	6194	Big Sky Special Needs Coop	System	Specialist	School Psychologist			1		
38	786	Biddle Elementary	Elementary	Teacher	Elementary		1			
38	799	Broadus Public Schools	Elementary	Teacher	Elementary		1			
38	799	Broadus Public Schools	Elementary	Teacher	Special Education		1			
38	799	Broadus Public Schools	High School	Teacher	Agriculture		1			
38	799	Broadus Public Schools	High School	Teacher	Career Tech		1	1		
38	799	Broadus Public Schools	High School	Teacher	Family and Consumer Sciences	1	1			
38	799	Broadus Public Schools	High School	Teacher	Health/Physical Education		1			
38	799	Broadus Public Schools	High School	Teacher	Mathematics		1			
38	799	Broadus Public Schools	Middle Grades	Teacher	Family and Consumer Sciences	1				
39	805	Deer Lodge Elementary	Elementary	Specialist	School Psychologist		1			
39	805	Deer Lodge Elementary	Elementary	Teacher	Elementary	1				
39	805	Deer Lodge Elementary	System	Specialist	School Counselor			1		
39	805	Deer Lodge Elementary	System	Specialist	School Psychologist			1		
39	805	Deer Lodge Elementary	System	Teacher	Music and Arts		1			
39	806	Powell County High School	High School	Specialist	School Counselor			1		
39	806	Powell County High School	High School	Teacher	English		1			
39	806	Powell County High School	High School	Teacher	Mathematics			1		
39	806	Powell County High School	High School	Teacher	Science				1	
39	808	Ovando Elementary	Elementary	Teacher	Elementary			1		
39	810	Helmville Elementary	Elementary	Teacher	Elementary		1		1	
39	811	Garrison Elementary	Elementary	Teacher	Elementary		1			
39	812	Elliston Elementary	Elementary	Teacher	Elementary			1		
39	813	Avon Elementary	Elementary	Teacher	Elementary		1	1		
39	814	Gold Creek Elementary	Elementary	Teacher	Elementary		1			
39	6184	Great Divide Educ Serv	System	Professional	Speech-Language Pathologist		1			
39	6184	Great Divide Educ Serv	System	Specialist	School Psychologist		1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
40	818	Terry K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
40	818	Terry K-12 Schools	Elementary	Specialist	School Counselor				1	
40	818	Terry K-12 Schools	Elementary	Teacher	Dual Credit			1		
40	818	Terry K-12 Schools	Elementary	Teacher	Elementary	1		1	1	
40	818	Terry K-12 Schools	Elementary	Teacher	Special Education				1	
40	818	Terry K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
40	818	Terry K-12 Schools	High School	Specialist	School Counselor				1	
40	818	Terry K-12 Schools	High School	Teacher	Art	1				
40	818	Terry K-12 Schools	High School	Teacher	Business and Marketing				1	
40	818	Terry K-12 Schools	High School	Teacher	Family and Consumer Sciences	1		1		
40	818	Terry K-12 Schools	High School	Teacher	Health/Physical Education	1				
40	818	Terry K-12 Schools	High School	Teacher	Industrial Technology		1			
40	818	Terry K-12 Schools	High School	Teacher	Science			1		
40	818	Terry K-12 Schools	High School	Teacher	Social Studies		1	1		
40	818	Terry K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
40	818	Terry K-12 Schools	Middle Grades	Specialist	School Counselor				1	
40	818	Terry K-12 Schools	Middle Grades	Teacher	Art	1				
40	818	Terry K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
40	818	Terry K-12 Schools	Middle Grades	Teacher	Elementary		1			
40	818	Terry K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences	1		1		
40	818	Terry K-12 Schools	Middle Grades	Teacher	Health/Physical Education	1				
40	818	Terry K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1		1	
40	818	Terry K-12 Schools	System	Administrative	Supervisor				1	
40	818	Terry K-12 Schools	System	Teacher	Art		1	1		
40	818	Terry K-12 Schools	System	Teacher	Health/Physical Education		1	1		
40	818	Terry K-12 Schools	System	Teacher	Special Education			1		
41	822	Corvallis K-12 Schools	High School	Teacher	Health/Physical Education				1	
41	822	Corvallis K-12 Schools	High School	Teacher	Special Education				1	
41	822	Corvallis K-12 Schools	Middle Grades	Teacher	Special Education			1	1	
41	823	Stevensville Public Schls	Elementary	Teacher	Elementary		1		1	
41	823	Stevensville Public Schls	Elementary	Teacher	Special Education				1	
41	823	Stevensville Public Schls	High School	Specialist	School Counselor		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
41	823	Stevensville Public Schls	High School	Teacher	Art		1			
41	823	Stevensville Public Schls	High School	Teacher	English				1	
41	823	Stevensville Public Schls	High School	Teacher	Industrial Technology		1			
41	823	Stevensville Public Schls	High School	Teacher	Mathematics	1	1			
41	823	Stevensville Public Schls	Middle Grades	Specialist	Library Media Specialist			1		
41	823	Stevensville Public Schls	Middle Grades	Specialist	School Counselor		1	1		
41	823	Stevensville Public Schls	Middle Grades	Teacher	Elementary				1	
41	823	Stevensville Public Schls	Middle Grades	Teacher	English				1	
41	823	Stevensville Public Schls	Middle Grades	Teacher	Mathematics				1	
41	823	Stevensville Public Schls	Middle Grades	Teacher	Social Studies				1	
41	823	Stevensville Public Schls	Middle Grades	Teacher	Special Education				1	
41	823	Stevensville Public Schls	System	Professional	School Nurse - General Education		1			
41	824	Hamilton K-12 Schools	Elementary	Specialist	School Counselor				1	
41	824	Hamilton K-12 Schools	Elementary	Specialist	School Psychologist				1	
41	824	Hamilton K-12 Schools	Elementary	Teacher	Elementary				1	
41	824	Hamilton K-12 Schools	Elementary	Teacher	English				1	
41	824	Hamilton K-12 Schools	Elementary	Teacher	Special Education				1	
41	824	Hamilton K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
41	824	Hamilton K-12 Schools	High School	Teacher	Art				1	
41	824	Hamilton K-12 Schools	High School	Teacher	Business and Marketing				1	
41	824	Hamilton K-12 Schools	High School	Teacher	Career Tech		1			
41	824	Hamilton K-12 Schools	High School	Teacher	Family and Consumer Sciences				1	
41	824	Hamilton K-12 Schools	High School	Teacher	Health/Physical Education				1	
41	824	Hamilton K-12 Schools	High School	Teacher	Music and Arts		1			
41	824	Hamilton K-12 Schools	High School	Teacher	Special Education				1	
41	824	Hamilton K-12 Schools	Middle Grades	Administrative	Elementary				1	
41	824	Hamilton K-12 Schools	Middle Grades	Specialist	School Counselor				1	
41	824	Hamilton K-12 Schools	Middle Grades	Teacher	English				1	
41	824	Hamilton K-12 Schools	Middle Grades	Teacher	Music				1	
41	824	Hamilton K-12 Schools	Middle Grades	Teacher	Special Education				1	
41	824	Hamilton K-12 Schools	System	Specialist	School Psychologist				1	
41	826	Victor K-12 Schools	Elementary	Teacher	Elementary		1			
41	826	Victor K-12 Schools	Elementary	Teacher	English				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
41	826	Victor K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
41	826	Victor K-12 Schools	Elementary	Teacher	Special Education			1		
41	826	Victor K-12 Schools	Elementary	Teacher	World Language				1	
41	826	Victor K-12 Schools	High School	Teacher	English				1	
41	826	Victor K-12 Schools	High School	Teacher	Health/Physical Education				1	
41	826	Victor K-12 Schools	High School	Teacher	Special Education			1		
41	826	Victor K-12 Schools	High School	Teacher	World Language				1	
41	826	Victor K-12 Schools	Middle Grades	Teacher	Elementary		1			
41	826	Victor K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
41	826	Victor K-12 Schools	System	Teacher	Career Tech			1		
41	826	Victor K-12 Schools	System	Teacher	Health/Physical Education			1		
41	826	Victor K-12 Schools	System	Teacher	Music		1			
41	826	Victor K-12 Schools	System	Teacher	Special Education		1			
41	827	Darby K-12 Schools	Elementary	Specialist	Library Media Specialist			1		
41	827	Darby K-12 Schools	Elementary	Specialist	School Counselor		1			
41	827	Darby K-12 Schools	Elementary	Teacher	Elementary		1			
41	827	Darby K-12 Schools	Elementary	Teacher	Health/Physical Education			1		
41	827	Darby K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
41	827	Darby K-12 Schools	High School	Teacher	Health/Physical Education		1			
41	827	Darby K-12 Schools	High School	Teacher	Mathematics		1			
41	827	Darby K-12 Schools	High School	Teacher	Science		1			
41	827	Darby K-12 Schools	High School	Teacher	Special Education		1			
41	827	Darby K-12 Schools	High School	Teacher	World Language		1			
41	827	Darby K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
41	827	Darby K-12 Schools	Middle Grades	Specialist	School Counselor		1			
41	827	Darby K-12 Schools	Middle Grades	Teacher	Elementary		1			
41	827	Darby K-12 Schools	Middle Grades	Teacher	Mathematics		1			
41	827	Darby K-12 Schools	Middle Grades	Teacher	Special Education		1			
41	827	Darby K-12 Schools	System	Administrative	Supervisor				1	
41	828	Lone Rock Elementary	Elementary	Teacher	Elementary	1		1	1	
41	828	Lone Rock Elementary	Elementary	Teacher	Special Education			1		
41	828	Lone Rock Elementary	Middle Grades	Teacher	English		1			
41	828	Lone Rock Elementary	System	Professional	School Nurse - General Education			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
41	829	Florence-Carlton K-12 Schls	Elementary	Teacher	Health/Physical Education				1	
41	829	Florence-Carlton K-12 Schls	Elementary	Teacher	Mathematics				1	
41	829	Florence-Carlton K-12 Schls	Elementary	Teacher	Music				1	
41	829	Florence-Carlton K-12 Schls	Elementary	Teacher	Special Education		1			
41	829	Florence-Carlton K-12 Schls	High School	Administrative	Principal or Assistant Principal		1			
41	829	Florence-Carlton K-12 Schls	High School	Specialist	School Counselor		1			
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Business and Marketing		1			
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Elementary				1	
41	829	Florence-Carlton K-12 Schls	High School	Teacher	English			1		
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Health/Physical Education				1	
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Industrial Technology		1			
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Mathematics				1	
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Music				1	
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Science		1			
41	829	Florence-Carlton K-12 Schls	High School	Teacher	Traffic Education		1		1	
41	829	Florence-Carlton K-12 Schls	Middle Grades	Specialist	Library Media Specialist		1			
41	829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Elementary				1	
41	829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Health/Physical Education				1	
41	829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Mathematics				1	
41	829	Florence-Carlton K-12 Schls	Middle Grades	Teacher	Music				1	
41	829	Florence-Carlton K-12 Schls	System	Administrative	Principal or Assistant Principal		1			
41	829	Florence-Carlton K-12 Schls	System	Professional	Licensed Professional Counselor		1			
41	6171	Bitterroot Valley Coop	Elementary	Professional	Occupational Therapist		1			
41	6171	Bitterroot Valley Coop	Elementary	Professional	Speech-Language Pathologist		1			
41	6171	Bitterroot Valley Coop	Elementary	Teacher	Special Education		1			
41	6171	Bitterroot Valley Coop	System	Professional	Social Worker, Special Education		1			
41	6171	Bitterroot Valley Coop	System	Professional	Speech-Language Pathologist		1			
42	831	Sidney Public Schools	Elementary	Specialist	Library Media Specialist	1	1	1		
42	831	Sidney Public Schools	Elementary	Teacher	Elementary	1	1		1	
42	831	Sidney Public Schools	Elementary	Teacher	Music		1			
42	831	Sidney Public Schools	Elementary	Teacher	Special Education	1			1	
42	831	Sidney Public Schools	High School	Teacher	Agriculture			1	1	
42	831	Sidney Public Schools	High School	Teacher	Art				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
42	831	Sidney Public Schools	High School	Teacher	Business and Marketing				1	
42	831	Sidney Public Schools	High School	Teacher	Career Tech		1	1		
42	831	Sidney Public Schools	High School	Teacher	English		1		1	
42	831	Sidney Public Schools	High School	Teacher	Family and Consumer Sciences		1		1	
42	831	Sidney Public Schools	High School	Teacher	Health/Physical Education		1			
42	831	Sidney Public Schools	High School	Teacher	Mathematics		1		1	
42	831	Sidney Public Schools	High School	Teacher	Music	1				
42	831	Sidney Public Schools	High School	Teacher	Science		1		1	
42	831	Sidney Public Schools	High School	Teacher	Social Studies				1	
42	831	Sidney Public Schools	High School	Teacher	Special Education				1	
42	831	Sidney Public Schools	Middle Grades	Teacher	Mathematics		1		1	
42	831	Sidney Public Schools	Middle Grades	Teacher	Music	1				
42	831	Sidney Public Schools	Middle Grades	Teacher	Science				1	
42	831	Sidney Public Schools	Middle Grades	Teacher	Special Education				1	
42	831	Sidney Public Schools	System	Professional	Speech-Language Pathologist		1			
42	831	Sidney Public Schools	System	Teacher	Special Education		1			
42	832	Savage Public Schools	Elementary	Specialist	School Counselor			1		
42	832	Savage Public Schools	Elementary	Teacher	Elementary		1		1	
42	832	Savage Public Schools	High School	Specialist	School Counselor			1		
42	832	Savage Public Schools	High School	Teacher	Industrial Technology	1				
42	832	Savage Public Schools	High School	Teacher	Social Studies	1				
42	832	Savage Public Schools	Middle Grades	Specialist	School Counselor			1		
42	832	Savage Public Schools	Middle Grades	Teacher	Industrial Technology	1				
42	832	Savage Public Schools	Middle Grades	Teacher	Social Studies	1				
42	832	Savage Public Schools	System	Specialist	School Counselor			1		
42	832	Savage Public Schools	System	Teacher	Health/Physical Education		1	1		
42	832	Savage Public Schools	System	Teacher	Industrial Technology		1			
42	832	Savage Public Schools	System	Teacher	Music		1			
42	832	Savage Public Schools	System	Teacher	Science		1			
42	832	Savage Public Schools	System	Teacher	Social Studies		1			
42	834	Fairview Public Schools	Elementary	Teacher	Early Childhood				1	
42	834	Fairview Public Schools	Elementary	Teacher	Elementary		1		1	
42	834	Fairview Public Schools	Elementary	Teacher	Special Education		1	1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
42	834	Fairview Public Schools	High School	Teacher	Business and Marketing				1	
42	834	Fairview Public Schools	High School	Teacher	Social Studies		1			
42	834	Fairview Public Schools	Middle Grades	Teacher	Mathematics		1			
42	834	Fairview Public Schools	System	Teacher	Art		1	1		
42	834	Fairview Public Schools	System	Teacher	Computer Information Systems			1		
42	834	Fairview Public Schools	System	Teacher	Music and Arts		1			
42	837	Rau Elementary	Elementary	Teacher	Elementary	1	1	1	1	
42	851	Lambert Public Schools	Elementary	Teacher	Elementary	1	1	1		
42	851	Lambert Public Schools	Elementary	Teacher	Music	1			1	
42	851	Lambert Public Schools	High School	Teacher	Music	1			1	
42	851	Lambert Public Schools	Middle Grades	Teacher	Music	1			1	
42	851	Lambert Public Schools	System	Administrative	Principal or Assistant Principal		1			
42	851	Lambert Public Schools	System	Teacher	Music and Arts		1			
43	856	Frontier Elementary	Elementary	Administrative	Principal or Assistant Principal	1		1	1	
43	856	Frontier Elementary	Elementary	Specialist	Library Media Specialist			1		
43	856	Frontier Elementary	Elementary	Teacher	Elementary	1	1	1	1	
43	856	Frontier Elementary	Elementary	Teacher	Music			1	1	
43	856	Frontier Elementary	Elementary	Teacher	Reading			1		
43	856	Frontier Elementary	Middle Grades	Administrative	Principal or Assistant Principal	1			1	
43	856	Frontier Elementary	Middle Grades	Specialist	Library Media Specialist			1		
43	856	Frontier Elementary	Middle Grades	Teacher	Elementary				1	
43	856	Frontier Elementary	Middle Grades	Teacher	English			1		
43	856	Frontier Elementary	Middle Grades	Teacher	Music			1	1	
43	857	Poplar Public Schools	Elementary	Administrative	Special Education			1		
43	857	Poplar Public Schools	Elementary	Professional	Physical Therapist			1		
43	857	Poplar Public Schools	Elementary	Teacher	Administrative			1		
43	857	Poplar Public Schools	Elementary	Teacher	Elementary	1			1	
43	857	Poplar Public Schools	Elementary	Teacher	Health/Physical Education	1				
43	857	Poplar Public Schools	Elementary	Teacher	Music and Arts			1		
43	857	Poplar Public Schools	High School	Teacher	Business and Marketing	1			1	
43	857	Poplar Public Schools	High School	Teacher	English		1		1	
43	857	Poplar Public Schools	High School	Teacher	Social Studies	1	1			
43	857	Poplar Public Schools	Middle Grades	Teacher	Elementary				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
43	857	Poplar Public Schools	Middle Grades	Teacher	Mathematics				1	
43	857	Poplar Public Schools	Middle Grades	Teacher	Science				1	
43	857	Poplar Public Schools	System	Teacher	Special Education			1		
43	858	Culbertson Public Schools	Elementary	Specialist	School Counselor				1	
43	858	Culbertson Public Schools	Elementary	Teacher	Art	1				
43	858	Culbertson Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
43	858	Culbertson Public Schools	Elementary	Teacher	Special Education				1	
43	858	Culbertson Public Schools	High School	Specialist	School Counselor				1	
43	858	Culbertson Public Schools	High School	Teacher	Agriculture		1			
43	858	Culbertson Public Schools	High School	Teacher	Art	1				
43	858	Culbertson Public Schools	High School	Teacher	Special Education				1	
43	858	Culbertson Public Schools	Middle Grades	Specialist	School Counselor				1	
43	858	Culbertson Public Schools	Middle Grades	Teacher	Art	1				
43	858	Culbertson Public Schools	Middle Grades	Teacher	Science			1		
43	858	Culbertson Public Schools	Middle Grades	Teacher	Special Education				1	
43	858	Culbertson Public Schools	System	Teacher	Music and Arts		1			
43	860	Wolf Point Public Schools	Elementary	Administrative	Principal or Assistant Principal		1			
43	860	Wolf Point Public Schools	Elementary	Specialist	Library Media Specialist	1		1		
43	860	Wolf Point Public Schools	Elementary	Specialist	School Counselor	1		1		
43	860	Wolf Point Public Schools	Elementary	Teacher	Early Childhood			1		
43	860	Wolf Point Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
43	860	Wolf Point Public Schools	Elementary	Teacher	English			1		
43	860	Wolf Point Public Schools	Elementary	Teacher	Health/Physical Education	1				
43	860	Wolf Point Public Schools	Elementary	Teacher	Science	1		1		
43	860	Wolf Point Public Schools	Elementary	Teacher	Social Studies	1				
43	860	Wolf Point Public Schools	Elementary	Teacher	Special Education			1	1	
43	860	Wolf Point Public Schools	Elementary	Teacher	World Language	1				
43	860	Wolf Point Public Schools	High School	Specialist	Library Media Specialist	1		1		
43	860	Wolf Point Public Schools	High School	Specialist	School Counselor				1	
43	860	Wolf Point Public Schools	High School	Teacher	Social Studies		1			
43	860	Wolf Point Public Schools	High School	Teacher	World Language				1	
43	860	Wolf Point Public Schools	Middle Grades	Specialist	Library Media Specialist	1		1		
43	860	Wolf Point Public Schools	Middle Grades	Teacher	Elementary	1				

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
43	860	Wolf Point Public Schools	Middle Grades	Teacher	English			1		
43	860	Wolf Point Public Schools	Middle Grades	Teacher	Mathematics			1		
43	860	Wolf Point Public Schools	Middle Grades	Teacher	Science	1		1		
43	860	Wolf Point Public Schools	Middle Grades	Teacher	Social Studies		1			
43	860	Wolf Point Public Schools	Middle Grades	Teacher	Special Education			1		
43	860	Wolf Point Public Schools	Middle Grades	Teacher	World Language				1	
43	860	Wolf Point Public Schools	System	Specialist	School Psychologist			1		
43	861	Brockton Public Schools	Elementary	Administrative	Principal or Assistant Principal		1	1	1	
43	861	Brockton Public Schools	Elementary	Specialist	Library Media Specialist			1		
43	861	Brockton Public Schools	Elementary	Teacher	Elementary	1	1	1	1	
43	861	Brockton Public Schools	Elementary	Teacher	Reading	1				
43	861	Brockton Public Schools	High School	Administrative	Principal or Assistant Principal		1		1	
43	861	Brockton Public Schools	High School	Teacher	English	1				
43	861	Brockton Public Schools	High School	Teacher	Reading	1				
43	861	Brockton Public Schools	High School	Teacher	Science	1				
43	861	Brockton Public Schools	High School	Teacher	Social Studies				1	
43	861	Brockton Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
43	861	Brockton Public Schools	Middle Grades	Teacher	Elementary				1	
43	861	Brockton Public Schools	Middle Grades	Teacher	Science	1				
43	861	Brockton Public Schools	Middle Grades	Teacher	Social Studies				1	
43	861	Brockton Public Schools	System	Specialist	School Counselor		1			
43	861	Brockton Public Schools	System	Teacher	Music and Arts			1		
43	862	Bainville K-12 Schools	Elementary	Specialist	School Counselor	1				
43	862	Bainville K-12 Schools	Elementary	Teacher	Business and Marketing				1	
43	862	Bainville K-12 Schools	Elementary	Teacher	Elementary	1	1	1	1	
43	862	Bainville K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
43	862	Bainville K-12 Schools	High School	Specialist	School Counselor	1				
43	862	Bainville K-12 Schools	High School	Teacher	Business and Marketing				1	
43	862	Bainville K-12 Schools	High School	Teacher	English	1	1	1		
43	862	Bainville K-12 Schools	High School	Teacher	Health/Physical Education				1	
43	862	Bainville K-12 Schools	High School	Teacher	Mathematics		1		1	
43	862	Bainville K-12 Schools	Middle Grades	Specialist	School Counselor	1				
43	862	Bainville K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
43	862	Bainville K-12 Schools	Middle Grades	Teacher	English	1				
43	862	Bainville K-12 Schools	Middle Grades	Teacher	Health/Physical Education				1	
43	862	Bainville K-12 Schools	System	Specialist	School Counselor		1	1		
43	862	Bainville K-12 Schools	System	Teacher	Health/Physical Education		1	1		
43	862	Bainville K-12 Schools	System	Teacher	Music and Arts			1		
43	862	Bainville K-12 Schools	System	Teacher	Social Studies			1		
43	862	Bainville K-12 Schools	System	Teacher	Special Education			1		
43	862	Bainville K-12 Schools	System	Teacher	World Language			1		
43	863	Froid Public Schools	Elementary	Teacher	Elementary				1	
43	863	Froid Public Schools	Elementary	Teacher	Special Education				1	
43	863	Froid Public Schools	System	Specialist	School Counselor			1		
43	863	Froid Public Schools	System	Teacher	Career Tech			1		
43	6202	Roose-Valley Sp Ed Coop	System	Professional	Speech-Language Pathologist		1			
43	6202	Roose-Valley Sp Ed Coop	System	Specialist	School Psychologist		1			
44	866	Forsyth Public Schools	Elementary	Specialist	School Counselor				1	
44	866	Forsyth Public Schools	Elementary	Teacher	Elementary		1	1		
44	866	Forsyth Public Schools	Elementary	Teacher	Special Education			1		
44	866	Forsyth Public Schools	High School	Specialist	School Counselor				1	
44	866	Forsyth Public Schools	High School	Teacher	Art				1	
44	866	Forsyth Public Schools	High School	Teacher	Business and Marketing			1		
44	866	Forsyth Public Schools	High School	Teacher	Elementary				1	
44	866	Forsyth Public Schools	High School	Teacher	English	1	1	1	1	
44	866	Forsyth Public Schools	High School	Teacher	Reading				1	
44	866	Forsyth Public Schools	High School	Teacher	Special Education	1	1	1		
44	866	Forsyth Public Schools	High School	Teacher	World Language		1	1		
44	866	Forsyth Public Schools	Middle Grades	Specialist	School Counselor				1	
44	866	Forsyth Public Schools	Middle Grades	Teacher	Art				1	
44	866	Forsyth Public Schools	Middle Grades	Teacher	Elementary		1		1	
44	866	Forsyth Public Schools	Middle Grades	Teacher	English	1		1	1	
44	866	Forsyth Public Schools	Middle Grades	Teacher	Reading				1	
44	866	Forsyth Public Schools	Middle Grades	Teacher	Special Education	1	1	1		
44	866	Forsyth Public Schools	Middle Grades	Teacher	World Language			1		
44	867	Lame Deer Public Schools	Elementary	Teacher	Elementary		1	1	1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
44	867	Lame Deer Public Schools	Elementary	Teacher	Reading				1	
44	867	Lame Deer Public Schools	Elementary	Teacher	Special Education		1			
44	867	Lame Deer Public Schools	High School	Administrative	Principal or Assistant Principal		1	1		
44	867	Lame Deer Public Schools	High School	Specialist	Library Media Specialist		1			
44	867	Lame Deer Public Schools	High School	Teacher	Business and Marketing				1	
44	867	Lame Deer Public Schools	High School	Teacher	English		1	1		
44	867	Lame Deer Public Schools	High School	Teacher	Science		1	1	1	
44	867	Lame Deer Public Schools	High School	Teacher	Special Education		1			
44	867	Lame Deer Public Schools	Middle Grades	Teacher	Science		1		1	
44	867	Lame Deer Public Schools	Middle Grades	Teacher	Social Studies		1			
44	867	Lame Deer Public Schools	Middle Grades	Teacher	Special Education		1			
44	867	Lame Deer Public Schools	System	Administrative	Supervisor		1			
44	869	Rosebud Public Schools	Elementary	Teacher	Elementary		1			
44	869	Rosebud Public Schools	Elementary	Teacher	Health/Physical Education				1	
44	869	Rosebud Public Schools	Elementary	Teacher	Music	1				
44	869	Rosebud Public Schools	High School	Teacher	Agriculture			1		
44	869	Rosebud Public Schools	High School	Teacher	Health/Physical Education				1	
44	869	Rosebud Public Schools	High School	Teacher	Mathematics			1		
44	869	Rosebud Public Schools	High School	Teacher	Music	1				
44	869	Rosebud Public Schools	High School	Teacher	Social Studies			1		
44	869	Rosebud Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
44	869	Rosebud Public Schools	Middle Grades	Teacher	Mathematics			1		
44	869	Rosebud Public Schools	Middle Grades	Teacher	Music	1				
44	869	Rosebud Public Schools	Middle Grades	Teacher	Social Studies			1		
44	869	Rosebud Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
44	869	Rosebud Public Schools	System	Teacher	Career Tech			1		
44	869	Rosebud Public Schools	System	Teacher	Health/Physical Education		1			
44	869	Rosebud Public Schools	System	Teacher	Mathematics			1		
44	869	Rosebud Public Schools	System	Teacher	Music			1		
44	869	Rosebud Public Schools	System	Teacher	Music and Arts		1			
44	870	Colstrip Public Schools	Elementary	Professional	School Nurse - General Education		1			
44	870	Colstrip Public Schools	Elementary	Specialist	Library Media Specialist		1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
44	870	Colstrip Public Schools	Elementary	Teacher	Elementary		1			
44	870	Colstrip Public Schools	Elementary	Teacher	Special Education		1	1		
44	870	Colstrip Public Schools	High School	Specialist	Library Media Specialist	1	1			
44	870	Colstrip Public Schools	High School	Teacher	Agriculture		1			
44	870	Colstrip Public Schools	High School	Teacher	Business and Marketing			1	1	
44	870	Colstrip Public Schools	High School	Teacher	Career Tech		1			
44	870	Colstrip Public Schools	High School	Teacher	English		1			
44	870	Colstrip Public Schools	High School	Teacher	Family and Consumer Sciences	1	1		1	
44	870	Colstrip Public Schools	High School	Teacher	Industrial Technology		1			
44	870	Colstrip Public Schools	High School	Teacher	Mathematics		1			
44	870	Colstrip Public Schools	High School	Teacher	Music		1			
44	870	Colstrip Public Schools	High School	Teacher	Science		1			
44	870	Colstrip Public Schools	High School	Teacher	Social Studies		1			
44	870	Colstrip Public Schools	Middle Grades	Professional	Licensed Professional Counselor		1			
44	870	Colstrip Public Schools	Middle Grades	Specialist	Library Media Specialist	1				
44	870	Colstrip Public Schools	Middle Grades	Teacher	Agriculture		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	Art		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	Elementary		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	English		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	Mathematics		1		1	
44	870	Colstrip Public Schools	Middle Grades	Teacher	Music and Arts		1			
44	870	Colstrip Public Schools	Middle Grades	Teacher	Science		1		1	
44	870	Colstrip Public Schools	Middle Grades	Teacher	Social Studies		1			
44	870	Colstrip Public Schools	System	Administrative	Special Education		1			
44	870	Colstrip Public Schools	System	Professional	School Nurse - General Education		1			
44	872	Ashland Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
44	872	Ashland Elementary	Elementary	Teacher	Elementary		1	1		
44	872	Ashland Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
44	872	Ashland Elementary	Middle Grades	Teacher	Elementary			1	1	
44	872	Ashland Elementary	Middle Grades	Teacher	English			1		
44	872	Ashland Elementary	Middle Grades	Teacher	Science		1			
44	872	Ashland Elementary	System	Administrative	Principal or Assistant Principal			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
44	872	Ashland Elementary	System	Administrative	Superintendent or Assistant Superintendent			1		
44	872	Ashland Elementary	System	Administrative	Supervisor				1	
44	872	Ashland Elementary	System	Specialist	Library Media Specialist			1		
45	874	Plains Public Schools	Elementary	Specialist	Library Media Specialist				1	
45	874	Plains Public Schools	Elementary	Teacher	Elementary		1			
45	874	Plains Public Schools	Elementary	Teacher	Health/Physical Education				1	
45	874	Plains Public Schools	High School	Administrative	Principal or Assistant Principal		1			
45	874	Plains Public Schools	High School	Administrative	Traffic		1			
45	874	Plains Public Schools	High School	Specialist	Library Media Specialist				1	
45	874	Plains Public Schools	High School	Teacher	Business and Marketing				1	
45	874	Plains Public Schools	High School	Teacher	Health/Physical Education				1	
45	874	Plains Public Schools	High School	Teacher	Mathematics				1	
45	874	Plains Public Schools	Middle Grades	Administrative	Health/Physical Education				1	
45	874	Plains Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
45	874	Plains Public Schools	Middle Grades	Teacher	Business and Marketing				1	
45	874	Plains Public Schools	Middle Grades	Teacher	Health/Physical Education		1		1	
45	874	Plains Public Schools	Middle Grades	Teacher	Science		1			
45	874	Plains Public Schools	System	Professional	School Nurse - General Education		1			
45	874	Plains Public Schools	System	Teacher	Health/Physical Education			1		
45	875	Thompson Falls Pub Schls	Elementary	Teacher	Elementary		1			
45	875	Thompson Falls Pub Schls	Elementary	Teacher	English				1	
45	875	Thompson Falls Pub Schls	Elementary	Teacher	Music				1	
45	875	Thompson Falls Pub Schls	Elementary	Teacher	Special Education		1			
45	875	Thompson Falls Pub Schls	High School	Administrative	Principal or Assistant Principal		1			
45	875	Thompson Falls Pub Schls	High School	Specialist	School Counselor		1			
45	875	Thompson Falls Pub Schls	High School	Teacher	Career Tech		1			
45	875	Thompson Falls Pub Schls	High School	Teacher	English		1		1	
45	875	Thompson Falls Pub Schls	High School	Teacher	Music				1	
45	875	Thompson Falls Pub Schls	High School	Teacher	Music and Arts		1			
45	875	Thompson Falls Pub Schls	Middle Grades	Teacher	English				1	
45	875	Thompson Falls Pub Schls	Middle Grades	Teacher	Music				1	
45	875	Thompson Falls Pub Schls	Middle Grades	Teacher	Special Education		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
45	875	Thompson Falls Pub Schls	System	Administrative	Superintendent or Assistant Superintendent		1			
45	877	Trout Creek Elementary	Elementary	Administrative	Principal or Assistant Principal				1	
45	877	Trout Creek Elementary	Elementary	Teacher	Elementary		1	1	1	
45	877	Trout Creek Elementary	Elementary	Teacher	Special Education				1	
45	877	Trout Creek Elementary	Middle Grades	Administrative	Principal or Assistant Principal				1	
45	877	Trout Creek Elementary	System	Administrative	Principal or Assistant Principal		1	1		
45	877	Trout Creek Elementary	System	Teacher	Special Education		1	1		
45	879	Dixon Elementary	Elementary	Specialist	School Counselor				1	
45	879	Dixon Elementary	Middle Grades	Specialist	School Counselor				1	
45	880	Noxon Public Schools	Elementary	Specialist	School Counselor				1	
45	880	Noxon Public Schools	Elementary	Teacher	Art	1				
45	880	Noxon Public Schools	Elementary	Teacher	Elementary		1		1	
45	880	Noxon Public Schools	High School	Specialist	School Counselor				1	
45	880	Noxon Public Schools	High School	Teacher	Art	1				
45	880	Noxon Public Schools	High School	Teacher	Elementary	1				
45	880	Noxon Public Schools	High School	Teacher	English			1	1	
45	880	Noxon Public Schools	High School	Teacher	Industrial Technology			1		
45	880	Noxon Public Schools	Middle Grades	Specialist	School Counselor				1	
45	880	Noxon Public Schools	Middle Grades	Teacher	Art	1				
45	880	Noxon Public Schools	Middle Grades	Teacher	Elementary	1			1	
45	880	Noxon Public Schools	Middle Grades	Teacher	English				1	
45	880	Noxon Public Schools	System	Specialist	School Counselor			1		
45	880	Noxon Public Schools	System	Teacher	Art		1			
45	880	Noxon Public Schools	System	Teacher	Health/Physical Education		1			
45	880	Noxon Public Schools	System	Teacher	Industrial Technology		1			
45	880	Noxon Public Schools	System	Teacher	Science			1		
45	880	Noxon Public Schools	System	Teacher	Special Education		1	1		
45	882	Hot Springs K-12	Elementary	Teacher	Elementary		1			
45	882	Hot Springs K-12	High School	Teacher	Science		1			
45	882	Hot Springs K-12	System	Teacher	Health/Physical Education		1			
45	882	Hot Springs K-12	System	Teacher	Science		1			
45	6183	Sanders County Coop	System	Professional	Occupational Therapist		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
45	6183	Sanders County Coop	System	Professional	Speech-Language Pathologist		1	1		
45	6183	Sanders County Coop	System	Specialist	School Psychologist		1			
46	885	Westby K-12 Schools	Elementary	Teacher	Business and Marketing				1	
46	885	Westby K-12 Schools	Elementary	Teacher	Elementary		1			
46	885	Westby K-12 Schools	Elementary	Teacher	Music	1				
46	885	Westby K-12 Schools	Elementary	Teacher	Science				1	
46	885	Westby K-12 Schools	High School	Teacher	Business and Marketing				1	
46	885	Westby K-12 Schools	High School	Teacher	English				1	
46	885	Westby K-12 Schools	High School	Teacher	Music	1				
46	885	Westby K-12 Schools	High School	Teacher	Science			1	1	
46	885	Westby K-12 Schools	High School	Teacher	Social Studies		1			
46	885	Westby K-12 Schools	Middle Grades	Teacher	Business and Marketing				1	
46	885	Westby K-12 Schools	Middle Grades	Teacher	Elementary			1		
46	885	Westby K-12 Schools	Middle Grades	Teacher	Music	1				
46	885	Westby K-12 Schools	Middle Grades	Teacher	Science				1	
46	887	Medicine Lake K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1		1	
46	887	Medicine Lake K-12 Schools	Elementary	Administrative	Superintendent or Assistant Superintendent		1			
46	887	Medicine Lake K-12 Schools	Elementary	Specialist	School Counselor			1		
46	887	Medicine Lake K-12 Schools	Elementary	Teacher	Elementary		1	1	1	
46	887	Medicine Lake K-12 Schools	Elementary	Teacher	Health/Physical Education		1			
46	887	Medicine Lake K-12 Schools	Elementary	Teacher	Music		1		1	
46	887	Medicine Lake K-12 Schools	Elementary	Teacher	Special Education		1			
46	887	Medicine Lake K-12 Schools	High School	Administrative	Principal or Assistant Principal		1		1	
46	887	Medicine Lake K-12 Schools	High School	Administrative	Superintendent or Assistant Superintendent		1			
46	887	Medicine Lake K-12 Schools	High School	Specialist	School Counselor			1		
46	887	Medicine Lake K-12 Schools	High School	Teacher	Business and Marketing				1	
46	887	Medicine Lake K-12 Schools	High School	Teacher	Career Tech		1			
46	887	Medicine Lake K-12 Schools	High School	Teacher	Elementary				1	
46	887	Medicine Lake K-12 Schools	High School	Teacher	English			1	1	
46	887	Medicine Lake K-12 Schools	High School	Teacher	Family and Consumer Sciences			1		
46	887	Medicine Lake K-12 Schools	High School	Teacher	Health/Physical Education		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
46	887	Medicine Lake K-12 Schools	High School	Teacher	Mathematics	1	1		1	
46	887	Medicine Lake K-12 Schools	High School	Teacher	Music		1		1	
46	887	Medicine Lake K-12 Schools	High School	Teacher	Music and Arts			1		
46	887	Medicine Lake K-12 Schools	High School	Teacher	Social Studies			1		
46	887	Medicine Lake K-12 Schools	High School	Teacher	Special Education		1			
46	887	Medicine Lake K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal		1		1	
46	887	Medicine Lake K-12 Schools	Middle Grades	Administrative	Superintendent or Assistant Superintendent		1			
46	887	Medicine Lake K-12 Schools	Middle Grades	Specialist	School Counselor			1		
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Elementary				1	
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	English		1	1	1	
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences			1		
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Health/Physical Education		1			
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Mathematics	1	1		1	
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Music		1		1	
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Music and Arts			1		
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Social Studies			1		
46	887	Medicine Lake K-12 Schools	Middle Grades	Teacher	Special Education		1			
46	887	Medicine Lake K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
46	891	Plentywood K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
46	891	Plentywood K-12 Schools	Elementary	Teacher	Elementary		1		1	
46	891	Plentywood K-12 Schools	Elementary	Teacher	Industrial Technology				1	
46	891	Plentywood K-12 Schools	Elementary	Teacher	Music				1	
46	891	Plentywood K-12 Schools	Elementary	Teacher	Social Studies				1	
46	891	Plentywood K-12 Schools	Elementary	Teacher	Traffic Education				1	
46	891	Plentywood K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
46	891	Plentywood K-12 Schools	High School	Teacher	Agriculture		1	1		
46	891	Plentywood K-12 Schools	High School	Teacher	English		1			
46	891	Plentywood K-12 Schools	High School	Teacher	Family and Consumer Sciences				1	
46	891	Plentywood K-12 Schools	High School	Teacher	Health/Physical Education		1			
46	891	Plentywood K-12 Schools	High School	Teacher	Industrial Technology	1				
46	891	Plentywood K-12 Schools	High School	Teacher	Science	1		1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
46	891	Plentywood K-12 Schools	High School	Teacher	Social Studies		1		1	
46	891	Plentywood K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
46	891	Plentywood K-12 Schools	Middle Grades	Teacher	Industrial Technology	1				
46	891	Plentywood K-12 Schools	System	Administrative	Principal or Assistant Principal		1			
46	891	Plentywood K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
47	905	Divide Elementary	Elementary	Teacher	Elementary		1			
47	906	Melrose Elementary	Elementary	Teacher	Elementary			1		
48	908	Park City Public Schools	Elementary	Specialist	School Counselor				1	
48	908	Park City Public Schools	Elementary	Teacher	Early Childhood				1	
48	908	Park City Public Schools	Elementary	Teacher	Elementary		1	1	1	
48	908	Park City Public Schools	Elementary	Teacher	Reading				1	
48	908	Park City Public Schools	High School	Specialist	School Counselor				1	
48	908	Park City Public Schools	High School	Teacher	Business and Marketing			1		
48	908	Park City Public Schools	High School	Teacher	English		1			
48	908	Park City Public Schools	High School	Teacher	Mathematics		1			
48	908	Park City Public Schools	High School	Teacher	Social Studies		1			
48	908	Park City Public Schools	Middle Grades	Specialist	School Counselor				1	
48	908	Park City Public Schools	Middle Grades	Teacher	English		1			
48	908	Park City Public Schools	System	Teacher	Art		1			
48	908	Park City Public Schools	System	Teacher	Family and Consumer Sciences			1		
48	908	Park City Public Schools	System	Teacher	Music			1		
48	909	Columbus Public Schools	Elementary	Teacher	Elementary		1			
48	909	Columbus Public Schools	High School	Teacher	Career Tech		1			
48	909	Columbus Public Schools	High School	Teacher	English		1	1		
48	909	Columbus Public Schools	High School	Teacher	Mathematics		1			
48	909	Columbus Public Schools	High School	Teacher	Science		1			
48	909	Columbus Public Schools	High School	Teacher	World Language		1			
48	909	Columbus Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1		1	
48	909	Columbus Public Schools	Middle Grades	Teacher	Social Studies		1			
48	909	Columbus Public Schools	System	Teacher	Art		1			
48	910	Reed Point Public Schools	Elementary	Teacher	Elementary		1			
48	910	Reed Point Public Schools	High School	Teacher	Mathematics				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
48	910	Reed Point Public Schools	Middle Grades	Teacher	Mathematics				1	
48	910	Reed Point Public Schools	System	Specialist	School Counselor		1			
48	910	Reed Point Public Schools	System	Teacher	Career Tech			1		
48	910	Reed Point Public Schools	System	Teacher	Computer Information Systems			1		
48	910	Reed Point Public Schools	System	Teacher	Family and Consumer Sciences			1		
48	910	Reed Point Public Schools	System	Teacher	Mathematics			1		
48	910	Reed Point Public Schools	System	Teacher	Social Studies			1		
48	910	Reed Point Public Schools	System	Teacher	Special Education			1		
48	912	Fishtail Elementary	Elementary	Teacher	Health/Physical Education		1			
48	912	Fishtail Elementary	Elementary	Teacher	Music and Arts		1			
48	917	Rapelje Public Schools	Elementary	Specialist	Library Media Specialist				1	
48	917	Rapelje Public Schools	Elementary	Teacher	Music	1				
48	917	Rapelje Public Schools	Elementary	Teacher	Music and Arts			1		
48	917	Rapelje Public Schools	High School	Specialist	Library Media Specialist				1	
48	917	Rapelje Public Schools	High School	Teacher	English	1	1	1		
48	917	Rapelje Public Schools	High School	Teacher	Music	1				
48	917	Rapelje Public Schools	High School	Teacher	Music and Arts			1		
48	917	Rapelje Public Schools	Middle Grades	Specialist	Library Media Specialist				1	
48	917	Rapelje Public Schools	Middle Grades	Teacher	English	1		1		
48	917	Rapelje Public Schools	Middle Grades	Teacher	Music	1				
48	917	Rapelje Public Schools	Middle Grades	Teacher	Music and Arts			1		
48	917	Rapelje Public Schools	System	Teacher	Special Education		1	1		
48	919	Absarokee Public Schools	High School	Administrative	Principal or Assistant Principal		1			
48	919	Absarokee Public Schools	High School	Specialist	School Counselor			1		
48	919	Absarokee Public Schools	High School	Teacher	Business and Marketing	1		1		
48	919	Absarokee Public Schools	High School	Teacher	Career Tech			1		
48	919	Absarokee Public Schools	High School	Teacher	Health/Physical Education			1		
48	919	Absarokee Public Schools	Middle Grades	Teacher	Business and Marketing	1		1		
48	919	Absarokee Public Schools	Middle Grades	Teacher	Elementary			1		
48	919	Absarokee Public Schools	Middle Grades	Teacher	English			1		
48	919	Absarokee Public Schools	Middle Grades	Teacher	Health/Physical Education			1		
48	919	Absarokee Public Schools	System	Teacher	Business and Marketing		1			
48	6185	Stillwater/Swt Grass Coop	System	Professional	Occupational Therapist		1			

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
49	922	Big Timber Elementary	Elementary	Specialist	Library Media Specialist			1		
49	922	Big Timber Elementary	Elementary	Specialist	School Counselor		1			
49	922	Big Timber Elementary	Elementary	Teacher	Elementary		1			
49	939	Sweet Grass County HS	High School	Administrative	Superintendent or Assistant Superintendent		1			
49	939	Sweet Grass County HS	High School	Teacher	Health/Physical Education				1	
49	939	Sweet Grass County HS	High School	Teacher	Mathematics		1			
49	939	Sweet Grass County HS	High School	Teacher	Science				1	
49	939	Sweet Grass County HS	High School	Teacher	Special Education		1			
50	940	Choteau Public Schools	Elementary	Administrative	Principal or Assistant Principal				1	
50	940	Choteau Public Schools	Elementary	Teacher	Elementary		1		1	
50	940	Choteau Public Schools	Elementary	Teacher	Special Education				1	
50	940	Choteau Public Schools	High School	Administrative	Principal or Assistant Principal				1	
50	940	Choteau Public Schools	High School	Teacher	English		1		1	
50	940	Choteau Public Schools	High School	Teacher	Mathematics		1			
50	940	Choteau Public Schools	High School	Teacher	Science		1			
50	940	Choteau Public Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
50	940	Choteau Public Schools	Middle Grades	Teacher	English				1	
50	940	Choteau Public Schools	System	Specialist	School Counselor		1			
50	945	Bynum Elementary	Elementary	Teacher	Elementary		1	1		
50	946	Fairfield Public Schools	Elementary	Teacher	Music and Arts		1			
50	946	Fairfield Public Schools	High School	Specialist	School Counselor		1			
50	946	Fairfield Public Schools	High School	Teacher	Career Tech		1			
50	946	Fairfield Public Schools	High School	Teacher	Family and Consumer Sciences		1			
50	946	Fairfield Public Schools	High School	Teacher	Music and Arts		1			
50	946	Fairfield Public Schools	High School	Teacher	Science		1			
50	946	Fairfield Public Schools	Middle Grades	Specialist	School Counselor		1			
50	946	Fairfield Public Schools	Middle Grades	Teacher	Career Tech		1			
50	946	Fairfield Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
50	946	Fairfield Public Schools	Middle Grades	Teacher	Music and Arts		1			
50	946	Fairfield Public Schools	Middle Grades	Teacher	Science		1			
50	946	Fairfield Public Schools	System	Teacher	Health/Physical Education		1			
50	946	Fairfield Public Schools	System	Teacher	Science			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
50	946	Fairfield Public Schools	System	Teacher	Special Education			1		
50	948	Power Public Schools	Elementary	Specialist	School Counselor				1	
50	948	Power Public Schools	Elementary	Teacher	Elementary		1	1		
50	948	Power Public Schools	Elementary	Teacher	Music and Arts		1			
50	948	Power Public Schools	High School	Specialist	School Counselor				1	
50	948	Power Public Schools	High School	Teacher	Family and Consumer Sciences		1		1	
50	948	Power Public Schools	High School	Teacher	Music and Arts		1			
50	948	Power Public Schools	High School	Teacher	Science		1			
50	948	Power Public Schools	High School	Teacher	Social Studies		1			
50	948	Power Public Schools	Middle Grades	Specialist	School Counselor				1	
50	948	Power Public Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
50	948	Power Public Schools	Middle Grades	Teacher	Music and Arts		1			
50	948	Power Public Schools	Middle Grades	Teacher	Social Studies		1	1		
50	949	Golden Ridge Elementary	Elementary	Teacher	Elementary		1	1	1	
50	953	Greenfield Elementary	Elementary	Teacher	Elementary		1		1	
50	953	Greenfield Elementary	Elementary	Teacher	Music				1	
50	953	Greenfield Elementary	Middle Grades	Teacher	Elementary				1	
50	953	Greenfield Elementary	Middle Grades	Teacher	Music				1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Elementary		1		1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Health/Physical Education				1	
50	1072	Dutton/Brady K-12 Schools	Elementary	Teacher	Special Education		1		1	
50	1072	Dutton/Brady K-12 Schools	High School	Teacher	Agriculture	1		1		
50	1072	Dutton/Brady K-12 Schools	High School	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Agriculture	1				
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Family and Consumer Sciences				1	
50	1072	Dutton/Brady K-12 Schools	Middle Grades	Teacher	Mathematics		1			
50	1072	Dutton/Brady K-12 Schools	System	Specialist	School Counselor		1			
50	1072	Dutton/Brady K-12 Schools	System	Teacher	Agriculture		1			
51	955	Sunburst K-12 Schools	Elementary	Specialist	Library Media Specialist				1	
51	955	Sunburst K-12 Schools	Elementary	Teacher	Elementary	1				
51	955	Sunburst K-12 Schools	High School	Specialist	Library Media Specialist				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
51	955	Sunburst K-12 Schools	Middle Grades	Specialist	Library Media Specialist				1	
51	955	Sunburst K-12 Schools	Middle Grades	Teacher	Elementary	1		1		
51	955	Sunburst K-12 Schools	System	Specialist	School Counselor			1		
51	962	Shelby Public Schools	Elementary	Teacher	Elementary	1	1		1	
51	962	Shelby Public Schools	Elementary	Teacher	Special Education		1			
51	962	Shelby Public Schools	High School	Specialist	School Counselor			1	1	
51	962	Shelby Public Schools	High School	Teacher	Art		1		1	
51	962	Shelby Public Schools	High School	Teacher	Business and Marketing		1		1	
51	962	Shelby Public Schools	High School	Teacher	English			1		
51	962	Shelby Public Schools	High School	Teacher	Family and Consumer Sciences			1		
51	962	Shelby Public Schools	High School	Teacher	Mathematics		1	1	1	
51	962	Shelby Public Schools	High School	Teacher	Science		1			
51	962	Shelby Public Schools	Middle Grades	Specialist	School Counselor				1	
51	962	Shelby Public Schools	Middle Grades	Teacher	Art				1	
51	962	Shelby Public Schools	Middle Grades	Teacher	Business and Marketing				1	
51	962	Shelby Public Schools	Middle Grades	Teacher	Mathematics				1	
51	962	Shelby Public Schools	Middle Grades	Teacher	Special Education		1			
51	966	Galata Elementary	Elementary	Teacher	Elementary		1			
52	973	Hysham K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
52	973	Hysham K-12 Schools	Elementary	Teacher	Elementary		1	1		
52	973	Hysham K-12 Schools	Elementary	Teacher	Mathematics	1	1			
52	973	Hysham K-12 Schools	Elementary	Teacher	Science	1				
52	973	Hysham K-12 Schools	Elementary	Teacher	Special Education		1			
52	973	Hysham K-12 Schools	High School	Administrative	Principal or Assistant Principal		1			
52	973	Hysham K-12 Schools	High School	Teacher	Business and Marketing				1	
52	973	Hysham K-12 Schools	High School	Teacher	Career Tech		1			
52	973	Hysham K-12 Schools	High School	Teacher	Mathematics	1	1	1	1	
52	973	Hysham K-12 Schools	High School	Teacher	Science	1	1	1	1	
52	973	Hysham K-12 Schools	High School	Teacher	Special Education		1			
52	973	Hysham K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
52	973	Hysham K-12 Schools	Middle Grades	Teacher	Career Tech		1			
52	973	Hysham K-12 Schools	Middle Grades	Teacher	Mathematics	1	1			
52	973	Hysham K-12 Schools	Middle Grades	Teacher	Science	1	1		1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
52	973	Hysham K-12 Schools	Middle Grades	Teacher	Special Education		1			
52	973	Hysham K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
53	975	Glasgow K-12 Schools	Elementary	Administrative	Principal or Assistant Principal		1			
53	975	Glasgow K-12 Schools	Elementary	Teacher	Elementary	1	1			
53	975	Glasgow K-12 Schools	Elementary	Teacher	Special Education		1	1		
53	975	Glasgow K-12 Schools	High School	Specialist	School Counselor		1			
53	975	Glasgow K-12 Schools	High School	Teacher	Art				1	
53	975	Glasgow K-12 Schools	High School	Teacher	English		1			
53	975	Glasgow K-12 Schools	High School	Teacher	Mathematics		1			
53	975	Glasgow K-12 Schools	High School	Teacher	Music and Arts		1			
53	975	Glasgow K-12 Schools	Middle Grades	Professional	Licensed Professional Counselor			1		
53	975	Glasgow K-12 Schools	Middle Grades	Specialist	School Counselor	1	1			
53	976	Frazer Public Schools	Elementary	Administrative	Principal or Assistant Principal			1		
53	976	Frazer Public Schools	Elementary	Specialist	School Counselor			1		
53	976	Frazer Public Schools	Elementary	Teacher	Elementary	1	1		1	
53	976	Frazer Public Schools	Elementary	Teacher	Health/Physical Education		1	1	1	
53	976	Frazer Public Schools	Elementary	Teacher	Special Education			1	1	
53	976	Frazer Public Schools	High School	Administrative	Principal or Assistant Principal			1		
53	976	Frazer Public Schools	High School	Specialist	School Counselor			1		
53	976	Frazer Public Schools	High School	Teacher	Business and Marketing	1			1	
53	976	Frazer Public Schools	High School	Teacher	Career Tech		1			
53	976	Frazer Public Schools	High School	Teacher	English		1			
53	976	Frazer Public Schools	High School	Teacher	Health/Physical Education		1	1	1	
53	976	Frazer Public Schools	High School	Teacher	Science		1			
53	976	Frazer Public Schools	High School	Teacher	Social Studies	1	1			
53	976	Frazer Public Schools	High School	Teacher	Special Education			1	1	
53	976	Frazer Public Schools	Middle Grades	Administrative	Principal or Assistant Principal			1		
53	976	Frazer Public Schools	Middle Grades	Specialist	School Counselor			1		
53	976	Frazer Public Schools	Middle Grades	Teacher	Business and Marketing	1			1	
53	976	Frazer Public Schools	Middle Grades	Teacher	Elementary				1	
53	976	Frazer Public Schools	Middle Grades	Teacher	Health/Physical Education		1	1	1	
53	976	Frazer Public Schools	Middle Grades	Teacher	Social Studies	1				

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
53	976	Frazer Public Schools	Middle Grades	Teacher	Special Education			1	1	
53	976	Frazer Public Schools	System	Administrative	Principal or Assistant Principal		1			
53	976	Frazer Public Schools	System	Specialist	Library Media Specialist			1		
53	980	Hinsdale Public Schools	Elementary	Teacher	Art				1	
53	980	Hinsdale Public Schools	Elementary	Teacher	Elementary			1		
53	980	Hinsdale Public Schools	Elementary	Teacher	Music			1	1	
53	980	Hinsdale Public Schools	Elementary	Teacher	Science				1	
53	980	Hinsdale Public Schools	Elementary	Teacher	Social Studies				1	
53	980	Hinsdale Public Schools	High School	Teacher	Art				1	
53	980	Hinsdale Public Schools	High School	Teacher	English		1			
53	980	Hinsdale Public Schools	High School	Teacher	Mathematics				1	
53	980	Hinsdale Public Schools	High School	Teacher	Music			1	1	
53	980	Hinsdale Public Schools	High School	Teacher	Science			1	1	
53	980	Hinsdale Public Schools	High School	Teacher	Social Studies				1	
53	980	Hinsdale Public Schools	Middle Grades	Teacher	Art				1	
53	980	Hinsdale Public Schools	Middle Grades	Teacher	English		1			
53	980	Hinsdale Public Schools	Middle Grades	Teacher	Mathematics				1	
53	980	Hinsdale Public Schools	Middle Grades	Teacher	Music			1	1	
53	980	Hinsdale Public Schools	Middle Grades	Teacher	Science				1	
53	980	Hinsdale Public Schools	Middle Grades	Teacher	Social Studies				1	
53	980	Hinsdale Public Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
53	980	Hinsdale Public Schools	System	Teacher	Health/Physical Education			1		
53	980	Hinsdale Public Schools	System	Teacher	Music			1		
53	981	Opheim K-12 Schools	Elementary	Teacher	Health/Physical Education	1				
53	981	Opheim K-12 Schools	Elementary	Teacher	Music	1				
53	981	Opheim K-12 Schools	Elementary	Teacher	Social Studies	1				
53	981	Opheim K-12 Schools	High School	Teacher	Health/Physical Education	1	1	1		
53	981	Opheim K-12 Schools	High School	Teacher	Music	1	1			
53	981	Opheim K-12 Schools	High School	Teacher	Science		1	1		
53	981	Opheim K-12 Schools	High School	Teacher	Social Studies	1	1	1		
53	981	Opheim K-12 Schools	Middle Grades	Teacher	Health/Physical Education	1				
53	981	Opheim K-12 Schools	Middle Grades	Teacher	Music	1				

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
53	981	Opheim K-12 Schools	Middle Grades	Teacher	Social Studies	1	1			
53	981	Opheim K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent		1			
53	981	Opheim K-12 Schools	System	Teacher	Health/Physical Education		1			
53	981	Opheim K-12 Schools	System	Teacher	Music		1			
53	981	Opheim K-12 Schools	System	Teacher	Special Education		1			
53	982	Nashua K-12 Schools	Elementary	Administrative	Principal or Assistant Principal				1	
53	982	Nashua K-12 Schools	Elementary	Teacher	Early Childhood				1	
53	982	Nashua K-12 Schools	Elementary	Teacher	Health/Physical Education		1			
53	982	Nashua K-12 Schools	Elementary	Teacher	Music	1				
53	982	Nashua K-12 Schools	High School	Administrative	Principal or Assistant Principal				1	
53	982	Nashua K-12 Schools	High School	Teacher	English			1		
53	982	Nashua K-12 Schools	High School	Teacher	Health/Physical Education		1			
53	982	Nashua K-12 Schools	High School	Teacher	Mathematics		1	1		
53	982	Nashua K-12 Schools	High School	Teacher	Music	1		1		
53	982	Nashua K-12 Schools	High School	Teacher	Social Studies			1		
53	982	Nashua K-12 Schools	Middle Grades	Administrative	Principal or Assistant Principal				1	
53	982	Nashua K-12 Schools	Middle Grades	Teacher	English		1			
53	982	Nashua K-12 Schools	Middle Grades	Teacher	Health/Physical Education		1			
53	982	Nashua K-12 Schools	Middle Grades	Teacher	Mathematics		1			
53	982	Nashua K-12 Schools	Middle Grades	Teacher	Music	1				
53	982	Nashua K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
53	986	Lustre Elementary	Elementary	Administrative	Principal or Assistant Principal		1			
53	986	Lustre Elementary	Elementary	Teacher	Elementary		1	1	1	
54	990	Harlowton Public Schools	Elementary	Teacher	Elementary		1			
54	990	Harlowton Public Schools	High School	Teacher	Agriculture				1	
54	990	Harlowton Public Schools	High School	Teacher	English		1	1	1	
54	990	Harlowton Public Schools	High School	Teacher	Mathematics			1		
54	990	Harlowton Public Schools	High School	Teacher	Science		1			
54	990	Harlowton Public Schools	Middle Grades	Teacher	Agriculture				1	
54	990	Harlowton Public Schools	Middle Grades	Teacher	English				1	
54	990	Harlowton Public Schools	Middle Grades	Teacher	Mathematics			1		

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
54	990	Harlowton Public Schools	System	Teacher	Agriculture		1			
54	990	Harlowton Public Schools	System	Teacher	Art			1		
54	990	Harlowton Public Schools	System	Teacher	Career Tech		1			
54	990	Harlowton Public Schools	System	Teacher	Music		1			
54	990	Harlowton Public Schools	System	Teacher	Music and Arts		1			
54	992	Judith Gap Public Schools	Elementary	Administrative	Superintendent or Assistant Superintendent			1		
54	992	Judith Gap Public Schools	Elementary	Teacher	Music	1				
54	992	Judith Gap Public Schools	High School	Administrative	Superintendent or Assistant Superintendent			1		
54	992	Judith Gap Public Schools	High School	Teacher	English	1	1			
54	992	Judith Gap Public Schools	High School	Teacher	Mathematics		1		1	
54	992	Judith Gap Public Schools	High School	Teacher	Music	1				
54	992	Judith Gap Public Schools	High School	Teacher	Science		1			
54	992	Judith Gap Public Schools	High School	Teacher	Social Studies	1	1			
54	992	Judith Gap Public Schools	Middle Grades	Administrative	Superintendent or Assistant Superintendent			1		
54	992	Judith Gap Public Schools	Middle Grades	Teacher	English	1	1			
54	992	Judith Gap Public Schools	Middle Grades	Teacher	Mathematics		1		1	
54	992	Judith Gap Public Schools	Middle Grades	Teacher	Music	1				
54	992	Judith Gap Public Schools	Middle Grades	Teacher	Science		1			
54	992	Judith Gap Public Schools	Middle Grades	Teacher	Social Studies	1	1			
54	992	Judith Gap Public Schools	System	Teacher	English		1			
55	997	Wibaux K-12 Schools	Elementary	Specialist	Library Media Specialist				1	
55	997	Wibaux K-12 Schools	Elementary	Specialist	School Counselor				1	
55	997	Wibaux K-12 Schools	Elementary	Teacher	Elementary			1		
55	997	Wibaux K-12 Schools	Elementary	Teacher	Special Education			1		
55	997	Wibaux K-12 Schools	High School	Administrative	Principal or Assistant Principal		1			
55	997	Wibaux K-12 Schools	High School	Specialist	Library Media Specialist				1	
55	997	Wibaux K-12 Schools	High School	Specialist	School Counselor				1	
55	997	Wibaux K-12 Schools	High School	Teacher	Mathematics				1	
55	997	Wibaux K-12 Schools	Middle Grades	Specialist	Library Media Specialist				1	
55	997	Wibaux K-12 Schools	Middle Grades	Specialist	School Counselor				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
55	997	Wibaux K-12 Schools	Middle Grades	Teacher	Elementary		1			
55	997	Wibaux K-12 Schools	Middle Grades	Teacher	Mathematics				1	
55	997	Wibaux K-12 Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
56	1011	Laurel Public Schools	Elementary	Teacher	Music and Arts			1		
56	1011	Laurel Public Schools	High School	Administrative	Principal or Assistant Principal		1			
56	1011	Laurel Public Schools	High School	Teacher	Mathematics			1		
56	1011	Laurel Public Schools	High School	Teacher	Special Education		1	1	1	
56	1011	Laurel Public Schools	Middle Grades	Administrative	Principal or Assistant Principal		1			
56	1011	Laurel Public Schools	Middle Grades	Teacher	Elementary				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	English as a Second Language				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Family and Consumer Sciences		1			
56	1011	Laurel Public Schools	Middle Grades	Teacher	Reading				1	
56	1011	Laurel Public Schools	Middle Grades	Teacher	Science				1	
56	1011	Laurel Public Schools	System	Professional	Physical Therapist			1		
56	1011	Laurel Public Schools	System	Specialist	School Psychologist			1		
56	1014	Custer K-12 Schools	Elementary	Teacher	Elementary		1	1		
56	1014	Custer K-12 Schools	High School	Teacher	Science		1			
56	1014	Custer K-12 Schools	Middle Grades	Teacher	Science		1			
56	1014	Custer K-12 Schools	System	Specialist	School Counselor		1			
56	1014	Custer K-12 Schools	System	Teacher	Health/Physical Education		1			
56	1014	Custer K-12 Schools	System	Teacher	Music			1		
56	1017	Broadview Public Schools	Elementary	Teacher	Elementary		1		1	
56	1017	Broadview Public Schools	Elementary	Teacher	Health/Physical Education				1	
56	1017	Broadview Public Schools	High School	Teacher	Health/Physical Education				1	
56	1017	Broadview Public Schools	High School	Teacher	Social Studies		1			
56	1017	Broadview Public Schools	Middle Grades	Teacher	Health/Physical Education				1	
56	1017	Broadview Public Schools	System	Teacher	Music			1		
56	1017	Broadview Public Schools	System	Teacher	Special Education			1		
56	1020	Huntley Project K-12 Schls	Elementary	Teacher	Elementary		1		1	
56	1020	Huntley Project K-12 Schls	Elementary	Teacher	Special Education		1			
56	1020	Huntley Project K-12 Schls	High School	Teacher	Music		1			
56	1020	Huntley Project K-12 Schls	Middle Grades	Teacher	Elementary				1	

County	System	System Name	Recruitment Level	Recruitment Area	Recruitment Area Specifics	Emergency Authorization	Few in Recruitment Pool	Not Filled By Recruitment	Provisional License	Reemployed Retiree
56	1020	Huntley Project K-12 Schls	Middle Grades	Teacher	Health/Physical Education				1	
56	1020	Huntley Project K-12 Schls	System	Administrative	Supervisor				1	
56	1020	Huntley Project K-12 Schls	System	Teacher	Family and Consumer Sciences		1			
56	1022	Shepherd Public Schools	Elementary	Teacher	Elementary		1		1	
56	1022	Shepherd Public Schools	Elementary	Teacher	Reading			1		
56	1022	Shepherd Public Schools	High School	Teacher	English		1			
56	1022	Shepherd Public Schools	High School	Teacher	Health/Physical Education		1		1	
56	1022	Shepherd Public Schools	High School	Teacher	Mathematics		1	1	1	
56	1022	Shepherd Public Schools	High School	Teacher	Science		1			
56	1022	Shepherd Public Schools	High School	Teacher	Social Studies				1	
56	1022	Shepherd Public Schools	Middle Grades	Specialist	Library Media Specialist			1		
56	1022	Shepherd Public Schools	Middle Grades	Teacher	English		1			
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Health/Physical Education		1			
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Science		1			
56	1022	Shepherd Public Schools	Middle Grades	Teacher	Social Studies		1			
56	1022	Shepherd Public Schools	System	Administrative	Superintendent or Assistant Superintendent				1	
56	6175	Eastern Yellowstone Coop	Elementary	Professional	Occupational Therapist		1			
56	6175	Eastern Yellowstone Coop	System	Specialist	School Psychologist		1			
56	6188	Yellowstone/W Carbon Coop	Middle Grades	Teacher	Special Education				1	
56	6188	Yellowstone/W Carbon Coop	System	Administrative	Supervisor		1			
56	6188	Yellowstone/W Carbon Coop	System	Professional	Speech-Language Pathologist			1		

INFORMATION

ITEM 22

ANNUAL TRANSPORTATION REPORT

Donell Rosenthal

Montana Board of Public Education Executive Summary

Date: January 13-14, 2022

Presentation	Transportation Update
Presenter	Donell Rosenthal,
Position Title	OPI, Director of Transportation
Overview	The Office of Public Instruction will present FYI 2021 Statewide Pupil Transportation Report
Requested Decision(s)	Informational Item.
Related Issue(s)	
Recommendation(s)	None.



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



FY 2021 Statewide Pupil Transportation Report

As of December 14, 2021

Historical View of Pupil Transportation Data:

The table below provides FY2021 data as well as a prior year historical comparison of data collected in the Pupil Transportation System maintained by the OPI.

Category	FY 2017	FY 2018	FY 2019	FY2020	FY2021
Number of Certified Bus Drivers	2,192	2,318	2,220	2,083	1,975
Number of Bus Routes	2,368	2,373	2,344	2,297	2,328
Total Pupil Ridership	87,289	84,742	83,913	83,843	69,953
School Miles Traveled per Year	16.8 M	16.6 M	16.3 M	*13 M covid	15.4M
Average Route Miles Traveled Per Day	51.60	51.90	51.00	48.80	49.50
MHP Bus Inspections	4,290	4,276	4,288	4,324	4,322
Number of Type A-E School Buses	3,324	3,372	3,398	3,471	3,527
Number of District Owned Buses	1,330	1,319	1,329	1,357	1,412
Number of Contractor Owned Buses	1,994	2,053	2,069	2,114	2,115
Number of Individual Contracts	815	804	824	740	722
Amount Paid for Individual Contracts	\$560,966	\$525,715	\$607,846	\$563,501	\$528,930
State Reimbursement	\$11.95 M	\$11.76 M	\$11.53 M	\$11.35 M	\$10.92 M
County Reimbursement	\$11.93 M	\$11.72 M	\$11.52 M	\$11.28 M	\$10.92 M

*The COVID-19 pandemic had an impact on FY 2020 School Miles Traveled Per Year. At the time of finalization of the 1st semester, the mileage available was a little more than 8.1 million. With the way the Pupil Transportation System is programmed, the mileage cannot be determined mid-semester. A rough estimation can only be provided at around 13 million for the year.

Transportation During Covid 19 Pandemic Outbreak

The shortage of bus drivers within the state has been an on-going challenge for many school districts and bus contractors. For the 2021 school year, school districts and contractors were burdened with additional shortages which most likely can be attributed to the continuing COVID-19 pandemic and has only increased the shortages. Due to such complex circumstances, school districts were forced to make the difficult decisions of cutting or combining routes, while still fulfilling their obligations of providing transportation.

MAPT Annual Bus Driver Conference

Despite the ongoing challenge of the COVID 19 pandemic, the annual state bus driver (MAPT) conference was held in Great Falls in June 2021. Of the 325 people that registered for the conference, there were 308 people that participated. 251 people attended in person, 74 people registered via zoom, but 57 people actually completed the classes.

Other in-person MAPT regional bus driver training was provided to 337 attendees for a total of 94.5 hours of training time.

16th National Congress of School Transportation (NCST) Conference

Due to the COVID 19 pandemic the 16th National Congress of School Transportation (NCST) Conference that was scheduled in May 2020 was cancelled. After many discussions, the NCST steering committee made the best possible choice to reschedule the conference for May 2025. The major factor in making the decision was that it was undetermined how long the pandemic would last, as well as the lack of changes submitted to the writing committee.

2021 Legislation

The 2021 legislature passed three bills with the intent of increasing school bus safety.

- [HB 207](#) Authorizing the use of additional flashing red lights on school buses.
- [HB 267](#) Requiring certain signage, prohibiting a school bus from actuating flashing red lights when the bus is stopped outside the roadway to receive or discharge students, requiring the use of an extended stop arm in certain circumstances, and requiring a school district trustees to approve each bus stop that requires a student to cross the roadway.
- [HB 300](#) Authorizing the use of 8 to 15 passenger vehicles for transportation of students to and from certain events.

To comply with the new laws, the 2018 Montana School Bus Standards are currently in the process of being revised. To begin the process, the OPI formed a committee of individuals which included transportation contractors, manufacturers, bus drivers, and other transportation personnel that have provided their knowledge, skills, and an understanding of transportation law. The overall goal of the committee is to guarantee the intent of the laws are met for providing additional safety of students being transported, as well as, maintaining the consistency and standardization for the design, construction, and safety devices equipped on all Montana School Buses.

Donell Rosenthal

Director of Pupil Transportation

drosenthal@mt.gov

(406) 422-0320

ACTION

ITEM 23

MONTANA SCHOOL BUS STANDARDS

- ACTION ON 2022 MONTANA SCHOOL BUS STANDARDS
- ACTION ON NOTICE OF PROPOSED AMENDMENT TO ARM
TITLE 10, CHAPTER 64, BUS STANDARDS

Jacob Griffith, Chief Legal Counsel
Donell Rosenthal

Montana Board of Public Education

Executive Summary

Date: January 13-14, 2022

Presentation	With the approval of HB 267, HB 207, and HB 300 in the 2021 Legislative Session, the OPI has updated the Montana School Bus Standards to comply with the changes in law. The new laws require a school bus to be equipped with an extended stop signal arm in certain circumstances, additional flashing red lights, and board of trustees to approve a bus stop that requires a student to cross a roadway.
Presenter	Donell Rosenthal
Position Title	OPI Director of Pupil Transportation
Overview	<p>The Superintendent of Public Instruction is proposing the adoption of the 2021 Montana School Bus Standards requiring amendments to the following:</p> <p>2018 Montana School Bus Standards ARM 10.7.110 Standards for School Buses ARM 10.64.301 School Bus Requirements ARM 10.64.342 Replacement Parts ARM 10.64.701 Criteria for Establishing Transportation Area</p>
Requested Decision(s)	Action
Related Issue(s)	
Recommendation(s)	The OPI requests the Board of Public Education to proceed with the adoption of the revisions for the 2021 Montana School Bus Standards.



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

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of)	NOTICE OF PROPOSED
ARM 10.64.301 pertaining to school)	AMENDMENT
bus requirements)	
)	NO PUBLIC HEARING
)	CONTEMPLATED

TO: All Concerned Persons

1. On January 14, 2022, the Board of Public Education proposes to amend the above-stated rule.

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 the board no later than 4:00 p.m. on January 7, 2022, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov.

3. The rule as proposed to be amended provides as follows, new matter underlined, deleted matter interlined:

10.64.301 SCHOOL BUS REQUIREMENTS

(1) The Board of Public Education adopts and incorporates the Standards for School Buses in Montana – ~~2017~~ 2022. A copy of this document is available from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501 and is available at the following web address: www.bpe.mt.gov.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the National School Transportation Specifications and Procedures, as adopted in 2015 by the Sixteenth National Congress on School Transportation (NCST). The NCST occasionally issues an interpretation on its adopted specifications and procedures. Any interpretation adopted by the NCST shall be the official interpretation of the corresponding Montana standard unless that interpretation is specifically redefined or preempted by a corresponding Montana standard, law, or regulation. The National School Transportation Specifications and Procedures and additional information regarding the NCST are available at www.NCSTOnline.org.

AUTH: 20-2-121, MCA
IMP: 20-10-111, MCA

4. REASON: The Board of Public Education adopted Standards for School Buses in Montana – 2022 with an effective date of January 14, 2022. The Bus Standards have been revised to conform with the passage of House Bills 207, 267 and 300.

5. Concerned persons may submit their data, views, or arguments concerning the proposed actions in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov and must be received no later than 5:00 p.m., February 28, 2022.

6. If persons who are directly affected by the proposed action wish to express their data, views, or arguments orally or in writing at a public hearing, they must make written request for a hearing and submit this request along with any written comments to McCall Flynn at the above address no later than 5:00 p.m., February 28, 2022.

7. If the agency receives requests for a public hearing on the proposed action from either 10 percent or 25, whichever is less, of the persons directly affected by the proposed action; from the appropriate administrative rule review committee of the Legislature; from a governmental subdivision or agency; or from an association having not less than 25 members who will be directly affected, a hearing will be held at a later date. Notice of the hearing will be published in the Montana Administrative Register. Ten percent of those directly affected has been determined to be 41 persons based on the number of budgeting and fiscal districts in the State of Montana.

8. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. 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 5 above or may be made by completing a request form at any rules hearing held by the board.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Board Chair
Board of Public Education

Certified to the Secretary of State January 18, 2022.



2021 Montana School Bus Standards Revisions

The OPI has revised the 2018 Montana School Bus Standards for the implementation of new laws passed by the 2021 Legislative Session and requesting adoption by the Board of Public Education.

HB 267: Requiring the use of an extended stop arm in certain circumstances, and requiring a school district trustees to approve each bus stop that requires a student to cross the roadway.

HB 207: Authorizing the use of four or more flashing red lights on school buses, and placement of flashing red lights.

HB 300: Allowing the use of an 8-15 passenger vehicle to transport students to or from school sponsored functions or activities.

The following information provides a detailed summary of revisions including individual pages that reflect these revisions.

General Updates

- Title Page: year, removed note on application, changed footer to show adoption date instead of FY
- Acknowledgments: updated
- Table of Contents: updated
- Formatting
 - Corrected spelling errors
 - Corrected grammar errors
 - Fixed internal document referral language – consistent language throughout document

Introduction:

New Section (Pages 9-10)

- Established guiding principles, Applicability, and OPI Assistance
 - Clearly outlines the responsibility of OPI in providing guidance and an understanding of the Montana School Bus Standards specifically relating to the design, construction, and operations of school buses.
- Bus Rules Matrix (Page 12)
 - Corrected formatting inconsistencies
- Added note on mechanical/equipment standards vs operational standards applicability
 - Explanation of effective date upon adoption of standards



First Aid Kit /Body Fluids Clean up Inspection:

(Pages 25-26)

- Removed requirement for inspection by MHP

Stop Signal Arms:

New Section (Pages 32)

- Extended Stop Arm
 - Incorporate the new law due to the passage of HB 267 by the 2021 Legislature

Lamps and Signals

(Pages 32-33)

- HB 207
 - Added language creating standardization for additional red flashing lights to school buses.

Seat Lap and Shoulder Belt for Student Seating

(Pages 38)

- Updated to reflect that if a lap/shoulder belt is installed, the child sitting in that seat must be properly restrained.
- Updated to specify exemption from lap/shoulder belts 61-9-420

Operational Requirements:

(Page 54)

- Updated safety precautions
- HB 267 updates-internal reference to other section

Limiting the Use of Electronic Devices:

New Section (Pages 59-60)

- Added Sections Prohibiting Texting, using a hand-held device, using earphones to listen to music.
 - Complying with state and federal laws.

Railroad Procedures:

New Section (Page 61)

- Added new section on railroad procedures to comply with Montana law and best practices
- Removed Operation Lifesaver as this organization in Montana has difficulty keeping staff.

Designated Stops:

New Section (Pages 64)

- HB 267 updates

- Added language for bus stops requiring a student to cross the roadway must be approved by the board of trustees.

Evacuation Procedures:

(Page 68)

- Added safety language for clarification

Glossary:

(Pages 72-92)

- Reduced the use of acronyms
- Amended
 - Service Animal – updated to reflect Montana law
 - Route
 - School Bus
 - Transportation
- Moved
 - Multi-Function School Bus to correctly alphabetize
- Added definitions for:
 - Extended stop arm
 - Passenger vehicle

Hiring New Employees:

New Section (Page 112)

- Clarifies responsibilities for bus driver hiring decision as a local control. OPI has no authority for the hiring and firing of a bus driver.

Rationale:

The proposed revisions for the amendment of the 2018 Montana School Bus Standards were considered with the highest level of safety for the transportation of Montana students, and meets or exceeds the overall intent of the new laws.

It is important for the proposed revisions to maintain consistency of all Montana school buses in the design, construction, and standardization.

- Standardization means: To enforce a level of conformity with a standard especially in order to assure consistency and regularity.
- How important is standardization?
 - Providing uniformity of practices and operations.
 - Improves clarity
 - Regularity

- Sameness
 - Compatibility
 - No room for argument
 - Safety protection within an environment
- Standardization is important for:
 - Public
 - Students
 - Law Enforcement
 - Bus Drivers
 - School Districts
 - Contractors
 - Original Equipment Manufacturers (OEM's)
 - Dealers

2021 MONTANA SCHOOL BUS STANDARDS AND RESOURCE MATERIALS



ACKNOWLEDGEMENTS

I would like to thank all the members of the Montana Pupil Transportation Bus Standards Committee, OPI staff, and the Board of Public Education who dedicated their time and efforts in making the Montana School Bus Standards a success. I would like to thank both Neal Durham, Montana Highway Patrol/Legislature and Michele L. Snowberger, Assistant Attorney General for participating the revisions of these School Bus Standards.

~Donell Rosenthal, State Director of Pupil Transportation

Committee Members:

Danny Walker, Big Fork Public Schools	Mike Krout, Majestic Bus Service
Bob Rup, Columbia Falls Schools	Jack Eggersperger, Flathead County
Annie Doolan, Kalispell Public Schools	Brodie Louchin, Payne West Insurance
Thom Kruse, MT Highway Patrol	Zada Stamper, Laurel Public Schools
Denise Williams, MASBO	Rob Tracy, Big Fork Public Schools
Jacob Griffith, OPI Legal Counsel	
Donell Rosenthal, OPI Director of Pupil Transportation	
McCall Flynn, Board of Public Education	
Barbara Quinn, OPI School Finance Administrator	
Douglas Kellie, Bozeman Public Schools	
Bruce Kubler, Bus Driver/MAPT Trainer	

These dedicated individuals provided a wide range of knowledge, expertise, experience, and support, so that Montana's school buses remain the safest mode for transporting K-12 students to and from school, school activities, functions, and field trips every day.

Contents

ACKNOWLEDGEMENTS	2
INTRODUCTION	9
SCHOOL BUS TYPES.....	11
BUS RULES MATRIX	12
BUS BODY AND CHASIS SYSTEMS.....	15
REPLACEMENT PARTS	15
AIR CLEANER.....	15
AIR CONDITIONING SYSTEMS (OPTIONAL)	15
AISLE.....	17
AXLES.....	17
BACKUP WARNING ALARM	17
BRAKES.....	17
BUMPER	18
CEILING.....	19
CERTIFICATION	19
CHAINS/TIRE.....	19
COLOR	19
CONSTRUCTION	19
CROSSING CONTROL ARM.....	20
DEFROSTERS.....	20
DOORS.....	21
DRIVE SHAFT.....	21
ELECTRICAL SYSTEM	21
EMERGENCY EXITS	24
EMERGENCY EQUIPMENT	24
EXHAUST SYSTEM.....	26
FENDERS, FRONT	27
FLOORS.....	27
FRAME.....	27
FUEL SYSTEM.....	28
GOVERNOR.....	28
HANDRAILS.....	28
HEATING SYSTEM PROVISION	28
HEATING AND AIR CONDITIONING SYSTEMS	29
HORN.....	30
HINGES	30
IDENTIFICATION	30
INSIDE HEIGHT.....	30
INSTRUMENTS AND INSTRUMENT PANEL	31
INSULATION	31
INTERIOR	32
LAMPS AND SIGNALS.....	32
METAL TREATMENT	35
MIRRORS	35
MOUNTING	35
OIL FILTER.....	35
OPENINGS	35
OVERALL LENGTH.....	36

OVERALL WIDTH.....	36
PASSENGER LOAD.....	36
PUBLIC ADDRESS SYSTEM.....	36
RETARDER SYSTEM (OPTIONAL EQUIPMENT)	36
RETRO-REFLECTIVE MATERIAL	36
RUB RAILS.....	37
SEATS AND RESTRAINING SYSTEM	37
PASSENGER SEATING	37
SEAT – LAP AND SHOULDER BELTS FOR STUDENT SEATING.....	38
SEAT – PRE-SCHOOL AGE SEATING	38
DRIVER SEAT	38
DRIVER RESTRAINT SYSTEM.....	38
SEAT BELT CUTTER.....	39
SHOCK ABSORBERS	39
SIDE SKIRTS.....	39
STEERING GEAR	39
STEPS.....	39
STEP TREADS	39
STIRRUP STEPS	40
STOP ARMS.....	40
STOP SIGNAL ARM	40
<i>The following section on extended stop arm becomes effective on July 1, 2022.....</i>	40
EXTENDED STOP ARM.....	40
STORAGE COMPARTMENT	40
SUN SHIELD	41
SUSPENSION SYSTEM	41
THROTTLE.....	41
TIRES AND RIMS	41
TOWING ATTACHMENT POINTS	41
TRACTION ASSISTING DEVICES (OPTIONAL)	42
TRANSMISSION	42
TRASH CONTAINER AND HOLDING DEVICE	42
TURNING RADIUS	42
UNDERCOATING.....	42
VENTILATION.....	43
WARNING STATEMENTS	43
WHEEL HOUSING.....	43
WINDOWS.....	43
WINDSHIELD WASHERS.....	44
WINDSHIELD WIPERS	44
SPECIALLY EQUIPPED SCHOOL BUSES.....	44
INTRODUCTION.....	44
DEFINITION	44
GENERAL REQUIREMENTS.....	44
AISLES.....	44
COMMUNICATIONS	44
GLAZING	44
IDENTIFICATION	45
PASSENGER CAPACITY RATING.....	45
POWER LIFTS	45
REGULAR SERVICE ENTRANCE	47
RESTRAINING DEVICES	47

SEATING ARRANGEMENTS	48
SECUREMENT/RESTRAINT SYSTEM FOR WHEELCHAIR/MOBILITY AID AND OCCUPANT	48
SPECIAL LIGHT	51
SPECIAL SERVICE ENTRANCE	51
SPECIAL SERVICE ENTRY DOORS	51
SUPPORT EQUIPMENT AND ACCESSORIES	52
TECHNOLOGY AND EQUIPMENT, NEW	53
TYPE “E” SCHOOL BUSES	53
INTRODUCTION	53
GENERAL VEHICLE REQUIREMENTS	53
RECOMMENDED GUIDELINES	54
OPERATIONAL REQUIREMENTS	54
ALTERNATIVE FUELS	55
INTRODUCTION	55
GENERAL REQUIREMENTS	55
OPERATIONS	56
INTRODUCTION	56
SEMI- ANNUAL BUS INSPECTIONS	56
STATE ADMINISTRATION	57
USE OF BUS AUDIO/VIDEO MONITORING SYSTEMS	57
SCHOOL DISTRICT BOARD AND ADMINISTRATION	58
BUS DRIVER QUALIFICATIONS	58
BUS DRIVER LICENSING	59
LIMITING THE USE OF ELECTRONIC DEVICES	59
PROHIBITION AGAINST TEXTING	59
PROHIBITION AGAINST USING A HAND-HELD DEVICE	59
PROHIBITION AGAINST USING EARPHONES	60
DRUG AND ALCOHOL TESTING OF BUS DRIVERS	60
RAILROAD PROCEDURES	61
DRIVER INSERVICE TRAINING PROGRAM	61
DISTRICT POLICY GUIDELINES	62
ADVERTISING ON A SCHOOL BUS	63
SCHOOL BUS STOPS	63
DESIGNATED STOPS	64
<i>School Bus Route Approval</i>	<i>64</i>
<i>School Bus Stops Requiring A Child To Cross a Roadway</i>	<i>64</i>
<i>Bus Stop Requirements</i>	<i>64</i>
PROHIBITED SCHOOL BUS STOPS	64
SPEED LIMITS	64
TRANSPORTATION SPECIAL CIRCUMSTANCES	65
MCKINNEY- VENTO HOMELESS ASSISTANCE ACT OVERVIEW	65
EVERY STUDENT SUCCEEDS ACT OVERVIEW	66
SEATING REQUIREMENTS	67
SCHOOL BUS EVACUATIONS	68
EVACUATION PROCEEDURES	68

TRANSPORTATION FOR SCHOOL RELATED ACTIVITY FUNCTIONS	69
GENERAL REQUIREMENTS OF TRANSPORTATION FOR SCHOOL RELATED ACTIVITIES	70
TRAINING	72
APPENDIX A - GLOSSARY INTRODUCTION	72
GLOSSARY OF TERMS AND DEFINITIONS	72
APPENDIX B NATIONAL SCHOOL TRANSPORTATION SPECIFICATION AND PROCEDURES.....	92
SCHOOL BUS CHASIS AND BODY.....	92
RESOURCE BACKGROUND – NASDPTS.....	97
APPENDIX C • NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION	98
<i>SCHOOL BUS HANDRAIL HANDBOOK & HANDRAIL INSPECTION TOOL AND PROCEDURE</i>	<i>98</i>
<i>THE SCHOOL BUS DRIVER'S ROLE</i>	<i>99</i>
<i>CHILDREN AND PARENT RESPONSIBILITIES</i>	<i>99</i>
APPENDIX D • PUPIL TRANSPORTATION SAFETY	99
APPENDIX E • HUMAN RESOURCES REFERENCES.....	104
SAMPLE JOB DESCRIPTIONS	104
HIRING NEW EMPLOYEES.....	112
APPENDIX F – SUPPLEMENTAL RESOURCE MATERIALS	113
RESOURCE - BUS ROUTE ACTIONS	114
RESOURCE - NASDPTS GUIDELINES FOR ENROUTE EMERGENCY BUS EVACUATION	114
RESOURCE - PLANNING SCHOOL SITES FOR SCHOOL BUS SAFETY	116
SCHOOL BUS DRIVER TRAINING	117
RESULTS OF PROGRAM ACTIVITIES:	118
CHECKLIST FOR IDENTIFYING POTENTIAL SCHOOL BUS ROUTE.....	124
POLICIES, PROCEDURES AND TOPICS FOR STUDENT MANAGEMENT.....	126
EVALUATION CHECKLIST FOR SCHOOL BUS.....	126
STUDENT RULES	127
BUS CONDUCT REPORT	128
FLYERS.....	129
RECOMMENDED PROCEDURES FOR ESCORTED CROSSING.....	131
RECOMMENDED PROCEDURES FOR RAILROAD GRADE CROSSINGS	132
FORMS.....	133
<i>TRIP REQUEST FORM</i>	<i>133</i>
<i>TRANSPORTATION USE FORM</i>	<i>133</i>
INSTRUCTIONS FOR CONDUCTING EMERGENCY EXIT DRILLS.....	133
SUGGESTED EVACUATION PROCEDURES FOR ACTIVITY TRIPS AND FIELD TRIPS.....	135
BUS USE FOR SCHOOL ACTIVITY TRIPS.....	136
EVACUATION PROCEDURES FOR ACTIVITY TRIPS AND FIELD TRIPS	137
REFERENCE LOCATIONS	138

INTRODUCTION

The Montana Board of Public Education promulgates these *School Bus Standards*, with the advice of the Montana Office of Public Instruction and the Montana Department of Justice, in accordance with 20-10-111, MCA. These *School Bus Standards* help ensure the safe and efficient transportation of students to and from school and on activity trips. These standards are based on federal regulation, the 2015 National School Transportation Specifications and Procedures, the specifications of the Society of Automobile Engineers, Montana Code Annotated, Montana Administrative Rules, and best practices.

These *School Bus Standards* apply to school buses only and are promulgated with the following guiding principles:

1. Ensure the construction and use of safe buses
2. Be consistent with the objectives of safety, security, and efficiency;
3. Be consistent with Federal Motor Vehicle Safety Standards (FMVSS)
4. Be consistent with the National Highway Traffic Safety Administration Highway Safety Guideline #17- Pupil Transportation Safety;
5. Not unduly increase operation or production cost; and
6. Allow for state approval of the use of new technology and safety improvements consistent with safety, security, and efficiency.¹

School buses are the most regulated motor vehicle on the road.² School buses are designed differently than other motor vehicles increasing safety through the use of high visibility yellow, flashing lights, stop arms, and manufacturing requirements.³ The [National Traffic and Motor Vehicle Safety Act](#) requires the individual selling or leasing a new school bus to only sell or lease a vehicle that meets the Federal Motor Vehicle Safety Standards. NHTSA defines a school bus as a vehicle with a capacity of 11 or more people, including the driving, that is sold or leased with the intent of transporting students to and from school or on activity trips.

It is appropriate to require higher levels of safety in transporting students to and from school, and school related activities. Montana's School Bus Standards holds the highest level of safety and governs the requirements of the safest vehicle for transporting children---a school bus.

A school bus is the only authorized method of transportation to transport children to and from school. Although not recommended by the Board of Public Education, school districts have historically used motor coaches to transport children on school trips. In 2021, the Montana Legislature authorized school districts to use passenger vehicles meeting the specific statutory requirements to transport children on school trips.

NOTE:

- The National Highway Traffic Safety Administration regulates the manufacture and sale of new vehicles used to transport preprimary, primary, or secondary school students to or from school or related events, unless the vehicle complies with the FMVSSs prescribed for school busses or MFSABs. A school in violation of this requirement may be subject to substantial civil penalties under the National Traffic and Motor Vehicle Safety Act.

¹ These guiding principles are based on the *National Congress on School Transportation's Guiding Principles* <https://nasdpts.org/Guiding-Principles>

² National Highway Traffic Safety Administration <https://www.nhtsa.gov/road-safety/school-bus-safety>

³ National Highway Traffic Safety Administration <https://www.nhtsa.gov/road-safety/school-bus-safety>

- Local School Districts must determine if the purchase of a new vehicle meets the federal requirements of a school bus and whether they may subject themselves to civil penalties.
- Local School Districts must carefully review the transportation options available to them and make the best decision to transport children safely.

These *School Bus Standards*:

- Apply to **school buses** transporting children to and from school and on activity trips;
- Do NOT apply to any vehicle transporting children that is not a school bus, including Multi-Function School and Activity Buses, Charter Buses, and passenger vehicles;

The Office of Public Instruction:

- May assist school districts in understanding the *School Bus Standards*;
- CANNOT provide legal advice, including
 - Who to hire as a school bus driver;
 - Whether a particular vehicle complies with the *School Bus Standards*; and
 - Whether using a motor coach or passenger vehicle to transport students complies with federal regulation.

Our student's safety during transportation is of utmost importance and we are committed to collaborate with local school districts, schools, law enforcement, and others to ensure the safe transportation of every child to and from school and on activity trips.

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BUS RULES MATRIX

The following matrix is designed to be a guide to using the document as it relates to each school bus type. If an area listed in the document is not specific to the bus type, please refer to this matrix when determining what rules apply.

Note: The mechanical and equipment standards are in effect for all school buses manufactured on or after official adopted date, unless specifically stated otherwise. All operational standards are in affect for all school buses as of the effective date of these standards, unless specifically stated otherwise

Section of Standards	Type A	Type B	Type C	Type D	Type E
REPLACEMENT PARTS	YES	YES	YES	YES	YES
AIR CLEANER	YES	YES	YES	YES	NA
AIR CONDITIONING SYSTEMS (OPTIONAL)	OPTIONAL	OPTIONAL	OPTIONAL	OPTIONAL	OPTIONAL
AISLE	YES	YES	YES	YES	NA
AXLES	YES	YES	YES	YES	NA
BACKUP WARNING ALARM	YES	YES	YES	YES	YES
BRAKES	YES	YES	YES	YES	NA
BUMPER	YES	YES	YES	YES	NA
CEILING	YES	YES	YES	YES	NA
CERTIFICATION	YES	YES	YES	YES	YES
CHAINS/TIRE	YES	YES	YES	YES	NA
COLOR	YES	YES	YES	YES	NA
CONSTRUCTION	YES	YES	YES	YES	NA
CROSSING CONTROL ARM	YES	YES	YES	YES	NA
DEFROSTERS	YES	YES	YES	YES	YES
DOORS	YES	YES	YES	YES	NA
DRIVE SHAFT	YES	YES	YES	YES	NA
ELECTRICAL SYSTEM	YES	YES	YES	YES	NA
EMERGENCY EXITS	YES	YES	YES	YES	NA
EMERGENCY EQUIPMENT	YES	YES	YES	YES	YES
EXHAUST SYSTEM	YES	YES	YES	YES	NA
FENDERS, FRONT	YES	YES	YES	YES	NA
FLOORS	YES	YES	YES	YES	NA
FRAME	YES	YES	YES	YES	NA
FUEL SYSTEM	YES	YES	YES	YES	NA
GOVERNOR	YES	YES	YES	YES	NA
HANDRAILS	YES	YES	YES	YES	NA
HEATING SYSTEM PROVISION	YES	YES	YES	YES	NA
HEATING AND AIR CONDITIONING SYSTEMS	YES	YES	YES	YES	YES
HORN	YES	YES	YES	YES	YES
HINGES	YES	YES	YES	YES	NA
IDENTIFICATION	YES	YES	YES	YES	NA
INSIDE HEIGHT	YES	YES	YES	YES	NA
INSTRUMENTS AND INSTRUMENT PANEL	YES	YES	YES	YES	NA

in the driver's compartment. It shall be properly mounted and secured and identified as a first-aid kit.

- b. Contents of first-aid kit shall follow state standards and shall include but is not limited to:
 - i. 2 - 1" x 2.5 yards adhesive tape rolls
 - ii. 24 - sterile gauze pads 3" x 3"
 - iii. 20 - 3/4" x 3" adhesive bandages
 - iv. 8 - 2" bandage compress
 - v. 10 - 3" bandage compress
 - vi. 2 - 2" x 6' sterile gauze roller bandages
 - vii. 2 - non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
 - viii. 3 - sterile gauze pads 36" x 36"
 - ix. 2-sterile eye pads
 - x. 1 - rounded-end scissors
 - xi. pair medical examination gloves
 - xii. 1 – mouth-to-mouth airway
- c. The Inspection Form must be completed and stored with the TR-13 form on the school bus.
- d. See Table 1 for inspection form

Table 1 - FIRST AID KIT INSPECTION FORM						
First Aid Kit	Year:		Year:		Year:	
	Good	Replaced	Good	Replaced	Good	Replaced
2 - 1"x 2.5 yards adhesive tape rolls						
24 - sterile gauze pads 3" x 3"						
20 - 3/4" x 3" adhesive bandages						
8 - 2" bandage compress						
10 - 3" bandage compress						
2 - 2" x 6' gauze roller bandages						
2 – non-sterile triangular bandages with 2 safety pins						
3 - sterile gauze pads 36" x 36"						
3 - sterile eye pads						
1 - rounded-end scissors						
1 - pair medical examination gloves						
1 – mouth to mouth airway						
Inspected by:						
School Transportation Supervisor						
Sign:						
Date:						

3. Body Fluid Clean-up Kit
 - a. Each bus shall have a removable and moisture-proof body fluid clean-up kit accessible to the driver. It shall be properly mounted and identified as a body fluid clean-up kit. This standard shall apply retroactively to all Montana school buses.
 - b. Contents of body fluid clean-up kit shall follow state standards and shall include but is not limited

to:

- i. 2 – Sterile non-latex Gloves - 1 pr
 - ii. 1 - Red Bio-hazard Waste Bag w/tie
 - iii. 1 – Black/brown Plastic Bag w/tie
 - iv. 1 - Liquid Treatment System – ¾ oz
 - v. 2 - Disposable Microbial Towels
 - vi. 2 - Antiseptic Microbial Wipe
 - vii. 1 - Face Mask with Eye Shield
 - viii. 1 - Pick up Scoop with Scraper
 - ix. 1 - Surface Cleaning Wipe
 - x. #10 Unit Poly White Storage Box
 - xi. See Table 2 for Inspection Form
- c. The Inspection Form must be completed and stored with the TR-13 form on the school bus.
 - d. See Table 2 for inspection form.

Table 2 - BODY FLUIDS CLEAN-UP INSPECTION FORM						
Body Fluid Clean-Up Kit	Year:		Year:		Year:	
	Good	Replaced	Good	Replaced	Good	Replaced
2 - sterile non-latex gloves - 1 pair						
1 - red bio-hazard waste bag w/tie						
1 - black/brown plastic bag w/tie						
1 - liquid treatment system - 3/4 oz.						
2 - disposable microbial wipe						
1 - face mask with eye shield						
1 - pick up scoop with scraper						
1 - surface cleaning wipe						
Inspected by:						
School Transportation Supervisor						
Sign:						
Date:						

4. Warning Devices
 - a. Each school bus shall contain at least three (3) reflectorized triangle road warning devices mounted in an accessible place that meet requirements in FMVSS 125.
 - b. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one inch letters, identifying each piece of equipment contained therein.

EXHAUST SYSTEM

1. The exhaust pipe, muffler, after treatment system and tailpipe shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis compartment. Entire system shall be free of leaks.
2. The tailpipe and after treatment system shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter.
3. The tailpipe may be flush with, or shall not extend more than 2 inches beyond, the perimeter

resistant properties.

INTERIOR

1. Interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This standard requires inner lining on ceilings and walls. If ceiling is constructed to contain lapped joints, forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains, and/or tow chains (see The following section on extended stop arm becomes effective on July 1, 2022.

EXTENDED STOP ARM

1. When a school bus route includes a bus stop that requires a child to cross a roadway, the school bus must be equipped with an extended stop arm that partially obstructs the roadway.
2. A school child may not cross a roadway to enter or exit from a school bus unless the roadway has been partially obstructed by the extended stop arm.
3. Extended Stop Arm must:
 - Be equipped with additional flashing red lights as specified in 61-9-402, MCA;
 - Be capable of extending a distance of at least 54 inches from the school bus; and
 - Be at a height of not less than 36 inches.
4. Extended Stop Arm should have an additional illuminated stop sign located at the furthest distance from the school bus.

2. STORAGE COMPARTMENT).

3. Interior overhead storage compartments may be provided if they meet the following criteria:
 - a. Head protection requirements of FMVSS 222, School Bus Passenger Seating and Crash Protection, where applicable;
 - b. Be completely enclosed and equipped with latching doors. (Both the door and latch must be sufficient to withstand a force of 50 pounds applied at the inside center of the door);
 - c. Have all corners and edges rounded with a minimum radius of one inch or padded equivalent to door header padding;
 - d. Be attached to the bus sufficiently to withstand a force equal to twenty (20) times the maximum rated capacity of the compartment; and
 - e. Shall have no protrusions greater than 1/4 inch.
4. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment.
5. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dBA when tested per the procedure found in Appendix B.

LAMPS AND SIGNALS

1. Interior lamps shall be provided which adequately illuminate aisle and step well. The step well light shall be illuminated by a service door operated switch, to illuminate only when headlights and clearance lights are on, and service door is open.
2. Body instrument panel lamps shall be controlled by an independent dimmer switch or may be controlled by the dimmer that operates the gauge lighting.
3. School bus alternately flashing signal lamps shall be provided, as described by law. MFSAB's are exempt from this requirement:
 - a. The school bus shall be equipped with at least two red lamps at the rear of vehicle and two red lamps at the front of the vehicle;

- b. In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at same level, but closer to vertical centerline of bus.
 - c. The system of red and amber signal lamps shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de- energized) when stop signal arms are extended or when bus service door is opened.
 - d. The above-mentioned activation sequence shall be sequential and include a master switch. An amber pilot light and a red pilot light shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated;
 - e. The area around the lens of each alternately flashing signal lamp and extending outward approximately three inches to the sides and top and a minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from distance of 500 feet along axis of vehicle). Visors or hoods, black in color, with a minimum depth of 4 inches may be provided;
 - f. Red lamps shall flash at any time the stop signal arm is extended;
 - g. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location;
 - h. LED lamps can be used, however, if more than 1/3 of the LED lights go out, the light will be deemed inoperable, and the bus must be taken out of service until repairs have been completed; Additional red lights may be installed at the rear of the vehicle and at the front of the vehicle as follows:
 - Mounted at a height of at least 36 inches and not more than 72 inches from the ground;
 - Be automatically energized in the same manner as the original red lights;
 - Must flash in synchronization with the top red lights; and
 - Must match the red color of the top red lights;
 - Must be LED lights;
 - May be a round, rectangle, or oblong shape;
 - Cannot be a strobe light; and
 - Cannot be light strip.
4. Turn signal and stop/tail lamps
- a. Bus body shall be equipped with amber rear turn signal lamps that are at least 7 inches in diameter or if a shape other than round, a minimum 38 square inches of illuminated area and meet FMVSS No. 108, Lamps, Reflective Devices, and Associated Equipment. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be approximately 12 inches below the rear window.
 - b. Buses shall be equipped with amber side-mounted turn signal lamps. The turn signal lamp on the left side shall be mounted rearward of the stop signal arm and the turn signal lamp on the right side shall be mounted rearward of the service door.
 - c. Signal lamps on Type B, C, and D buses shall include a left and right-side mounted turn signal lamp. They shall be located midway from the front axle and the rear of the bus and approximately twelve (12) inches from the bottom of the side windows. This lamp will be a standard manufacturer's design for this purpose and will have an amber color lens.
 - d. Buses shall be equipped with four combination red stop/tail lamps:
 - i. Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

SEAT – LAP AND SHOULDER BELTS FOR STUDENT SEATING

1. Any new school bus that is put into service after the effective date of this new standard may be ordered with a lap and shoulder belt system. The seat and lap/shoulder belting system shall meet the requirement of FMVSS 222, Compartmentalization for the protection of students that may not be restrained. This seat and seat anchorage must meet or exceed all government safety standards
2. Used buses may not be retrofitted to include lap/shoulder belts unless the bus was built "seat belt ready" or with removable restraints by the school bus manufacturer.
3. Lap belts shall not be installed on passenger seats in large school buses (over 10,000 pounds GVWR) except in conjunction with child safety restraint systems that comply with the requirements of FMVSS No. 213, Child Restraint Systems.
4. Adhering with the requirements listed above, three-point lap/shoulder seat belts may be installed in large school buses (over 10,000 pounds GVWR).
5. If a school bus is equipped lap and shoulder belts for students in accordance with FMVSS No 222, then a child being transported in a seat with lap/shoulder belt must be properly restrained with a lap/shoulder belt.

SEAT – PRE-SCHOOL AGE SEATING

1. Passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225, Child Restraint Anchorage Systems. These seats shall follow NHRSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses."⁽¹⁾
2. If a school bus is equipped with child restraint anchorage systems in accordance with FMVSS No 225, then any child who is under 6 years of age and weighing less than 60 pounds and is being transported in a seat with a child restraint anchorage systems must be properly restrained in a child safety restraint.
3. Generally, school buses are exempt from the requirement for a child under 6 years of age and weighing less than 60 pounds to be properly restrained in an appropriate child safety restraint. See 61-9-420 and 61-9-421, MCA.

DRIVER SEAT

The driver's seat supplied by the body manufacturer shall be a high back seat. The seat back shall be adjustable to 15 degrees minimum, without requiring the use of tools. The seat shall be equipped with a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208, Occupant Crash Protection.

Type A buses may utilize the standards driver's seat provided by the chassis manufacturer.

DRIVER RESTRAINT SYSTEM

A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both the body and chassis structures (i.e., one attached to the chassis and the other attached to the body) a driver's seat with an integrated Type 2 lap/shoulder belt should be used.

The assembly shall be equipped with an Emergency Locking Retractor (ELR) for the continuous belt system. On all buses except Type A equipped with standard chassis manufacturer's driver's seat, the lap portion of the belt shall be guided or anchored to prevent the driver from sliding sideways under the belt system. The lap/shoulder belt shall be designed to allow for easy adjustment to fit properly and effectively protect drivers varying from 5th percentile female to 95th percentile male. The belt shall be of a high visibility contrasting color.

ADA, Accessibility Guidelines for Transportation Vehicles.

4. Step treads shall have the following characteristics:
 - a. Abrasion resistance: Step tread material weight loss shall not exceed 1.10 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser, (DS-17 Wheel, 1000 gram, 1000 cycle);
 - b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C); and Weatherometer exposure (ASTMD-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days); and
 - c. Flame resistance: Step treads shall have a calculated burn rate of .01 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials.
 - d. A spray on application type material that meets the requirements of items a through c above may be used in lieu of Number 1 A. The material shall be applied not only to the interior surfaces of the service door step treads but the exterior as well if not covered by undercoating.

STIRRUP STEPS

Unless the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper, in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

STOP ARMS

STOP SIGNAL ARM

1. The stop signal arm(s) shall comply with the requirements of FMVSS 131, School Bus Pedestrian Safety Devices. The stop signal arm is a required retrofit of all school buses, effective July 1, 1987. (Reference section on lamps and signals 3.b. (4).) MFSABs are exempt from these requirements.
2. Any newly manufactured bus under 40 feet in length may have an optional stop signal arm mounted to the rear of the bus.
3. Any newly manufactured bus over 40 feet in length shall have an additional stop signal arm mounted to the rear of the bus.
4. Stop Signal Arms may be equipped with a camera system(s).

The following section on extended stop arm becomes effective on July 1, 2022.

EXTENDED STOP ARM

5. When a school bus route includes a bus stop that requires a child to cross a roadway, the school bus must be equipped with an extended stop arm that partially obstructs the roadway.
6. A school child may not cross a roadway to enter or exit from a school bus unless the roadway has been partially obstructed by the extended stop arm.
7. Extended Stop Arm must:
 - Be equipped with additional flashing red lights as specified in 61-9-402, MCA;
 - Be capable of extending a distance of at least 54 inches from the school bus; and
 - Be at a height of not less than 36 inches.
8. Extended Stop Arm should have an additional illuminated stop sign located at the furthest distance from the school bus.

STORAGE COMPARTMENT

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the

securement devices and power lifts.

9. Wheelchair accessible type E school buses must be manufactured to transport wheelchairs and have a Five Star NHTSA rating.
10. The only alteration exception allowed is when OEM options or other manufacturer's accessories not in violation of these standards are installed by the original manufacturer.
11. The vehicle shall not carry more passengers than there are seat belts as installed by the manufacturer.
12. The vehicle shall not be painted the color known as national school bus glossy yellow.
13. The vehicle shall not be equipped with a stop arm or flashing warning signal lamps.
14. The vehicle must have four doors.
15. The vehicle must meet structural integrity as determined by the school Board of Trustees.
16. Trailer hitches are allowed on Type E vehicles in accordance with the manufacturer's rated towing capacity. When the vehicle is used as a Type E school bus, students are not allowed to be transported in the vehicle when the vehicle is being used to tow.
17. The vehicle is required to have a back-up camera and event data recorder (EDR) device if newly purchased.
18. Any window tinting must comply with state laws.
19. Any storage systems must be properly tied down.

RECOMMENDED GUIDELINES

The following guidelines are recommended procedures for type E school buses only.

1. Review vehicle before purchase and have proof vehicle is accident free by a vendor who uses National Motor vehicle title information system. This recommendation is in place for school district staff ensure there is no structural damage to the vehicle due to an accident.
2. It is highly recommended to purchase a vehicle that is white.
3. It is highly recommended to purchase a vehicle with the following features: automatic crash notification system, pedestrian auto braking system, forward collision warning system, lane departure warning system, and blind spot detection.

OPERATIONAL REQUIREMENTS

The following requirements apply to type E school buses only.

1. This vehicle must load and unload students off the traveled portion of the roadway and students shall not load or unload the vehicle using the door facing traffic. Students shall not walk around the front or rear of the vehicle or open the vehicle's driver side rear passenger door to load or unload.
2. Prohibited bus stops should follow the same restrictions as list in PROHIBITED SCHOOL BUS STOPS.
3. The vehicle, while transporting students to and from school, shall display three signs, one sign visible to the rear and one sign on each side of the vehicle, with the words "SCHOOL BUS." The sign shall be national school bus glossy yellow with reflective black letters and a minimum of 4 inches high and does not have to be on the same line vertically. The sign shall be a type that can be removed, dismounted, or covered when the vehicle is not transporting pupils to and from school.
4. Compliance with all Montana laws regarding vehicle seatbelt and restraint is required.
5. This vehicle type E will not stop at railroads as this will create more confusion to the general public.
6. It is highly recommended all type E school buses have staff trained on how to install child restraint system by a safety seat certified technician. Technicians available across the state can be found at [NHTSA Child Passenger Seat Inspections](#) found at [NHTSA Car Seats](#).
7. All driver requirements apply to school bus drivers of the type E school bus with the exception of requiring a Commercial Driver's License (CDL) with endorsements. A standard Montana driver's license is acceptable. All other rules, including drug and alcohol testing, apply. See BUS DRIVER

6. has complied with any other qualifications established by the Board of Public Education; and
7. has filed with the County Superintendent a certificate from the Trustees of the district for which the school bus is to be driven, certifying compliance with the driver qualifications enumerated

Bus Drivers are also required to the following:

- a. Have a minimum of five years of licensed driving experience;
- b. no record of criminal offenses indicating they may be dangerous to children, as evidenced by a criminal background check provided to and approved by the school district prior to initial employment;
- c. a safe driving record, which may not have evidence of any of the following:
 - i. more than one moving traffic violation within any 12-month period of the preceding 36 months;
 - ii. any conviction for driving under the influence of alcohol or drugs within the preceding 36 months; or
 - iii. a conviction resulting in mandatory revocation or suspension of a driver's license in the previous five years

BUS DRIVER LICENSING

A Commercial Driver's License (CDL) with an School Bus "S" and Passenger "P" endorsement is required when a person who drives a school bus, or who transports pre-primary, primary, or secondary school students for school-related activity trips, field trips, and operating on an approved route, in a commercial motor vehicle. The "S" endorsement shall be required for any school bus, including 16 passengers and less, and 16 passengers and more.

Drivers of school bus type E are not required to have a CDL license or endorsement. All other requirements set forth in this section are applicable to all school bus drivers.

LIMITING THE USE OF ELECTRONIC DEVICES

PROHIBITION AGAINST TEXTING

- (a) No driver shall engage in texting while driving a school bus.
- (b) Motor carriers. No motor carrier shall allow or require its drivers to engage in texting while driving a school bus.
- b) Definitions.
 - (1) Texting means manually entering into, or reading from, an electronic device.
 - (2) Texting includes short message services, e-mailing, instant messaging, a command or request to access a web page, or engaging in any other form of electronic text retrieval or entry, for present or future communication; or
 - Reaching for a hand-held device requiring the bus driver to maneuver so they are no longer in a seated position and restrained by a seat belt
 - (2) Driving means operating a commercial motor vehicle, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. Driving does not include operating a commercial motor vehicle when the driver has moved the vehicle to the side of, or off, a highway and has halted in a location where the vehicle can safely remain stationary.
- (d) Emergency exception. Texting while driving is permissible by drivers of a commercial motor vehicle when necessary to communicate with law enforcement officials or other emergency services.

PROHIBITION AGAINST USING A HAND-HELD DEVICE

- (a)(1) No driver shall use a hand-held device while driving a school bus.
- (2) School Districts. No school district shall allow or require its drivers to use an electronic device while

driving a school bus.

(b) Definitions.

(1) The use of a hand-held device means:

- using at least one hand to hold a device to use the device. For example, holding a mobile phone or tablet; or
- Reaching for a hand-held device requiring the bus driver to maneuver so they are no longer in a seated position, restrained by a seat belt

(2) Driving means operating a commercial motor vehicle, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. Driving does not include operating a commercial motor vehicle when the driver has moved the vehicle to the side of, or off, a highway and has halted in a location where the vehicle can safely remain stationary.

(c) Exceptions:

- (i) Route Device. It is permissible to use a tablet or other device to provide a route map for the school bus driver. The tablet or other device must be secured and not hand-held. The driver may not enter information or select more than one button while driving a school bus.
- (ii) Emergency. Using a hand-held mobile device is permissible by a school bus driver when necessary to communicate with law enforcement officials or other emergency services.
- (iii) Two-way radio. Using a two-way radio device is permissible by a school bus driver when necessary.

PROHIBITION AGAINST USING EARPHONES

(a)(1) No driver shall listen to music, podcast, radio, or other recorded or transmitted music or speech while driving a school bus using earphones.

(b) Definitions.

(1) Earphones include headphones, ear buds, or other blue tooth device.

(2) Driving means operating a commercial motor vehicle, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. Driving does not include operating a commercial motor vehicle when the driver has moved the vehicle to the side of, or off, a highway and has halted in a location where the vehicle can safely remain stationary.

(c) Emergency exception. Using an earphone is permissible by a school bus driver when necessary to communicate with law enforcement officials or other emergency services.

DRUG AND ALCOHOL TESTING OF BUS DRIVERS

The 1991 Federal Omnibus Transportation Employee Testing Act (FMCSA) imposes several requirements on employers of safety sensitive employees. A variety of drug and alcohol tests are required -- pre-employment, reasonable suspicion, post-accident, random, return to duty, and follow-up.

Per FMCSA an employer must do annual random tests of safety sensitive employees--at least 25 percent must be tested for alcohol and 50 percent for drugs.

Testing must meet the standards set by the Federal Department of Health and Human Services.

Employees must be provided information on alcohol and drug misuse and the testing requirements.

Supervisory employees must receive additional training on recognizing substance abuse. The FMCSA rules define what alcohol related conduct is prohibited while performing safety sensitive functions. Please visit [FMCSA](#).

Employers are responsible for the testing programs. (If a district contracts for its transportation the contractor, not the district, may be the employer. This possibility should be discussed with the contractor and the district's legal counsel.) Testing responsibilities can be met using district employees, contracting for services, or joining a consortium.

A school bus driver is defined as any who drives district owned, contractor owned, home to school/school to home and all other activity trips. All school bus drivers shall comply with the Federal regulations regarding drug and alcohol testing.

RAILROAD PROCEDURES

1. A school bus with or without passengers, before crossing at grade any track or tracks of a railroad, shall stop the vehicle as close as practicable but the door not less than 15 feet and no more than 50 feet from the nearest rail of the railroad.
2. While stopped the driver shall open the front door and driver's side window of a school bus, and shall listen and look in both directions along the track for an approaching train or other on-track equipment and for signals indicating the approach of a train or other on-track equipment and may not proceed until the driver can do so safely.
3. Before proceeding past the grade crossing, the driver shall close the front door.
4. The driver may cross only in a gear of the vehicle that requires no changing gears while traversing the crossing. The driver may not shift gears while crossing the track or tracks.
5. A stop need not be made at:
 - a. A streetcar crossing, or railroad tracks used exclusively for industrial switching purposes, within a business district
 - b. A railroad grade crossing when a police officer or crossing flagman directs traffic to proceed.
 - c. A railroad grade crossing controlled by a functioning highway traffic signal transmitting a green indication which, under local law, permits the commercial motor vehicle to proceed across the railroad tracks without slowing or stopping.
 - d. An abandoned railroad grade crossing which is marked with a sign indicating that the rail line is abandoned.
 - e. An industrial or spur line railroad grade crossing marked with a sign reading "Exempt." Such "Exempt" signs shall be erected only by or with the consent of the appropriate State or local authority.

DRIVER INSERVICE TRAINING PROGRAM

Introduction

1. School bus transportation is an integral part of today's educational system. The school bus driver is expected to present a strong role model for children, as well as represent the school district before the public. If the school bus driver is professional and knowledgeable, he will encourage social responsibility among the students. The driver is also able to promote public confidence in the school transportation program. A quality driver training program is critical to the success of a school transportation program.
2. Training Program
 1. A School Bus Driver Training Program exists to provide cost-effective, quality training that promotes student safety and reduces school bus accidents. The commitment to provide school bus drivers who are safe, competent and well trained should be the goal of every school district. To achieve that goal, each district shall develop and implement a driver-training program that meets the needs of the school district and provides appropriate training to

DESIGNATED STOPS

School Bus Route Approval

The board of trustees of a school district and the county transportation committee shall approve all school bus routes.

School Bus Stops Requiring A Child To Cross a Roadway

The board of trustees of a school district shall approve all school bus stops requiring a child to cross a roadway.

Bus Stop Requirements

1. Buses shall stop at designated stops on the approved route only.
2. The school bus driver shall actuate the amber flashing lights approximately 150 feet in cities and approximately 500 feet in other areas before the bus stop to load and unload students on the highway or street. (MCA 61-8-351)
3. The school bus driver shall actuate the red flashing light system only when the school bus is stopped on the highway or street.
EXCEPTION:
 - (a) The board of trustees of a school district may adopt a policy prohibiting the operation of amber or red lights when a school bus is about to stop or stopped to receive or discharge children and the receipt or discharge does not involve street crossing by the children. The lights may not be operated in violation of that policy.
 - (b) If a school bus is stopped outside of the roadway and the school bus will receive or discharge children in a location outside the roadway, the school bus may not actuate the flashing red lights as long as the school children do not enter the roadway.
61-8-102(2)(v) states “‘roadway’ means the portion of a highway that is improved, designed, or ordinarily used for vehicular travel, including the paved shoulder.”
4. The school bus driver shall not actuate the red flashing light system until the vehicle has come to a complete stop, the transmission is placed in neutral, and the parking brake set.
5. The school bus driver shall not deactivate the flashing light system until the students are seated appropriately, the school bus driver engages the transmission and releases the emergency brake.

PROHIBITED SCHOOL BUS STOPS

A school bus stop shall not be designated at the following locations:

1. Within 200 ft. of the nearest rail of any railroad crossing or grade, except at railroad stations or on highways that parallel the railroad tracks;
2. The left-hand side of any highway; or
3. On a divided or multiple-lane highway where passengers must cross the highway to board or after exiting the bus, unless traffic is controlled by a traffic officer or official traffic control signal. For the purposes of this subsection, a multiple-lane highway is defined as any highway having two or more lanes of travel in each direction.

SPEED LIMITS

Speed limits are an important tool for promoting safety on streets and highways. Driving over the posted speed limit, driving too fast for conditions, or failing to obey special speed limit zones can result in a Montana speeding ticket, points on the driver’s license, and even a license suspension or revocation for repeat offenders. All posted speed limits shall be followed without exception.

to 12th graders. While a 39-inch seat may safely accommodate three primary school-aged children, it may not safely accommodate the same number of older children. Since the size of growing children varies, the number of pupils that can safely occupy a school bus seat also changes. Consequently, the “in-use” capacity of a school bus varies depending on the size of the pupils transported. The use of a child safety seat for an infant or toddler, or of special equipment needed for a child with disabilities may further impact the “in-use” capacity of a school bus.

3. It is important to consider the size of the passengers on each school bus route when determining the “in- use” capacity of a school bus. It is recognized that at certain times, for example, at the beginning of a school year, it may not be possible to know exactly how many students will arrive at school bus stops on a route. For that reason, there may be instances where overcrowding exists temporarily on some school buses. In such situations, efforts should be made to provide safe seating to all school bus passengers in a timely and efficient manner, so that during regular operations all passengers are safely seated.

SCHOOL BUS EVACUATIONS

School bus evacuations must be conducted at least twice per school year and must include all students whether they ride to and from school or not.

The first evacuation must be held within the first two weeks of school.

The second evacuation must be within the first week of the second semester.

All students must practice the evacuation drills since they may ride an activity bus sometime during the school year.

All evacuation drills should be conducted in the same way each time so the students will know exactly what to expect. Students need to know what it looks like, what it sounds like and what it feels like so there are no surprises during a real emergency.

The driver should always be prepared to help the students.

EVACUATION PROCEEDURES

Be Prepared and Plan Ahead. When possible, assign two responsible, older student assistants to each emergency exit. Teach them how to assist the other students off the bus. Assign another student assistant to lead the students to a “safe place” after evacuation. However, you must recognize that there may not be older, responsible students on the bus at the time of the emergency. Therefore, emergency evacuation procedures must be explained to all students. This includes ensuring that they know the location of and operation of the various emergency exits, and the importance of listening to and following all instructions given by you.

Some tips to determine a safe place:

- A safe place for the students will be at least 100 feet off the road in the direction of oncoming traffic. This will keep them from being hit by debris if another vehicle collides with the bus.
- Lead students upwind of the bus if fire is present.
- Lead students at a 45-degree angle away from the train and in the direction of any oncoming train.
- Lead students upwind of the bus at least 300 feet if there is a risk from spilled hazardous materials.

- remain on the bus for the current Fiscal Year.
- g. School buses shall be prohibited from towing another bus, trailer or any vehicle when students are on board the bus.

TRAINING

1. Specialized training should be provided for activity trip drivers. Training should include, but not be limited to, the following:
 - a. State laws and applicable policies and rules;
 - b. Familiarity with the activity trip vehicle and its components;
 - c. Drivers are prohibited by law to talk or text on a cellular or portable device (including hands free Bluetooth devices) while operating a commercial vehicle.
 - d. Familiarity with local and state trip requirements;
 - e. Discipline procedures on trips;
 - f. Driving under adverse conditions (night driving, slippery roads or unfamiliar mountainous driving);
 - g. Maps, destination locations and parking areas;
 - h. Parking location, if other than the student destination; and
 - i. Provisions for bus security at the destination.
2. Specialized training should be provided for all trip chaperones and include at least the following:
 - a. all regulation related to student rider behavior;
 - b. the specific roles and responsibilities of a chaperone both on and off the vehicle as defined by applicable regulations and policies;
 - c. the communication expectations between chaperone and driver; and
 - d. emergency procedures, including evacuations.

APPENDIX A - GLOSSARY

INTRODUCTION

This glossary was developed with three purposes in mind:

1. To provide easy access to the definition of terms used or referenced within the document;
2. To consolidate, in one resource, the acronyms, abbreviations and standard terms commonly used in the industry; and
3. To promote consistency throughout the industry by providing standard definitions or preferred usages for terms that may be used differently in different parts of the country.
4. The glossary is not intended to be definitive. There are and will be terms that are excluded and definitions that differ from regional usages. It is an attempt to reflect the language of pupil transportation which, like all language, is ever-changing.

GLOSSARY OF TERMS AND DEFINITIONS

ARB: The abbreviation for the (California) Air Resources Board, the state agency in California which sets the state's emission standards.
Access panel: A body panel which must be moved or removed to provide access to one or more serviceable components,
Accessibility: Ability of vehicles and facilities to accommodate people with disabilities.
Activity bus: A bus owned, leased, or contracted by a school district and regularly used to transport students on field trips, athletic trips or other curricular or extracurricular activities, but not used for to- and- from school transportation; must meet all FMVSSs (Federal Motor Vehicle Safety Standards) for

school buses.
Activity seat: A seat designed for passenger comfort with contoured seats and backs with the result that passengers' positions are distinctly separate; characterized by fixed seat backs; may have arm rests and head rests; can be manufactured to meet FMVSS (Federal Motor Vehicle Safety Standards) No. 222.
Activity trip: The transportation of students to any event sanctioned for pupil attendance or authorized by an officer, employee or agent of a public or private school, other than to-and-from school transportation. (See also field trip.)
ADA: The Americans with Disabilities Act, PLIOI-336, 42 USC 12101,etseq.
Adaptive device: Any item or piece of equipment used to increase, maintain or improve functional capabilities of children with disabilities. The device is also known as an assistive technology device.
Aide: (See attendant.)
Alcohol: The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl and isopropyl alcohol.
Alternately flashing signal lamps: A system of red or red and amber signal lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that the bus is about to stop or is stopped to load or unload children; also known as stop signal lamps, SOS lights or school bus traffic warning lights.
Alternative-fuel vehicle: A vehicle designed to operate on an energy source other than gasoline or regular grades of diesel. Such fuels include, but are not limited to, CNG (compressed natural gas), LNG (liquefied natural gas), LPG (liquefied petroleum gas), advanced diesel fuel formulations and electricity.
AMD: Ambulance Manufacturer Design.
Anchorage point: The point of attachment of a securement system or occupant restraint to the vehicle structure.
ANPR: Advanced Notice of Proposed Rulemaking. Notice published in the Federal Register by a federal agency, such as NHTSA (National Highway Traffic Safety Administration), requesting information and inviting comment on a proposed change of regulation.
ANSI: American National Standards Institute, the organization which administers and coordinates the development of voluntary industry standards.
Antilock brakes: Brake systems with sensors that automatically control the degree of wheel slip during braking and that relieve brake pressure on wheels that are about to lock up.
Aspect ratio: Percentage used to express the ratio of a tire's height to its width; also known as tire profile.
Assessment team: A group of persons, including the parent or guardian of a student with disabilities, who develop a profile of the student in terms of his or her mental and physical functioning to determine the student's eligibility for special education. (See also MDC.)
Assistive device: (See adaptive device.)
Attendant: A person assigned to assist one or more individual student(s) with disabilities on a school bus or school vehicle; also known as aide or paraprofessional. (See also monitor.)
BAC: Blood or breath alcohol concentration; the measure used to determine alcohol impairment.
Ball seat nut mounting: A wheel mounting system wherein the wheel centering is provided by the wheel mounting studs and the ball seat nuts which, when properly tightened, assure the centering alignment of the wheel.
BAT: Breath Alcohol Technician, an individual who instructs and assists persons in the alcohol testing

process and operates an EBT (evidential breath testing).
Behavior management: Methods of influencing student conduct on the school bus.
Bench seat: A seat designed to accommodate more than one passenger with no apparent partitioning between positions, which is characterized by fixed legs and a fixed back (e.g., the standard school bus seat which meets FMVSS No. 222.)
Bias ply: A pneumatic tire in which the ply cords extending to the beads are laid at alternate angles substantially less than 90 degrees to the centerline of the tire.
Bi-fuel: Used to describe a bus capable of running on either of two fuels, although not simultaneously. Engines which can be switched to run on either CNG (compressed natural gas) or gasoline are examples.
Biodiesel: Vehicle fuel made from plant matter and commonly mixed with diesel fuel in engines.
Bio-fuel: A vehicle designed to operate on two different fuels, but not simultaneously.
Blood Borne Pathogens: Common name for standards adopted by OSHA in 29 CFR 1910, to protect workers against the health hazards of exposure to blood and other potentially infectious body fluids or materials; also refers to the pathogenic microorganisms present in human blood.
Boarding: The process of loading passengers into a school bus.
Body fluids cleanup kit: Package of materials including, but not limited to, latex gloves, disposal bag and absorbent material, used to clean up spills of potentially infected bodily fluids, under OSHA's Blood borne Pathogens regulations and Universal Precautions practices; also known as hygiene kit.
Brake fade: A condition that occurs as brakes become less effective.
Brake: A device or mechanism used to retard and stop the speed of a moving vehicle or to prevent the movement of a stopped vehicle.
Braking distance: The distance a vehicle travels between the time the brakes are applied and the time forward motion ceases.
BTU: A unit of work or energy known as a British Thermal Unit. One BTU is the energy required to increase the temperature of one pound of water by one degree Fahrenheit.
Bus: A motor vehicle with motive power, except a trailer, designed for carrying more than ten (10) persons.
Business district: The territory contiguous to and including a highway when within any 600 feet along such highway there are buildings in use for business or industrial purposes, including but not limited to hotels, banks, or office buildings which occupy at least 300 feet of frontage on one side or 300 feet collectively on both sides of the highway.
Bus body: The portion of a bus that encloses the occupant space exclusive of the bumpers, the chassis frame, and any structure forward of the forward-most point of the windshield mounting.
Bus pass: Authorization to ride a school bus other than the student's assigned bus; or prepayment for transit bus rides.
Bus yard: An area for storage and maintenance of buses.
CAA: Clean Air Act; also known as CAAA, the Clean Air Act Amendments of 1990.
Capacity: (See seating capacity.)
Capital costs: Long-term costs associated with the purchase of vehicles, buildings and property.
Captive: Refers to a non-removable attachment, part or fitting on a securement system.

Carbon monoxide: A product of incomplete combustion; this gas is colorless, odorless and very poisonous. It does not contribute to smog.
Carrier: Any public-school district, any public or private educational institution providing preschool, elementary or secondary education, or any person, firm or corporation under contract to such a district or institution, engaged in transporting students.
Casualty insurance: (See liability insurance.)
Catalytic converter: An exhaust after-treatment device containing a catalytic material that is used to burn off or reduce unburned fuel or gases and thus reduce emissions, particularly oxides of nitrogen (NOx) and hydrocarbons. Diesel converters run at cooler temperatures than do gasoline converters and require different catalysts
CDIP: Commercial Drivers Instructional Pen-nit. The learner's permit that a CDL applicant receives when he/she passes the knowledge tests; it allows the applicant to drive a CMV when accompanied by a driver with a CDL.
CDL: Commercial Driver's License.
Cetane number: A measure of self-ignition properties of a fuel after injection in a diesel engine. It relates to the knock properties of fuel. The higher the number, the more easily the fuel will ignite under compression; therefore, higher cetane fuels are usually preferred in diesels engines.
CFR: Code of Federal Regulations.
Chain of custody: The chronological handling, documentation, or paper trail showing receipt, custody, control, or transfer of students or items (such as medication).
Charter bus: A bus that is operated under a short-term contract with a school district or other sponsor who has acquired the exclusive use of the vehicle at a fixed charge to transport students to a school- related event.
Chassis starting interlock circuit: A device which prevents the engine of a bus from starting if any of the emergency exits are locked.
Chassis: Vehicle frame with all operating parts, including engine frame, transmission, wheels and brakes.
CMV: Commerical motor vehicle
CNG: Compressed natural gas.
Combustible gas sensor: Detector capable of sensing the presence of natural gas.
Common carrier: A public bus, train or airplane that travels on a prescribed route and schedule, and accepts passengers indiscriminately.
Communicable disease: Any illness that can be transmitted from one person to another, including most common childhood diseases, the common cold and serious illnesses such as hepatitis and AIDS.
Community transportation: Services that address all transit needs of a community, including general and special populations, such as the elderly and disabled.
Completed vehicle: A vehicle that requires no further manufacturing operation to perform its intended function other than the addition of readily attachable components, such as mirrors or tire and rim assemblies, or minor finishing operations such as painting.
Conduct report: A form authorized by school officials for use by drivers to report instances of unacceptable behavior by school bus passengers; also known as discipline report.
Conspicuity: The ability of an object to be noticed and recognized without any confusion or ambiguity (SAE (Society of Automotive Engineers) J 1967).
Continuum of services: The range of possible options, from least restrictive to most restrictive,

available to students with disabilities for transportation services.
Crash test: (See impact test.)
Crash: (1) A motor vehicle crash involving a school bus with or without a pupil on board, resulting in any personal injury or death or any disabling damage to one or more motor vehicles requiring the vehicle(s) to be transported away from the scene by a tow truck or other vehicle; or (2) A collision involving any vehicle or any pupil or school bus at any time during the loading or unloading process.
Criminal background check: The investigation of a person's criminal history through submission of fingerprints to state and/or federal authorities; also known as background check.
Crossing arm: A device attached to the front bumper of a school bus, activated during loading and unloading and designed to force the students to walk far enough away from the front of the bus to be seen by the driver; also known as crossing control arm.
Crossview: Convex mirrors mounted on the front of the school bus and designed for student detection during loading and unloading, including elliptical, quadri spherical, banana, or standard convex; also known as System B mirrors.
Cryogenic: Relates to storage and use at very low temperatures. LNG (liquefied natural gas) requires cryogenic systems.
CSRS: Child Safety Restraint System; a device meeting the requirements of FMVSS No. 213, designed for use in a motor vehicle to restrain, seat or position a child who weighs less than 50 pounds; also known as child safety seat and car seat.
Curb cut: Area where the street curb has been cut and sloped to allow the sidewalk to lead smoothly to the roadway.
Curb weight: The weight of a motor vehicle with standard equipment, maximum capacity of engine fuel, oil, and coolant and, if applicable, air conditioning and additional weight of optional engine, but without passengers.
CW: Commercial motor vehicle. A motor vehicle defined in 49 CFR 390.5.
CWSA: Commercial Motor Vehicle Safety Act of 1986; among other things, authorization for CDL.
Danger zone: A ten-foot area immediately surrounding the stopped school bus.
Davenport seat: A bench seat that extends from side wall to side wall at the rearmost seating position in the bus; not permitted in school buses.
Deadhead: Movement of a bus without passengers (e.g., from school to bus yard).
Deadtime: The period between arriving at an activity trip destination and leaving the destination for the trip home; also known as waiting time and stand-by time.
Dealer: Any person who is engaged in the sale and distribution of new motor vehicles or motor vehicle equipment primarily to purchasers who, in good faith, purchase any such vehicle or equipment for purposes other than resale.
Diesel Exhaust Fluid (DEF): Diesel Exhaust Fluid is a non-hazardous solution, which is 32.5% urea and 67.5% de-ionized water. DEF is sprayed into the exhaust stream of diesel vehicles to break down dangerous NOx emissions into harmless nitrogen and water.
Designed seating capacity: The theoretical passenger capacity that a vehicle would have if it were constructed with the maximum number of seating positions according to standard seating plans; also known as manufacturer seating capacity.
Disc wheel: A permanent combination of a rim and wheel disc.
Disc: The part of the wheel which is the supporting member between the hub and the rim.

Discipline: A monitor whose primary responsibility is to control behavior of students on the bus.
Dispatch: To relay service instructions to drivers.
Distributor: Any person primarily engaged in the sale and distribution of motor vehicles or motor vehicle equipment for resale.
DNR: Do Not Resuscitate; an order from a parent, legal guardian or court that prohibits the use of emergency measures to prolong the life of an individual.
DOT bus: A school bus that meets the FMCSR standards for interstate transportation set forth in 49 CFR 390.
DOT driver: A driver who meets the FMCSR standards, set forth in 49 CFR 391.
DOT: United States Department of Transportation.
Double run: One bus making two trips over the same route each morning and afternoon (e.g. first picking up high school students and then returning for elementary students.)
Downtime: The period when a vehicle is inoperative (e.g. due to mechanical failure.)
Driver applicant: A person who applies for a position as a school bus driver.
Driver qualifications: Restrictions of state and federal law which determine a person's eligibility to become a school bus driver (e.g., age limits, physical condition, criminal record, driving history, etc.)
Driver training: Instructional program designed to impart knowledge and improve the skills necessary for school bus drivers, including but not limited to knowledge of the vehicle, safe driving practices, emergency procedures and passenger control.
Driving: Flat and convex mirrors mounted on each side of the bus designed for viewing the road along the sides to the rear while driving; also known as rearview, double nickel, west coast, or Swent A mirrors.
DRL: Daytime running lamps; Head lamps that operate automatically at a reduced voltage during the day to increase the vehicle's visibility; also known as daytime running lamps.
Drug: Any substance other than alcohol considered to be a controlled substance listed on schedules I through V in 21 CFR (Code of Federal Regulations)1308.
Dry run: A trip on a route without student passengers for driver training or familiarization of the route.
Dual brake system: (See split brake system.)
Dual fuel: A vehicle designed to operate on a mixture of two different fuels.
Dual-fuel engine: Also "flex fuel," used to describe a gasoline-methanol dual-fuel engine using mixtures of gasoline and methanol, such as M85, which is 15 percent gasoline and 85 percent methanol. Dual-fuel engine can also refer to engines operating on any other mixture of fuels simultaneously, such as engines which run on a mixture of CNG (compressed natural gas) and diesel.
DVIR: Driver vehicle inspection report. Federal, state or local approved form for reporting results of pre-trip and post-trip inspections; also known as daily vehicle inspection report and pre-trip inspection form.
Dynamic testing: The process of subjecting vehicle, mobility aid, or mobility aid/securement system components to a simulated crash condition.
EAP: Employee Assistance Program; a program of education and counseling required by 49 CFR 391 as part of a carrier's drug and alcohol testing program; may also include optional rehabilitation services.
Early bus: A bus scheduled to run prior to the regular morning run (e.g., to take children to daycare programs located in schools.)

Early intervention service: Education and related services provided to infants and toddlers from birth through two years of age.
EBT: Evidential Breath Testing device; a device approved by NHTSA for testing drivers for alcohol use.
EDR: Event Data Recorder; a device which records vehicle functions (e.g., speed change during a crash.)
Effective date: The date at which a regulation or standard takes effect, on or after which compliance is legally required.
EHA: The Education for all Handicapped Children Act, passed in 1975 as P.L.94-142. (See IDEA).
Electronic voice communication system: A means by which the driver of a vehicle can communicate with a dispatcher or other person at a remote location (e.g., two-way radio, cellular phone.)
Emergency brake: A mechanism designed to stop a motor vehicle after a failure of the service brake system.
Emergency response plan: A detailed approach to identifying and responding to potential accidents involving hazardous substances; required for every community by the Emergency Planning and Right-to-Know Act of 1986.
Emergency roof exit: An opening in the roof of the bus meeting the requirements of FMVSS No. 217 which provides emergency egress and sometimes ventilation; also known as roof hatch.
EPA: The United States Environmental Protection Agency.
Ergonomics: The study of the design of equipment to reduce human fatigue and discomfort.
Ethanol: Grain alcohol, distilled from fermented organic matter and used as a vehicle fuel.
Evacuation drill: Performance of a mock school bus evacuation in order to teach students proper emergency procedures and to provide practice in the use of emergency exits; also known as bus safety drills.
Extended Stop Arm: a device that partially obstructs the roadway is capable of extending a distance of at least 54 inches from the school bus at a height of not less than 36 inches, with an additional illuminated stop sign.
Extended-year service: Transportation provided for students after the end of the traditional school year.
Extra board driver: (See substitute driver.)
FAPE: Free Appropriate Public Education; guaranteed by the EHA for all handicapped children; it includes special education and related services, including transportation.
FBI background check: The national criminal record check.
FERPA: The Family Educational Rights and Privacy Act of 1974, 20 USC 1232, which requires confidentiality of student records in public schools, but allows access to necessary information regarding student disabilities and/or health needs to those who have a need to know, including school bus drivers.
FHWA: Federal Highway Administration, an agency of the U.S. Department of Transportation.
Field trip: The transportation of students to an event or destination which is an extension of classroom activity (i.e., a part of the curriculum). A field trip is one type of activity trip.
Final Rule: Notice published in the Federal Register by a federal agency announcing a new or changed regulation.
Final stage manufacturer: A person who performs such manufacturing operations on an incomplete vehicle that it becomes a completed vehicle.

First aid: Emergency treatment given to an ill or injured person before regular medical help is available.
Fixed route: Transportation service that runs on regular prescheduled routes, usually with bus schedules and designated bus stops.
Flip seat: A school bus bench seat designed so that the cushion flips up when the seat is not occupied, similar to a theater seat; used to provide aisle clearance when a passenger seat is located adjacent to a side emergency door, as required by FVMSS No. 217.
FMCSA: Federal Motor Carrier Safety Administration; an agency of the U.S. Department of Transportation; formerly the Office of Motor Carrier Highway Safety within the Federal Highway Administration.
FMCSR: Federal Motor Carrier Safety Regulations, 49 CFR 383, 390-397, and 399; motor vehicle safety and construction standards under FMCSA that apply to commercial motor vehicles and drivers transporting passengers in interstate commerce.
FMLA: Family and Medical Leave Act; requires employers to grant time off to employees for medical reasons or to care for family members.
FMVSS: Federal Motor Vehicle Safety Standards, 49 CFR 57 1; construction standards developed and enforced by NHTSA that apply to all new motor vehicles and items of motor vehicle safety equipment.
Formaldehyde: A chemical compound that is a by-product of combustion from engines. Concentrations may be particularly high in emissions from engines fueled by methanol.
Forward control bus: A school bus in which more than half of the engine length is rearward of the foremost point of the windshield base and the steering wheel hub is in the forward quarter of the vehicle length; also known as transit-style.
Forward-facing: Installation of the securement system in such a way that the mobile seating device and its occupant face the front of the vehicle when secured.
Four-point tie down: A securement system in which four strap assemblies attach to the wheelchair frame at four separate points and anchor to the vehicle floor at four separate points.
FSS: Fire Suppressant System; a fire extinguisher system installed in the engine compartment of a vehicle and activated automatically in response to a fire sensor or manually in response to an alarm.
FTA: Federal Transit Administration, part of U.S. Department of Transportation; formerly Urban Mass Transit Administration (UMTA).
Fuel injection: System that uses no carburetor but sprays fuel directly into cylinders or into the intake manifold.
Fumigate: Literally means “to form a gas or disperse one gas in another.” The term is used to describe the injecting of gas, usually CNG, into the intake air of the engine.
G/bhp-hr: The amount of a pollutant generated in one hour measured in grams per brake horsepower.
GAWR: Gross axle weight rating, the value specified by the manufacturer as the load-carrying capacity of a single axle system, as measured at the tire-ground interfaces.
Glazing: The glass or glass-like portion of a window.
Greenhouse gases: some of these gases are formed by vehicle emissions causing a rise in temperature of the earth’s atmosphere.
Guideline 17: A highway safety program guide for pupil transportation safety issued by NHTSA in 23 CFR 1204.; formerly Standard 17.
GVWR: Gross vehicle weight rating; the value specified by the vehicle manufacturer as the load carrying capacity of a single vehicle as measured at the tire-ground interfaces. For school buses, NHTSA has defined in Title 49 CFR, Section 567.4(g)(3), the minimum occupant weight allowance as 120 pounds per passenger times the number of the vehicle’s designated seating positions and 150 pounds

for the driver. Gross Vehicle Weight Rating shall not be less than the sum of the unloaded vehicle weight, plus the rated cargo load.
Handrail inspection tool: A device formed by tying a half-inch hex nut to a 36" cord, used to inspect school bus handrails and other areas for possible snagging hazards.
Hazard lamps: Lamps that flash simultaneously to the front and rear on the right and left sides of a vehicle, used to indicate caution; also known as four- way flashers.
Head protection zone: The empty space above and in front of each school bus passenger seat which is not occupied by side wall, window or door structure, the dimensions of which are detailed in FMVSS No. 222.
Head Start: A program initiated in 1965 to provide comprehensive child development services to pre-school children of predominantly low-income families.
Headsign: A sign above the windshield of the bus which can be changed from School Bus to other wording, such as Charter.
Health care plan: A plan of action used to outline the care for a medically fragile individual.
Highway: Any public highway, road, street, alley, parkway or other place open to public motor vehicle travel.
Horsepower: The measurement of an engine's ability to do work. One horsepower is the ability to lift 33,000 lbs. one foot in one minute.
Hours of service: The consecutive or cumulative period that a commercial driver may be on duty.
HOV: High Occupancy Vehicle, a vehicle that can carry two or more passengers.
Hub: The rotating outer member of the axle's assembly which provides for wheel disc mounting.
Hybrid power: The use of two or more power sources to provide the motive force for the vehicle (e.g. electricity to drive the wheels with internal combustion to supplement the battery).
Hybrid vehicle: Generally refers to a vehicle designed to run on electric power and an internal combustion engine.
Hydrocarbons: A gaseous compound formed by incomplete combustion and comprised of unburned and partially burned fuel. It combines with NOx and sunlight to form ozone and is a major contributor to smog.
Hydrogen fuel cell: A chemical reaction process to develop electrical current from oxygen and hydrogen.
ICC: The former Interstate Commerce Commission, the economic regulation agency within the Department of Transportation. The agency was disbanded in 1997 because of economic deregulation, and most functions were transferred to the Federal Highway Administration.
IDEA: The Individuals with Disabilities Education Act, passed in 1990 as P.L. 101-476 (Part 13) as approved in March of 1999, to replace the EHA.
IEP: Individualized Education Program, a plan including information for each child with disabilities required under P. L. 101-476 (Part B).
IFSP: Individualized Family Service Plan; a written plan similar to the IEP for the family of a child receiving early intervention services required under P. L. 102-119.
Impact test: A simulated crash condition which evaluates the ability of a vehicle or any component or device to withstand crash forces; also known as sled test and crash test.
Inclusion: Integration of a student with disabilities into a regular classroom and onto a regular school bus; also known as mainstreaming.
Incomplete vehicle: An assemblage consisting, as a minimum, of frame and chassis structure, power train, steering system, suspension system and braking system (to the extent that those systems are to

be part of the completed vehicle) and requiring further manufacturing operations other than the addition of readily attachable components, such as mirrors and tire and rim assemblies, or minor finishing operations such as painting, to become a completed vehicle.
Injury incident, school bus: Any non-crash injury sustained by a person while in the bus, or while boarding/leaving the bus.
In-service: Training provided annually or more often to school bus-certified drivers.
Inspection: A close examination of a motor vehicle performed in accordance with local, state and/or federal requirements by an authorized agent of the local, state or federal government.
Integrated child safety seat: A child safety seat meeting the requirements of FMVSS No. 213 which is built into and thus an integral part of a bench seat.
Integrated restraint system: A system in which the occupant restraint of an individual in a wheelchair/mobility aid connects directly to, and is dependent upon, the mobility aid's securement system's rear strap assemblies.
Intercity bus: A large bus with front doors only, high-back seats and under-floor luggage storage for high-speed, long distance trips; also known as motor coach and over-the-road coach.
Intermediate manufacturer: A person, other than the incomplete vehicle manufacturer or the final-stage manufacturer, who performs manufacturing operations on an incomplete vehicle.
International symbol of accessibility: A white emblem on blue background used to indicate that a vehicle can accommodate individuals with disabilities.
Jump seat: A seat designed to fold down to provide supplemental seating in a bus (e.g. in the aisle, in front of the door or along the side wall); not permitted in school buses.
Kneeling bus: A bus on which the front or rear end is lowered to allow easier access for passengers with disabilities.
Laminated glass: Any glazing material that consists of one or more sheets of glass and an inboard-facing surface sheet of plastic, the components being held together by intervening plies of plastic interlayer or by the self-bonding characteristic of the inboard plastic layer.
Lap belt: A Type I belt assembly meeting the requirements of FMVSS No. 209, intended to limit movement of the pelvis.
Lap tray: An accessory for a wheelchair or other mobile seating device, to offer support and convenience for the occupant.
Lap/shoulder belt: A Type 2 belt assembly meeting the requirements of FMVSS No. 210, intended to limit the movement of the pelvis and upper torso.
Late bus: A bus scheduled to leave school at a time after the end of the school day, usually to provide transportation for students involved in after-school activities.
Layover time: Time built into a trip schedule between arrival and departure.
LEA: Local Education Agency.
Lean burn: Uses more air than is needed for theoretical complete combustion. This added air allows combustion to take place at a lower temperature, thus reducing the emission of NOx and CO
Left: Left position is determined from the normal driving position as seated in the driver's seat looking in the direction of forward travel.
Liability insurance: Protection against the claims of others for injury or property damage; also known as casualty insurance.
Life cycle procurement: A procurement contract based on both the initial capital cost and the cost of operation over the life of a vehicle.
Lift: (See power lift.)

Live time: The time when students are on the bus, beginning when the first passenger boards and ending when the last passenger leaves.
LNG: Liquid Natural Gas.
Load factor: The ratio of passengers carried to the vehicle's passenger capacity.
Load: To pick up students at a designated bus stop or at school.
Loading zone: Any area where students are boarding or leaving a school bus.
Locking ring: A removable, split rim ring that holds the rim flange in place on a multi-piece rim.
Longitudinal: Parallel to the longitudinal centerline of the vehicle, front to rear.
Low profile: A tire that has a section height that is less than 85 percent of its nominal section width (e.g., a tire with an aspect ratio of less than 0.85.)
Low-bid procurement: Competitive procedure in which the lowest bidder is awarded the contract.
Low-floor vehicle: A bus in which the floor and entrance are closer to the ground, for easier access by students with disabilities or preschoolers.
LPG: Liquid Petroleum Gas; also known as propane.
LRE: Least Restrictive Environment, a concept embodied in IDEA which requires that children with disabilities be integrated as fully as possible into situations and settings with their nondisabled peers.
Mainstreaming: (See inclusion.)
Manufacturer: Any person engaged in the manufacturing or assembling of motor vehicles or item of motor vehicle equipment, including any person importing motor vehicle equipment for resale.
MDC: Multi-Disciplinary Conference, an assessment meeting for a student with disabilities which leads to an IEP. (See also assessment team.)
Mediation: Efforts by a third party to bring about agreement between dissenting parties (e.g., labor and management or parents and school administration); usually less formal than arbitration.
Medical support equipment: Portable equipment used by students to maintain life functions, such as oxygen bottles, intravenous or fluid drainage apparatus.
Medically fragile: Refers to students who require specialized technological health care procedures for life support and/or health support.
Minibus: A small school bus, usually a Type A- 1 or A-2 or Type 13- 1 or B-2.
Minivan: A multi-purpose vehicle (MPV) designed to carry seven to ten passengers.
Mirrors: The system of mirrors required to be installed on school buses in accordance with FMVSS No. III and applicable state laws.
MIS: Management Information System; a means of data collection for analysis by management.
Mobility aid: A wheelchair or other device, either battery-powered or manual, that is used to support and convey a person with a physical disability; also known as mobile seating device.
Modesty panel: A panel located in front of a seat or row of seats, usually supported by a stanchion and cross bar, which does not meet the performance standards of a barrier as defined in FMVSS No. 222; or a short panel which extends from the bottom of a barrier to or near to the floor for the purpose of reducing the draft from the entrance door; also known as kick panel.
Monitor: A person assigned to assist the driver on a school bus or school vehicle.

MPV: Multipurpose Passenger Vehicle, any vehicle with a seating capacity of ten or fewer, including the driver, which is built on a truck chassis, or with special features for occasional off-road use.
MRO: Medical Review Officer, a licensed physician with knowledge of substance abuse disorders required by 49 CFR 40 to receive and evaluate laboratory results generated by a carrier's drug testing program.
Multi-Function School Activity Bus (MFSAB): A school bus whose purposes do not include transporting students to and from home or school bus stops. This subcategory of school bus meets all Federal Motor Vehicle Safety Standards (FMVSS) for school buses and meets all regulations for school buses, except the traffic control devices, color, use of cruise control, and seating requirements.
MVR: Motor Vehicle Record of the driver; also known as driving history.
NAPT: National Association for Pupil Transportation, a membership organization comprised of individuals and organizations representing all facets of school transportation.
NASDPTS: National Association of State Directors of Pupil Transportation Services, a membership organization comprised of primarily state officials responsible for pupil transportation.
National School Bus Yellow: (NSBY) The color defined in the publication "National School Bus Color Standard" SBMTC008.
NDR: National Driver Registry.
Nebula combustion chamber: A unique high-turbulence combustion chamber in the top of a piston, which is particularly effective in efficient burning of lean gas-air mixtures.
Neutral safety switch: A device which prevents the bus from starting unless the transmission is in neutral gear or the clutch is depressed.
NFPA: National Fire Protection Association.
NGV: Natural Gas Vehicle.
NHTSA: National Highway Traffic Safety Administration, an agency of the U.S. Department of Transportation.
NIST: National Institute of Standards and Technology.
Nominal dimension: A dimension which exists in name only (e.g., 5/8" plywood which is actually 19/32" thick, but is 5/8" nominal thickness.) The variation between the actual dimension and the nominal dimension is the result of manufacturing practices and tolerances.
Nonconforming bus: Any vehicle designed to carry more than ten (10) passengers that is used to transport children to or from school or school-related activities which does not meet the federal standards specific to school buses.
Non-conforming van: A vehicle smaller than a bus, designed to carry seven to ten passengers and used to transport students, that does not meet FMVSS for school buses.
NOx: Nitrogen oxides
NPRM: Notice of Proposed Rulemaking, a notice published in the Federal Register by a federal agency of a proposed change in regulation.
NSC: National Safety Council.
NSTA: National School Transportation Association, a membership organization comprised of primarily school transportation contractor companies.
NTSB: National Transportation Safety Board, an independent federal agency authorized by Congress to investigate accidents and to issue safety recommendations.
OCR: Office of Civil Rights, an agency of the U.S. Department of Education.

Octane number: A measure of anti-knock properties of a fuel that relates to spark ignition engines. The higher the number, the more resistant to knocking. Higher output and more efficient engine designs can be used with higher octane fuel.
OEM: Original Equipment Manufacturer.
On-board monitoring system: Computerized tracking of driver and vehicle performance, including speed, fuel consumption, etc.
Operating costs: All costs associated with running the transportation system, which are distinct from capital costs.
Operator: The carrier who is responsible for running the transportation system, regardless of ownership of the vehicle.
OSEP: Office of Special Education Programs, an agency of the U.S. Department of Education.
OSERS: Office of Special Education and Rehabilitative Services, an agency of the U.S. Department of Education.
OSHA: Occupational Safety and Health Administration, an agency of the U.S. Department of Labor.
OTETA: The Omnibus Transportation Employees Testing Act of 1991, requiring drivers holding CDLs to participate in a drug and alcohol testing program.
Out of Service: The removal of a school bus from passenger service due to a defective condition.
Overall vehicle width: The nominal design dimension of the widest part of the vehicle, exclusive of signal lamps, marker lamps, outside rearview mirrors, flexible fender extensions and mud flaps, determined with the doors and windows closed and the wheels in the straight-ahead position.
Overhang: The distance from the center of the rear axle to the rearmost end of the body or from the center of the front axle to the forward edge of the front bumper.
Ozone: A pollutant formed from nitrogen oxides (NOx), hydrocarbons and sunlight. This gas has an irritating odor, is poisonous and is used as an oxidizing agent for bleaching.
P. A. system: A public address system which allows the driver of a bus to communicate with persons inside and/or outside the bus through a speaker installed on the inside and/or outside of the bus, also known as external loudspeaker.
P.L. 94-142: (See EHA.)
Para transit: Public transit service which is more flexible than a fixed-route system, commonly providing special service for elderly and disabled passengers.
Parallel restraint system: A system in which the occupant restraint lap belt anchors directly to the floor track or plates, and is independent of the wheelchair/mobility aid securement system.
Parking brake: A mechanism designed to prevent the movement of a stationary motor vehicle.
Passenger vehicle: means a motor vehicle that is designed to transport 8 to 15 passengers and is the size and style of vehicle necessary to meet the needs of the school district; and insured in accordance with the minimum coverage requirements established in 20-10-109, MCA. A district may use a passenger vehicle to transport students on an activity trip. A district may not use a passenger vehicle to transport students to or from school on a school bus route. A passenger vehicle does not include Type E school buses.
Part B: Refers to the section of the EHA applicable to special education and related services for children with disabilities and to the implementing regulations at 34 CFR 300.
Part H: Refers to the section of the IDEA related to early intervention services for infants and toddlers and to the implementing regulations at 34 CFR 303.
Particulate trap: A device on diesel buses to clean the exhaust of particulate matter. An exhaust

treatment device used to collect (trap) and periodically burn off particulates and other potential problem emission gases formed in engine exhaust.
Particulates: Small solid particles (soot, etc.) formed by engine combustion. Visible particulates are seen in smoke; however, invisible particles may be present in smokeless exhaust.
Passenger miles: The LOW number of miles traveled by the aggregate number of passengers on a vehicle (e.g., ten students traveling ten miles on one bus equals 100 passenger miles.)
Pilot ignition engine: An engine using a small quantity of diesel fuel to provide an ignition source for an alternative fuel that will not ignite on its own in a compression cycle.
Piloted hub mounting: A wheel mounting system wherein the wheel centering is provided by a close fit between the wheel disc and the hub.
Port injection: Similar to the throttle body system except that the fuel is injected near each cylinder intake port. The injectors and their controls can be individually controlled for maximum performance and emissions control.
Positive-locking: A design feature of the mobility aid securement and occupant restraint system where the attachment and anchoring hardware cannot be inadvertently released or disengaged once properly installed.
Post-trip interior inspection: A check of the interior of the bus by the driver at the end of the run to ensure that no children or student belongings have been left behind.
Postural support: A seat, belt or other component used to support a child with disabilities in a desired position but not designed or intended to provide occupant restraint in a crash; also known as positioning device.
Power base: A powered, wheeled platform used to mount a seating device for carrying an individual with a disability; usually characterized by smaller diameter tires.
Power cut-off switch: A device that cancels all power from the vehicle batteries.
Power lift: A mechanized platform designed to provide access to a vehicle for an occupied mobility aid/wheel chair; also known as a wheelchair lift.
Powertrain: The group of components used to transmit engine power to the wheels; includes transmission, universal joints, driveshaft, drive axles and gears; also known as drive train.
Preschool: Refers to a child between the ages of three and five years who is not yet in kindergarten or to a program serving children in that age range.
Pre-service: Training provided to driver applicants prior to school bus certification and/or transporting students.
Pre-trip inspection: A systematic inspection of the bus by the driver before every trip or shift to ensure that the bus is in safe operating condition. The same procedure performed after the trip/shift is the post- trip inspection.
Preventable: A crash that could have been prevented by reasonable action on the part of the school bus driver.
Privatization: The process of transferring the operation of public services from the public agencies to private companies or nonprofit organizations; also known as contracting or outsourcing.
Pusher: A school bus in which the engine is mounted in the rear of the vehicle; also known as rear-engine bus.
Pushout window: A bus window that is hinged at the top or front to enable the window to be swung upward or outward relative to the side of the bus and to provide a means of emergency egress from the bus; also known as emergency window.
Radial: A pneumatic tire in which the ply cords which extend to the beads are laid substantially at 90 degrees to the centerline of the tread.

Railroad crossing: The intersection of a highway, street or roadway and railroad tracks; also known as grade crossing.
Ramp: An inclined plane for use between the ground and the floor of the vehicle to permit access by persons in wheelchairs/mobility aids.
Reaction distance: Distance a vehicle travels during the time it takes for a driver to recognize the need to stop and to apply the brakes.
Reclining seat: An activity seat with a reclining seat back; not permitted in school buses.
Reduced capacity: The capacity that is achieved when one or more seats are removed from the standard design during or after manufacture of the vehicle.
Reflective: Refers to the property of materials that cause them, when they are illuminated, to reflect the light to some extent.
Reformulated gasoline: Also known as “oxygenated gasoline,” reformulated gasoline has oxygen added to improve combustion and reduce emissions.
Related services: Transportation and other supportive services that are required to assist a child with a disability to benefit from special education.
Remanufactured: Refers to a vehicle component that has been structurally restored.
Reportable: A crash required to be reported under FMCSR (i.e. a crash involving a CMV on a public road in which there is a fatality or an injury treated away from the scene, or that requires a vehicle to be towed from the scene).
Repower installation: A dedicated natural gas or other engine which was not part of the original chassis at the time of manufacturing.
RESNA: Rehabilitation Engineering Society of North America, an organization engaged in research and development of assistive technology for persons with disabilities.
Restraining barrier: An assembly similar to a seat back located immediately in front of a single school bus passenger seat or row of seats to provide crash protection in accordance with FMVSS No. 222; also known as barrier, crash barrier, and seat barrier.
Restraint system: A generic term for one or more devices intended to secure and protect a passenger with or without a mobility aid in a vehicle, including lap belts, lap/shoulder belts, child safety seats, safety vests, etc.
Restraint/securement system: (See securement and restraint system.)
Retarder: An auxiliary braking device used to reduce brake wear.
Retractor, automatic-locking: A retractor incorporating adjustment by means of a positive self-locking mechanism which is capable of withstanding restraint forces.
Retractor, emergency-locking: A retractor that incorporates adjustment by means of a locking mechanism that is activated by vehicle acceleration, webbing movement relative to the vehicle, or automatic action during an emergency, and that is capable of withstanding restraint forces.
Retread: A worn tire casing to which tread rubber has been affixed to extend the usable life of the tire; also known as re-capped or retreaded tire.
Retro reflective: Refers to material that is designed to return illumination of the material directly or generally back to the source of illumination.
RFID: Radio Frequency Identification, use of electromagnetic fields to capture and transfer data
RFP: Request For Proposals, an invitation to submit a contract proposal, less restrictive than an invitation to bid on a contract.
Ridership: The number of passengers using a transportation system during a given period.

Right: Right position is determined from the normal driving position as seated in the driver's seat looking in the forward direction of travel.
Rim: The part of the wheel on which the tire is mounted and supported.
Risk management: Practices and procedures designed to protect against losses from accidents, passenger and worker injuries, vehicle damage and other losses, and to reduce insurance costs.
Rolling stock: The vehicles in a transportation system.
Roof hatch: (See emergency roof exit.)
Route miles: The total number of miles in one or more routes in the system.
Route sheet: A list of all the designated stops on a route.
Route: means a Board of Trustees of a school district and the County Transportation Committee approved designated course regularly traveled by a school bus to pick up students and take them to school, or to deliver students from school to their homes or designated bus stops.
Run: A complete trip on a route. (To illustrate the difference between a run and a route: it is possible to have six daily runs on the same route, i.e., one high school, one middle school, and one elementary run both morning and afternoon.)
Running gear: The wheels, axles, springs, frames and other carrying parts of the vehicle.
SAE: Society of Automotive Engineers, the leading standards-writing organization for the automotive industry.
Safety glass: Glazing material constructed, treated or combined with other materials so as to reduce, in comparison with ordinary glass, the likelihood of injury to persons as a result of contact with the glass, either broken or unbroken.
Safety patrol: Students whose duties may include acting as crossing guards and safety assistants.
Safety training: Educational programs provided for students to teach proper behavior while waiting for, riding in, boarding or leaving school buses; also known as ridership programs.
Safety vest/harness: An upper torso restraint that supports and secures a child by attachment to the vehicle seat.
Safety: A monitor whose primary responsibility is to ensure the safety of students getting on and off the bus and to check the loading zone before the driver pulls out.
SAP: Substance Abuse Professional, a licensed physician, psychologist, social worker or alcohol and drug counselor who is required to evaluate any employee who violates a carrier's drug and alcohol testing program.
SBMTC: School Bus Manufacturers Technical Council; formerly the School Bus Manufacturers Institute (SBMI), a membership organization within NASDPTS which serves as a technical advisor regarding school buses.
School bus equipment: Equipment designed primarily as a system, part or component of a school bus, or any similar part or component manufactured or sold for replacement or as an accessory or addition to a school bus.
School bus stop: An area on the street or highway designated by school officials for picking up and discharging students.
School bus: A bus owned, leased, contracted to or operated by a school or school district that complies with the Board of Public Education school bus standards as verified by the Department of Justice's semiannual inspection and regularly used to transport students to and from school or school-related

activities, but not including a charter bus or transit bus; must meet all applicable FMVSSs, and is readily identified by alternately flashing lights, National School Bus Yellow paint, and the legend "School Bus." A school bus includes Type E School Buses.

A school bus does not include (as defined in 20-10-101, MCA):

- Privately owned and not operated for compensation vehicles
- Privately owned and operated for reimbursement under MCA, 20-10-142.
- Either district owned or privately owned, designed to carry not more than nine passengers, and used to transport pupils to or from activity events or to transport pupils to their homes in case of illness or other emergency situations; or
- n over-the-road passenger coach or passenger vehicle used only to transport students for activity trips.

School trip: (See activity trip.)

School vehicle: Any vehicle owned, leased, contracted to or operated by a school or school district and regularly used to transport students to and from school or school-related activities. Includes school buses, activity buses, vans and passenger vehicles, but does not include transit or charter buses.

School: An educational institution for children at the pre-primary, primary, elementary, or secondary level, including nursery schools and Head Start programs, but not including daycare programs.

Scooter: A motorized mobility aid with three wheels, handlebar or tiller and a swiveling seat.

SEA: State Education Agency

Seat belt: (See seat restraints.)

Seat restraints: A passenger restraint system incorporating lap belts or lap/shoulder belts and meeting the requirements of FMVSS Nos. 209 and 210.

Seat: A device designed and installed to provide seating accommodations.

Seating capacity: The number of designated seating positions provided in a vehicle, including the driver's position. In determining seating capacity, each wheelchair securement location shall be counted as four (4) designated seating positions.

Seating position: The space on a school bus bench seat designated for one student. The number of such positions per seat is determined by dividing the width of the seat by 15" and rounding to the nearest whole number, as described in FMVSS No. 222.

Seating reference point: The manufacturer's design point, with coordinates relative to the vehicle structure, which establishes the rearmost normal driving or riding position of each designated seating position and simulates the position of the pivot center of the human torso and thigh.

Section 402: Section of 23 CFR that authorizes grant funds for highway safety projects.

Section 504: Section of the Rehabilitation Act of 1973, PL 93-112, which prohibits discrimination against individuals with disabilities by any recipient of federal funding.

Securement and restraint system: The total system which secures and restrains both a wheelchair/mobility aid and its occupant; also known as WTORS.

Securement points: Locations on the base or seat frame of the wheelchair/mobility aid where the securement system should be attached.

Securement system: The means of securing a mobile seating device to a vehicle in accordance with

FMVSS No. 222, including all necessary buckles, anchors, webbing/straps and other fasteners.
Seizure: A reaction to an electrical discharge in the brain, resulting in symptoms which can range from a blank stare of a few seconds to full convulsions.
Self-insured: Refers to a company or school district which provides reserved funds against claims or losses.
Sensor: An electronic device installed on a school bus for the purpose of detecting animate objects in the loading zone; also known as object detection system.
Service animal: An animal trained to aid with persons with disabilities; may be a guide animal or, assistive animal.
Service brake: The primary mechanism designed to retard and stop a moving vehicle.
Shuttle: A trip run back and forth over a short route (e.g. between two schools.)
Siped: A tire which has been scored or cut perpendicular to the direction of rotation (across the tread) to improve traction.
Skid plate: Stout metal plate attached to the underside of a vehicle to protect the oil pan, transmission, step well or fuel tank from scraping on rocks, curbs and road surface.
Slack adjuster: Adjustable device connected to the brake chamber pushrod used to make up for brake shoe wear.
Snow: A tire with an obvious aggressive or lug type tread across the entire width which is designed to be self-cleaning.
SOS lights: Stop on Signal lights. (See alternately flashing signal lights.)
SOWAT: The Subcommittee on Wheelchairs and Transportation, a group acting under the auspices of RESNA to develop transportable wheelchair crashworthiness standards.
Special education: Specially designed instruction to meet the unique needs of a child with disabilities.
Specially equipped school bus: Any school bus designed, equipped or modified to accommodate students with special needs.
Specially equipped: A school bus designed, equipped, or modified to accommodate students with special needs.
Split-brake system: A service brake system with two separate hydraulic circuits which, upon failure of either, retains full or partial braking ability.
Spoke wheel: A rotating member which provides for mounting and support of one or two demountable rims; also known as wheel for demountable rim.
Stanchion: An upright post or bar, usually installed from floor to ceiling in a bus, which provides support for other structural members and/or provides a hand-hold for passengers.
State Director: The chief government administrator in charge of a state's pupil transportation program and responsible for oversight of regulatory functions.
State: As used in this document, "state" shall refer to any of the 50 states and commonwealths and any United States territory, possession, or federal agency (e.g., the General Services Administration or the Department of Defense) that may consider, follow or adopt part or all the specifications and procedures contained herein for school buses and operations.
Stoichiometric burn: Use of fuel and air (or oxygen) in the exact ratio needed for complete combustion to generate maximum efficiency and power.
Stop arm: A device in the form of a red octagon extending outward from the side of a school bus to signal that the bus has stopped to load or unload passengers and meeting FMVSS No. 131; also known as stop semaphore and stop signal arm.

Stopping distance: Braking distance plus reaction distance.
Storm window: Two or more sheets of safety glazing material separated by an airspace to provide insulating properties and fixed in a common frame or mounting.
Strobe light: A bright short duration light that flashes as a result of an electronic discharge of electricity through a gas.
Stroller: A light weight folding mobility aid.
Studded: A tire to which metal protrusions have been added to improve traction.
Student rides: The number of students transported in a given system multiplied by the number of one- way trips in a school bus. (For example, a school district that transports 1000 students provides 2000 student rides daily or 360,000 student rides to and from school annually, assuming 180 school days. To determine the total number of student rides annually, the district would add the actual or estimated number of students transported on activity trips [times 2] to the figure above.)
Student: Any child who attends a school, as previously defined.
Substitute driver: A driver who is not assigned to a regular route but is employed to provide immediate coverage when necessary due to driver absences or emergencies; also known as spare driver and extra board driver.
Surrogate wheelchair: A wheelchair device which is subjected to impact tests to test securement and restraint systems.
Suspension system: The components of the vehicle that transmit the load of the vehicle's weight from the chassis framework to the ground, including the springs, axles, wheels, tires and related connecting components.
TDD: Telecommunication devices for the deaf.
Temperature control system: The means of heating or cooling the interior of the vehicle.
Tempered glass: Glazing which consists of glass that has been tempered to meet the properties of safety glass.
Tether: An upper anchor strap used in addition to a seat belt to hold certain types of restraint devices in place.
Throttle body injection: A gasoline fuel injection system in which the fuel is injected directly into the air intake pipe or manifold. No carburetor is required; electronics monitor engine variables and control the rate of fuel injected.
Tie-down system: (See securement system.)
Tier: Any level of separate runs and routes designed to allow a single bus to complete multiple routing assignments. Multiple assignments typically require the use of staggered school schedules, permitting multiple levels or "tiers" for the daily assignments.
Tire cords: The strands forming the reinforcement structure in a tire.
Tire: The continuous solid or pneumatic rubber elastomeric cushion encircling a wheel intended for contact with the road.
To-and-from school: Transportation from home to school and from school to home; also transportation from school to school or from school to job training site.
Tour: Transportation of a group on a longer trip, usually by charter bus (e.g., senior class trip to Washington.)
Tow hooks: Attachments on the chassis frame for use in towing the vehicle backwards or forwards; also known as tow eyes.

Track seating: A seating system in which seating units, including mobility aids, are secured to the vehicle structure by attaching them to tracks on the vehicle floor.
Traffic lights: Traffic signals which control the flow of traffic at intersections.
Transit bus: A bus designed for frequent stops, with front and back-center doors and low-back seating, operated on a fixed schedule and route to provide public transportation by indiscriminately taking on passengers at designated bus stops.
Transportation: the conveyance of a pupil by a school bus between the pupil's legal residence or an officially designated bus stop and the school designated by the trustees for the pupil's attendance.
Transverse: Perpendicular to the longitudinal centerline of the vehicle (i.e., from side to side.)
Trip: The transportation of students from school to any destination, followed by a return trip back to school. The two together make a round trip.
Trippler service: Regularly scheduled mass transit service which is open to the public, and which is designed or modified to accommodate the needs of school students and personnel, using various fare collections or subsidy systems. Must be part of the regular route service as indicated in published route schedules.
Turbocharger: A device which uses the pressure of exhaust gases to drive a turbine that, in turn, pressurizes air normally drawn into the engine's chambers.
Turnkey: Partial privatization in which a school district hires a company to supply drivers, maintenance management and/or vehicles; also known as management contract.
Two-way radio: Electronic communication system which uses a designated airway for transmission between a bus and a base station.
Type A: A Type "A" school bus is a conversion or bus constructed utilizing a cutaway front section vehicle with a left side driver's door. This definition includes two classifications: Type A- 1, with a Gross Vehicle Weight Rating (GVWR) of 10,000 pounds or less; and Type A-2, with a GVWR greater than 10,000 pounds.
Type B: A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B- 1, with a GVWR of 10,000 pounds or less; and Type B-2, with a GVWR greater than 10,000 pounds.
Type C: A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels; also known as a conventional school bus.
Type D: A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels; also known as transit-style school bus or forward-control vehicle.
Type E: A Type "E" school bus is district-owned, is designed to carry 10 or fewer passengers, has an overall safety rating of five stars from the national highway traffic safety administration at the time of purchase, is insured in accordance with minimum coverage requirements set forth in 20-10-109, and is purchased after 7/1/2017.
UCRA: Universal child restraint anchorage, a standardized means of installing child restraint systems in vehicles that is independent of the seat belt system. UCRA's will be required in all new motor vehicles under 10,000 pounds, including school buses, as of September 2002.
UL: Underwriters Laboratory.
UMTA: Urban Mass Transit Administration, predecessor to FTA.
Universal precautions: Method of infection control designed to protect the individual from exposure to disease, which requires that all bodily fluids and secretions are treated as though they were infectious.

Unload: To discharge passengers from a school bus.
Unloaded vehicle weight: The weight of vehicle with maximum capacity of all fluids necessary for operation, but without cargo or occupants or accessories that are ordinarily removed from the vehicle when they are not in use.
UST: Underground storage tank.
Vaporlock: Boiling or vaporization of fuel in the lines from excessive heat, which interferes with liquid fuel movement and in some cases, stops the flow.
Vehicle miles: The aggregate number of miles a vehicle travels in a given period.
Video system: A means of monitoring student behavior in a school bus. The system includes one or more video cameras to record activity. Camera housing units mounted in each bus appear to hold a camera, whether or not one is actually in place; also known as surveillance.
VIN: Vehicle Identification Number, a series of Arabic numbers and Roman letters which is assigned to a motor vehicle for identification purposes.
Viscosity: A measure of internal resistance to flow or motion offered by a fluid lubricant.
Walking distance: The maximum distance a student can be required to walk to school before transportation must be provided.
Weather emergencies: Weather conditions that require a deviation from normal transportation procedures (e.g., flooding, snowstorm.)
Weight distribution: The distribution proportion of the vehicle load divided between the front and rear axles.
Wheel: A rotating load-carrying member between the tire and the hub, usually consisting of two major parts, the rim and the wheel disc, which may be integral, permanently attached or detachable.
Wheelbase: The distance between the front and rear axles.
Wheelchair lift: (See power lift.)
Wheelchair: A seating system comprising at least a frame, seat and wheels for the support and mobility of a person with physical disabilities; also known as mobile seating device.
WTORS: Wheelchair tie down and occupant restraint system
ZEB: Zero-emissions bus.
ZEV: Zero-emissions vehicle.

APPENDIX B NATIONAL SCHOOL TRANSPORTATION SPECIFICATION AND PROCEDURES

SCHOOL BUS CHASIS AND BODY

NATIONAL SCHOOL BUS YELLOW

The color known as National School Bus Yellow is specified and described in the School Bus Manufacturers Technical Council publication "National School Bus Yellow Color Standard" (SBMTC-008).

BUS BODY HEATING SYSTEM TEST

1. Scope

This procedure, limited to liquid coolant systems, establishes uniform cold weather bus vehicle heating system test procedures for all vehicles designed to transport ten (10) or more passengers. Required test equipment, facilities and definitions are included. SAE J381 and SAE J382 establish defrosting and defogging procedures and requirements, which are hereby included by reference.

9. Assist in cleaning and organizing the shop, parts room and other maintenance facilities.
- B. Minimum qualifications should include, but are not limited to:
 1. High school graduate or equivalent.
 2. Class "B" CDL with P and S endorsements.
 3. Minimum two years of general experience in service station-type automotive maintenance, plus one year related experience on buses, trucks or other heavy duty vehicular equipment.
 4. Possess a basic set of auto technician hand tools and storage cabinet, if required.
 5. Be in good physical condition.
 6. Ability to work under pressure.
 7. Able to follow directions.
 8. Ability to communicate with staff.

HIRING NEW EMPLOYEES

Employment procedures should be clearly stated in writing and followed by all parties involved in the procedures. There should be no discrimination in the advertisement of a job opening, in the application review process or in the interview. All applicants must be treated equally and interviewed/not interviewed or hired/not hired based on objective and measurable criteria. It is illegal to make any inquiry or keep any record of race, creed, color, national origin, age, sex, marital status or disability before, during or after employment for the purpose of discriminating on these grounds.

It is the local school district board of trustees or a school bus contractor's responsibility to employ and dismiss employees, including school district school bus drivers. *See* 20-3-324(1)-(2), MCA.

The following are essential steps to be incorporated in screening and hiring procedures:

1. Advertising
 - a. Contact the Personnel Department/Human Resources Office for possible applications on file. (Some offices have a phone job line available for posting job openings.) Advertising by word of mouth, newspapers, employment office, school lunch menus and notices in retail stores or local fire departments are also good methods to get word out to the community regarding job openings.
 - b. Provide written procedures, job requirements and duties to applicants. Pre-employment screening requirements (e.g., criminal background checks, driving record checks, drug screening, etc.) should be listed in each packet of information provided to potential applicants.
2. Applicant screening
 - a. Check application forms for completeness. Contact applicants as soon as possible to obtain any information that was omitted from the original application documents. One method is to formulate a check-off list to verify the completeness of the applications and that the applicants meet all requirements for the position. A point system or some other grading criteria should be developed that will result in an objectively obtained score. It is advisable for the Personnel Department/Human Resources Office to keep these screening sheets on file, should the district be challenged by an applicant that feels he/she has been discriminated against. The successful applicants should be scheduled for an interview when screening and background checks are completed. This may be done by phone or letter.
 - b. Conduct background checks, as may be required. Advise applicants of procedures for fingerprinting for criminal records checks, authorization for driving records check, drug/alcohol screening and any other background checks that are required. Obtain

ACTION

ITEM 24

**ACTION ON NOTICE OF PROPOSED
AMENDMENT TO ARM TITLE 10, CHAPTER
66, PERTAINING TO YOUTH CHALLENGE
ACADEMY**

McCall Flynn

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PROPOSED
ARM 10.66.112 and 10.66.113) AMENDMENT
pertaining to adult secondary)
education credentials) NO PUBLIC HEARING
) CONTEMPLATED
)

TO: All Concerned Persons

1. On January 14, 2022, the Board of Public Education (Board) proposes to amend the above-stated rule.

2. The Board 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 the Board no later than 5:00 p.m. on January 7, 2022, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director for the Board, PO Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-6576; fax (406) 444-0847; or e-mail bpe@mt.gov.

AMENDMENT

3. The rules as proposed to be amended provides as follows, new matter underlined:

10.66.112 QUALIFICATIONS – EXCEPTIONS

(1) Remains the same.

(a) submits to the HSE testing center prior to testing, an original, official school document that clearly identifies the candidate by name, date of birth, and provides the last school enrollment date and signed by the chief education officer verifying that the candidate has been advised of in-school and alternative educational options; ~~or~~ and

~~(b)~~ (b) is no longer enrolled in a regular high school program for credit; ~~or~~

~~(c)~~ (c) resides in a Montana-based job corps center, correctional facility, state-authorized group home, youth challenge, or treatment center and submits a written referral from the facility director or authorized agent (e.g., probation officer); ~~and~~

~~(e) is no longer enrolled in a regular high school program for credit.~~

(2) Remains the same.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-2-131, MCA

10.66.113 AGE REQUIREMENT – WAIVER

- (1) Remains the same.
- (a) Remains the same.
- (b) Remains the same.
- (c) Remains the same.

(2) A candidate 16 years of age who resides in a Montana-based job corps center, correctional facility, state-authorized group home, youth challenge, or treatment center may receive a waiver of the age requirement if the candidate submits a written referral from the facility director or authorized agent (e.g., probation officer) and is no longer enrolled in a regular high school program for credit.

- (3) Remains the same.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-131, MCA

REASON: The Montana Youth Challenge Academy (MYCA) was inadvertently left out of ARM 10.66.112 and 10.66.113 and previously operated under the “state group home” exception. The Office of Public Instruction no longer grants that exception to allow MYCA to offer HiSET testing to their students without requiring students to first drop out of their local school district, based on the way the rule is currently written. The Board of Public Education is bringing these requested changes in ARM 10.66.112 and 10.66.113 to assist the MYCA in their efforts to continue offering HiSET testing to MYCA students while they’re enrolled in their local school districts and MYCA.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, PO Box 200601, Helena, Montana, 59620; telephone (406) 444-6576; fax (406) 444-0847; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., February 28, 2022.

5. If persons who are directly affected by the proposed action wish to express their data, views, or arguments orally or in writing at a public hearing, they must make written request for a hearing and submit this request along with any written comments to McCall Flynn at the above address no later than 5:00 p.m., February 28, 2022.

6. If the agency receives requests for a public hearing on the proposed action from either 10 percent or 25, whichever is less, of the persons directly affected by the proposed action; from the appropriate administrative rule review committee of the Legislature; from a governmental subdivision or agency; or from an association having not less than 25 members who will be directly affected, a hearing will be held at a later date. Notice of the hearing will be published in the Montana Administrative Register. The Board has determined 25 requests necessary for request for a public hearing.

7. The Board 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 #5 above or may be made by completing a request form at any rules hearing held by the Board.

8. 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 this 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.

9. With regard to the requirements of 2-4-111, MCA, the Board has determined that the amendment of the above-referenced rule 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 on January 18, 2022.



Montana Youth Challenge Academy

August 20, 2021

To: Board of Public Education

RE: 10.66.112 QUALIFICATIONS- EXCEPTIONS

I am writing to formally request that the Montana Youth Challenge Academy be considered under 10.66.112 exception to HiSET testing requirements as an approved state operated education facility.

The Montana Youth Challenge was previously not required to attain verified drop out information for students prior to testing and was considered under this exemption. A change in interpretation of 10.66.112 at OPI has now required school districts to formally drop students prior to taking the HiSET at Youth Challenge.

MCA 20-9-707 outlines school districts' ability to form a cooperative agreement with Montana Youth Challenge and Montana based Job Corps. MCA 20-9-311 outlines school districts that may keep students enrolled and collect ½ ANB funding while their student is enrolled in the Montana Youth Challenge or Montana based Job Corps.

Requiring a student to drop out prior to HiSET testing while at Youth Challenge does not allow the school district to keep the student enrolled or collect ½ ANB funding. With SB 197 from the 2019 session, some districts are requiring students to pass the HiSET as part of their plan for graduation. Currently a student has to drop out to take the HiSET, then the school has to re-enroll them in order to graduate.

The Montana Youth Challenge Academy consults with parents and school districts in determining the best academic path for all students. I believe that Montana Youth Challenge meets the intent of exceptions under 10.66.112 and should not be required to provide a formal drop to OPI prior to sitting for the HiSET.

Thank you for your time and consideration of this request. Please feel free to contact me if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Gibson'.

Trenton J Gibson
Director
Montana Youth Challenge Academy



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD MEMBERS

August 24, 2021

APPOINTED MEMBERS:

Darlene Schottle - Chair
Big Fork

Superintendent Elsie Arntzen
Office of Public Instruction
PO Box 202501
Helena, MT 59620

Tammy Lacey - Vice Chair
Great Falls

Madalyn Quinlan
Helena

Superintendent Arntzen:

Anne Keith
Bozeman

It has come to our attention that the Montana Youth Challenge Academy is no longer granted the exception to the HiSET testing requirements under ARM 10.66.112. It is my understanding that the Montana Youth Challenge Academy has long operated under the "state group home" exception of this administrative rule.

Susie Hedalen
Townsend

Jane Lee Hamman
Clancy

Mary Heller
Havre

Additionally, I realize that the administrative rule does not explicitly list the Montana Youth Challenge Academy, but it is my understanding that they were inadvertently left out of this administrative rule during the revision process. I would request that you allow the Montana Youth Challenge Academy to continue operating under the "state group home" exception in order to continue using ARM 10.66.112 to offer HiSET testing to their students without requiring them to first drop out of their local school district. In the meantime, the Board of Public Education is seeking clarity and plans to make changes to the administrative rule to ensure the Montana Youth Challenge Academy is included and no longer required to operate under the "state group home" exception. I have included the letter that we received from Director Trent Gibson at the Montana Youth Challenge Academy.

Paige Lepard, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian,
Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

Thank you for your time and consideration of this request. Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in cursive script, reading "Darlene Schottle Ed.D.", written in dark ink.

Darlene Schottle Ed.D.
Chairperson
Board of Public Education

cc:

Ms. Katie Madsen, OPI

Mr. Trent Gibson, Montana Youth Challenge

ITEM 25

10:30 AM

INTERVIEW – SUPERINTENDENT, MONTANA
SCHOOL FOR THE DEAF AND THE BLIND –
PAUL FURTHMYRE

Tammy Lacey

ACTION

ITEM 26

BOARD DISCUSSION OF MSDB
SUPERINTENDENT

Tammy Lacey

FUTURE AGENDA ITEMS

March 10-11, 2022
Helena, MT

Assessment Update
Federal Update
Draft – CAEP MOU
Accreditation Report
Annual School Food Services Report
Opportunity Grants
MACIE Update
Initial Presentation of MSDB School Calendar