Board of Public Education Meeting
Montana School for the Deaf and the Blind
3911 Central AVE
Great Falls, MT

May 12-13, 2022

BOARD OF PUBLIC EDUCATION
AGENDA
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MEETING AGENDA

May 12-13, 2022
Montana School for the Deaf and the Blind
3911 Central Ave
Great Falls, MT 59401

Thursday May 12, 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. March 10-11, 2022, April 28, 2022 Meeting Minutes
B. Financials

ADOPT AGENDA

**************************************************MSDB STUDENT ACTIVITIES**************************************************

INFORMATION ITEMS

❖ REPORTS – Tammy Lacey (Items 1-6)

Item 1

CHAIRPERSON’S REPORT – 15 Minutes
Tammy Lacey
• CSPAC Update
• Committee List
• Student Representative Last Meeting
Item 2    EXECUTIVE DIRECTOR REPORT - 15 Minutes
McCall Flynn

ACTION Item:
• ACTION on CSPAC Administrator Position

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 – Tammy Lacey (Item 7)

Item 7    MSDB REPORT – (INFORMATION) – 45 Minutes
Paul Furthmyre

ACTION ITEMS:
• Action on Personnel Items
• Action on MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F
• Action on 2022-23 School Calendar
• Action on Golden Triangle Cooperative Agreement
• Action on Out of State Travel Request

❖ MACIE LIAISON – Susie Hedalen (Item 8)

Item 8    MACIE REPORT – (INFORMATION) – 20 Minutes
Jennifer Smith

ACTION ITEMS:
• American Indian Regalia Protections Statement
• American Indian Regalia Protections Resolution

❖ EXECUTIVE COMMITTEE – Tammy Lacey – (Items 9-12)

Item 9    REQUEST APPROVAL OF THE 2023 PROPOSED K-12 BASE AID PAYMENT SCHEDULE – (ACTION) – 15 Minutes
Barb Quinn

Item 10    FEDERAL PROGRAMS REPORT – (INFORMATION) – 15 Minutes
Dr. Julie Murgel

Item 11    MUS COLLEGE ACCESS PORTAL PRESENTATION – (INFORMATION) – 15 Minutes
Scott Lemmon, OCHE
Item 12  REVIEW SEAL OF BILITERACY RECOMMENDATION – (INFORMATION) – 15 Minutes
McCall Flynn

**************************************************************LUNCH WITH MSDB**************************************************************

  LICENSURE COMMITTEE – Madalyn Quinlan (Items 13-23)

Item 13  REQUEST APPROVAL OF THE NOTICE OF ADOPTION PERTAINING TO
THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR
LICENSURE – (ACTION) – 15 Minutes
Rob Stutz

Item 14  LEGAL UPDATE – (INFORMATION) – 15 Minutes
Katherine Orr, Agency Legal Services

**************************************************************TIME CERTAIN AT 1:30**************************************************************

Item 15  INITIAL REVIEW OF BPE CASE #2020-10, SANTALA – (ACTION) – 15
Minutes
Tara Harris, Attorney

Item 16  UNUSUAL CASE REQUEST BPE CASE #2022-09, BLOOM – (ACTION) – 15
Minutes
Crystal Andrews

Item 17  UNUSUAL CASE REQUEST BPE CASE #2022-10, BULLUCK – (ACTION) –
15 Minutes
Crystal Andrews

Item 18  UNUSUAL CASE REQUEST BPE CASE #2022-11, MCBRAYER – (ACTION) –
15 Minutes
Crystal Andrews

Item 19  UNUSUAL CASE REQUEST BPE CASE #2022-12, CORDIER – (ACTION) – 15
Minutes
Crystal Andrews

Item 20  UPDATE ON NEW MONTANA EDUCATOR LICENSING SYSTEM –
(INFORMATION) -15 Minutes
Crystal Andrews, Zam Alidina

Item 21  REQUEST APPROVAL OF THE ETS PRAXIS MATHEMATICS 5165 REVIEW
– (ACTION) – 15 Minutes
Crystal Andrews

Item 22  REVIEW DRAFT OF CAEP MOU – (INFORMATION) – 15 Minutes
Dr. Julie Murgel
CLOSED SESSION

Item 23  LITIGATION STRATEGY REGARDING STATES NEWSROOM ET AL V. BPE – (DISCUSSION) – 30 Minutes
Tammy Lacey

OPEN SESSION

MSDB & BPE RECEPTION – 1 Hour

Friday May 13, 2022
8:30 AM

MSDB TOUR – LEGISLATIVE PROJECTS – 30 Minutes

CALL TO ORDER
A. Pledge of Allegiance
B. Roll Call
C. Statement of Public Participation
D. Welcome Visitors

LICENSURE COMMITTEE – Madalyn Quinlan (Item 24)

Item 24  INITIAL REVIEW OF SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (INFORMATION) – 1 Hour
Dr. Julie Murgel, Zach Hawkins

ASSESSMENT COMMITTEE – Anne Keith (Item 25)

Item 25  ASSESSMENT REPORT – (INFORMATION) – 20 Minutes
Ashley McGrath

ACCREDITATION COMMITTEE – Susie Hedalen (Items 26-28)

Item 26  RECOMMEND APPROVAL OF THE INITIAL AND RENEWAL VARIANCE TO STANDARDS APPLICATIONS – (ACTION) – 15 Minutes
Ellery Bressler, Dr. Julie Murgel

- Action 1: Action on Three Requests for Initial Variance to Standards
- Action 2: Action on Nine Requests for Renewals to Variance to Standards

Item 27  REVIEW OF PROGRESS ON REVISIONS TO ARM TITLE 10, CHAPTER 55, ACCREDITATION – (INFORMATION) – 15 Minutes
Aislinn Brown - Deputy Bureau Chief, Agency Legal Services Bureau and/or Dr. Murgel

Item 28  ACCREDITATION COMMITTEE REPORT – (INFORMATION) – 15 Minutes
McCall Flynn
EXECUTIVE DIRECTOR ANNUAL EVALUATION – 30 Minutes
Tammy Lacey

FUTURE AGENDA ITEMS July 14-15, 2022
Strategic Planning Meeting
CSPAC/BPE Joint Meeting
CSPAC Annual Report
MACIE Update
Approve MSDB/Golden Triangle Co-op
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update
Educator Preparation Program Report
OPI Staffing Report
Accreditation Report

PUBLIC COMMENT

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ADJOURN
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. March 10-11, 2022 and April 28, 2022 Meeting Minutes
B. Financials
March 10, 2022
8:30 AM

CALL TO ORDER
The Chair called the meeting to order at 8:30 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll call. The Chair welcomed newest Board member Renee Rasmussen and Lt. Governor Juras to the meeting. The Chair read the Statement of Public Participation, outlined the Public Comment process, and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Ms. Anne Keith; Ms. Susie Hedalen; Ms. Jane Hamman; Ms. Mary Heller. Ex Officio members: Lt. Governor Kristen Juras; Superintendent of Public Instruction Amtzen. Staff members present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Mr. Paul Furthmyre, Superintendent MSDB; Ms. Amanda Curtis, MFPE; Ms. Barbara Brown, CSPAC Member; Dr. Trent Bayless, OPI; Ms. Caroline Olson, OPI; Mr. Rob Stutz, Chief Legal Counsel, OPI; Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Ms. Sharyl Allen, Deputy Superintendent, OPI; Ms. Jule Walker, MTSBA.

PUBLIC COMMENT
No public comment was made.

CONSENT AGENDA

Ms. Madalyn Quinlan moved to approve the Consent Agenda. Motion seconded by Ms. Susie Hedalen.

No comment. Motion passed unanimously.

ADOPT AGENDA
The Chair noted that the Board will break for lunch before the Time Certain Item at 1:00, and that several reports normally listed on Thursday morning have been moved to Friday morning

Ms. Susie Hedalen moved to amend the agenda by adding an Action item regarding the Code of Ethics to Item 4. Ms. Jane Hamman seconded the motion.

The Chair asked for more information regarding the request.

Ms. Hedalen explained the reason for her request was due to the memo from the Lieutenant Governor that requested the Board act on the Code of Ethics at this meeting.

Ms. Quinlan noted that the Chair will provide an update on the Code of Ethics under her report.
Ms. Hedalen thanked Ms. Quinlan for her clarification but stated that it is important that the Board be able to act upon the request.

The Chair noted that Board precedence is to have an item as an information item at one meeting with action at the next, to provide members of the public the opportunity to provide public comment. Acting on an item that is listed as “information” would not afford the public the ability to provide comment on the item.

The Chair conducted a Roll Call Vote:

Roll call vote: Hamman – Yes; Hedalen – Yes; Keith – No; Quinlan – No; Rasmussen – Yes; Heller – Yes; Lacey – No.

Motion passed.

Superintendent Arntzen expressed her concerns and disagreement with the Licensure Panel listed for Item 29 on Friday. The Superintendent noted that she believes the panel “weights” the public comment process. Chair Lacey explained the reasons behind having the Licensure Panel is to provide more information to the public and most importantly to Board members.

Ms. Hamman noted that the panel is listed as an Information item and inquired if the panel was already set and if there could be another public hearing as requested by the Superintendent. The Chair noted that the request would be taken under advisement and called for a motion to adopt the agenda.

Ms. Susie Hedalen moved to adopt the agenda as modified with Action added to Item #4. Ms. Renee Rasmussen seconded the motion.

No comment. Motion passed with Chair Lacey dissenting.

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

INFORMATION ITEMS

❖ REPORTS – Tammy Lacey (Items 1-4)

Item 1 CHAIRPERSON’S REPORT
Tammy Lacey

Chair Lacey welcomed the Board and noted there is an outline of her report in the agenda packet. The Chair discussed the sobering world events ongoing in Ukraine and noted the upcoming Spring Break for many Montana students. The Chair noted that March is Women’s History Month, thanked Ms. Stockton for her work with the Executive Committee creating the agenda and thanked Executive Director Flynn on her work for the Board. The Chair updated the Board on her activities since the last Board meeting including Executive Committee meetings, Licensure Committee meetings, MSDB Committee Meetings, Chapter 57 Public Hearing, and the CSPAC Meeting on February 9th. The Chair announced that CSPAC member Dr. Watson is leaving the Council and his position as the Superintendent of Missoula Public Schools to take a new position as the Executive Director of the School Administrators of Montana. Dr. Watson will be replacing Dr. Miller who is retiring at the end of this year.

The Chair reported that at the February 9, 2022 CSPAC meeting, the Council voted to adopt the Code of Ethics, and gave a brief history of the CSPAC Code of Ethics. In 1990 the first Code was created by the
Council and the Board acted on three items: 1) “accept” the Code of Ethics, 2) “encourage” a proactive approach in implementing the Code, and 3) the Board recognized the Council as the appropriate body to “define, interpret, and revise the Code.” In 1990 it was decided that the Code would be aspirational and not have any “teeth” by which educators could be punished if the Code was not adhered to. The Chair reviewed the July 2011 Joint meeting of the Board and CSPAC where it was discussed whether the Code should be elevated to a policy or Administrative Rule. At that meeting the decision was made that the Code should remain an aspirational document and not a policy. The Chair then reviewed concerns from the Governor’s Office over the word “equity” in the Code adopted by the Council on February 9, 2022. The Chair reviewed the February 15, 2022, meeting between herself, Ms. Flynn, CSPAC Chair Elder, Lt. Governor Juras, and Mr. Klapmeier, to discuss their concerns with the Code, and belief that the Code is a policy, which should require the Board adopt the Code. At this meeting it was clear the concern had shifted from the use of the word “equity”, to one of a legal concern regarding CSPAC’s legal authority to adopt the Code of Ethics, and that it is important that the Board take time and gather as much information as possible before acting upon the request from the Governor’s Office asking the Board to approve the Code of Ethics. The memo also requested that the Code be placed on the Board agenda which has been done, but as an information item. The Chair noted that a full legal analysis be completed before the Board have the discussion regarding the Code, and to determine if action is required by the Board. The Chair answered Board member questions regarding the revision process to the Code of Ethics. Ms. Rasmussen asked clarifying questions of the process that CSPAC has gone through over the years in revising and adopting the Code and presenting to the Board in the Annual Report. Ms. Rasmussen also questioned if the most recent version is the “final” adopted version, and noted her concern that school districts are in the process of reviewing their local policy and adopting it locally, and questioned if that action makes the Code a policy? Ms. Rasmussen noted that some districts adopt the Code because they believe it is policy. The Chair noted that these are important discussions that the Board needs to have, but that local districts could adopt their own local policy, but that doesn’t mean that the Code itself has “teeth” to act upon an educator who may violate part of the Code. Ms. Keith asked if the Code is also on the OPI website and questioned how educators access the Code? Superintendent Arntzen noted that there is an acknowledgement that the educator must note when completing the application for licensure. Ms. Keith asked if the Code is printed on the back of the license and the Superintendent said it is not. The question was asked if local districts distribute the Code to their educators, and the answer from the Chair was that most districts do so. Ms. Heller noted that this is a delicate matter, that using the word “equity” is a dangerous path and opens Pandora’s Box. Member Heller also stated that although local control is important, the past thirty-two-year history of the Code is a good guideline and reminder to educators of an ethical approach to teaching, but that this time of year is when districts revise their handbooks. Member Heller questioned if that the 2/9/2022 Code is being used as policy at the local level, should the Board now send out communication to the field to inform them that the Code is not policy, but aspirational. The Chair thanked Ms. Heller for her comments and expressed that her concerns are why she, as Chair, would like more time to consider the 3 requests for action made by Governor Gianforte’s Office before voting on them. Ms. Hamman noted that she has attended many of the CSPAC meetings, including the July 2021 meeting where she had significant concerns that the Code was being adopted by a “subcommittee” without the Board’s approval and that the Code is being distributed to every teacher in the state. Ms. Hamman noted that she needs more information and asks that a halt be made to the distribution of the Code to all teachers in the state. Member Hedalen requested clarification as to why the MACIE Native American Language Statement required a Board approved resolution, but the Code of Ethics did not. The Chair noted that the Board’s action in 1990 has been the rule since then, and that the Code remained with CSPAC. The Chair pointed out the newest version of the BPE Committee List in the Board packet.

Item 2 EXECUTIVE DIRECTOR REPORT
McCall Flynn

Ms. Flynn gave her report to the Board including that CSPAC will have recommendations for Chapter 57. Ms. Flynn reviewed the Public Hearing held on February 24th for the revisions to Chapter 57, reminding people that the public comment period remains open through April 8th, 2022. Ms. Flynn then discussed the open School Administrator position on CSPAC, replacing Dr. Rob Watson who has been named the new Executive Director for the School Administrators of Montana, replacing Dr. Kirk Miller. Ms. Flynn
thanked Dr. Miller for his work for public education in Montana, and for the guidance he has offered her. The CSPAC position is listed on the Board’s website and is currently open until April 22nd. Ms. Flynn asked that the Chair appoint a subcommittee to review any applications that may come in before the Board meets in May to appoint the new member. The Chair asked that anyone interested to please email Ms. Flynn.

Item 3 STATE SUPERINTENDENT’S REPORT
State Superintendent Elsie Arntzen
Superintendent Arntzen gave her report to the Board, recognizing Board member Hamman who was inducted as Montanan of the Month in January by Senator Daines. The Superintendent reported on the Executive Leadership Academy ongoing at the OPI funded by COVID-19 relief money, and the new Teacher Residency Program Task Force that has been formed to look at a program to pay teachers for a residency, and to offer stipends to the teacher mentor. The Superintendent discussed the revisions to Chapter 57, noting that a great deal of research was conducted prior to the rules being opened for revision, and that if the Board needs more time to review the proposals, that can be done. The Superintendent noted that as a quasi-judicial Board, the Board understands transparency. In being transparent, the Superintendent requested the Board open a portal for all public comment to be viewed online so anyone can see what others are commenting. A new press release regarding Chapter 57 is going out today from the OPI. The Chair asked for clarification of the request from the Superintendent to post the public comments. The Superintendent answered Board member questions regarding the request, pointing out that she doesn’t know the Board’s procedure’s regarding public comment, but she believes that it is important for all Montanans to be able to see and read the public comment as it comes in, who it is from, and when it was given. The Superintendent wants to ensure that equal weight is being given to written and oral comment, and that certain group’s comments are not given more weight than other comments. The Chair noted that she will seek a legal interpretation before deciding, noting that individual privacy may also play into that decision. Deputy Superintendent Sharyl Allen answered questions regarding the Teacher Residency Program and reviewed further details of the program.

Item 4 GOVERNOR’S OFFICE REPORT
Lt. Governor Kristen Juras
Lt. Governor Kristen Juras updated the Board on education related items the Governor is working on, including visits made to schools across Montana, and ongoing projects with trades, Work-Based Learning Initiatives, and Jobs for Montana Graduates. The Governor will also be reaching out to each Board member to schedule a conversation to discuss topics important to Board members and any areas of concern members might have. The Lt. Governor discussed two areas of concern with the Code of Ethics: 1) The view that the Code is policy. It was clarified that a policy does not need to be in Administrative Rule to be a policy. The Lt Governor explained that if the Code has obtained this much attention from the public then it must be important, that many districts statewide have adopted the code locally, and that there is a great deal of confusion surrounding the Code. The Board should be the responsible party that determines approval of the Code, therefore, it is the responsibility of the Board to clarify whether the Code is policy, to approve a Code of Ethics, and determine what it means. 2) that the Board take action to say that CSPAC is acting outside their statutory authority, and that the Board needs to adopt the Code and determine its merits. It was noted that the Governor’s main concern is that CSPAC is acting outside its Legislative authority, and that the Board be the body that adopts the Code, not a subsidiary body. The Lt. Governor read the statute that defines CSPAC, stating that CSPAC does not have the authority to adopt policy, only to study and make recommendations to the Board. It is the Board that has the authority to approve, disapprove, or modify, any recommendations from CSPAC. The Lt. Governor asked that the Board act on the three action requests contained in the Governor’s memo. The Chair noted that the agenda was amended for an action item, and asked Board legal counsel for clarification on whether the Board can act on the Code of Ethics if the item was not listed as an Action item on the agenda. Board Counsel Katherine Orr noted that MCA 2-3-103 would prohibit the Board from acting on this item today since it has not been noticed to the public. The Chair clarified that answer, and asked Ms. Orr to read the statute. The Lt. Governor noted that she is familiar with that statute, and that she disagrees with that analysis because the item is listed on the agenda in two separate places, and that the Governor’s memo asks for action. The Chair noted that the agenda lists the items as “information” and that she believes
that had the item been listed as Action on the agenda there would be public comment provided. The Chair noted that she is not comfortable acting on an item that was listed on the agenda as information because it does not provide for public participation. Ms. Quinlan asked the Lt. Governor what her thoughts were if the Board took action to decide that additional consideration needs to be made, but not act on the Code itself until a later meeting. The Lt. Governor noted that the action today would be to bring the Code of Ethics before the board, not on the merits of the code, and to determine if CSPAC is the proper place for the code to be approved because she believes that they do not have the authority to approve it. The Lt. Governor stated her concern that a delay on the decision would only be more confusing for the field. Ms. Quinlan stated that in her opinion the Code is a model “policy” like the model policies that the Montana School Board’s Association puts out for school districts to use. The Lt. Governor agreed that the Code is a model policy and noted that the Board needs to decide today to determine whether CSPAC has the authority to approve and adopt model policy, and that she believes the Board has the information they need to make that decision. Ms. Heller noted that she feels there has been ample time to address the issue and that the Board has enough information to move forward and asked for clarification as to why the Board should not move forward today. The Chair noted that she does not feel that she has enough information to move forward. Ms. Orr stated that it has been established in the law that a decision on these action items today would be invalidated because there has not been public notice. Ms. Orr noted that it is important that CSPAC be available to address the topic and provide input to the Board and expressed again her concern that any action taken would be invalidated. Also noted was a statute addressing public comment on items not on the agenda, but the item was not noted on the agenda. Ms. Hamman explained her concerns about the Code, the process taken to adopt it, and that the Board is not dealing today with the contents of the Code, but to determine if the Code of Ethics adopted by CSPAC has no effect until CSPAC reconsiders it and brings it to the Board as a formal recommendation for approval. Her concerns lie with the confusion in the field surrounding the Code and that the Board needs to act today. Ms. Hedalen noted that it is important to establish today that the Code needs to come before the Board in a formal fashion like the MACIE resolution. Ms. Hedalen agreed that there is confusion in the field as to which version of the Code should be used, the 2016 version or the 2022 version. Ms. Heller noted she agrees with members Hedalen and Hamman, and with the Lt. Governor, and that it is important to stifle the confusion in the field right now.

Ms. Renee Rasmussen moved the Board take the following actions as requested by the Governor to be voted on as a single action item: 1) determine that CSPAC did not have authority to adopt and publish a Code of Ethics at its February 9th, 2022 meeting but is limited to recommending changes to the Educator Code of Ethics for submission to the Board for its approval/action/review 2) issue a statement that the revised language to the Code of Ethics purportedly adopted by CSPAC at its February 9, 2022 meeting has no effect unless and until the revisions are presented to and approved by the Board where there is open discussion with public input and the final version is determined, 3) request CSPAC present the proposed revisions to the Educator Code of Ethics to the Board at a future Board meeting at our determination. Jane Hamman seconded the motion.

Deputy Superintendent Sharyl Allen asked that if historical practice is that CSPAC is the body that writes, edits, revises, and adopts the code is there even a Code any longer since the Board hasn’t approved one.

Ms. Amanda Curtis, President of MFPE, noted that she can see the writing on the wall with the vote and though she hates to be at odds, wanted to go on record that CSPAC is an advisory body to the Board, appointed by the Board, to bring forward matters related to public education. This is their Code of Ethics, and there is not confusion among teachers regarding the Code. Any alleged confusion in the public has been manufactured and not caused by any actions of CSPAC and the Board. Ms. Curtis noted that local boards of trustees can make the Code their own policy if they so...
choose. Ms. Curtis urged the Board to leave the Code to the professionals in the field, and the decision to be left to local school boards as to how to use the code, and to exercise local control in their own districts.

**Ms. Quinlan made a subsidiary motion to postpone the motion for a decision to the July 2022 Board meeting. Ms. Anne Keith seconded the motion.**

Ms. Quinlan explained the reason for her motion, that she believes the comments are important and all discussion is valid, and that it is important to clarify what the Code means and how it is applied, but is concerned with violation of open meeting laws, and believes the public should be able to come and make comment.

Ms. Rasmussen asked a clarifying question of Ms. Quinlan, inquiring if Ms. Quinlan could amend her motion to add that the current code is suspended until the Board is able to decide.

**Ms. Quinlan amended her motion to include that the Code of Ethics adopted by CSPAC at their February 9, 2022 meeting has no effect until the Board can have a conversation at the July 2022 meeting. Ms. Anne Keith seconded the motion.**

Clarifying questions on the motion.

Ms. Quinlan restated her motion with the amendment included is intended to postpone the motion on the floor with the statement that the current Code of Ethics has no effect.

Ms. Heller asked clarifying questions of the motion on the floor, and Ms. Quinlan restated her motion for clarification which is to postpone the original motion on the floor to the July Board meeting, and to add that the current Code of Ethics has no effect until a decision can be made at the July 2022 meeting.

Ms. Heller then asked if the Board had authority to tell districts not to use current code. Ms. Hedalen noted that local districts can adopt and use whatever they want, so the Board cannot direct them what to use. Ms. Hedalen stated that it may be helpful to have a note on the Board website that the current code is not in effect and that the 2016 version is the current version in effect.

Ms. Hamman stated that she believes there is considerable confusion and expressed her concern that she does not think the motion is appropriate because a decision still needs to be made regarding the process and to what the Code is and how it can be used.

Chair Lacey clarified the original motion on the floor.

Ms. Hamman asked for a full reading of what the motion is.

Ms. Heller asked for the three points to be stated again.

**Ms. Quinlan stated that the motion is to postpone action on the original motion on the floor until the July 2022 Board meeting and to issue a**
statement that the Educator Code of Ethics adopted by CSPAC at its February 9th 2022 meeting has no effect until the revisions are brought before the Board in July for consideration. Motion seconded by Ms. Anne Keith.

Lt. Governor Juras asked for clarification on the motion and asked if public comment was going to be allowed. The Lt. Governor noted there is still confusion regarding the motion.

Ms. Quinlan noted her intention was to make clear that what CSPAC adopted on February 9th has no effect until the Board resolves the question as to CSPAC’s authority to adopt the Code of Ethics and whether it needs to come before the Board for action. The question as to whether the code is appropriate wasn’t necessarily the discussion for the July meeting. But the code adopted February 9th is not in effect.

Ms. Rasmussen asked Ms. Quinlan to clarify that if she said that she wanted to postpone the motion made by Ms. Rasmussen, then she would expect all three points in that motion to be considered at the July meeting, including CSPAC presenting its recommendations, and the Board determining if that was the appropriate course of action, and at that time there would be discussion and public comment. Ms. Quinlan agreed that is her intent.

The Lt. Governor again noted that the motion is unclear as to when the Board would consider the revised Code of Ethics.

The Chair asked Ms. Quinlan if she would like to withdraw her motion to begin again. Ms. Quinlan agreed.

The motion on the floor was withdrawn.

Ms. Renee Rasmussen amended her motion that the Board take the following actions as requested by the governor: 1) At the July meeting determine whether or not CSPAC had the authority to adopt the Code of Ethics at its February 9, 2022 meeting or is limited to recommending changes to the Educator Code of Ethics for submission to this board for approval. 2) request CSPAC to present its proposed revisions to the Educator Code of Ethics to the Board as a recommendation at the July meeting for action 3) immediately issue a statement that the revised language to the Code of Ethics purportedly adopted by CSPAC at their February 9th, 2022 meeting has no effect until presented to the Board and action is taken. Ms. Madalyn Quinlan seconded the motion.

Ms. Hedalen stated her appreciation of everyone’s efforts, but her concern is that she believes that advisory councils can only make recommendations to the Board. The Governor and others requested additional action to take place at this meeting, and it is important to discuss the specific code revisions that she believes have added additional controversy in the current educational climate.

Ms. Heller echoed Ms. Hedalen’s concerns and asked that the motion be read again for clarification.

The motion was read again.
No further comment. Roll call vote: Opposed – members Lacey, Hedalen, Heller, Hamman, Rasmussen. For: Quinlan, Keith

Motion failed.

Original motion on the floor was re-read

Ms. Renee Rasmussen moved the Board take the following actions as requested by the Governor to be voted on as a single action item: 1) determine that CSPAC did not have authority to adopt and publish a Code of Ethics at its February 9th, 2022 meeting but is limited to recommending changes to the Educator Code of Ethics for submission to the Board for its approval/action/review 2) issue a statement that the revised language to the code of ethics purportedly adopted by CSPAC at its February 9, 2022 meeting has no affect unless and until the revisions are presented to and approved by the Board where there is open discussion with public input and the final version is determined, 3) request CSPAC present the revisions to the Educator Code of Ethics to the Board at a future Board meeting at our determination. Jane Hamman seconded the motion.

Ms. Keith noted her concern that by making this motion the Board is violating the law, and that she does not have enough information to determine that CSPAC did not have the authority to adopt a Code of Ethics.

Chair Lacey echoed Ms. Keith’s concerns.

Motion passed with members Keith, Quinlan, Lacey dissenting.

❖ MSDB LIAISON - Mary Heller (Items 5-6)

Item 5   MSDB REPORT – (INFORMATION)
Paul Furthmyre
Mr. Furthmyre welcomed Ms. Rasmussen to the Board, and congratulated Ms. Hamman on her award from Senator Daines. Mr. Furthmyre updated the Board on his participation in the Executive Leadership Academy and gave an update on the grant written to update the classrooms at the MSDB with more television screens and equipment. The grant was approved by the Governor and is now awaiting approval by the Treasury Department. The electricity project to make MSDB the first state agency with new lighting that can change color to help the low-vision students is ongoing. Mr. Furthmyre reported there are 47 students on campus right now with two students currently doing ten-day observations. Mr. Furthmyre reviewed the action items before the Board before requesting action.

Ms. Mary Heller moved to approve the MSDB Out-of-State Travel Requests as presented in the packet. Motion seconded by Ms. Madalyn Quinlan.

No discussion. Motion passed unanimously.

Ms. Mary Heller moved to approve the MSDB Personnel Actions as presented in the packet. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

No discussion. Motion passed unanimously.

Item 6 ACTION ON MSDB SUPERINTENDENT 2022-2023 CONTRACT – (ACTION) – Tammy Lacey

Chair Lacey opened the item and asked Ms. Flynn to review the process to date and pointed out changes in the contract. Ms. Flynn noted that once the contract is approved today, Mr. Furthmyre will receive retroactive pay to begin at the date of his hire in January. Ms. Flynn also noted minor changes to the pay, and a stipend to assist in his completion of his doctoral degree. Ms. Flynn noted that State Human Resources has reviewed the contract.

Ms. Mary Heller moved to approve the MSDB Superintendent Contract to Mr. Paul Furthmyre for 2022-2023. Motion seconded by Ms. Jane Hamman.

Chair Lacey congratulated Mr. Furthmyre and thanked the Board for their work on the process.

No further discussion. Motion passed unanimously.

Ms. Heller asked for Mr. Furthmyre to let everyone know when the MSDB graduation date is. The date is May 27th, 2022 at 2:00 pm.

❖ MACIE LIAISON – Susie Hedalen (Item 7)

Item 7 MACIE REPORT – (INFORMATION) Jennifer Smith, MACIE Chair

Ms. Smith updated the Board on new hires at OPI in the Indian Education for All division and noted that Montana continues to struggle with the achievement gap for Native American students, especially due to challenges brought on by COVID-19. MACIE is looking at different ways to offer Native American students options for high school graduation and completion. MACIE will be meeting in person in April for the first time in two years and Ms. Smith reviewed items that will be on the agenda. Ms. Smith reviewed work on the Native American Language Statement, upcoming conferences surrounding Indian Education for All, and that MACIE will be bringing the Regalia Statement to the Board in May. Additionally, MACIE will also be bringing new members to the Board for approval. Ms. Smith answered Board member questions. Ms. Hamman asked if Board members could participate in the Indian Education for All Conference in May and Ms. Smith noted that it is open to anyone to participate and they welcome Board member’s participation. Ms. Hedalen thanked Chair Smith for being diligent in making the April meeting an in-person meeting, and thanked Ms. Allen at OPI to offer funding to hold the meeting in person.

❖ EXECUTIVE COMMITTEE – Tammy Lacey – (Items 8-11)

Item 8 SCHOOL NUTRITION PROGRAMS ANNUAL REPORT – (INFORMATION) Caroline Olson

Ms. Caroline Olson, Assistant Director of School Nutrition Programs at OPI, presented the School Nutrition Program Annual Report to the Board. Ms. Olson discussed the USDA Flexibility Waiver and reported that it provided schools a great deal of creativity in how they provided meals to their students. Ms. Olson highlighted other grants awarded which allowed schools to upgrade kitchen equipment and other areas of their school nutrition program. The OPI provided weekly training sessions throughout the year for schools as an aid to school districts. The Summer Foods program, After School Program, Milk Program, and Fresh Fruit and Vegetable Program were also highlighted. Chair Lacey thanked Ms. Olson for the thorough report.

Item 9 ACTION ON NOTICE OF ADOPTION, ARM TITLE 10, CHAPTER 64, BUS STANDARDS – (ACTION) Rob Stutz, OPI Chief Legal Counsel
Mr. Rob Stutz, Chief Legal Counsel for the Office of Public Instruction, presented the Notice of Adoption for the School Bus Standards. Mr. Stutz clarified that the notice says 2022 and the document says 2021 because 2021 is when the drafting of the revisions began, but that date will be updated after adoption. Mr. Stutz noted that the extended stop arm requirement says "should," and that it is recommended but not required. Ms. Hedalen asked clarifying questions and noted that rural school districts have concerns with this requirement due to extended usage of buses on gravel roads.

**Ms. Susie Hedalen moved to approve the Notice of Adoption of ARM Title 10, Chapter 64, Bus standards, and authorized filing of the notice with the Secretary of State’s Office for publication in the Montana Administrative Register. Motion seconded by Ms. Anne Keith.**

*No discussion. Motion passed unanimously.*

**Item 10**

**ACTION ON NOTICE OF ADOPTION, ARM TITLE 10, CHAPTER 66, PERTAINING TO MONTANA YOUTH CHALLENGE ACADEMY – (ACTION) – McCall Flynn**

Ms. Flynn reviewed that this item was before the Board in January for the Notice of Proposed Amendment and noted there was no public comment.

**Ms. Susie Hedalen moved to approve the Notice of Adoption to ARM Title 10, Chapter 66, pertaining to Montana Youth Challenge. Motion seconded by Ms. Jane Hamman.**

*No discussion. Motion passed unanimously.*

**Item 11**

**FEDERAL PROGRAMS UPDATE – (INFORMATION)**

Dr. Julie Murgel, Chief Operating Officer at the OPI, provided an update on the Federal Every Student Succeeds Act (ESSA) Accountability System, and the American Rescue Plan/Elementary and Secondary School Emergency Relief (ARP/ESSER) Funding. Dr. Murgel reviewed federal waivers the OPI applied for to assist schools in Comprehensive status and announced that a director for the Emergency Assistance to Non-Public Schools (EANS) program has been hired. Dr. Murgel answered Board member questions.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan (Items 12-22)**

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

**Item 12**

**INITIAL REVIEW OF BPE CASE #2020-10, SANTALA – (ACTION)**

Tara Harris, Counsel

Ms. Tara Harris, Counsel representing OPI in this case, presented this case to the Board, and reviewed her involvement in the case. Ms. Harris stated that neither Mr. Santala’s union representative, Ms. Maggie Copeland, nor Mr. Santala, received a copy of the Superintendent’s January 2022 letter, and with agreement from OPI, is asking for a continuance.

**Ms. Madalyn Quinlan moved to continue the Initial Review of BPE Case 2020-10, Santala, to the May 2022 Board meeting. Motion seconded by Ms. Renee Rasmussen.**

*Questions from Board members regarding the request.*

*No further discussion. Motion passed with members Heller and Lacey dissenting.*
Question from member Hedalen as to whether there are any requirements that parents are notified of teachers facing charges. Mr. Stutz noted that the school districts may choose to do so, but the licensure process does not allow for parental notification.

Item 13
UNUSUAL CASE REQUEST, BPE CASE #2022-02, MORAND – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Ms. Crystal Andrews presented the Unusual Case Request to the Board and reviewed the reasons for the request to extend a Class 5 Provisional License for one year.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a one-year extension of a Class 5 Provisional License in BPE Case 2022-02, Morand. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Item 14
UNUSUAL CASE REQUEST, BPE CASE #2022-03, MAVRINAC – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Ms. Crystal Andrews presented the Unusual Case Request to the Board and reviewed the reasons for the request to extend a Class 5 Provisional License for one semester. Ms. Mavrinac attempted to find another university that offered the class in spring 2022 semester but was not successful.

Ms. Madalyn Quinlan moved to approve the unusual case request for a one-year extension of a Class 5 Provisional License in BPE Case 2022-03, Mavrinac. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

Item 15
UNUSUAL CASE REQUEST, BPE CASE #2022-04, ESTRADA – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Ms. Andrews presented the Unusual Case Request for the Board’s review. Mr. Estrada was available via Zoom and discussed the class that he will be teaching should this license be granted.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a Class 4A License in BPE Case #2022-04, Estrada. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

Item 16
UNUSUAL CASE REQUEST, BPE CASE #2022-05, SHRIDER – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Ms. Andrews reviewed the Unusual Case Request for the Board. Ms. Shrider was available via Zoom and explained her background in School Counseling for the Board. Ms. Andrews answered Board member questions.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request to add a School Counseling endorsement to an existing Class 1 Professional License in BPE Case #2022-05, Shrider. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Item 17
UNUSUAL CASE REQUEST, BPE CASE #2022-06, GIFFIN – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel
Ms. Andrews reviewed the Unusual Case Request for the Board.

**Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a Class 1 Professional License endorsed in Music in BPE Case #2022-06, Giffin. Motion seconded by Ms. Jane Hamman.**

No discussion. Motion passed unanimously.

**Item 18**

UNUSUAL CASE REQUEST, BPE CASE #2022-07, NEUFELD LILLY – (ACTION)
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Ms. Andrews reviewed the Unusual Case Request for the Board. Ms. Andrews answered clarifying questions for Board members.

**Ms. Madalyn Quinlan moved to approve the Class 2 Standard License in BPE Case #2022-07, Neufeld Lilly. Motion seconded by Ms. Jane Hamman.**

No discussion. Motion passed unanimously.

**Item 20**

PRAXIS FOR MATH PRESENTATION – (INFORMATION)
Crystal Andrews

Ms. Andrews reviewed the process for the review of a new cut score for the Math component of the PRAXIS exam. In alignment with other states, Montana is proposing adopting a passing score of 159, and has received approval from the Montana Council of Deans of Education for a score of 159. Ms. Andrews, Ms. Kristi Steinberg, University of Montana, and Nick Bellack, ETS, were part of the review committee. Ms. Andrews answered Board member questions.

**Item 19**

UPDATE ON NEW LICENSING SYSTEM – (INFORMATION)
Crystal Andrews, Zam Alidina

Ms. Andrews and Mr. Alidina presented an update on the new licensing system migration at OPI. Mr. Alidina reviewed the progress and what is upcoming in the next two months. Ms. Andrews reviewed communication that is going out to the field and to Education Preparation Programs, as well as how the license renewals are going with a paper process. The Licensure unit will be gaining an Administrative Specialist to assist with the migration of the system.

**Item 21**

UPDATE ON REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION – (INFORMATION)
Zach Hawkins, Rob Stutz, OPI Chief Legal Counsel

Mr. Stutz reviewed for the Board the proposal to revise the timeline for the revisions to Chapter 58 due to feedback from the field on the process. Mr. Hawkins reviewed for the Board that the original plan was to bring the full revisions to Chapter 58, but due to recommendations from the Task Force, and other feedback, the Superintendent is recommending slowing down the process. Mr. Hawkins answered Board member questions regarding the proposed timeline. Mr. Stutz reviewed the two proposed timelines in the packet and pointed the differences in the two and reasoning behind each one. Mr. Stutz answered Board member questions.

**Item 22**

ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (ACTION)
Rob Stutz, OPI Chief Legal Counsel

**Ms. Madalyn Quinlan moved to accept the proposed Chapter 58 recommended timeline from the Superintendent. Ms. Jane Hamman seconded the motion.**

Ms. Lacey thanked the Superintendent and OPI for the proposal to amend the timeline.
No discussion. Motion passed unanimously.

❖ ASSESSMENT COMMITTEE – Anne Keith – (Item 23)

Item 23 ASSESSMENT REPORT – (INFORMATION)
Ashley McGrath
Ms. Ashley McGrath, Assessment Director at OPI, presented the Assessment report to the Board, discussing 2021-2022 testing windows, test window and completions for English Language Learners (ELLs), and an FAQ page for Testing, Accountability, and Reporting. An overview of the Statewide Assessment for 2021-2022 was also reviewed. Ms. McGrath reviewed the new process for a pilot program for a summative assessment system, which was made allowable in Every Student Succeeds Act. Ms. McGrath also discussed the Montana Alternative Student Testing (MAST) Pilot Program before answering Board member questions.

Meeting adjourned at 2:46 PM.

Friday March 11, 2022
8:30 AM

CALL TO ORDER
The Chair called the meeting to order at 8:31 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair asked guests to introduce themselves to the Board and read the Statement of Public Participation.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Ms. Anne Keith; Ms. Mary Heller; Ms. Jane Hamman; Ms. Susie Hedalen; Ms. Paige Lepard, Student Representative. Ex Officio members: Mr. Dylan Klapmeier, Governor Gianforte’s Office; Dr. Angela McLean, Commissioner of Higher Education Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Mr. Nathan Miller, OPI; Ms. Kristi Steinberg, University of Montana; Dr. Kirk Miller, School Administrators of Montana; Mr. Dennis Parman, Montana Rural Education Association; Dr. Tricia Seifert, MSU; Ms. Amanda Curtis, MFPE; Mr. John Melick, MSU; Dr. Julie Murgel, OPI; Ms. Jule Walker, MTSBA.

❖ REPORTS – Tammy Lacey – (Item 24-25)

Item 24 COMMISSIONER’S OFFICE REPORT – (INFORMATION)
Dr. Angela McLean
Dr. McLean thanked the Board for being flexible by moving her report to Friday morning as she was attending the Board of Regents Meeting the previous day. Updates were given in the following areas: American Indian Minority Achievement; College Application Process (CAP) – a second process will be held this spring with no application fee for Montana students applying to Montana schools, a FAFSA completion process to assist students in applying for financial aid, Decision Day on May 3rd where students can announce the school they will be attending post high school, MUS College Access Portal update, upcoming Statewide ACT for all high school juniors, OCHE participation in OPI’s new Teacher Residency Program, and the Grow Your Own Educator Program. New classes for this program have begun at Stone Child College, MSU Northern, and Blackfeet Community College. Dr. McLean answered Board member questions about the Grow Your Own program.

Item 25 STUDENT REPRESENTATIVE REPORT – (INFORMATION)
Paige LePard
Ms. LePard updated the Board on the State Swimming results for the Great Falls High Schools and her personal results. Ms. LePard also noted other athletic results in the community, the upcoming ACT for all Juniors, CMR Prom planning and fundraising, spring break, Senior Class events, events planned by the Junior, Sophomore, and Freshman classes, State Student Rep interviews planned in March, and the
State Student Conference which will be in April. Ms. Lepard announced the newly designed State Student Council website and encouraged Board members to review it. Business Professionals or America (BPA) and DECA have state and national competitions this spring as well as the HOSA competitions. Ms. Lepard answered Board member questions. Ms. Heller also announced upcoming state conferences for FFA, and Skills USA. Dr. McLean thanked Ms. Lepard for all her work as an ambassador and a student voice across the state.

❖ ACCREDITATION COMMITTEE – Mary Heller – (Items 26-28)

Item 26  CHAPTER 55 TASK FORCE UPDATE – (INFORMATION)
Dr. Julie Murgel
Dr. Julie Murgel updated the Board on the progress of the Chapter 55 Revisions, including the Quality School Taskforce, Negotiated Rulemaking Committee, the proposed timeline for the revisions, and communications from the OPI regarding the revisions process. The Task Force has held two initial meetings and a survey has gone out to the stakeholders to assist the Task Force in creating the revisions. The Negotiated Rulemaking Committee will begin meetings March 17th. Dr. Murgel noted that all information on the process for revising Chapter 55 can be found on the OPI website.

Item 27  RECOMMEND MAINTAINING CURRENT STATUS FOR SCHOOLS IN STEP 1, STEP 2, AND ONGOING ASSISTANCE – (ACTION)
Nathan Miller
Mr. Nathan Miller, Accreditation Program Director, and Ellery Bresler, Accreditation Data Specialist, explained the Step 1, Step 2, and Ongoing Assistance program within the Accreditation Unit at OPI. They also highlighted the assistance and support the OPI offers schools to assist them in obtaining full accreditation status. Mr. Miller answered Board member questions.

Ms. Mary Heller moved to approve Superintendent Arntzen’s recommendation to maintain the current status for schools in Step 1, Step 2, and Ongoing Assistance of Intensive Assistance per ARM 10.55.605 for an additional year. Motion seconded by Ms. Jane Hamman.

Ms. Heller commended OPI for working with these schools.

No further discussion. Motion passed unanimously.

Item 28  RECOMMEND APPROVAL OF THE 2021-2022 ACCREDITATION STATUS OF ALL SCHOOLS – (ACTION)
Nathan Miller
Mr. Miller and Ms. Bresler presented the 2021-2022 Accreditation Status of All Schools. They explained areas in the report and how data is gathered and used for the accountability purposes.

Ms. Mary Heller moved to approve the 2021-2022 Accreditation Status for All Schools as recommended by the State Superintendent per ARM 10.55.601, 10.55.605, and 10.55.606. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

❖ LICENSURE COMMITTEE – Madalyn Quinlan (Items 29-30)

Item 29  LICENSURE PANEL DISCUSSION – (INFORMATION)
Mr. Dennis Parman, MREA; Dr. Kirk Miller, SAM; Amanda Curtis, MFPE; John Melick, Montana State University; Dr. Tricia Seifert, Montana Council of Deans of Education; Kristi Steinberg, University of Montana (Note: Mr. Dennis Parman, MREA
Chair Lacey thanked the members of the panel for their work and for offering their expertise to the proposed revisions. Ms. Flynn reviewed that the Chapter 57 revisions are open and public comment can be made through April 8, 2022. The Board will hold a special meeting on April 28th, 2022, and adoption of the proposed revisions is scheduled for May 12-13, 2022 at the next regular scheduled meeting in Great Falls. Licensure Chair Quinlan explained how the panel will work and that members of the BPE Licensure committee have prepared questions they will ask the panel. Ms. Quinlan noted that the Board is currently in the process of revising the Licensure rules and requested that anyone with comments please send comments to the Board. Ms. Quinlan asked each member of the panel to introduce themselves.

Board members asked questions of the panelists regarding specific areas of the Superintendent’s recommendations.

**Item 30 ADDITIONAL BOARD MEMBER QUESTIONS ON SUPERINTENDENT ARNTZEN’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE (INFORMATION)**

Dr. Julie Murgel and Crystal Andrews

Ms. Quinlan opened the item. Ms. Andrews and Dr. Murgel introduced themselves to the Board. Dr. Murgel addressed some of the concerns discussed by the panel including the grade levels, “approved” vs. “accredited” programs, successful teaching experience, adding endorsements, and Class 3 licenses. Dr. Murgel and Ms. Andrews answered Board member questions.

**FUTURE AGENDA ITEMS May 12-13, 2022, Great Falls**

CSPAC Appointments
Student Representative Last Meeting & Recognition
Approve K-12 Schools Payment Schedule
Assessment Update
CAPE – MOU Discussion
Accreditation Report
Variance to Standards Requests & Renewals
Federal Update
MACIE Update
Approve MSDB School Calendar
MCDE Update
Educator Licensure System Update
Chapter 57 Notice of Adoption
Superintendent Recommendations to Chapter 58 Presentation
Praxis for Math Action

**PUBLIC COMMENT**

Tricia Siefert gave public comment regarding the difference between approved and accredited educator preparation programs.

Ms. Moffie Funk gave public comment regarding the action on the Code of Ethics on Thursday and the lack of decorum that was exhibited in the room. Ms. Funk was most concerned about lack of protocol and the bullying that went on during the meeting.

Deputy Director Sharyl Allen complemented the Board on their thoughtfulness on their decisions and addressed some of the challenges facing the state in licensing teachers, the increasing use of Emergency Authorizations, and need for the Board to approve Unusual Case Requests for licensure.
Dr. Stevie Schmitz, Rocky Mountain College, gave public comment thanking the Board for the time, attention, and care in making decisions regarding teacher licensure. Being flexible, collaborative, and looking at the research are the right things to do.

Board member Heller made comment that she found the Licensure Panel and the OPI Staff answering questions to be extremely helpful, but would like to see the public comments that are coming in. Chair Lacey explained that the Board will see the comments and will make decisions at the April 28th meeting.

ADJOURN

The meeting adjourned at 12:26PM.

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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.

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BOARD OF PUBLIC EDUCATION  
MEETING MINUTES  
April 28, 2022  
Montana State Capitol Building, Room 152  
Helena, MT

Thursday, April 28, 2022  
9:30 AM

CALL TO ORDER  
The Chair called the meeting to order at 9:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Dr. Tim Tharp; Ms. Anne Keith; Ms. Susie Hedalen; Ms. Renee Rasmussen; Ms. Jane Hamman. Ex-Officio members: Mr. Dylan Klapmeier, Governor’s Office; Dr. Angela McLean, Commissioner’s Office. Staff members present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Mr. Dennis Parman, MREA; Ms. Diane Fladmo, MFPE.

PUBLIC COMMENT  
No public comment was made.

ADOPT AGENDA

Ms. Madalyn Quinlan moved to adopt the agenda. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

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

Item 1 UNUSUAL CASE REQUEST BPE CASE #2022-08, EMMONS - (ACTION) – 15 Minutes

Crystal Andrews

Ms. Quinlan opened the item and turned the item to Ms. Crystal Andrews, OPI. Ms. Andrews reviewed the ARM Rule for Class 5 Provisional licenses and explained the reasons behind the request to extend the Class 5 license for one year. Mr. Emmons explained the reason for his request.

Ms. Madalyn Quinlan moved to approve the Superintendents recommendation for an extension of the Class 5 Provisional License in
BPE Case #2022-08, Emmons. Ms. Jane Hamman seconded the motion.

Chair Lacey extended condolences from the Board to Mr. Emmons.

No discussion. Motion passed unanimously.

Item 2 REVIEW OF AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON SUPERINTENDENT’S RECOMMENDATIONS FOR REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (ACTION)

McCall Flynn

Chair Lacey reviewed the process for reviewing and revising the Chapter 57 Administrative Rules regarding Educator Licensure over the past year, extending her appreciation to Ms. Flynn and Vice Chair Quinlan for their work in preparing for today’s meeting. The Chair reviewed the process Vice Chair Quinlan will be using to review the public comments and determining what actions the Board will take.

Ms. Quinlan discussed the purpose of today’s meeting which is to review the public comments made and determining as a group whether the Board agrees or disagrees with the comments, and to provide enough information to Board staff to write the responses in the adoption notice, which will be presented to the Board at the May meeting for final action. Only sections of the rules in which public comment was made need to be reviewed. If a section of the proposed rule had no public comment made, that portion of the proposed rule revision will move forward as proposed. Ms. Quinlan reviewed the document for potential areas on consensus for the Board to review and act on.

Ms. Madalyn Quinlan moved to agree with items 1-16 as areas of consensus as proposed by the Board’s Licensure Committee. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

The Board went through each section of rule in which comments were submitted, reviewing the comments, and determining action.

NEW RULE I RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS – Pages 103-104

Comments 1-4

Ms. Madalyn Quinlan moved to agree with comments 1-4 for reciprocity for military spouses and dependents and the definition provided. Ms. Susie Hedalen seconded the motion.

Mr. Dennis Parman, MREA expressed support of the motion.

Mr. Dylan Klapmeier asked for clarification of whether the motion included
spouses.

Dr. Tharp asked clarification regarding Class 3 endorsements. Dr. Murgel noted the rule should read 10.57.413.

Ms. Hamman stated it is important to note in the record when changes are made.

No further discussion. Motion passed unanimously.

NEW RULE II EDUCATOR PREPARATION PROGRAM VERIFICATION – Page 104
Discussion regarding why this new rule is being proposed as it is defined in the definitions and the Superintendent has this authority already. Dr. Murgel clarified that it is not clarified well in the definitions and felt it needed a specific rule. Chair Lacey stated she agreed with the language and that the Superintendent should have the authority to do so,

Ms. Madalyn Quinlan moved to disagree with Comment #5 and supports the change in rule. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.57.102 DEFINITIONS – Pages 104-108
Comments 6-28

Approved vs. Accredited Preparation Programs definitions. Discussion ensued on how to prevent alternative types of licenses that may not be up to par or meeting state accreditation requirements. Board members discussed how other areas of rule have parameters that will prevent these situations from occurring.

Comment from Mr. Klapmeier that he believes this covers OPI’s intent for the definition of approved but asked for Dr. Murgel to confirm, which she agrees it does.

Ms. Madalyn Quinlan moved to agree with comment #19, and to include the definition proposed in comment 19, and to direct Board staff to respond to comments 6, 7, 16 – 19 consistent with the definition adopted by the Board under comment 19. Ms. Jane Hamman seconded the motion.

Question of clarification from Ms. Hamman.

No further discussion. Motion passed unanimously.

Definition of Grade Levels Age 3-21
Comments 7

Ms. Madalyn Quinlan moved to disagree with comment #7, and to direct Board staff to draft responses to comments 8-15, 46, 47, 67, 68.
95, and 96. Ms. Renee Rasmussen seconded the motion.

Mr. Dennis Parman, MREA, explained the rationale from MTPEC in their comments regarding defining ages rather than grade levels.

Ms. Quinlan emphasized that when the board adopts content and performance standards, and accreditation standards, those define the grade level expectations in rule, and are also defined in statute.

Ms. Hedalen noted her agreement with Ms. Quinlan’s remarks.

No further discussion. Motion passed unanimously.

Comment 20:

Ms. Madalyn Quinlan moved to agree with comment 20 to use “approved educator preparation program” in place of “accredited educator preparation program” in the definition of Certification. Dr. Tharp seconded the motion.

No discussion. Motion passed unanimously.

Comment 21:

Ms. Madalyn Quinlan moved to agree with comment 21 including the recommendation to include content area coursework within the scope of teacher education program course requirements and the recommendation to describe how the weighted average is calculated for coursework GPA. Ms. Jane Hamman seconded the motion.

Comment from Ms. Angela McLean thanking Ms. Quinlan and the Licensure committee for their work.

No further discussion. Motion passed unanimously.

Comments 23-25:

Ms. Madalyn Quinlan moved to agree with comments 23-25 including the proposed definition of “student-teaching portfolio” included in comment 23, which better aligns with the capstone assessments used by Montana EPP’s. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Comment 26:
Definition of “unrestricted license” left out the creation of “lifetime licenses” created under revisions to Class 7. Define as “current renewable or unrestricted license”.

Ms. Madalyn Quinlan moved to agree with comment 26 including the definition of unrestricted license. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT– Pages 108-109
Comment 29-32

Ms. Madalyn Quinlan moved to agree with comments 29-32 regarding emergency authorization of employment. Ms. Anne Keith seconded the motion.

Dr. Murgel noted that she thinks this revision cleans up the language and makes it better.

No further discussion. Motion passed unanimously.

10.57.109 UNUSUAL CASES – Pages 109-110
Comments 33-35

Discussion on this topic of moving the authority back to the Superintendent. Dr. Tharp recommended changing the reporting to the Board on an annual basis to a twice-yearly basis.

Chair Lacey noted her concerns in not having this authority lie with the Board explaining that it has been helpful to know the ins and outs of the unusual cases and how the licensure rules play into that. It was noted that it helps the Board to know what is happening in the field, and how would the appeals process work if the Superintendent denied an unusual case request. Discussion ensued on how this process worked at the OPI prior to the rule change in 2017. Mr. Dennis Parman discussed with the Board how the process worked at the OPI prior to the rule change when he was Deputy Superintendent. Ms. Andrews noted that by giving the authority to the Superintendent it would speed the process up by not having to come to the Board before, and that there is an urgency from the candidates that this process needs to be more efficient. Ms. Andrews noted that the Annual Licensure Report given to the Board each January notes the number of Unusual Cases.

Ms. Madalyn Quinlan moved to agree with comment 33 and to direct the Board staff to draft responses to comments 34-35, and to change reporting from “annual basis” to “semi-yearly”. Dr. Tharp seconded the motion.

Dr. Murgel gave public comment that if the reporting is changed to semiannually, then 10.57.101 would also need to be changed.

Ms. Susie Hedalen commented that Board staff work with OPI to respond to comment 35 regarding the process.
No further discussion. Motion passed unanimously.

10.57.112 LICENSE OF EXCHANGE TEACHERS – Page 110
Consensus motion

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK – Pages 110-11
Consensus motion

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS – Pages 111-112
Consensus motion

Ms. Madalyn Quinlan moved without objection to direct BPE staff to correct the incomplete sentence as recommended in comment 41.

10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY – Pages 112-113
Consensus motion

10.57.217 APPEAL PROCESS FOR PROFESSIONAL DEVELOPMENT - ACTIVITY – Page 113
Consensus motion

10.57.218 PROFESSIONAL DEVELOPMENT UNIT VERIFICATION – Pages 113-114
Consensus motion

10.57.301 ENDORSEMENT INFORMATION – Pages 114-115
Comments 45-52

Dr. Murgel explained this revision is for adding additional endorsements specifically, and to add two additional pathways to earning endorsements. Dr. Murgel answered Board member questions. Comments from Dr. Tharp and Mr. Klapmeier. Dr. Angela McLean added her comments surrounding adding endorsements and programs at the Universities to aid in this process.

Ms. Madalyn Quinlan moved to approve comment 49 which recommends edits to subsection (3)(a) to use language for granting an additional endorsement that aligns with the language used for granting an initial endorsement. Ms. Jane Hamman seconded the motion.

Clarifying question from Ms. Keith regarding adding endorsement through PRAXIS only. Ms. Rasmussen clarified how Superintendents may use that process. Chair Lacey noted that salary schedules come into play as well. Ms. Quinlan also noted that a person could be going back to school as well.
No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 45 and 50 and to strike subsection (3)(c) which allows a license teacher with 2 years of teaching in any field to add an endorsement by passing the PRAXIS Subject Assessment applicable to the requested endorsement. Ms. Anne Keith seconded the motion.

Comment from Mr. Klapmeier that striking this section goes against what the Superintendent has asked and from what Board members from rural schools have discussed.

Dr. Tharp noted that this is not preferrable, but that it does help rural schools.

Ms. Hedalen stated that thinking about critical shortage areas it is challenging to find teachers in rural areas. It is always preferable to have the most qualified teacher, but flexibility is also needed.

Dr. Tharp made a substitute motion to disagree with comment 45 and agree with comment 50. Ms. Renee Rasmussen seconded the motion.

Mr. Klapmeier noted comment 48 should also be considered.

No further discussion. Motion passed 4-3.

10.57.410 CLASS 2 STANDARD TEACHER’S LICENSE – Pages 115-117
Comments 53 -62

Mr. Dennis Parman discussed the MT-PEC recommendation for obtaining a Class 2 Standard Teaching License, which is to add (3)(e)(iv) “verified completion of an educator preparation program, a current standard, unrestricted out-of-state license, and two years of successful teaching experience as defined in ARM 10.57.102 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”.

Ms. Madalyn Quinlan moved to agree with comments 53-56 and allow a teacher with a current standard unrestricted out of state educator license and two years of teaching experience as defined in ARM 10.57.102 to become licensed and endorsed in Montana based upon the endorsement areas included in the teacher’s current license. Ms. Renee Rasmussen seconded the motion.

Clarification question from Ms. Keith on who may qualify under this new area.
No further discussion. Motion passed unanimously.

Staff are directed to respond to comments 57-62.

10.57.411 CLASS 1 PROFESSIONAL TEACHER’S LICENSE – Pages 117-118
Comments 63-66

Ms. Madalyn Quinlan moved to agree with comment 63 to approve the changes as proposed, and to disagree with comment 65 to provide lifetime licenses for National board-certified teachers as they are required to renew every 10 years. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Staff are directed to respond to comments 64 and 66.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS – Pages 118-119
Comments 67-72

Dr. Murgel explained the reasons behind the revisions.

Ms. Madalyn Quinlan moved to agree conceptually with comments 69-72 to allow a teacher with a current standard unrestricted out-of-state license and two years of successful teaching experience as defined in ARM 10.57.102 to become licensed and endorsed in Montana based upon the endorsement areas included in the teacher’s current license, and to disagree with the need to repeat this language in 10.57.412 because it is already stated in 10.57.410. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Staff is directed to draft responses to remaining comments.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE – Pages 119-120
Comments 73-77

Ms. Madalyn Quinlan moved to agree with comments 73 & 75 which recommend re-inserting the language in subsection (4) of the existing rule but requiring the verification of two years of successful administrative experience rather than 5 years. Ms. Anne Keith seconded the motion.

After discussion Ms. Quinlan withdrew her motion. Ms. Keith withdrew her second from the motion.

Ms. Madalyn Quinlan moved to disagree with comment 77 for a pathway for
school psychologists to become administrators. Ms. Jane Hamman seconded the motion.

Ms. Hedalen commented on her experience with school psychologists and her thoughts on making a pathway to administration for them in the future.

No further discussion. Motion passed unanimously.

Staff directed to draft response to comment 76.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT – Pages 120-121
Comments 78-79

Dr. Murgel explained the reasons for the revisions and recommendations from the Superintendent.

Ms. Madalyn Quinlan move to agree with comments 78 and 79 except the suggested requirement that the approved professional development provider must have provided approved courses for at least five consecutive years in the require areas for which a candidate submits evident to qualify for licensure. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – PRINCIPAL ENDORSEMENT – Page 121
Comments 80-81

Ms. Madalyn Quinlan moved to agree with comment 80 to approve the changes as proposed and disagree with comment 81 that opposed the proposed rules. Ms. Jane Hamman seconded the motion.

Comment from Dr. Tharp regarding comment 81 regarding differences in school law and finance from state to state, and that hopefully the approved professional development providers can offer the coursework required.

No further discussion. Motion passed 6-1.

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE –SUPERVISOR ENDORSEMENT – Page 122
Comments 82-83

Ms. Madalyn Quinlan moved to agree with comment 82 to provide a pathway to for an educator with a Class 6 school counseling license to be eligible for a Class 3 Administrative – Supervisor endorsement. Ms. Jane Hamman seconded
the motion.

No discussion. Motion passed unanimously.

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIALEDUCATION SUPERVISOR ENDORSEMENT – Pages 122-123
Comments 84-86

Dr. Murgel explained the reasons for the proposed revisions.

Ms. Madalyn Quinlan moved to agree with comments 84 and 85. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Staff is directed to respond to comment 86.

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE – Pages 123-124
Consensus motion

10.57.421 CLASS 4 ENDORSEMENTS – Pages 124-126
Consensus comment 90

Board staff directed to respond to comment 91

10.57.424 CLASS 5 PROVISIONAL LICENSE – Pages 126-128
Comment 92 and 94 consensus motion

Ms. Madalyn Quinlan moved to agree with comment 93 to move the sentences under (3) to relate to all Class 5 licenses, not just Class 5B. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.425 CLASS 5 PROVISIONAL LICENSE ENDORSEMENT – Pages 128-129
Consensus motion

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT – Page 129
Comments 97 and 98

Ms. Madalyn Quinlan moved to agree with comments 97 and 98 and to apply action from comment 78 to 10.57.427. Ms. Renee Rasmussen seconded the motion.
No discussion. Motion passed unanimously.

10.57.428 CLASS 5 PROVISIONAL LICENSE – PRINCIPAL ENDORSEMENT – Pages 129-130
Comments 99-100

Ms. Madalyn Quinlan moved to disagree with comments 97-98 in relation to 10.57.427 and comments 99-100 in relation to 10.57.428. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed 6-1.

10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISOR ENDORSEMENT – Page 130
Comments 101-102

Ms. Madalyn Quinlan moved to agree with comments 101 and 102. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALIST ENDORSEMENT – Page 132
Comment 103

Ms. Madalyn Quinlan moved to agree with comment 103. Dr. Tharp seconded the motion.

No discussion. Motion passed unanimously.

10.57.433 CLASS 6 SPECIALIST LICENSE – Pages 131-132
Comment 104

Ms. Madalyn Quinlan moved to agree with comment 104. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST – Page 132
Comments 105-106

Ms. Madalyn Quinlan moved to agree with comments 105-106. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.
10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR – Pages 132-133
Comments 107-108

Ms. Madalyn Quinlan moved to agree with comments 107-108. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST – Page 133
Comments 109 – 110

Ms. Flynn explained the comment from MACIE. Ms. Susie Hedalen added remarks from the tribes that they want to be held to the same standard as other licensed educators.

Ms. Madalyn Quinlan moved to agree with comment 110 from Montana Advisory Council on Indian Education (MACIE) and to direct BPE staff to draft response to comment 109. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY – Pages 133-135
Comment 111 on consensus

Comments 112-113

Ms. Madalyn Quinlan moved to agree with comment 112 regarding formatting and disagree with comment 113 because CSPAC is tasked with making recommendations on the issuance of Class 8 licenses. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION Not included in Notice
Comment 114-115

Ms. Madalyn Quinlan moved to agree with comment 115 to keep the original rule as written. Ms. Susie Hedalen seconded the motion.

Ms. Hedalen noted concerns with defining the phrase to ensure no one is left out.

Ms. Rasmussen noted that the way the OPI determines that now is acceptable.
No further discussion. Motion passed unanimously.

Staff directed to draft response to comment 114.

10.57.601A DEFINITION OF “IMMORAL CONDUCT” – Pages 135-136
Consensus motion

10.57.601B REVIEW – Pages 136-137
Comment 117

   Ms. Madalyn Quinlan moved to agree with comment 117. Ms. Renee Rasmussen seconded the motion.

   No discussion. Motion passed unanimously.

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE – Pages 137-138
Consensus motion

Comment 121

   Ms. Madalyn Quinlan moved to agree with comment 121 to repeal rules as listed. Ms. Jane Hamman seconded the motion.

   No discussion. Motion passed unanimously.

   Ms. Madalyn Quinlan moved without objection to direct BPE Staff to respond to comments 119, 120, 122, 124, 127, 128, 130-125 consistent with the Board’s action.

Dr. Tharp made summarizing comments of the revisions. Chair Lacey thanked Vice Chair Quinlan for all her hard work in organizing the comments and motions. Ms. Flynn summarized the process the Board staff will take in drafting the adoption notice and responding to the comments.

Chair Lacey summarized the May 12-13, 2022 meeting in Great Falls at the Montana School for the Deaf and the Blind, and that the school is excited to host the Board.

Ms. Hamman noted that in recent school board meetings she has attended class size has been a discussion and asked if that is something that can be looked at. Ms. Flynn noted that class size is contained in Chapter 55 Accreditation Standards which are being reviewed right now. Ms. Flynn encourage public comment to be made especially regarding class size during the Chapter 55 revisions process. Ms. Hedalen noted that class size overage can be handled using paraprofessionals but there is a shortage of paraprofessionals right now.

PUBLIC COMMENT
Mr. Dennis Parman gave public comment commending Ms. Quinlan on her hard work, as well as Ms. Flynn.

**ADJOURN**

Chair Lacey adjourned the meeting at 3:15.
CONSENT AGENDA

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INFORMATION

• REPORTS – Tammy Lacey (Items 1-6)

ITEM 1

CHAIRPERSON’S REPORT

• CSPAC Update
• Committee List
• Student Representative Last Meeting

Tammy Lacey
OPENING REMARKS

COMMITTEE LIST UPDATE

CHAIR ACTIVITIES SINCE LAST MEETING REPORT
- Attended weekly Executive Committee Zoom meetings
- Attended four Licensure Committee meetings
- Attended one Assessment Committee meeting
- Attended one Accreditation Committee meeting
- Wrote a welcome letter to Dr. Tharp
- Attended agenda planning meeting with Executive Director Flynn and Superintendent Arntzen
- Prepped for and attended BPE Special Meeting on April 28
- Received briefings on legal issues
- Prepared Executive Director Flynn’s evaluation

MSDB LIAISON REPORT
- MSDB Bimonthly Zoom Call, April 19
- Spring Concert, May 3, 2022

CSPAC REPORT:
- Attended the April 20 CSPAC meeting via Zoom.
  - Agenda:
    - Recognition of Dr. Watson
    - Review of the Draft Annual Report
    - Presentation by Western Governor’s University
    - Presentation by Board Member Keith regarding MentorMT
    - Presentation and Action to recommend to BPE regarding the Math Praxis
    - Review of one Class 8 License Application and recommendation to the Superintendent to license
- CSPAC Appointment

Expressions of Silence

Seniors! Graduation May 27

Retirees: Over 100 years of service to MSDB

Interpreters are a vital part of the program too!
Board of Public Education
Committee Assignments
2022-2023

STANDING COMMITTEES

Executive Committee
Tammy Lacey, Chair
Madalyn Quinlan, Vice Chair
McCall Flynn, Executive Director

Accreditation Committee
Susie Hedalen, Acting Chair
Tim Tharp, Member
Tammy Lacey, Ex-Officio Member

Licensure Committee
Madalyn Quinlan, Chair
Anne Keith, Member
Tammy Lacey, Ex-Officio Member

MSDB Committee
Tammy Lacey, Acting Chair

Legislative Committee
Madalyn Quinlan, Chair
Susie Hedalen, Member
Renee Rasmussen, Member
Tammy Lacey, Ex-Officio Member

Assessment Committee
Anne Keith, Chair
Jane Hamman, Member
Tammy Lacey, Ex-Officio Member

Education Interim Committee
Jane Hamman, Chair
Renee Rasmussen, Member
Tammy Lacey, Ex-Officio Member
McCall Flynn, Executive Director

ADVISORY GROUP LIAISONS

CSPAC—Tammy Lacey
MACIE—Susie Hedalen
Montana Digital Academy—Madalyn Quinlan
INFORMATION

ITEM 2

EXECUTIVE DIRECTOR’S REPORT

ACTION

• Action on CSPAC Administrator Position Appointment

McCall Flynn
APPLICATION FOR APPOINTMENT TO THE MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

2022-2025

Position on council: SCHOOL ADMINISTRATOR

Name_Hannah Nieskens____________________________ E-mail_hnieskens@whitehallmt.org____________________________

Home/cell phone_406-600-1120 __________________ Work phone_406-287-3455 ________________________________

Address_1 Yellowstone Trail Whitehall, MT 59759 work address

564 MT Hwy 359 Cardwell, MT 59721 personal address_____________________________________________________

Current employer_Whitehall School District_______________________________________________________________

Please attach a resume and provide a summary of your experiences below:

(Use additional paper if needed)

Professional preparation, including degrees, dates, institutions, and majors:

Graduate:
2016 – Executive Juris Doctor with Honors; Concord Law School of Purdue University
2008 – PK-12 School Administration; University of Nevada Las Vegas
2004 – M.Ed. Education Technology; Lesley University

Undergraduate:
2000 – B.S. Elementary Education with Honors Baccalaureate; MSU Bozeman

Professional experience, including dates, employers, and locations:

2019 – current PK-12 Superintendent; Whitehall School District, MT
2015 – 2019 Middle and High School Principal; Whitehall School District, MT
2011 – 2015 Elementary School Principal; Wolf Point Public School District, MT
2009 – 2011 High School Dean of Students; Wolf Point Public School District, MT
2006 – 2009 Educational Computing Strategist; Clark County School District, NV
2004 – 2006 MS Computer Literacy Teacher; Clark County School District, NV
2000 – 2004 Elementary School Teacher; Billings School District #2, MT

Professional and community activities:

American Association of School Superintendents (member 3 years)
Montana Association of School Superintendents (member 3 years)
2021-22 Montana Association of School Superintendents 4 Rivers Region President / MASS Board of Directors
National Association of Secondary School Principals (member 4 years)
Montana Association of Secondary School Principals (member 4 years)
MASSP Region III Treasurer (4 years)
National Association of Elementary and Middle School Principals (member 4 years)
Montana Association of Elementary and Middle School Principals (member 4 years)

Awards and honors:
2019 – NASSP National Principal of the Year finalist
2018 – MASSP Montana Principal of the Year
2017 – Elizabeth Dole Foundation Fellowship
2011 – Montana Coaches Association Spouse of the Year award
2008 - Nevada Department of Education Award recipient
2003 - Fulbright Memorial Fund Award recipient - Fulbright Japan Teacher Exchange Program
2000 – Montana State University Women of Achievement Award recipient
1996 – Montana State University Presidential Scholarship recipient
Employer/District Release:  
I, Gina Ossello, Board Chair, Whitehall School District (employer/district), will release Hannah Nieskens (employee) for service on the Montana Certification Standards and Practices Advisory Council.

References: (Please attach three letters of recommendation, including one reference from a school board member and one reference from a school administrator)

1. Name Gina Ossello Position Whitehall School District School Board Chair  
   Address P.O. Box 731, Whitehall, MT 59759  
   E-mail gina.ossello@whitehallmt.org  
   Phone Number 406-491-4462  

2. Name Tim Norbeck Position Jefferson High School District Superintendent  
   Address P.O. Box 838, Boulder, MT 59632  
   E-mail tim.norbeck@jhs.k12.mt.us  
   Phone Number 406-498-4539  

3. Name Casey Klasna Position Ennis Schools Superintendent  
   Address PO Box 517, Ennis, MT 59729  
   E-mail cklasna@ennisschools.org  
   Phone Number 406-600-3642  

Statement of Participation: 
On a separate piece of paper, briefly state why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Hannah Nieskens, am committed to the Montana Certification Standards and Practices Advisory Council’s responsibilities as stated in 20-4-133, MCA.

Initials HN  

Deadline for application is April 22, 2022.

All application forms must be sent via E-mail or hard copy to:  
McCall Flynn  
Executive Director  
Board of Public Education  
PO Box 200601  
46 N Last Chance Gulch, #2B  
Helena, MT 59620-0601  
bpe@mt.gov
I wish to be a member of the Montana Certification Standards and Practices Advisory Council because I believe CSPAC plays an important role in advising the Board of Public Education and Office of Public Instruction, and I would like to contribute to the advancement and success of the Montana educational system should I be appointed to CSPAC. I believe my unique skillset combined with my professional and professional background would be an asset to providing recommendations to the Board of Public Education in keeping with 20-4-133, MCA. I believe I am one of the few if only school administrators in Montana with a Juris Doctorate degree, and I do believe my legal training would be beneficial to navigating many of the topics that CSPAC considers and makes recommendations upon. In addition, I have school administration experience as an elementary principal, middle school principal, high school principal, and as a district superintendent, which contributes to my ability to view education decisions from those varied perspectives. Thank you for considering me for this school administrator appointment.
HANNAH NIESKENS
564 MT Highway 359
Cardwell, MT 59721
(406) 600-1120
hnieskens@whitehallmt.org

EDUCATION
Graduate:
2016 – Executive Juris Doctor with Honors; Concord Law School of Purdue University
2008 – PK-12 School Administration; University of Nevada Las Vegas
2004 – M.Ed. Education Technology; Lesley University
Undergraduate:
2000 – B.S. Elementary Education with Honors Baccalaureate; MSU Bozeman

CREDENTIALS
State of Montana Folio #69127
Class 3 Administrator: Superintendent K-12
Class 3 Administrator: Principal K-12
Class 1 Professional Teaching: Elementary K-8

PROFESSIONAL EXPERIENCE
2019 – current PK-12 Superintendent; Whitehall School District, MT
2015 – 2019 Middle and High School Principal; Whitehall School District, MT
2011 – 2015 Elementary School Principal; Wolf Point Public School District, MT
2009 – 2011 High School Dean of Students; Wolf Point Public School District, MT
2006 – 2009 Educational Computing Strategist; Clark County School District, NV
2004 – 2006 MS Computer Literacy Teacher; Clark County School District, NV
2000 – 2004 Elementary School Teacher; Billings School District #2, MT

ACCOLADES
- 2019 – NASSP National Principal of the Year finalist
- 2018 – MASSP Montana Principal of the Year
- 2017 – Elizabeth Dole Foundation Fellowship
- 2011 – Montana Coaches Association Spouse of the Year award
- 2008 - Nevada Department of Education Award recipient
- 2003 - Fulbright Memorial Fund Award recipient - Fulbright Japan Teacher Exchange Program
- 2000 – Montana State University Women of Achievement Award recipient
- 1996 – Montana State University Presidential Scholarship recipient

COMMUNITY & PROFESSIONAL ORGANIZATIONS
- School Administrators of Montana (11 years)
- 2021-22 MASS 4 Rivers Region President / MASS Board of Directors
- 2020 AASA Aspiring Superintendents Academy certification
- AASA American Association of School Superintendents (3 years)
- Montana Association of School Superintendents (3 years)
- National Association of Secondary School Principals (4 years)
- Montana Association of Secondary School Principals (4 years)
- MASSP Region III Treasurer (4 years)
- National Association of Elementary and Middle School Principals (4 years)
- Montana Association of Elementary and Middle School Principals (4 years)
April 4, 2022

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

Dear Chair Lacey and members of the Board,

I stand in full support of Whitehall District Superintendent Hannah Nieskens’ appointment for the School Administrator position on the Certification Standards and Practices Advisory Council (CSPAC). Superintendent Nieskens has served the students of Montana as an educator, Dean, Principal, and Superintendent. She understands the needs of both our rural and urban Montana students.

Superintendent Nieskens’ knowledge of our Montana public schools, her dedication to professionalism, and her experience as a teacher and administrator give her the tools necessary to make recommendations on certification issues, professional standards, ethical conduct, and educator preparation programs.

Superintendent Nieskens, throughout her career, has put Montana students, families, and teachers first and will be a great addition to CSPAC. Please appoint Superintendent Nieskens to the School Administrator position on CSPAC.

Thank you for putting Montana students first with this appointment!

Sincerely,

Elsie Arntzen
State Superintendent
March 29, 2022

McCall Flynn
Executive Director
Board of Public Education
PO Box 200601
Helena, MT 59620-0601

Members of the Board of Public Education,

I am writing to you with regard to Ms. Hannah Nieskens, who has requested that I write a letter of recommendation on her behalf. Hannah and I discussed her recent decision to pursue an appointment to the Montana Certification Standards and Practices Advisory Council. I applaud her decision and strong desire to take her dedication and skill in administration and leadership to the next level.

Hannah is an outstanding candidate for this council. Hannah has an impeccable reputation and a vast array of skills and experience that is rarely found in an educational leaders resume. She has served as an elementary teacher, computer teacher, elementary and high school principal, K-12 superintendent, and has served as the MASS 4 Rivers Region President. She has utilized her leadership ability to serve within the Elizabeth Dole Foundation Fellowship and has been a staunch advocate for our disabled veterans.

I have worked with and have known Hannah for the last 7 years; she is, in my opinion, one of the top educational leaders in the state of Montana. She has knowledge in all areas of school district operations and is well-versed in curriculum, instruction, assessment and testing data, school finance, school law, school board policy, and teacher preparation needs and qualifications. Her extensive computer background and law experience makes her skill level and knowledge exceed that of the normal outstanding candidate. She checks every box and then some in regard to a well-qualified candidate.

Hannah is a natural leader and an effective communicator. She cares about her students, parents, staff, and her community. She is extremely competent with the Montana Education System and this is vital to the position which she is applying for. I have always found Hannah to be very intelligent, versatile, hard-working and she is sincere and has a great personality. She is dependable and honest and will always do her best to make sure you have accurate information and have the complete story. She was a pleasure to work with and I would recommend her for any position that she applies for.

Hannah is constantly looking for new challenges, and is always developing a resourceful network of colleagues that respect and admire her. I am confident that Hannah will both grow from and give back to your council.

Sincerely,

John T. Sullivan
Superintendent
Anaconda School District #10
March 29, 2022

McCall Flynn
Executive Director
Board of Public Education
46 N Last Chance Gulch, #2B
Helena, MT 59620-0601

Members of the Board of Public Education:

My name is James Reiff, I serve as the Vice Chair of the Whitehall combined school district’s Board of Trustees. I am also a graduate of the University of Montana School of Law. I have had the privilege of working with Hannah Nieskens in my capacity as a Board Trustee for the past 7 years. My first interaction with Hannah was in her capacity as the Principal of the high school, where I was consistently impressed with her knowledge, dedication, and nuanced leadership. She quickly gained the respect of her teachers and fellow administrators, both by demonstrating a strong understanding of school policy, and combining that knowledge with appropriate application. In her time as the principal our school’s academic standards and performance steadily increased, and the overall status of our high school improved dramatically.

In 2019 Hannah was hired as the PK-12 Superintendent and has continued her excellent leadership. She has handled many difficult decisions with a superb knowledge how Montana law interacts with the running of our combined school districts. I have yet to experience a situation in which Hannah was not prepared with both the applicable legal standards, as well as the comprehension and nuanced approach that best fits the needs of our students, staff, and community.

Hannah’s unique combination of a Juris Doctorate, two Master’s in education, and 22 years of experience in roles as a teacher, principal and superintendent make her imminently qualified for any education or administration related role, board or advisory council. The Whitehall community and school system benefits greatly from her knowledge and dedication. I have no doubt the Montana Certification Standards and Practices Advisory Council would benefit from her breadth of knowledge and experience as well.

Thank you for your consideration,

James Reiff
Whitehall Schools Board of Trustees- Vice Chair
INFORMATION

ITEM 3

STATE SUPERINTENDENT'S REPORT

Superintendent of Public Instruction
Elsie Arntzen
### Montana Board of Public Education Executive Summary

**Date:** May 12 - 13 2022

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Superintendent Arntzen’s Report to BOPE
as of April 22, 2022

Congratulations, Dr. Tim Tharp on your appointment to the Board!
“Dr. Tharp’s educational experiences and knowledge will be a great addition to the Montana Board of Public Education. He will provide a reflection of the unique student and family needs of rural Montana. I look forward to working with Dr. Tharp and the Board to seek quality education while being accountable to our Montana taxpayers.”
- Elsie Arntzen, State Superintendent of Public Instruction

Graduation is nearing and the closure of this great 2021–2022 year of learning. Join all Montana graduates as they are celebrating being Montana Ready!
Student Mental Health Committee:

The Montana Student Well-being Advisory Committee (MSWAC), a group consisting of diverse stakeholders such as the Montana School Counselors Association, state agencies, tribal, rural, and urban partners, non-profits, school administrators, and school staff is expanding its scope around mental health and wellness for students. MSWAC is seeking additional participants including students, parents, state agencies, family engagement organizations, health providers, workforce development organizations, and others. The expanded MSWAC will be introducing new task force committees to focus on workforce development, youth voice, statewide mapping of mental health and wellness resources, CSCT, and family engagement; with a focus on evidence-based and data-informed practices. MSWAC will utilize the Youth Behavior Risk Survey, the Montana Prevention Needs Assessment, and other relevant data to inform the creation of a strategic plan, goals, and outcomes. The MSWAC leadership team is actively reaching out to new stakeholders and partners.

Mental health and wellness resource mapping are underway, and the Youth Voice Taskforce is taking shape to elevate student voice across Montana. Through partnerships with students, parents/caregivers, and schools, we are working to collect student voice video submissions to gather students’ experiences and suggestions to strengthen school-based delivery of mental health and wellness services. For more information, please visit our School Safety Student Voice webpage.

For more information, please contact Jamey Peterson at jamey.petersen@mt.gov or (406) 444-0773.

CSCT, Student Mental Health - Number of Schools on MOU Update:

As of April 18, 2022, 57 school districts have signed the MOU, this is an increase of 9 schools since February 23rd.

In February, 47 claims were submitted, and 29 claims were released.
In March, 50 claims were submitted, and 41 claims were released.

For more information, please contact Deputy Sharyl Allen at sharyl.allen@mt.gov or (406) 444-5648.

School Quality Task Force and Negotiated Rulemaking:

I have opened a Negotiated Rulemaking Committee (NRC) on School Quality for revisions to Chapter 55 Montana school accreditation standards, which guide student learning success. School accreditation standards include rules on curriculum, class sizes, teacher and staff qualifications, Indian Education for All, and student learning assessment to ensure all students receive a quality education.

The negotiated rulemaking process is required by § 20-7-101, MCA, when changes to school accreditation rules occur. The NRC’s recommended changes to the school standards of
accreditation will be presented to the Board of Public Education (BPE) in July 2022. The cost
associated with the changes, an economic impact statement, will be sent in September 2022 to
the Education Interim Committee and then to the 2023 legislative session.

The NRC meets:

- March 17, 2022 (In-Person, Helena) 10:00AM - 5:00PM.
- March 18, 2022 (In-Person, Helena) 8:00AM - 2:00PM.
- April 13, 2022, 3:30PM - 5:00PM.
- April 20, 2022, 3:30PM - 5:00PM
- May 2, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 3, 2022 (In Person, Helena) 8:00AM - 2:00PM
- May 9, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 10, 2022 (In Person, Helena) 8:00AM - 2:00PM
- May 18, 2022, 3:30PM - 5:00PM
- May 25, 2022, 3:30PM - 5:00PM
- June 6, 2022, 3:30PM - 5:00PM
- June 16, 2022 (In Person, Helena) 10:00AM - 5:00PM
- June 17, 2022 (In Person, Helena) 8:00AM - 2:00PM

To view recorded meetings, please click here.

Please watch this video on the Negotiated Rulemaking Committee.

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

**Montana Alternative Assessment Testing Program (MAST):**
The Montana Alternative Student Testing (MAST) Pilot Program is an initiative taken by
the Office of Public Instruction (OPI) to radically modernize, improve, and ease federally
mandated end-of-year student assessments. The Federal Government requires that all school
systems conduct student assessments with a single massive end-of-year assessment which occurs
each spring.

The MAST program is developing pathways to modernize the traditional testing system while
preserving local control, easing the burdens on teachers and administrators, and ensuring that the
federally mandated summative assessment can provide both flexibility and actionable data. The
OPI is developing future pilots through contracts with New Meridian, the Center for Assessment,
and Education First. The goal of the MAST Program is to provide a complete methodology for
developing a summative assessment system more amenable to our school system, and that will
pass federal peer review.

The MAST program includes several phases of piloting, peer review, analysis, and study.
Ultimately, the program will develop a peer-reviewed defensibility proposal for the Federal
Government that will:

- utilize a through-course model of student testing
- break up the single end-of-year-summative into an autumn, winter, and spring assessment
• measure student growth, development, and maintain scholastic standards that we Montanans can be proud of

For more information, please contact Dr. Trenin Bayless at trenin.bayless@mt.gov or (406) 444-3449

**Hutterite Attendance Centers:**
On April 20, 2022, the Assistant Superintendent and other Office of Public Instruction staff met with Hutterite colony members, county representatives and school district officials for a listening session. The listening session was on the topic of Attendance Centers residing outside of the territorial boundaries of the resident district and being served by a non-located district. Much of the discussion presented was associated with fulfilling the needs of students in these special situations and the financial considerations associated with school funding and special education cooperative burden. The discussion provided much needed insight to the history and development of Attendance Centers and allowed time to hear various points of view on the situation. This meeting provided the OPI with new information to contemplate possible future consideration in respect to Attendance Center expansion.

For more information, please contact Paul Taylor at ptaylor2@mt.gov or (406) 444-1257.

**Data Modernization Survey:**
The OPI is conducting a short data modernization survey between April 29 and May 12. The goal of the survey is to:

• Listen to our users concerns and identify current risk
• Assess and analyze responses to identify commonalities and differences between our users
• Provide the Data Modernization project team visibility of high-level needs and current issues
• First phase of developing a requirements framework and preparing for follow-up requirements gathering sessions

The guiding principle of this program is to:

• Save Time
• Secure Data
• Support Data Use
• Be Sustainable Beyond the Initial Implementation

On May 17 a presentation of the initial data will be given during the Education Advocates meeting.

For more information, please contact Zam Alidina at zam.alidina@mt.gov or (808) 726-0219.
**OPI Summer Institute:**

**SAVE THE DATE:**
OPI Summer Institute – June 20 – 24, 2022

**WHERE:**
Montana State University - Bozeman

The OPI Summer Institute is five days of learning and professional conversations around a variety of educational topics. The Summer Institute has a long-standing history of sessions around a tiered framework for behavior, academics, and mental health. Session topics include:

- Multi-tiered System of Support (MTSS)
- Diagnostic Tools, Data, Assessments, Statewide Assessment
- Literacy, Writing, Mathematics, Science & Social Studies
- Culturally Linguistically Responsive
- Family and Community Engagement, Youth Voice
- Integrated Mental Health
- Positive Behavioral Interventions and Supports
- School Climate, Counseling, Leadership, School Safety
- Special Education

**Summer Institute Vision and Mission**

- To promote a sustainable system using effective data collection alongside decision-making procedures and evidence-based practices to improve student outcomes in the areas of social/emotional/behavioral competencies and academic achievement for ALL students.

- To provide quality training to Montana school personnel in promoting a positive and safe school climate that provides a multi-tiered system of support for students, families, and staff focusing on social/emotional/behavioral competencies and academic achievement.

Learn more about the OPI Summer Institute.

For more information, please contact Tammy Lysons, CETA Unit Manager
Tamara.Lysons@mt.gov or (406) 431-2309.

**Tribal Regalia at Graduation:**
As graduation approaches, I would like to remind everyone that in 2017 SB 319 was passed. This bill allows tribal regalia to be worn during graduation ceremonies in our public schools.

§2-1-315. Tribal regalia and objects of cultural significance — allowed at public events. (1) The purpose of this section is to help further the state's recognition of the distinct and unique
cultural heritage of the American Indians and the state's commitment to preserving the American Indians' cultural integrity as provided in Article X, section 1(2), of the Montana constitution.

(2) A state agency or a local government may not prohibit an individual from wearing traditional tribal regalia or objects of cultural significance at a public event.

(3) For purposes of this section, the following definitions apply:
   (a) "Individual" means a human being regardless of age.
   (b) "Local government" has the meaning provided in 2-2-102.
   (c) "Public event" means an event held or sponsored by a state agency or a local government, including but not limited to an award ceremony, a graduation ceremony, or a public meeting.
   (d) "State agency" has the meaning provided in 1-2-116.

History: En. Sec. 1, Ch. 229, L. 2017.

Proficiency Based Diploma:

I have filed a notice of proposed rulemaking with the Secretary of State’s office regarding a proficiency-based (state) diploma. The 2021 Montana Legislature passed HB 556 (2021) establishing a Montana proficiency-based diploma for Montana residents who require an alternative path to completing their education. The Legislature required Superintendent Arntzen to establish the eligibility and qualification requirements for a state diploma by administrative rule.

A steering committee helped draft the proposed rule and included Madison County Representative Ken Walsh (R) – HD 71, sponsor of HB 556, and representatives from Montana Youth Challenge Academy, Pine Hills Youth Correctional Facility, and the Office of Public Instruction. The Superintendent expects the rule for the state diploma to become effective on June 10, 2022.

Public comment about the state diploma requirements is welcomed and encouraged throughout the rulemaking process. Public comment is open from April 15 to May 13, 2022. To submit public comment, please send it to Brian O’Leary at brian.o’leary@mt.gov.

For more information on the rulemaking process, please contact Rob Stutz, OPI Chief Legal Counsel, at rob.stutz@mt.gov or (406) 444-4399.

OPI Announces New Special Education Director:

Superintendent Elsie Arntzen hired JP Williams as the Office of Public Instruction’s (OPI) State Special Education (SPED) Director. The SPED Director is responsible for managing the OPI’s special education unit, which serves 19,156 students between 3 and 21 years old. Special education students account for 13.2% of the total student population in Montana.

JP Williams has been in school leadership for 10 years and is in his 17th year as a professional educator. Currently, JP serves as the Principal of Butte Central High School in Butte, Montana. His focus has been on developing the Public/Private educational partnership at the state level with OPI and the Governor’s office. JP also served as the Chairman of the Office of Public Instruction Special Education Advisory Committee in the 2020-2021 school year. Now in his fourth year of service
to the committee, JP continues to serve as a member of the OPI Montana School Safety Advisory Committee and is deeply committed to youth advocacy across Montana. JP believes every student, in every classroom, deserves every opportunity to learn.

**Mary Heller named OPI’s Montana Ready Coordinator:**

Superintendent Elsie Arntzen welcomes Mary Heller as the Office of Public Instruction’s (OPI) Montana Ready Coordinator. Montana Ready is one of four initiatives that Superintendent Arntzen championed when she was elected as state superintendent in 2016. Montana Ready focuses on Career and Technical Education (CTE) to create partnerships with industries, the military, and the university system to develop Montana’s workforce.

The Montana Ready Coordinator will help strengthen the Workforce Learning Program in CTE at the OPI. Other duties include working closely with the Governor’s office, Department of Labor and Industry, and stakeholders to grow workforce development in our K-12 schools. The coordinator will focus on building relationships between the public and private sectors.

Mary has been a secondary education teacher, an administrator for state and federal regulations at oil refineries, and a Legislative Assistant in the United States Congress. Mary has also been the Director of the Career Center and Industry Relations at Montana State University-Northern, the State Director for SkillsUSA Montana, and a member of the Montana Board of Public Education. Mary will start her new position in June.
INFORMATION

ITEM 4

COMMISSIONER’S OFFICE REPORT

Dr. Angela McLean
Montana University System Report
Montana Board of Public Education
May 2022

- AIMA Update
- Decision Day- Tuesday, May 3
- MUS College Access Portal Visits
  - Northwestern MASS
    - Flathead High School
  - Western MASS
    - Missoula County Public Schools
  - Central MASS
    - Lewistown High School
- Statewide ACT
- Educator Recruitment and Retention Efforts
INFORMATION

ITEM 5

GOVERNOR’S OFFICE REPORT

Dylan Klapmeier
DATE: May 5, 2022  
TO: Montana Board of Public Education  
FROM: Dylan Klapmeier, Governor’s Education Policy Advisor  
RE: Governor’s Office updates for the May 2022 Board of Public Education meeting

I want to thank Superintendent Furthmyre, his staff, and students for hosting us at MSDB this week.

New BPE Appointment

Tim Tharp was recognized at the special board meeting last month but I want to welcome Tim to the board and thank him for volunteering for this important role. He comes to the board with a variety of leadership positions at the state and local level with an emphasis on rural education. The Governor was happy to appoint Tim and I look forward to continuing to work with him.

I also want to thank Mary Heller for her service on this board and her strong advocacy for CTE programs. I’m glad that we’ll still be working with Mary in her new capacity at OPI.

School Visits

Governor Gianforte has visited several K-12 schools across Montana since the last BPE meeting including:

- Harlem and Havre Public Schools to discuss HB 143 (TEACH Act) implementation
- Chinook High School to present senior Halle Mitchell with a Spirit of Montana Award for creating a successful small business
- Cut Bank High School to tour their welding program
- Terry High School’s CTE programs
- Glasgow High School’s work-based learning CNA pilot
- Townsend Public Schools to recognize their Purple Star designation for service to military families and sign a Month of the Military Child proclamation
- Helena Middle School for School Lunch Hero Day and Teacher Appreciation Week
- Youth support programs such as the YMCA in Missoula and Florence Crittenton in Helena
- The Montana state FFA convention
- Hosted Shelby Elementary, TeenPact, and Ennis High School at the Capitol and had a Zoom Q&A with the Hamilton High School senior government class
The Governor applauded the board for your work last month to modernize Montana’s educator licensure regulations which make our state more regionally competitive to attract teachers and reduces unnecessary red tape. I enjoyed participating in the discussion on behalf of the Governor and look forward to similar work on accreditation and educator prep regulations.

June Education Summit

The Education Interim Committee and Interim Budget Committee for Education are bringing together a summit of the constitutional education officers in the state on June 6-7 at the Capitol. It’s being spearheaded by Rep. Jones and includes Legislators, the BPE, the Regents, the Governor’s office, OPI, OCHE, and MTSBA. We’re still waiting to see a draft agenda and list of participants but it should be a good opportunity to identify common policy goals that we can move in the same direction on before the legislative session. I know that broadly, I’ll be looking at programming that moves the needle on proficiency-based and individualized learning.

Work-Based Learning Partnership Updates

The Governor has been proactive in aligning the workforce development and educational programs at various state agencies. I am working to bring together the key workforce leads from agencies such as OPI, OCHE, DLI, Commerce, Indian Affairs, and even Corrections and DPHHS for more deliberate coordination. The goal is seamless transitions between K-12, post-secondary, and careers. Data modernization and data sharing will be key to success.

One of the ways that we are doing this is through the Governor’s State Workforce Innovation Board or SWIB which in addition to private partners includes DLI, Commerce, OPI, OCHE, DPHHS, Legislators, and local government. SWIB met last month with half of the board being new. They increased their terms from 2 years to 3 years to allow more continuity and will now be meeting quarterly instead of just twice per year. Additionally, they will be more focused on being a lead entity for workforce development initiatives as opposed to just a federal WIOA compliance board.

I discussed the MCC/Glasgow High School/Valley View nursing home WBL pilot at the BPE meeting in March. I’m happy to report the pilot has been a success and we have 8 students on track to earn CNA certification through MCC online while getting training hours at valley view and high school credit under HB 246.

Another pilot that DLI is working on with the Billings Public Schools Career Center and St. Johns United is an urban horticulture and culinary training program that will be organized as a registered apprenticeship. Private funding is supporting 30-40% of the cost and it will point students towards careers in culinary arts and restaurant management which are in high demand.
INFORMATION

ITEM 6

STUDENT REPRESENTATIVE REPORT

Paige Lepard
INFORMATION

❖ MSDB LIAISON – (Items 7)

Tammy Lacey

ITEM 7

MSDB REPORT

ACTION ITEMS:

- Action on Personnel Items
- Action on MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F
- Action on 2022-23 School Calendar
- Action on Golden Triangle Cooperative Agreement
- Action on Out of State Travel Request

Paul Furthmyre
Montana School for the Deaf and the Blind
Board of Public Education Report
May 2022

Agenda Action Items:

1. Personnel Action Report
   1 Retirement
   4 Hires

2. Policy Updates
   2nd Reading for the following:
   5120 Hiring Process and Criteria
   5120F
   5120P
   5122 Fingerprints and Criminal Background Investigations
   5122 F

   1st Reading for the following:
   4301 Visitors to the School and Residential Facilities

3. 2022-23 School Calendar Adoption

4. Golden Triangle Cooperative Agreement Adoption

5. Out of State Travel
   AER International Conference – St. Louis

Attached Documents:
- Personal Action Report
- Policies 5120, 5120F, 5120P, 5122, 5122F, 4301
- 2022-23 Proposed Calendar
- Golden Triangle Cooperative Agreement
- Out of State Travel Forms
- MSDB Committee Minutes
- MSDB Allocation Balance as of 2/13/2022
- MSDB Cottage Bulletin
- Current Enrollment Numbers as of 2/18/2022
MSDB asks that the board please approves the following personnel actions:

**Retirement**
Sheryl Lute – Lead Interpreter  33 Years Experience at MSDB

**Resignation**

**Hire**
Katherine Lynch – Educaitonal Audiologist
Melissa Miller – TVI Teacher
Julie-Dee Alt – Principal
Victoria Brooking – TVI Teacher

**Positions open at MSDB Currently**
LPN Nurse (2)
FT Paraprofessional
PT Paraprofessional
PT Maintenance
FT Interpreter (Will be held open)
Lead Interpreter
School Psychologist (Will open with next teacher position)
The Superintendent of Public Education and Superintendent/administrator will determine the screening and hiring process upon the existence of each vacancy. He is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The principal and dean of students will initially screen applicants for Education and Student Services program positions. The Montana School for the Deaf and the Blind will hire highly qualified personnel appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans’ preference. All applicants must complete a School State of Montana application form to be considered for employment.

Every applicant must provide The Montana School for the Deaf and the Blind with written authorization for fingerprint/criminal background investigation. The Superintendent will keep any conviction record confidential as required by law and School policy. The Montana School for the Deaf and the Blind policy. The Superintendent will keep any conviction record confidential as required by law and School policy. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law. District The Montana School for the Deaf and the Blind will create a determination sheet from the criminal history record. The determination sheet will be kept on file at The Montana School for the Deaf and the Blind Business Office. The Criminal History Record with no disqualifiers will be shredded on site immediately after review. Criminal History Record with disqualifiers will be retained on file at District Montana School for the Deaf and the Blind according to law. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Every newly hired employee must provide the School documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he/she is a known tuberculin reactor.

Certification

The District Montana School for the Deaf and the Blind requires its contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member, unless a valid certificate for
the role to which the teacher has been assigned has been registered with the county superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

The personnel office The custodian of records will register all certificates, noting class and endorsement of certificates, and will update permanent records as necessary. The custodian of records also will retain a copy of each valid certificate of a contracted certified employee in that employee’s personnel file.

Reference Checks

The Board of Public Education authorizes the Superintendent or the Superintendent’s designee to inquire of past employers about an applicant’s employment on topics including but not limited to: title, role, reason for leaving, work ethic, punctuality, demeanor, collegiality, putting the interests of students first, and suitability for the position at the District Montana School for the Deaf and the Blind. Responses to these inquiries should be documented and considered as part of the screening and hiring process.

Cross Reference: 5122

Legal Reference: § 20-4-202, MCA
§ 39-29-102, MCA

Policy History:
Adopted on: 10/14/1992
Reviewed on:
Montana School for the Deaf and the Blind

Determination of Eligibility for Hire - Policy 5120F

(Date)

RE: [NAME OF APPLICANT]

In regards to the determination of eligibility for hire/licensure; based on the minimum criteria as specified in The School District Montana School for the Deaf and the Blind Applicant Background Check Procedure, the individual listed below:

Name __________________________ Date of Birth ______________

☐ Meets eligibility criteria
☐ Does NOT meet eligibility criteria

Please contact The School District Montana School for the Deaf and the Blind with any questions regarding this determination or to be provided with a copy of The School District Montana School for the Deaf and the Blind Applicant Screening Policy.

Determination Completed By:

_________________________ __________________________
Signature Printed Name

_________________________ __________________________
Title Date
**Privacy Act Statement - Policy 5120F**

*This privacy act statement is located on the back of the* FD-258 fingerprint card.

Authority: The FBI’s acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI’s Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI’s Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting, licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

As of 03/1/2021
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<th>Name</th>
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<th>Position Applied for</th>
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Determination of Eligibility has been completed by

---

Signature  
Printed Name
Montana School for the Deaf and Blind
PERSONNEL SERIES

Federal Background Check Fingerprint and Information Handling Procedure

1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers or recommended for hire by the Montana School for the Deaf and the Blind need to be fingerprinted under the National Child Protection Act and Volunteers for Children’s Act (NCPA/VCA).

2. Montana School for the Deaf and the Blind will obtain a signed waiver from all applicants and provide written communication of Applicant Rights and Consent to Fingerprint Form at 5122F. Applicants shall also be provided the Applicant Privacy statement at 5120F. The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the length of employment, which ever is longer. The form will be filed in the employees Personnel File.

Basis to Collect and Submit Fingerprint for Purposes of Federal Background Check

Fingerprints are obtained via local law enforcement agencies: Police and Sheriffs Dept.

A spreadsheet of those fingerprinted is kept by the Business Office to identify the individual, position being hired for, date of fingerprint, date print received and date print billed.

The Montana School for the Deaf and the Blind staff that have received training by CRISS will process the fingerprints and send them to the DOJ.

LASO

Executive Secretary has been appointed as the Local Agency Security Officer and acts as the primary point of contact between the Montana School for the Deaf and the Blind and CRISS. Executive Secretary is responsible for ensuring CJIS Policy compliance by all authorized recipients within the Montana School for the Deaf and the Blind LASO is also responsible of any Privacy and Security Agreements with those who do not use CHRI on a regular basis. Any change in appointment of the LASO or other authorized personnel will be reported to CRISS immediately.

Access of CHRI

All background results are received by Superintendent, Business Manager and the Executive Secretary through the State File Transfer Service. Results are printed and stored in a locked filing cabinet in the business office until a determination for employment is made. Only authorized personnel that have undergone Privacy and Security Information have access to printed criminal history record information. Authorized recipients of CHRI include Superintendent, the Business manager and Executive Secretary.
Printed background checks are reviewed by the Superintendent and a determination form is completed. If any adverse results are present on the background check, it is given to the Superintendent, and for final determination of eligibility. The Montana School for the Deaf and the Blind utilizes a determination form and the CHRI is then shredded.

**Determination Procedures**

Personnel staff that have been trained by CRISS and granted access to criminal history record information will receive the background results through their Montana State File Transfer account.

a. Results are reviewed for determination of eligibility to hire.
b. Any adverse reports are presented to the appropriate administrator for final approval.
c. Determination is noted on a determination form and kept in a locked file cabinet.

**Retention and Storage Procedure**

All criminal history record information is stored in a locked filing cabinet within the business office. Only authorized personnel, Superintendent, and the Business Manager as noted in this policy have access to this information. Only authorized personnel are present during the determination process when the criminal record is being reviewed.

Printed background checks are stored until a final determination for employment has been made, two weeks or less. A determination form is then completed and CHRI is then destroyed in accordance with the Destruction Procedure outlined in this document.

Dissemination Logs are maintained for a period of 3 years from the date of dissemination or between audits, and the Applicant Rights and Consent to Fingerprint form is maintained for at least five years or the length of employment, whichever is longer.

**Dissemination Procedure**

The Montana School for the Deaf and the Blind does not disseminate criminal history record information with any other agency. A copy of our determination form can be provided to outside agencies upon request.

**Destruction Procedure**

At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded in house by LASO
Applicant procedures for challenging or correcting their record

All applicants are given the opportunity to challenge or complete their record before a final determination is made.

Applicants wishing to challenge their record are advised how to obtain a copy of their background report.

The applicant is then given 10 days to contact the state or agency in which the record was created to make corrections. After the allotted time, the applicant must then provide the Montana School for the Deaf and the Blind with a copy of the corrected background report provided by and notarized by the State Identification Bureau. The fee associated for a copy of the state record provided by the State Identification Bureau will be the responsibility of the applicant.

Policy and procedures for misuse of CHRI

The Montana School for the Deaf and the Blind does not allow dissemination of CHRI to persons or agencies that are not directly involved in the hiring and determination process. If CHRI is disseminated outside of the authorized receiving department, Montana School for the Deaf and Blind LASO will report this to CRISS immediately and provide CRISS with an incident response form.

The incident response form will include the nature of the incident; any internal reprimands that may have resulted from the incident, as well as our agencies plan to ensure that this incident does not get repeated.

Training Procedure

- Local Agency Security Officer (LASO)
  - Signed user agreement between district and CRISS
- Privacy and Security Training
  - CRISS training on CHRI required to receive background reports

Policy History:
Adopted on:
Reviewed on:
Revised on:
Montana School for the Deaf and Blind
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Policy History:
Adopted on:
Reviewed on:
Revised on:
Montana School for the Deaf and Blind
COMMUNITY RELATIONS SERIES

Visitors to the School and Residential Facilities

MSDB encourages visits by parents, guardians, Board members, and community members to all campus facilities. All visitors shall report to the administration office in Bitterroot Hall Building or the Dean of Students office in Yellowstone Hall Building when coming on campus. Entrance to all buildings will be made through clearly marked, central points of access. All visitors are asked to give their name and purpose of their visit and will be asked to wear visitor identification. All visitors (parents, guardians, guests, contractors, volunteers) are expected to provide a state approved ID at check-in. The ID will be scanned to screen for criminal offenses and student custody notices. Approved visitors will be provided and asked to wear a badge for visitor identification. The badge will consist of a photo, time checked in, and where they will be visiting on campus.

Education Program

To ensure that teachers are able to carry out instruction without interference, visitors to the classrooms will be limited to parents and members of the students’ IEP team. At the discretion of the principal, other individuals may be allowed to visit in classrooms.

Residential Program

All individuals visiting in the residential facilities, who are not members of the faculty or staff of MSDB or students of MSDB, Great Falls High, East Middle School or Lewis and Clark Elementary, must have authorization by a parent or guardian of a specific student to visit with that student.

The administration may deny access of visitors to students or any campus facilities if it believes the safety or welfare of students may be in jeopardy.

Policy History:
Adopted on: 11/14/2003
Reviewed on:
Revised on:
Montana School for the Deaf and the Blind
2022 – 2023 School Calendar

PIR ORIENTATION
15-19 Orientation
21 Students Return
22 First Day of School

October 2022

September 2022

November 2022

December 2022

January 2023

February 2023

March 2023

April 2023

May 2023

June 2022

July 2022

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

Approved: Board of Public Education: 03/09/2022
Updated: 2/16/2022

20-21 Teacher Convention
23 Travel Return
24 Classes Resume
?? End of 1st Quarter (45 Days)

9 Gallaudet Day
22 Travel Home
Christmas Vacation
December 23 - January 2
No School

17 Travel Home
20 Travel Return
School not in Session
21 Classes Resume

10 Travel Return No School
11 Classes Resume

2 Last Day of School
Awards Assembly 10:30 AM
Dismissed at noon
End of 4th Quarter (45 Days)
Teacher Check-out

1st Quarter: October 26, 2022
2nd Quarter: January 11, 2023
3rd Quarter: March 22, 2022
4th Quarter: J. 2023
https://www.msbmu.org/
A. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 (Elementary/High School), Cascade County, in a meeting held __________, 2022, authorize by resolution __________, District Superintendent, Authorized Representative, to file an application for the district(s) to make representations and to make commitments on behalf of the district(s) under the provisions of this Agreement.

B. The Board of Trustees further agrees that the persons named in Item C be designated the administrators for the project and are authorized to receive and expend for the conduct of this project, funds belonging to the above district(s).

C. The designated administrators for the project are the Superintendent and the Director of Curriculum, Shelby Public Schools.

D. The designated fiscal agent for the project is the District Clerk, Shelby Public Schools, 1010 Oilfield Avenue, Shelby, MT 59474.

E. Annual membership dues are $3,025.00 plus $10.00 per student based on Spring 2022 Student Count (combined K-12) enrollment figures for the district.

F. The Board of Trustees of Montana School for the Deaf and the Blind, LEA # 9258 has reviewed all information and data contained in this Cooperative Agreement and agrees to pay the host District Three Thousand Four Hundred Sixty-Five and 00/100 dollars ($3,465.00) as itemized on the attached statement no later than October 1, 2022.

G. The original of this Cooperative Agreement must be filed with the administrators of the Project.

Signature/Chairperson of the Board of Trustees

Date
STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name
   Montana School for the Deaf and the Blind

2) Division

3) Org Number

4) Name of Person(s) Traveling/Employee ID#
   Paul Furthmyre / Sharon Woods / Kerri Norrick / Amy Tangen

5) Justification
   The 2022 AER Biennial International Conference is the largest gathering of professionals who provide services to those who are blind or visually impaired. Marked as the top-rated educational and networking event of the year, this conference boasts a wide range of sessions led by thought leaders, esteemed practitioners, and seasoned experts. The goal of the conference is to help you advance your performance by connecting you with information, resources, data and so much more!

6) Itinerary
   Destination: St. Louis, MO
   Travel Dates: July 19 - July 25

7) Estimated Costs
   Transportation $ 3800
   Meals $ 1200
   Lodging $ 2835
   Other $ 495

   Total estimated cost $ 8330

   Provide details to support estimated costs:
   (Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
   Union Station Hotel (314 231 1234)
   Price includes everything but ground transportation

8) Submitted By

   Paul Furthmyre
   Superintendent
   Date: 4/27/22

   Approval of Authorized Agency Personnel per Department Policy

   Supervisor
   Date
   Administrator
   Date

   Dept. Head/Designee
   Date

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

REVISED 11/17
Board of Public Ed Meeting

BOPE Meeting – April 19, 2022
Those in attendance - Paul Furthmyre, Jim Kelly, Carol Clayton-Bye, Donna Schmidt, Julie-Dee Alt, McCall Flynn, Tammy Lacey
Note Taker – Paula Mix
Approval of Agenda

Meeting Objectives:
- Provide BOPE Information about all MSDB Programs
- Seek guidance from the BOPE

Administration
- Personnel Action Plan
  - No retirements or resignations
  - New Hires-
    - Audiologist - hired from Central Michigan, also Speech and Language pathologist
    - TVI - Melissa Miller
    - Principal by the Board Meeting
    - TVI- Second one hired by the Board Meeting
- Nursing Situation
- Zero Applications
  - Have CMA Interest - received a rough draft from the State using CMA, waiting to hear back
- OYO Positions from 2021-22
  - TVI – Will Be Filled - have given an offer to an applicant, accepted into Portland State TVI, has a Special Ed degree, and she is a Teacher of the Deaf.
  - Principal – Will Be Filled - 3 applicants, will interview next week
  - TOD – Will Be Filled - depends on the Principal position, Julie-Dee if she receives it the TOD will be filled
- School Psych Position to TVI Teacher
  - one applicant in 3 ½ years, would like to use this position TVI and then open it up to a School Psych.
  - We had three good applicants for the TVI position
- Librarian Position to Reading Interventionist
  - Need this for Accreditation, help our teachers and kids in reading as they are behind
- Deaf Mentors / Family Advisors
  - next fall would like to bring them to the Board for approval
- Para Broadband Request
  - for Para Professionals, Looked at GFPS pay scale, need to have Governor’s office approve 3 Para’s will receive $2.03 per hour, still working with James Castleberry, working on a MOU with the Union
- **Policy Information**
  - Action Items (Policy Updates) Fingerprinting from our Audit
    - **Policy 5120** (2nd Reading)
    - **Policy 5120P** (2nd Reading)
    - **Policy 5122** (2nd Reading)
  - First Reading - Visitors to our School, Raptor Screening, asking for ID when they come in, badge will consist of a photo, destination
    - **Policy 4301**
    - McCall- going to let board members, visitors know about this process. Will this take some extra time?
    - Paul- I will get back to you on this. Will ask Judy about this.

- **2022 - 2023 School Calendar** - days match up pretty close the public school calendar
  - Calendar to Adopt
  - Stakeholder Input
  - 80% responded and Plan B will be the calendar for the Board to approve

- **MSDB Accreditation**
  - Cognia- accredited
  - Applied for CEASD- Council of Educational Administrators
  - Applied for AER - since 2017 should have been accredited by the former organizations that AER took over. We are applying for accreditation for next year. This will be our Blind Accreditation
  - Goal is to be known as a solid educational program through COGNIA, solid Outreach Program, Residential Program through both CEASD, AER

- **Golden Triangle Curriculum Consortium**
  - **2022 - 2023 Membership Dues**
    - I like to have this as an action item to approve it, sign and start putting this on the May agenda.
    - Tammy - do you have teachers that participate on the committees?
    - Paul- Yes we do. School Counselor has participated, Have 8-9 teachers doing the book study. I have attended the Admin meetings. Put my name in to be on the Executive committee.
    - Aug 15, PIR day, for our Education staff. Eric Scheninger

- **Foundation meetings**
  - McCall- been asked to attend the Foundation Board meetings, if I could get a copy of the schedule.
  - Paul- there is a meeting next Monday at 10, might have a virtual option, I will get Kristina Rosenberg to contact you to put you on the invite.

- **Out of Planned budget Programs**
  - **Deaf Mentor / Family Advisors**
    - work with our outreach consultants, getting more referrals in the younger age
    - Newborn hearing grant that provides $2700 for Deaf Mentors
    - Family Advisors are paid two ways
      - IDEA Part B grant- serves ages 3-6, $15,000, Next year we will extend it to graduation
      - Askin OPI to increase some funding or the Legislature
      - Tammy- Legislatures about Family engagement- take advantage of this
      - Paul- we had our Easter Dinner and for the first time we invited the Legislatures and three Legislatures that came, Mr. Hoven, grandson attends, Galloways came, spent quite a bit of time with them.
      - Paul- for graduation, is it you that we invite to come?
      - Tammy- yes, the date for graduation is?
- **Paul**: Graduation is May 27th at 2:00, Diplomas can we have you sign them at the May meeting?
- **Tammy**: Yes, if not I will drop by the office and sign them.

### Summer Programs
- week long camp for VI students
- week long camp for deaf students
- Outreach staff comes in and works with the FLW's
  - Parents and family members come on campus.
  - Going to have these events this year
  - Foundation - pays for the supplies for the camps
  - State - pay for personal services
  - We paid for these camps with opened positions - we don't have any open positions now.
  - Asking the Legislature to see if we can get some money for these activities.
  - Jim and Carol are working on how they can cut the number in have for this year
- **Tammy**: Is there any way to do trade time or anything during the school year for the summer programs to give some flexibility, they can have days off during the school year?
- **Paul**: If we were at full staff we could. We want educational staff involved but we don't have Paras. The camps are paid stipends, not the true hourly rate. The big difference between why we went over budget in the camps versus family learning weekends, a family learning weekends paid true hourly rates.

### ESSER II Grant
- **Summer School**
  - Postponed for one year due to construction going on
  - **Tammy**: can you use these funds for your summer programs
  - **Paul**: we'd have to rewrite it and have them do it. The goal for the summer camp was to hit intervention with the preschool-kindergarten and these kids wouldn't be attending the camps
  - **McCall**: there was a significant amount of money that was given to the state for nonpublic schools. And almost 13 million of that went unspent. OPI had to divert that to the governor's office to use his GEAR funds. Maybe reach out to Dylan Clapmeyer in the governor's office, and request that some of those gear funds possibly go to MSDB for some of these different purposes.
  - **Paul**: That is a great idea. I have met with Dylan. One of the projects we are looking at is an updated Database for Outreach. Carol is working and looking at Databases. And JAG, funding for 3-5 yrs for a job coach

### ESSER III Grant
- **Social Emotional Learning**
  - Panorama Cost to High
    - Zero to 900 kids fee is the same price - $8000
  - Looking at 2nd Step
    - Going to go with 2nd Step

### DPHHS Grant
- Paid for nursing services $95,000, have depleted this
- DPHHS - saying that if schools expanded their money this year, they'll be eligible for the same grant come the fall. So we plan on applying for that grant.
• 23 HB 5 Projects
  • Drop Off Loop- this is much safer for kids to be dropped off for school
  • Bitterroot Roof
  • Camera System
    o Install
    o Have 10 cameras already on the outside of the buildings - don't cover everything
    o be good for students that have seizures to see what started the seizures
    o Parent - custody battle, walk through the building
    o Tammy- cameras in the classrooms too?
    o Paul- good question- this bid doesn't include this. But the Union has come and asked if we would be willing to have them in the classroom
    o Tammy- might have to collectively bargain that as a working condition
    o Paul- had a police officer show up, had a report of inappropriate behavior of one of our teachers, which turned out to be nothing after they investigated it. If we would have had a camera in there would have been a lot easier to say no.
• Lighting Project
  • Currently 2 Classrooms Installed in Bitterroot
• Pre-Construction Meeting Notes
  o project will start in the Cottage in May
  o Abatement will start June 13 - in four different sections, replace the ceiling tiles
• Out of State Travel
  • AER International (July 19 - July 24) - Paul, Carol, Julie-Dee and could be few more that might want to go
  • Georgia?
    o The Department of Ed has a Community of Practice Group for deaf education which I am part of. listened to Stacy Tusi, She oversees the two deaf schools and the one blind school. A founder of one of the three main early literacy interventions for deaf students.
    o Talked with OPI and asked will you pay for her to come here and be our consultant. They have given me the okay to partner with Stacy
    o Georgia - we implemented the Wonders curriculum Reading curriculum as well as Study sync. And talking with her they're going to implement the same programs at their schools.
    o Training in Georgia has invited us to attend these training sessions. Stacy will also come here for training for the State
    o Tammy- I know one of the goals that we discussed is to get together with other folks across the country and share that expertise. So thank you.
    o Paul- Julie-Dee, myself, two Outreach will be going to Salt Lake this weekend-CEASD Administrators of school for the Deaf. Will meet with superintendents and principals of all the deaf blind schools that are combined schools not just deaf.
• Legal Updates - Asking the Legislature to set aside money for this
  • Fees for Past 6 Years
  • Discrimination Case - No Reasonable Cause
    o had 14 days to bring it to a committee- we have not heard anything
    o she had 90 days to file in court and have not heard anything
  • Working with Kaleva on Possible Due Process Claim
• Current Foundation Projects
  • Mustang Center Cardio
    o Foundation is buying new equipment $50,000
  • Mustang Center Bowling Alley
    o Joel submitted this bid $70,000, up to date

• State Lions Convention
  • Will share with the members what is going on here at MSDB
  • Lions will be handing out an award to Kathy Johnson
  • Paul - Outreach will be giving an Award to the Lions Club - AER - Northern Rockies Chapter. Carol will have someone present the award
  • Mark Willmarth - Called the State President for an all call to replenish the broken parts for the prodigies. They have stepped up to help with this.
  • Tammy - will be in the audience in the afternoon as a member.

Maintenance/Business Office
• 2022 Expenditure to Appropriations Report
  • Spending is a little down, Grant work needs to be done, waiting on the Governor’s office.
  • Paul - can you explain to the board? Last time we met with them we had a little bit of mess up.
  • Donna - we were a little bit overspent in our operating expenses. I worked with Nancy Hall, and I got a budget change document, to pull some funding from the education program expenditures, up into the admin to cover that difference. And you’ll see now that we’re, we’ve got $2,300.
  • Paul - can you tell us why? What did that come down to?
  • Donna - a fee that we pay each year for the State Information Technology Services, ITSD. And we were just under funded for that. I’ll be watching when we go into our next budget session to make sure that that’s a little bit better alignment.
  • Tammy - was that an unexpected increase from year over year? Or was it just put in the budget wrong?
  • Donna - misunderstanding of the services that we use. So we were actually under budgeted in that program.

• MSDB Budget Tracking
  • The different grants for Literacy for the ESSER grants you have to spend the money to request the money. I was spending that out of our general fund. And then as soon as we get the money, I do a journal entry to expand it to the right fund. Towards the end of the fiscal year, spending the money and turning into requests right away to cover that, because we don’t have as much leeway.
  • McCall - we have the same situation with our State Specials. Thank you for doing that and being thoughtful about that process because it does matter, definitely matters for auditors.

• Foundation Financials
  • Spending is down a little bit due to some programs that didn’t happen. The Academic Bowl team did not travel, they did it all remotely online.
• **Foundation Restricted Accounts**
  - Funds that have come in are exclusively for a project. Lending library maintenance is the money that has come in from the Lions Club.
  - **Paul-** McCall maybe you can remind them of the finding that the Board of Public Ed’s audit that they have not done an audit.
  - **McCall-** we need to update our MOU or talking about an actual audit?
  - **Paul-** in the contract MOU from the Board to the Foundation, says they will do an audit every two years. And it's been like seven or eight years. The gal that did our audit of MSDB last year caught it. And she actually told us it would be a finding for the Board since the contracts between you and the foundation, and not the school in the foundation.
  - Foundation has done a great job in the recent new hires. Kristina Rosenberg, Secretary and Donovan Schmidt as the Accountant.
  - **McCall-** does the foundation go through a state audit process or paid out of their pocket?
  - **Paul-** they pay for it. - that is the hesitation as a board
  - **Tammy-** you could maybe suggest that they contact the Great Falls Public Schools Foundation director, Stephanie Schneider, maybe they can use the same auditor.

- **Residential**
  - **Cottage Newsletter**
    - Counselors putting it together and sending it the day before the kids travel home, then the parents are aware of what is going on at MSDB.
  - **Department Meetings**
    - Cottage wings-meet once a month or twice a month, talk about the students they work with.
  - **Spring/Easter Formal Dinner**
    - Kitchen staff did a wonderful job.
  - **Student Council update**
    - This year we are staying in Great Falls a little different from previous years.
    - Will do some entertainment around town, and then come to the Cottage.
    - Have done a number of fundraisers with the store and a raffle - this is how they pay for this event.
    - End of the year party will be April 30.
    - **Tammy-** How often does the Cottage Newsletter go out?
    - **Jim-** once a month before the kids travel home.
    - **Tammy-** a lot of great information! Is there any way that the Board Members could be added to the distribution list?
    - **Jim-** I will let the staff know to add the Board to the list.
  - **Paul-** In addition to that, we're getting ready to share our COGNIA strategic plan for the next five years. And communication is one of the four main goals.
  - **McCall-** Tammy, that if you want to send that bulletin to me, I could get that out to all of our board members and suspect members each month. I just think it's so well done. And I think it'll make people very happy as they read through it.
Education: School

- **Current Numbers**
  - 44 students on campus
  - DEW and VIEW here on campus, kids excited to have kids on campus, asking if they were new students
  - LEAP participants - 3 on campus,
    - We are accepting applications and we are up to 5 and expect 10
    - What happens when a child needs more time - we are looking to extend their time if they are under 22 yrs.
    - Had one move out. And participate in our programs
  - Tammy - in relation to the LEAP program, I was thinking about that program. You know, as we're kind of following everything that was happening in Billings, with the change in policy there, and I'm just really proud of MSDB is already recognizing that need and moving forward with it. So good work.

- **Referral numbers**
  - 2 Students Accepted – DHH / VI - fall placements
  - 1 10 Day Current – DHH
  - 2 Students 10 Day Set Up – DHH / VI after Mother’s day
  - 4 DHH Referred
  - 3 VI Referred

- **Literacy Grant Update**
  - First year being involved with that. Great things are coming out of it. The group is starting to reevaluate where we're at and we're looking at plans for next year. We have two more visits with our consultant. Heidi Pettinger, Literacy Coach on board, she has been a good addition

- **Easter Egg Hunt - collaboration with MAFB**
  - Sophomore class usually hosts this event. We don’t have a Sophomore class.
  - MAFB wanted to help with the Easter Egg Hunt at the school and they coordinated the whole event. This will be an annual event for the Base.

- **Tours with GFPS classes**
  - GFPS - Child Development classes came on campus and were given tours, with the Audiologist and our O & M Specialist

- **Shop Class selling project**
  - Cornhole games - customized and they are selling them

- **ACT testing - finishing up this week**

- **Upcoming events:**
  - Spring Program May 3rd at 1:00 streaming and will open it up to the public and we will honor our Seniors and retirees with planting the trees
  - Art Exhibit May 9-13 - second annual
  - McCall - going to work on what activities we want to do while we are campus
  - Graduation May 27th

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Education: Outreach

- **UTD - Untangling the Dots**
  - we have an Arm that states that anytime there's a student in need of Braille within a public school setting, that school district has a responsibility of getting someone trained in Braille
  - There were two options. One, you didn't use Braille or two, you automatically went to MSDB. third option, which we wrote in there, that a para would oversee the implementation of Braille with the support of the special ed teacher who was getting
supportive the TVI, which would be an MSDB consultant on a consultative basis.

- We're looking for more support to that Braille component through maybe some legislation that would support our young Braille learners and support our outreach folks with more ability to train and to support the people around the state doing Braille.

- **Tammy** - are you asking for funding for a trainer, consultant?

- **Carol** - would really be focused on the training, the implementation of Braille, consultants do the Braille assessments. Once you have the Braille assessment completed, then having someone fall through it. We have worked with OPI. How can we look at the ways that monitoring happens or things can happen to give those schools that additional support?

- **McCall** - This is one of the Board of Public Education rules. And it's actually in chapter 55, which is accreditation, the board is undergoing a revision to chapter 55 right now. So I would suggest not seeking legislation and rather working with the groups who are working on this. I'm on both the taskforce and the negotiated rulemaking committee. There's not anybody on the committee that has this type of background or knowledge to really help provide the changes that you're speaking to. So I can maybe help try to be that catalyst for you.


- **Carol** - we have the data and information on both those two rules to support that. Thanks

- **VIEW and DEW**
  - When families come and see how their student interacts with others and see them happy is encouraging.
  - Be involved in programs on campus, cottage activities, etc.

- **FLWD & FLWB - June**
  - Family engagement piece is really the key component - families are the forever teachers of our students
  - Receive the information that will be given to them during the weekend
  - Working to get presenters from all over the country, Sherry Cook
  - Encourage the LEAP program to be a part
  - We are the only state I'm proud to say in the entire United States that puts on a Family Learning Weekend where we allow the parents, siblings, and the deaf or blind child to come at no cost.
  - Montana Telecommunications, Gallaudet University will be a part of the FLW

- **Legislature Proposals**
  - Family Advisors - extension of our campus program
  - Early intervention piece of our program - weekly meeting with student and family
  - Offset the cost in our general fund
  - Lisa Cannon - Audiologist
  - Newborn screening coordinator - looking at the trends
  - Visit with Shodair 4 years ago - 200 genetic syndromes predispose children to hearing loss, they are know at 400

- Increase our Outreach Program with a few more Outreach Consultants

- Riding along with Outreach Consultant
  - Paul had a good visit going around to the different schools and visiting with the Administrators.
## MONTANA SCHOOL FOR THE DEAF AND THE BLIND

### APPROPRIATIONS - VS - EXPENDITURES

**FISCAL YEAR 2022**

**AS OF: 4/17/2022**

### YEAR TO DATE

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**ALLOCATED TOTALS:**

|                      | 8,156,513.00 | 294,554.74             | 882,616.00               | 9,333,683.74  |

**TOTAL EXPENDITURE TO DATE:**

|                      | 5,813,021.54 | 71,616.77              | 378,361.00               | 6,262,999.31  |

**UNSPENT ALLOCATED BUDGET:**

|                      | 2,343,491.46 | 222,937.97             | 504,255.00               | 3,070,684.43  |
Message from the Director
By Jim Kelly II

Today the students are heading home for the Spring/Easter break. Hard to believe we are closing in on the end of the school year. After the students return next Tuesday we will have about six weeks of school remaining – wow! As always, don’t hesitate to contact me if you have questions, suggestions or concerns for your child!

Giving Back to the Campus Community
By Cheri Luongo

It’s hard to believe today as we look out onto the snow, but the weekend of March 26th and 27th was beautiful. The students and staff took advantage of the great weather that Sunday to help give back to our campus. They put on some gloves, grabbed garbage bags and gathered up all the debris that had blown onto the grounds over the long winter months. By the end of a short 30 minutes, the hard working crew had completely filled the dumpster behind the kitchens! All this work was rewarded with a trip to Dairy Queen and some time to run and play at Lions Park. Needless to say we are all looking forward to more weather like that!
KITCHEN KORNER

Hello, this is Mo! I work in the kitchen at MSDB. A special event the kitchen hosts three times a year is an event called the formal dinner. The formal dinners are a way to show appreciation to students and staff and where staff’s families and friends get an opportunity to come on campus to enjoy a meal with the cottage students around the holidays. The students dress up in fancier clothes, help prepare food for the dinners, do the place settings for each table, and assist with clean up afterwards. The students and staff from the cottage also make really cool centerpieces for each table. One of my favorite things about hosting the dinners is the guests’ reactions to special displays that we make using the food. Here are some photos of the displays that we have done in the past.

Emily LaSalle, outreach consultant, wrote the following and agreed to let us share. Thank you Emily for your kind words and constant support.

It was an amazing dinner! Bobbi and Mo went beyond expectations. There was an appetizer table with a watermelon bowl full of fruit cut in shapes of flowers, a variety of cheeses and crackers, a tossed salad with cucumber curls, a relish dish including artichoke hearts, asparagus spears, two kinds of olives, a baked ham, green beans, mashed potatoes and gravy, potatoes and so much more. The dessert table was not only cute as can be, but delicious. I’m going to attach a few photos because you need to see the creativity to appreciate it. Bobbi and Mo thank you for the long hours you put into this amazing meal. We do appreciate all you do for all of us.

The students looked wonderful and had impeccable manners. The tables were decorated with Easter placemats, napkins and a sweet chocolate treat at each place. The dining room was decorated with bunnies and Easter baskets filled with eggs and flowers. Each staff and student put their heart and soul into decorating and making this event so special.

Staff Buzz

Hi, my name is Tami Kelly. I am one of the LPN’s at MSDI3. I started working at the school in 1988. A lot of things have happened since that time. I got married, and raised my children, I grew up, and grew old! I have taken care of many students over the past 30(+) years! Working at MSDB for me has been a roller coaster of fun. Like when I was a class sponsor, the time I went to Washington DC with a group of students, when I’m working summer camps, and learning weekends, all those events hold special memories for me.
**Student Hub**

Students are involved in many activities on and off campus. On-campus, students participate in extracurricular clubs. These include EOS, VIP, Goal Ball, Jogging Jokers, Flying Hooves and JrNAD. Some of our students participate in clubs at their local public schools, such as art club and volleyball. In the past students have participated in activities through Eaglemount, such as rock climbing and sled hockey. We also have students who choose to participate in individual activities, such as rock climbing, music lessons, and art lessons.

**LEAP REPORT**

Hello from LEAP!

As the year is coming to an end, we have completed more job shadows and have set an expectation of a 30-hour work week. Our hope is for participants to build their stamina and understand what the typical world of work expects. A couple of participants have moved into apartments in the community but still come to campus for LEAP-related trainings and activities. Others are on waiting lists to get an apartment. We are so proud of our participants!

If you haven’t heard - our application opened on April 1st and will close on May 1st. We have already received a couple. When the application closes, we will go over each application thoroughly and set up interviews with potential candidates. Some interviews will be in person, and others will be over Zoom. Next, we will send letters to each applicant letting them know if they will join us in the fall. We hope to announce our next cohort at MSDB’s graduation!

As always, if you have any questions, please let us know! We can be reached at leap@msdb.k12.mt.us.

Carrie and Mackenzie

**HEALTH CENTER**

Hi Everyone,

Today I will tell you some of the “behind the scene,” happenings of the Health Services/Infirmary! We are located on the Glacier side of the Residential program. We are a small department with a huge responsibility! Our main goal is to provide care for the students. That care ranges from dispensing medications, implementing treatments, tube feeding, asthma treatments as well as taking students to medical appointments. We accompany students off campus when needed for field trips and outings and we teach CPR to the staff. Sometimes we even give a little extra dose of “TLC” on those days when growing up is hard! We are staffed 16 hours a day, and on call during the nights. Our staff consists of 2 LPN’s and the director of nursing, an RN. We are considered Pediatric “global” nurses. That just simply means that the nurses will go to the student when possible, so as not to disrupt their day. We function under the students’ doctors’ orders, as well as parental permission. In the event that a child is sick or contagious and needs to be monitored in the Infirmary, we are then staffed 24 hours a day until the student can return to their cottage. Day students remain with us until a parent is able to take them home. Hope that helps explain some of what the Health Services does!

Tami Kelly, LPN

Cottage Website: https://sites.google.com/msdb.k12.mt.us/msdbresidencelife/
Keeping Busy with Springtime Fun
By Erin Faulkner

After two years of limited interactions with the community, it has been so good to see the joy that the students have been experiencing getting to do different activities! In the past month, we have gone to the park several times, gotten ice cream and gone BOWLING!!! In addition to these planned activities, students are still finding ways to occupy their time with personal interests, such as gym time, video games, and flying kites!

Black Eagle Park
video games

fly a kite

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

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

January Puzzler Answers:
Fingerspelling: Why do Leprechauns love to garden? Braille: Because they have green thumbs.
Student Enrollment Summary Report

Effectiv Date: 04/18/2022  Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 24/20/44

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

### MT Sch For Deaf & Blind El

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<th>2: American Indian or Alaska Native</th>
<th>3: Asian</th>
<th>4: Black or African American</th>
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<th>Grade</th>
<th>1: Hispanic/Latino</th>
<th>2: American Indian or Alaska Native</th>
<th>3: Asian</th>
<th>4: Black or African American</th>
<th>5: Native Hawaiian or Other</th>
<th>6: White</th>
<th>7: Two or more races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>0/1/1</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
</tr>
<tr>
<td>11</td>
<td>0/1/1</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
</tr>
<tr>
<td>12</td>
<td>0/1/1</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
</tr>
<tr>
<td>All Grades</td>
<td>0/1/1</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
<td>0/0/0</td>
</tr>
</tbody>
</table>

Student Population Excluding White not of Hispanic Origin

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT Sch For Deaf &amp; Blind El</td>
<td>6</td>
<td>19.35%</td>
</tr>
<tr>
<td>MT Sch For Deaf &amp; Blind HS</td>
<td>3</td>
<td>23.08%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>20.45%</td>
</tr>
</tbody>
</table>

Plus:

3 LEAP Students
INFORMATION

❖ MACIE LIAISON – (Item 8)

Susie Hedalen

ITEM 8

MACIE REPORT

• American Indian Regalia Protections Statement
• American Indian Regalia Protections Resolution

ACTION

• Request Approval of MACIE Appointments

Jennifer Smith
Overview

The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:

Requested Decision

Approve new MACIE members:
Marcy Cobell, Montana Indian Education Association Representative

Jonathan Jay Eagleman, Chippewa-Cree Tribal Representative

Review American Indian Regalia Protections Resolution

Related Issue(s):

April meeting overview

Recommendations

Approve new members

Resumes:

Marcy Ann Cobell

Marcy is a proud member of the Blackfeet tribe and was born and raised on the Blackfeet Indian Reservation. She attended school from K-12 in Browning Public Schools. Marcy is the daughter of Judy Cobell and the late Eugene Cobell. She is the great, great, great granddaughter of Mountain Chief, a prominent Chief of the Blackfeet Tribe. Most of her professional career has been within the public-school systems in Montana, predominantly those on the reservations, working directly with American Indian students. She most recently served as the Superintendent, JH/HS Principal for the Lame Deer Public School System, and the Director of Indian Education for GFPS in Great Falls, MT. Other roles include serving on the MACIE as a board member, and she is the current President of the MIEA (Montana Indian Education Association). She also served on Missing Indigenous Persons Task Force, the United Way, North Central Montana
Human Trafficking Task Force, Murdered & Missing Indigenous People Task Force, Prevention of Child Abuse and Neglect Task Force, Rocky Mountain Turn-Around Leaders, and Circle of Schools in Southeastern Montana. She is an alumnus of both MSU and of UM, having earned degrees in Education, Curriculum and Instruction, and Educational Leadership.

**Jonathan Jay Eagleman**
*does not have bio*
MACIE Position Statement:
On American Indian Regalia Worn in High School Graduation Ceremonies

It is the goal of the Montana Advisory Council on Indian Education (MACIE) to ensure the education of school Board of Trustees, administrators, teachers, staff, and community members who serve American Indian students and families within the state of Montana of the legal language and protections concerning the wearing and use of regalia during public ceremonies.

Although Montana Senate Bill 319 (signed 2017), MCA 2-1-315, protects and supports American Indian students’ right to wear traditional regalia during all public events, including graduation ceremonies, lack of awareness of this law still remains prevalent. MACIE continues to receive reports of students being denied protection provided by the regalia law. This protection includes the wearing of beaded mortarboards, gowns, and associated traditional attire that is inherent among our sovereign Native nations. It is best to reiterate the rights of students provided by the regalia law in order to avoid unnecessary legal situations which may arise when districts are either underinformed or noncompliant with this law.

MACIE recommends and advises the Office of Public Instruction and Board of Public Education address this ongoing lack of awareness by informing and preparing all school affiliated personnel in the area of legal protections of wearing and use of American Indian regalia by:

- affirming Montana Senate Bill 319 to all Trustees, Superintendents, Principals, and personnel
- defending the rights of American Indian students entitled to protection under Montanan Senate Bill 319
- addressing these specific issues in administrator and teacher preparation programs

Thank You,

Montana Advisory Council on Indian Education

Approved April 6, 2022
RESOLUTION

WHEREAS, the Montana Advisory Council on Indian Education (MACIE) has adopted a position statement on American Indian Regalia Protections; and

WHEREAS, it is MACIE’s goal to proactively inform and educate school district Board of Trustees, administrators, teachers, and staff who serve American Indian students, families, and communities within the state about the legal language protections that exist for Native regalia to be worn at public ceremonies such as graduation; and

WHEREAS, MACIE believes that many educators and school leaders find themselves underinformed and unprepared in regard to tribal sovereignty, culture, history, spirituality, and the traditional practices of wearing regalia to special events; and

WHEREAS, MACIE believes it is best to address these issues in a preventative manner in order to mitigate any and all unwanted and unnecessary situations from happening, and from continuing to happen, in order to better prepare educators and school leaders;

THEREFORE, BE IT RESOLVED, the Montana Board of Public Education supports MACIE in their work to increase and improve awareness by informing and preparing educators in the area of legal protections of American Indian regalia and other issues mentioned above that are present in the intersection of school policies and Montana law.

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION ON XX.

Tammy Lacey, Chairperson
Board of Public Education
April 5, 2022

Harlan Baker, Chairperson
Chippewa Cree Tribe
96 Clinic Road
Box Elder MT 59521

RE: Montana Advisory Council on Indian Education
Member nomination for Chippewa Cree Tribe

Dear Chairperson Baker:

The Montana Advisory Council on Indian Education (MACIE) was established in 1984 by the Office of Public Instruction and the Board of Public Education to act in an advisory role in matters related to Indian Education in Montana.

Membership in the council consists of representatives of Indian education in the state of Montana selected in consultation with tribes, Indian organizations, and major education organizations in which Indians participate. The council currently meets virtually to ensure the safety of members. Once in-person meetings become the norm again, usually in Helena, travel expenses for members will be reimbursed by the Office of Public Instruction. However, virtual participation will still be allowed as necessary.

The MACIE constitution provides membership for the Chippewa Creek Tribe. We understand the current representative, Voyd St. Pierre is resigning effective April 6, so we are requesting appointment of another member. We are looking for an individual who knows the issues and challenges surrounding American Indian student achievement and who is willing to be an active member in meetings and discussions regarding the goals set by the advisory council in its Constitution and Bylaws (located at https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Student-Achievement#87111462-macie).

Please let Joan Franke know the person you will be appointing to the advisory council. Her email is jfranke@mt.gov.

We look forward to a representative from the Montana School Board Association Indian School Board Caucus.

Sincerely,

Jennifer Smith
MACIE Chairperson
Please fill out this form and return to:
Joan Franke
Administrative Assistant
jfranke@mt.gov

Yes, our tribe wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Jonathan Jay Eagleman
Address: 180 Summer Wind Road
City, ZIP: Box Elder, MT 59521
Phone: 406-262-4446
Cell Phone: ____________________________
Email: ________________________________

Please provide a brief bio articulating the nominee’s qualifications for membership on MACIE.

Jay served in a variety of leadership roles for the Chippewa Cree Tribe. His knowledge of language, culture, and history of the Chippewa-Cree people will inspire, promote healing for Indigenous people.

Yes, I have contacted our nominee who has agreed to represent our tribe as an active member of MACIE.

No, our tribe does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe: Chippewa Cree
Chairperson signature: _________________________
Date: 4/29/22
ACTION

- EXECUTIVE COMMITTEE – (Items 9-12)

Tammy Lacey

ITEM 9

REQUEST APPROVAL OF THE 2023 PROPOSED K-12 BASE AID PAYMENT SCHEDULE

Barb Quinn
Montana Board of Public Education
Executive Summary

Date: May 12th and 13th, 2022

<table>
<thead>
<tr>
<th>Presentation</th>
<th>FY23 Proposed K-12 Payment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>NAME: Barb Quinn</td>
</tr>
<tr>
<td>Position Title</td>
<td>OPI School Finance Senior Manager</td>
</tr>
<tr>
<td>Overview</td>
<td>As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 payments for public education.</td>
</tr>
<tr>
<td>Requested Decision(s)</td>
<td>Approval of dates</td>
</tr>
<tr>
<td>Related Issue(s)</td>
<td></td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Approval of Schedule</td>
</tr>
</tbody>
</table>
**PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2023**

The following distribution dates for FY 2023 BASE aid payments to K-12 schools are proposed to the Montana Board of Public Education and are scheduled according to 20-9-344, MCA.

<table>
<thead>
<tr>
<th>Month</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, Technology, and Transportation Prepayment</td>
</tr>
<tr>
<td>September 27</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education</td>
</tr>
<tr>
<td>October 26</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education</td>
</tr>
<tr>
<td>November 21</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, State Coal Mitigation Block Grant, and Indian Language Immersion Payment</td>
</tr>
<tr>
<td>December 16</td>
<td>Guaranteed Tax Base Aid for General Fund, State Lands Block Grant, and County Retirement</td>
</tr>
<tr>
<td>January 26</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education</td>
</tr>
<tr>
<td>February 23</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education</td>
</tr>
<tr>
<td>March 28</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation</td>
</tr>
<tr>
<td>April 25</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education</td>
</tr>
<tr>
<td>May 25</td>
<td>Guaranteed Tax Base Aid, State Lands Block Grant, State Coal Mitigation Block Grant, State Major Maintenance Aid, and Debt Service Assistance</td>
</tr>
<tr>
<td>June 27</td>
<td>Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation</td>
</tr>
</tbody>
</table>
INFORMATION

ITEM 10

FEDERAL PROGRAMS REPORT

Dr. Julie Murgel
Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Update on Federal American Rescue Plan-Elementary and Secondary School Relief Fund (ARP-ESSER) and the Federal Accountability System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Dr. Julie Murgel</td>
</tr>
<tr>
<td>Position Title</td>
<td>Chief Operations Officer</td>
</tr>
<tr>
<td>Overview</td>
<td></td>
</tr>
</tbody>
</table>
| Requested Decision(s) | 1. Addendum for ESSA Accountability  
2. Approved Federal Waiver- 5th yr. Funding for Schools  
3. Report Card  
4. ESSR General Information  
5. EANs General Information  
6. USDA Policy Memos |
| Related Issue(s) | None:                                                                                                                     |
| Recommendation(s) | Informational only                                                        |

![Logo]
May 12-13, 2022
Update on Federal Programs

1. ESSA Accountability Addendum

Due to the waivers that Montana received from the accountability requirements of the Elementary Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year, we have not implemented all aspects of the statewide accountability system or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, the Montana Office of Public Instruction 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.

As a result, the US Department of Education has provided a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA to make accountability determinations and identify schools in fall 2022.

On March 7, 2022, the OPI submitted the MT Accountability Template to the US Department of Education and is awaiting a response.

Click Here for the Montana Accountability Waiver Template.

In this waiver, Montana is requesting the following one-time adjustments due to COVID-19 pandemic:

- Shifting timeline for long term goals and measurements of interim progress forward by two years.
- Using non-consecutive 3 years of data (2019, 2021 and 2022) for annual Targeted Support and Improvement (TSI) identification for School Year 2022-2023.
- Not counting 2019-2020 or 2020-2021 in the four-year limit to exit Comprehensive and Support Improvement (CSI) status, allowing schools additional time to exit before additional requirements are imposed.
- Allowing schools identified CSI in Fall 2022 to exit after one year. The Exit Criteria for Fall of 2023:
The first criteria are to exit out of the lowest performing 5 percent of Title I schools and for all high schools that have improved graduation rates to be at or above 67 percent; and

- The second criteria are to meet the academic growth goals (ELA and Math) set in a school’s Continuous School Improvement Plan (CSIP). The plan will be driven by a comprehensive needs assessment and the school’s report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state.

2. Federal Waiver for School Improvement Funding Request Approved:
Attached is a letter that indicates approval of Montana’s waiver request to extend for an additional, fifth year an ESEA section 1003 subgrant to an LEA to implement school improvement interventions for schools previously identified for comprehensive support and improvement.

3. Report Cards
The fourth year of issuing the federally mandated public school report card required by the Every Student Succeeds Act (ESSA). Individual schools received their data on March 11 before the public data was released on March 18. The state report card holds data from the previous school year, 2020-2021, and is displayed in an accessible digital report card. There is an individual report card for each of Montana’s 825 schools plus a report card for our 402 school districts.

The federal government required the state-wide assessment without any relief or waivers as in the previous year. Each report card shows data on:
- student achievement scores in math and reading
- student growth in math and reading
- student enrollment
- per-pupil expenditure at local/state, and federal (The federal allocation of Covid relief dollars is not reflected)
- educator qualifications
- graduation rates

The federal requirement for accountability designation as Comprehensive, Targeted, or Universal was carried forward from 2019. The previous annual state accreditation status for schools was also maintained.

Additional information about the differences from the previous year’s report card can be found here.
4. ESSER Information

- **Federal ESSER Data Collection Compliance**
  The Federal Data collection for ESSER spending from October 1, 2020, to September 30, 2021, was submitted from districts to the OPI through the Data Collection Tool on March 18, 2022. This data reporting is a requirement of ESSER grant funding.

- **ESSER Summer School application** is anticipated to be available under the ESSER link on the OPI website in mid-April. The application will be like the after-school program application. Our goal is to make award announcements by the first week in May. After school and summer school ESSER grants will have data collection requirement and OPI is working to pull as much data from applications as possible to avoid duplication of work effort.

---

**ESSER Allocation and Status Information**

*Elementary and Secondary School Emergency Relief*

*April 2022*

<table>
<thead>
<tr>
<th>Types of Usage</th>
<th>CARES ESSER I</th>
<th>CRRSA ESSER II</th>
<th>ARP ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Applicants</td>
<td>305 Approved</td>
<td>311 Approved</td>
<td>317 Plans Submitted</td>
</tr>
<tr>
<td>Total Amendments</td>
<td>265</td>
<td>181</td>
<td>284</td>
</tr>
<tr>
<td>Total LEA Allocation</td>
<td>$40,779.698</td>
<td>$160,309.519</td>
<td>$347,337.312</td>
</tr>
<tr>
<td>Total Budgeted by LEAs</td>
<td>$40,729.650</td>
<td>$144,973.176</td>
<td>$303,760.761</td>
</tr>
<tr>
<td>Total Expended by LEAs</td>
<td>$31,070.328</td>
<td>$50,295.233</td>
<td>$20,726.9100</td>
</tr>
<tr>
<td>Percentages based on actual expenditures.</td>
<td>50% Staffing: Educators, Technology Support, Facilities, Health and Wellness</td>
<td>43% Staffing: Educators, Paraprofessionals, Counseling Support, Administration, Facilities</td>
<td>50% Staffing: Educators, Paraprofessionals, Summer Program Staff, Counseling Support, Administration, Facilities</td>
</tr>
<tr>
<td>Percentages based on budgets to data.</td>
<td>42% Supplies: Technology and PPE</td>
<td>29% Supplies: Technology, Curriculum, PPE</td>
<td>21% Supplies: Curriculum, Technology, PPE</td>
</tr>
<tr>
<td>Percentages based on budgets to data.</td>
<td>6% Property &amp; Property Services: Renovation and HVAC upgrades</td>
<td>25% Property &amp; Property Services: HVAC, Replacement Upgrades, Facility Renovations, Facility Expansion</td>
<td>27% Property &amp; Property Services: HVAC Maintenance, Replacement Upgrades, Facility Renovations, Facility Expansion</td>
</tr>
<tr>
<td>Percentages based on budgets to data.</td>
<td>2% Professional Technical Services: Technology Support and Capacity, Facility Maintenance</td>
<td>3% Professional/Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance</td>
<td>2% Professional Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance</td>
</tr>
</tbody>
</table>

* CARES ESSER I expended by 11/10/22, CRRSA ESSER II by 11/10/23, and ARP ESSER III by 11/10/24

Wendi Fawns, ESSER/EANS Director, wendi.fawns@mt.gov
5. **EANS (Emergency Assistance to Non-Public Schools)**

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.

**ARP EANS (current funding)**

The ARP EANS *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.

The *Intent to Apply* survey is available to all non-public school participants. If your school received funding under CRRSA EANS, you could log into the e-grants system and the *Intent to Apply* button will be available. For new applicants, please refer to the OPI website at and click on the red EANS button. You will find *New Applicant* information in the EANS Update box on the right. Applicants will have until September of 2024 to expend funds.

**FACTS Solutions** has been contracted to assist nonpublic schools, who have been awarded EANS funding, in processing their purchase requests. A webinar was provided on March 9, 2022 and is available for review for those who were unable to attend. The webinar and other information regarding what funds can be used for is available on the OPI website under the EANS red tab.

**CRRSA EANS I (application period closed)**

The application for these funds closed on August 27, 2021. The *Cash Request* application for allowable reimbursement costs started on September 22, 2021. The *Additional Needs* survey for CRRSA EANS I applicants closed on November 22, 2021. The additional requests are being reviewed for approval. Applicants have until September of 2023 to expend funds.

Questions? Contact:

**Wendi Fawns, ESSER/EANS Director**

6. **USDA Policy Memos**

**Resource | Policy Memos | FNS-GD-2020-0109**

**State Guidance on Coronavirus P-EBT**

USDA is committed to providing nutrition assistance to hard-hit families across the country due to the coronavirus pandemic. In support of President Biden’s call to action on hunger, USDA announced that it is increasing the Pandemic EBT benefit by approximately 15 percent, providing more money for low-income families and millions of children missing meals due to school and childcare closures.

03/21/2022

Resource | Policy Memos | FNS-GD-2020-0109
State Guidance on Coronavirus P-EBT in Schools
USDA is committed to providing nutrition assistance to hard-hit families across the country due to the coronavirus pandemic. In support of President Biden’s call to action on hunger, USDA announced that it is increasing the Pandemic EBT benefit by approximately 15 percent, providing more money for low-income families and millions of children missing meals due to school and childcare closures.
03/07/2022
Resource | Policy Memos

Meal Requirements Under the NSLP & SBP: Q&A for Program Operators Updated to Support the Transitional Standards Effective July 1, 2022
These questions and answers provide guidance for recently published transitional standards for milk, whole grains and sodium.
SP 05-2022
03/02/2022
Resource | Policy Memos

Question & Answer Guidance on the Final Rule, Child Nutrition Programs: Transitional Standards Effective July 1, 2022
These questions and answers provide guidance for recently published transitional standards for milk, whole grains and sodium.
SP04-2022, CACFP04-2022
03/02/2022
Resource | Policy Memos | FNS-GD-2021-0121

Allocation of Supply Chain Assistance Funds to Alleviate Supply Chain Disruptions in the School Meal Programs
This guidance describes $1 billion being provided by FNS to enhance local school districts’ ability to purchase foods for school meals by offering resources needed to address supply chain challenges directly to schools and school districts.
SP 03-2022
12/17/2021

Contact Christine Emerson at cemerson@mt.gov or 406-444-2502 with questions.
INFORMATION

ITEM 11

MUS COLLEGE ACCESS PORTAL PRESENTATION

Scott Lemmon, OCHE
INFORMATION

ITEM 12

REVIEW SEAL OF BILITERACY RECOMMENDATION

McCall Flynn
Montana Seal of Biliteracy Advisory Committee

Recommendations to the Board of Public Education

May 12-13, 2022
Introduction and Summary

Efforts in Montana to enact the Seal of Biliteracy began in November 2020. Stakeholders from the Montana Association of Language Teachers (MALT) held discussions and meetings and shared information with Board of Public Education leaders. The Board of Public Education requested the Certification Standards and Practices Advisory Council (CSPAC) review the request prior to the Board of Public Education receiving a presentation. CSPAC received the presentation in February 2021 and recommended that the Board of Public Education review the request.

The Board of Public Education received a presentation on the Seal of Biliteracy in May 2021 and requested the Montana Advisory Council on Indian Education (MACIE) receive the same presentation prior to any action. MACIE received the presentation in July 2021 and recommended that the Board of Public Education consider approving the Seal of Biliteracy. In July 2021, the Board of Public Education voted unanimously to approve the Seal of Biliteracy in Montana and asked that an advisory committee be formed to determine the criteria for implementation.

In August 2021, the Montana Seal of Biliteracy Advisory Committee conducted their first meeting. Members of the Committee are as follows:

- **McCall Flynn** Executive Director, Board of Public Education
- **Lisa Werner** Seal of Biliteracy Facilitator
- **Blakely Hay** Montana Association of Language Teachers
- **Teresa Mountains** Montana Association of Language Teachers JNCL-NCLIS representative
- **Beth Janney** Montana Association of Language Teachers
- **Susie Hedalen** Administrator, Board of Public Education member, MACIE liaison
- **Jason Cummins** Administrator, MACIE member, Class 7 licensure representative
- **Evelyn Paz** English Learner Specialist, Office of Public Instruction
- **Jacob Barto** Assessment Specialist, Office of Public Instruction
- **Paul Furthmyre** Superintendent, Montana School for the Deaf and Blind
- **Galen Brokaw** Modern Languages and Literatures, Montana State University
- **Marton Marko** World Languages and Cultures, University of Montana
- **Angela McLean** AIMA, Office of the Commissioner of Higher Education
- **Aria Peters** HS English Language Learner Teacher, Missoula County Public Schools
- **Irina Mills** English Learner Teacher, Great Falls Public Schools
- **Tony Campeau** Registrar, Montana State University

The Advisory Committee met nine times over the course of their work and followed the National 2020 Guidelines for Implementing the Seal of Biliteracy [https://sealofbiliteracy.org/state-guidelines], which are indicated in the following steps:

- Clarify the Purpose(s) and Rationale
- Determine the Level of Pathway Awards to be granted
- Define the Criteria for Granting the Awards
- Develop Outreach Strategies and an Application Process
Design the Award and the Process for Award Presentation
Advocacy: Seek Endorsements! Spread the Word

Background

The Seal of Biliteracy is awarded to students who have demonstrated a certain level of proficiency in both English and at least one other world language before graduation from high school. The Seal was created to encourage students with a first language other than English to maintain and/or develop their home language while learning English and challenge students whose first language is English to attain proficiency in an additional world language. The seal is affixed to the high school diploma or on a separate certificate and the accomplishment is noted on the transcript of the graduating senior.

As stated in the Guidelines for Implementing the Seal of Biliteracy, 2020, “The Seal of Biliteracy builds upon strong research about the benefits of mastery of two or more languages for individual students, and the increasing awareness of the need in our communities, state, nation, and world for people with biliteracy and cross-cultural skills. It will benefit learners in the labor market and the global society while strengthening intergroup relationships and honoring the multiple cultures and languages in a community” (p.3).

Montana Focus

The first Committee meeting resulted in the need for further information on the current roles that languages play in Montana. Knowing that we would look to other states for guidance in the implementation process, the Committee first worked to establish what makes Montana unique and emphasized the importance of considering these factors before making any recommendations to the Board of Public Education.

At the October meeting, Lisa Werner, Seal of Biliteracy facilitator, provided information on World Languages, including languages offered, and Advanced Placement and International Baccalaureate programs. Committee members stressed that Indigenous language revitalization is currently receiving attention nation-wide and that the Class 7 license is imperative to ensure that there are Native Language teachers in the classroom, including teachers of Plains Sign Language for the non-verbal students proficient in that language, and expressed the need for a more efficient means of identifying students with Native Language proficiency. Additionally, the Committee talked about the need for American Sign Language (ASL) interpreters and encouraged the recognition of proficiency in ASL. Lisa ended the discussion by educating the Committee on the original design of the Seal of Biliteracy and how it was used to acknowledge the Heritage Languages of English Learners and that care was needed in providing appropriate methods of measuring language proficiency.
Explaining Language Proficiency

The next task for the Committee was to discuss language proficiency. With few exceptions, states that have adopted the Seal of Biliteracy acknowledge the ACTFL scale as the standard for measuring proficiency in the awarding of the seal for World Languages.

ACTFL Proficiency Scale
https://www.languagetesting.com/actfl-proficiency-scale

Developed from the Federal Government's Interagency Language Roundtable scale by ACTFL, the ACTFL proficiency scale has four main levels (Novice, Intermediate, Advanced, Superior).

The first three levels are each subdivided into three sublevels—Low, Mid, and High. The ACTFL scale provides a great deal of definition, especially at the lower levels of proficiency usually achieved in foreign language learning. It is widely used in many arenas, but particularly in academia.

Understanding Proficiency
https://www.languagetesting.com/lti-information/understanding-proficiency

Proficiency refers to the ability to perform an action or function. It refers to one's ability to use language for real-world purposes to accomplish real-world linguistic tasks across a wide range of topics and settings. ACTFL Proficiency Tests reflect and measure the candidate's ability to carry out these real-world tasks.

Differing from an achievement test, which measures knowledge of specific information (what a person knows), a proficiency test targets what an individual can do with what he or she knows. For example, in a driver's test, an achievement test would represent the paper and pencil questions on the written examination, while a proficiency test determines how well the person can drive the car. The language proficiency test is an evaluation of how well a person can use language to communicate in real life.
ACTFL proficiency tests compare a person's unrehearsed ability against a set of language descriptors. These guidelines categorize proficiency along a continuum from the very top of the scale (full professional proficiency) to the very bottom (little or no functional ability). Each of the ten levels of proficiency outlined in these guidelines define language abilities in terms of tasks, text type, accuracy, and content areas. A rating on the proficiency scale does not consider how many semesters or years someone has been learning a language, what textbooks or other materials they have used, or even a speaker's knowledge of grammar, rather is solely based on the speaker's demonstrated ability to use language to accomplish real-life tasks. Achievement tests, in contrast, typically focus on what an individual has learned based on the specific content or subject matter of what has been taught and tend to be limited in scope to a specific textbook or curriculum.

Unlike an achievement test, in which it is possible to "get all the answers right," a proficiency test does not allow for a "perfect score," nor does it compare the results of the test to those of other test takers. In proficiency tests, one's performance is compared to a set of criteria, as defined in the ACTFL Proficiency Guidelines 2012.

Research

In order to proceed with the next steps of implementation, the Committee looked to other states with well-articulated processes and considerations for implementation. Particular focus was given to rural, low-populated states, states with Native Languages, and those with World Languages offerings similar to those in Montana. The following states provided guidance with the following implementation steps:

- Washington: Protocol for Implementation Process
- Wisconsin, Ohio, South Carolina: Overview and Guidelines
- Colorado, Wisconsin: Pathways to Biliteracy, Pathway Awards
- Tennessee, Rhode Island, Missouri, Kansas, South Carolina: Criteria for granting awards at the Intermediate and Advanced Low levels
- Minnesota, New Mexico, Arizona, Wisconsin, Utah: Native Languages
- Utah: Application

Purpose and Rationale

After research, discussion, drafting, and editing, the Committee reached consensus on the Purpose Statement and Rationale for the Montana State Seal of Biliteracy.

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

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

**Rationale**

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

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

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

**Pathways to the Montana Seal of Biliteracy**

The Committee discussed the unique aspects of languages and language instruction in Montana and the need to provide guiding questions for schools to consider when creating routes to identify students’ language proficiency, assist in developing and strengthening their literacy skills, and create a pathway with intermediary stages to chart and celebrate the student progress in reaching language proficiency goals.

**Creating Pathways**

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

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

School-based language education programs should be standards and proficiency based. Time dedicated to the development of bilingualism and biliteracy will vary by program model. Districts are encouraged to innovate and expand access to languages through facilitated language study, online courses, and partnerships with community-based education programs.
A district’s language-learning pathways will depend on a number of factors, including but not limited to staff capacity, resources, student demographics, and community interest. In the progress of designing a framework for language learning, districts should reflect upon these overarching questions:

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

Pathway Awards
The Committee has yet to consider which pathway awards to suggest, but Eagle County School District in Colorado, a state we turned to for examples, has developed this model:
https://www.eagleschools.net/departments/multilingual-education/seal-of-biliteracy
❖ 5th Grade Pathway Award
❖ 8th Grade Pathway Award

Determining Award Levels and Criteria for Granting the Awards

The Committee recommends adopting a two-level award model for the Montana Seal of Biliteracy. Committee members agreed that this would both recognize language learners at the Intermediate Mid/Functional Fluency and the Advanced Low/Working Fluency Levels. The Committee believes this will embolden all language learners to grow and maintain fluency in both their first and second languages to the greatest degree possible and be appropriately recognized for their linguistic accomplishments.
## Award Levels
- Gold - Intermediate Mid
- Platinum - Advanced Low

## Criteria for Granting the Awards
*Additional testing options for attaining the Platinum Award (Advanced Low) in English*

<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Languages</th>
<th>Score / Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Languages of Montana</td>
<td></td>
<td>Montana tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for the awarding of the Montana Seal of Biliteracy.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Languages</th>
<th>Score / Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>* STAMP 4S</td>
<td>Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba Upcoming: ASL, Latin, Kurdish, Cape Verdean and Ukrainian</td>
<td>IM: 5 AL: 7</td>
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<tr>
<td>STAMP WS</td>
<td>Less-Commonly Taught/Tested Languages</td>
<td>IM: 5 AL: 7</td>
</tr>
<tr>
<td>* APPLL (ACTFL Assessment of Performance toward Proficiency in Languages)</td>
<td>Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish</td>
<td>IM: I-4 AL: A-1</td>
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<tr>
<td>ACTFL OPI (interview) &amp; WPT (writing tasks)</td>
<td>Less-Commonly Taught/Tested Languages</td>
<td>IM: 14 AL: A-1</td>
</tr>
<tr>
<td>ACTFL ALIRA</td>
<td>Latin</td>
<td>IM: 1-2 AL: A-1</td>
</tr>
<tr>
<td>Advanced Placement Exam (AP / College Board)</td>
<td>Chinese (Mandarin), French, German, Italian, Japanese, Latin, Spanish, English</td>
<td>IM: 3 AL: 5</td>
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<tr>
<td>* International Baccalaureate (IB)</td>
<td>French, Spanish, English</td>
<td>IM: 4 AL: 6</td>
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<tr>
<td>ASLPI</td>
<td>Gallaudet University (ASLPI)</td>
<td>IM: Level 3 AL: Level 4</td>
</tr>
<tr>
<td>* WIDA ACCESS for ELLs</td>
<td>English</td>
<td>IM: Completion of English graduation requirements as set forth by the Montana Board of Public Education AL: 4.7</td>
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</table>
Application for the Montana Seal of Biliteracy

The Committee agreed that there should be a common application available to all school districts in Montana that can be personalized with a district logo if desired.

The application we hope to model is from Utah: https://www.uen.org/advocacy/downloads/BiliteracySealApplicationMurray.pdf

Award Design and Presentation

The Committee has started discussion on the kind of awards to be offered, including foil seals affixed to high school diplomas, foil seals affixed to certificates, and medals. We recommend that the Seal is acknowledged on the transcripts of all graduating seniors along with a description of the criteria met for either the Gold or Platinum Level. The design of our Seal has yet to be discussed or determined, but it has been mentioned that other states have requested students to design their seal.

The Committee has yet to determine the process for the Award Presentation. Typically, the awards are presented at a special language award celebration, at a district-wide award assembly, or as a part of the graduation ceremony. Other than the Seal being documented on the high school transcript and the design of the Seal itself, the Committee agrees that the school districts have the freedom to decide on all other matters concerning the presentation of the award.

District Responsibilities
The Montana Seal of Biliteracy is a state-level award. The Committee recommends that school districts who choose to participate assume the responsibilities listed below:

- Disseminating of Information
- Testing
- Awarding
- Record Keeping

Timeline for Reporting Data and Obtaining the Seal
The Committee has discussed the need to create and provide school districts with a detailed timeline for reporting data and obtaining scores as well as other considerations to keep in mind based on the experience of other states.
Conclusion

The Montana Seal of Biliteracy Advisory Committee would like to thank the Board of Public Education for the opportunity to participate in this work. The information and recommendations provided in this document are well-researched and have proven to be highly successful in other states. By approving these recommendations, students who are successful in attaining proficiency in two or more language will receive the recognition they deserve. We owe it to our students to help them recognize the value of their academic success.
ACTION

LICENSURE COMMITTEE – (Items13-23)

Madalyn Quinlan

ITEM 13

REQUEST APPROVAL OF THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Rob Stutz
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEWRULES I and II; the amendment of ARM 10.57.102, 10.57.107, 10.57.109, 10.57.112, 10.57.201A, 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, 10.57.416, 10.57.419, 10.57.420, 10.57.421, 10.57.424, 10.57.425, 10.57.426, 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; and the repeal of ARM 10.57.416, 10.57.417, 10.57.426, 10.57.429, and 10.57.430

TO: All Concerned Persons

1. On January 28, 2022, the Board of Public Education [board] published MAR Notice No. 10-57-288 pertaining to the public hearing on the proposed amendment and repeal of the above-stated rules at page 103 of the 2022 Montana Administrative Register, Issue Number 2.

2. The board has repealed the following rules as proposed: ARM 10.57.416, 10.57.417, 10.57.426, 10.57.429, and 10.57.430.

3. The board has adopted the following rules as proposed: NEW RULE II (ARM 10.57.222), 10.57.109, 10.57.112, 10.57.201A, 10.57.216, 10.57.217, 10.57.218, 10.57.411, 10.57.412, 10.57.413, 10.57.415, 10.57.421, 10.57.425, 10.57.428, 10.57.432, 10.57.433, 10.57.601A, 10.57.601B, 10.57.607, to be effective upon adoption.

4. The board has adopted the following rules as proposed, but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

   NEW RULE I. RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS
   (ARM 10.57.221)
   (1) and (2) remain as proposed.
   (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

MAR No. 10-57-288
to Montana, is domiciled in Montana, or has moved to Montana on a permanent change-of-station basis; and

(b) Remains as proposed.

(c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.415 413.

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) Remains as proposed.

(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) Remains as proposed but is renumbered as (2).

(4) Remains as proposed but is renumbered as (3).

(5) Remains as proposed but is renumbered as (4).

(6) (5) "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.

(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 state education agency; or

(c) An educator preparation program approved by a state board of education

MAR No. 10-57-288
or state education agency that leads to licensure in the state of preparation.

(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-approved educator preparation program. Certification includes grade level(s), endorsement(s), and classification.

(8) Remains as proposed but is renumbered as (7).

(9) "Course work GPA" means the weighted average of teacher education program course grades, weighted by credit hours, and 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, including content area coursework, based on contact hours or credits earned. The weighted average is calculated as follows:

(a) For each course required by the program, multiply the numeric grade value earned by the number of credits for the course;
(b) Sum the products for all the courses included in (a); and
(c) Divide the sum calculated in (b) by the total credits for all the required courses.

(10) and (11) remain as proposed but are renumbered as (9) and (10).

(12) "Lapsed license" means:
(a) the licensee has not earned the required number of renewal professional development units during the term of the license; or
(b) the licensee has earned the required number of renewal professional development units during the term of the license but has not renewed the license by June 30 following the year of expiration.

(13) Remains as proposed but is renumbered as (12).

(13) "Military Dependent" means an adult dependent of a member of the armed forces of the United States, or a reserve component of the armed forces of the United States, stationed in Montana in accordance with military orders or stationed in Montana before a temporary assignment to duties outside of the state.

(14) Remains as proposed.

(15) "Student-teaching portfolio" is a collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements. A type of performance assessment that asks candidates to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

(16) and (17) remain as proposed.

(18) "Year of administrative experience" means employment as a licensed administrator at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, 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) and (b) remain as proposed.

(19) "Year of teaching experience" means employment as a licensed teacher at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, 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 approval of the request:

(a) Remains as proposed.
(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. The obligation of a statewide advertisement may be satisfied through any reasonable means, including use of the Montana Jobs for Teachers Service of the Office of Public Instruction.
(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) through (iv) remain as proposed.
(2) An emergency authorization of employment is valid for one year and is eligible for continued authorization from year to year depending on satisfaction of conditions set forth in this rule.
(3) and (4) remain as proposed.

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS  (1) Remains as proposed.
(1)(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 license may be issued with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.
(2) through (5) remain as proposed.

10.57.301 ENDORSEMENT INFORMATION  (1) through (3) remain as proposed.
(3)(a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and An additional endorsement may be granted upon completion of a program of study as verified by the appropriate official, defined in ARM 10.57.102, and
(3)(a)(i) through (4) remain as proposed.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE
(1) through (3)(e)(ii) remain as proposed.
(3)(e)(iii) a 3.00 or higher course work grade point average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or
(3)(e)(iv) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the MAR No. 10-57-288
out-of-state P-12 school employer on a form prescribed by the superintendent of public instruction.  
(4) and (5) remain as proposed.  

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT  (1)(a) and (b) remain as proposed.  
(c) completion of courses covering Montana requirements through online professional development courses or graduate coursework in each of the following areas: School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law. in order to qualify, such courses must have been provided either by:  
(i) Montana school law; and an approved professional development provider pursuant to ARM 10.57.216; or  
(ii) Montana school finance; and an approved school administrator preparation program.  
(iii) Montana collective bargaining and employment law;  
(1)(d) through (2) remains as proposed  

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT  (1)(a) through (b) remain as proposed  
(c) eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization or Class 6 school counseling license;  
(1)(d) through (f) remain as proposed.  

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT  (1) (a) and (b) remain as proposed.  
(c) three years of teaching experience or three years of experience in a P-12 school setting with a standard, unrestricted license as a fully licensed and assigned related services provider;  
(1)(d) through (g) remain as proposed.  

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE  
(1) through (2)(a) remain as proposed.  
(2)(b) A Class 4B license issued to individuals with a certificate of completion from 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  
(2)(c) through (5) remain as proposed.  

10.57.424 CLASS 5 PROVISIONAL LICENSE  (1)(a) through (c) remain as proposed.  
(2) 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.  
(2) remains as proposed but is renumbered as (3).  
(3)(4) 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.

(4) and (4)(a) remain as proposed but are renumbered as (5) and (5)(a).
(5) and (5)(a) remain as proposed but are renumbered as (6) and (6)(a).
(5)(b)(6)(b) a current Montana address or job offer from an accredited or a state-funded P-12 school in Montana; and
(5)(c) remains as proposed but is renumbered as (6)(c).
(6) remains the as proposed but is renumbered as (7).

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT

(1) through (1)(e) remain as proposed.
(f) for those applicants who have not completed the courses covering Montana requirements through online professional development courses or graduate coursework in each of the following areas: School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law, in order to qualify, such courses must have been provided either by:
(i) Montana school law; and an approved professional development provider pursuant to ARM 10.57.216; or
(ii) Montana school finance; and an approved school administrator preparation program.
(iii) Montana collective bargaining and employment law;
(2) Remains as proposed.

10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT

(1) and (1)(a) remain as proposed.
(b) three years of appropriately licensed experiences as a teacher or counselor in the area requested for supervisory endorsement or three years of experience in a P-12 school setting as a fully licensed and appropriately assigned related services provider; and
(c) Remains as proposed.

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

(1) through (1)(a) remain as proposed.
(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 P-12 school setting; or
(c)(i) Remains as proposed.
(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 P-12 school setting.
10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR
(1) through (1)(a) remain as proposed.
(b) completion of a CACREP accredited school counselor program which included an internship in a P-12 school setting of 600 hours; or
(c) through (c)(i) remain as proposed.
(ii) recommendation from an approved specialist program defined in ARM 10.57.102, which included an internship in a P-12 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 a period of five years the lifetime of the license holder.
(2) through (5) remain as proposed.
(6) A Class 7 American Indian language and culture specialist license may be renewed upon meeting the terms of the renewal as provided in the memorandum of understanding in (2).
(6) remains the same but renumbered as (7).

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE
(1) through (3)(a) remain as proposed.
(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: 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
(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.
(3)(c)(ii) through (6) remain as proposed.

4. The board has thoroughly considered the comments and testimony received. A summary of the comments received, and the boards responses are as follows:

COMMENT 1: 16 commenters, including NWMASS and MTPEC, supported licensure reciprocity for military spouses in New Rule I.

COMMENT 2: The Board Licensure Committee commented that the term “military dependent” in New Rule I should be defined and worked with Malmstrom Air Force Base to suggest the following definition: “Military dependent” is an adult dependent of a member of the armed forces of the United States or a reserve component of the armed forces of the United States stationed in Montana in accordance with military orders or stationed in Montana before a temporary assignment to duties outside of the state.

COMMENT 3: CSPAC recommended the Board either define the use of “dependents” or remove the new rule entirely in New Rule I.

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COMMENT 4: The Governor’s Office and Republican Legislators commented that they support automatic reciprocity for military spouses and dependents in New Rule I and would encourage the Board and OPI to enter into multi-state reciprocity agreements with states who have similar licensing standards to Montana.

RESPONSE: The Board of Public Education agreed with Comments 1-4 in regard to New Rule I, with the exception that reference in New Rule I (3)(c) refers to 10.57.413 and not 10.57.415.

COMMENT 5: 14 commenters, including NWMASS and MTPEC, oppose proposed New Rule II, as it is duplicative and allows the superintendent to change rules, which are covered under other proposed rules.

RESPONSE: The Board of Public Education disagreed with the commenters, as this information is already allowable under current rule in 10.57.102(3)(b)(ii).

COMMENT 6: 14 commenters, including NWMASS and MTPEC, support the following proposed changes in 10.57.102:

(2)(b): Accredited educator preparation program-suggested the Board remove the stricken language in the first sentence to read “an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state education agency”.

(3)(b)(ii): Accredited educator preparation program-suggested the Board include education to read “state education agency”

(4): Age 3-21-suggested the Board add a new definition for “Age 3-21” which would be defined as, “denotes a scope of service to children by licensed educators beginning at age 3, including preschools, kindergartens, and other early childhood programs authorized by law and continuing through the age of 21 under circumstances authorized by law”

COMMENT 7: CSPAC recommended support of the changes from grade to age in 10.57.102(4).

COMMENT 8: The Governor’s Office disagreed with changes in 10.57.102(4) and stated that licensure definitions are commonly described by grade levels.

(6): Approved preparation program-suggested changing the definition to “means an accredited educator preparation program as defined in (2) of this rule.

(10): Endorsement-

(a) change to “Age 3-Grade 3 (early childhood programs, including preschool or other early childhood programs authorized under exceptional circumstances pursuant to 20-5-101)”;

(f) change to “Age 3-21”

COMMENT 9: CSPAC recommended support of the changes from grade to age 10.57.102(10).
COMMENT 10: The Governor’s Office disagreed with changes in 10.57.102(10) and stated that licensure definitions are commonly described by grade levels.

(18): Year of administrative experience-suggested changing the definition to “Age 3-21” and “for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180-day school year.

COMMENT 11: CSPAC recommended support of the changes from grade to age in 10.57.102(18).

COMMENT 12: The Governor’s Office disagreed with changes in 10.57.102(18) and stated that licensure definitions are commonly described by grade levels.

(19): Year of teaching experience-suggested changing the definition to “Age 3-21” and “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 unless such experience is gained as a student teacher engaged in “supervised teaching experience” as defined in ARM 10.57.102(16)"

COMMENT 13: CSPAC recommended support of the changes from grade to age in 10.57.102(19).

COMMENT 14: The Governor’s Office disagreed with changes in 10.57.102(19) and stated that licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education recognized Comments 6-14 and disagreed with the proposed changes, with the exception that the Board agreed with the Governor’s Office opposition to the MTPEC recommendation to move from grade to age.

COMMENT 15: 16 commenters, including the MCDE, are concerned by the replacement of “accredited professional educator preparation program” with “approved educator preparation program” in 10.57.102.

COMMENT 16: The MCDE commented that by approving the Superintendent’s proposed revisions, Montana EPPs are being held to higher standards set forth in Chapter 58 and those from out-of-state who have not completed accredited programs. Additionally, they suggest trusting data that shows alternatively prepared teachers from approved programs are more likely to leave the profession.

RESPONSE: The Board of Public Education appreciates Comments 15 and 16 and thanked MCDE for voicing concerns and believes that the proposed definition, as currently written in rule under 10.57.102(5), is a compromise between all parties.

COMMENT 17: CSPAC recommended the Board consult with MCDE to define “approved program” and outline more clearly what that is and how it differs from “accredited program” under 10.57.102.
COMMENT 18: One commenter and the Governor’s Office supported adding the proposed definition for approved educator preparation programs and accredited programs in 10.57.102 and recognizes the diverse ways in which educators gain experience and can be licensed.

COMMENT 19: The Board Licensure Committee commented that the definition of 10.57.102(2) “Accredited preparation program” should be struck and instead included under the new definition for (6) “Approved educator preparation program”, which is the umbrella term for traditional and alternate educator preparation programs. They proposed the following definition: “Approved 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 then a (accredited/traditional); or (b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or state education agency; or (c) an educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.

RESPONSE: The Board of Public Education agreed with Comments 17-19 and thanked the Board Licensure Committee for bringing forward a solution that encompasses all educator preparation program pathways. The Board has incorporated the new definition under Comment 19 in 10.57.102(5).

COMMENT 20: The Board Licensure Committee commented that the definition of 10.57.102(7) “Certification” was not revised consistent with the proposed changes in the rest of ARM. They recommended the use of the term “approved” in place of “accredited”. They’ve suggested the following definition: “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 approved educator preparation program. Certification includes grade level(s), endorsement(s), and classification.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for bringing language consistent with other proposed changes. The Board has incorporated this new definition in 10.57.102(6).

COMMENT 21: The Board Licensure Committee commented that the definition of 10.57.102(9) “Coursework GPA” is confusing. They suggested the following definition: “Coursework GPA” means the weighted average of teacher education program course grades, weighted by credit hours, and 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, including content area coursework, based on contact hours or credits earned. The weighted average is calculated as follows: (a) For each course required by the program, multiply the numeric grade value earned by the number of credits for the course; (b) Sum the products for all the courses included in (a); and (c) Divide the sum calculated in (b) by the total credits for all the required courses.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for bringing proposed language to define Coursework GPA. The Board has incorporated this new definition in 10.57.102(8).

COMMENT 22: The Board Licensure Committee commented that the definition of 10.57.102(12) “Lapsed license” still refers to “renewal units” in (a) and (b). They suggested removing “renewal” and inserting “professional development” to be consistent with the other proposed changes.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for the proposed language. The Board has made these corrections in 10.57.102(11).

COMMENT 23: The Board Licensure Committee commented that in the proposed definition of 10.57.102(15) “Student-teaching portfolio,” it is unclear whether student learning outcomes refers to the learning outcomes for the teaching candidate or the students in the K-12 classroom. They suggested the following definition: “Student-teaching portfolio” is a type of performance assessment that asks students to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

COMMENT 24: CSPAC recommended the Board to work with the MCDE to define “student teaching portfolio” in 10.57.102(15).

COMMENT 25: The Governor's Office commented that student-teaching portfolio as defined in 10.57.102(15) recognizes the diverse ways educators can demonstrate their knowledge and skills.

RESPONSE: The Board of Public Education agreed with Comments 23-25 and thanked the Board Licensure Committee for bringing a proposed definition. The Board has incorporated these recommendations in the new definition for 10.57.102(15).

COMMENT 26: The Board Licensure Committee commented that the definition of (17) “Unrestricted license” is confusing and leaves out lifetime licenses. They have suggested the following language: “Unrestricted license” means a current renewable or lifetime license.

RESPONSE: The Board of Public Education initially agreed with the changes to the Board Licensure Committee, as the proposed definition from the Superintendent...
conflicted with her original recommendation for the Class 7 License to be a lifetime license. The Board approved MACIE’s recommendation to revert to the current rule that requires the renewal process for the Class 7 license, therefore, the definition of unrestricted license is no longer needed to include lifetime licenses. The Board has reverted to the Superintendent’s original recommendation that reads, 10.57.102(17) “Unrestricted License” means a current renewable license that is not an emergency or provisional license.

COMMENT 27: The Board Licensure Committee commented that the proposed definition for 10.57.102(18) “Year of administrative experience” refers to a 180-day school year. Given that many schools operate on a 4-day school week, they recommended the following language: “Year of administrative experience” means employment as a licensed administrator at any level... for a minimum of a 180-day school year, or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full-time employee (FTE)...

COMMENT 28: The Board Licensure Committee commented that the proposed definition for 10.57.102(19) “Year of teaching experience” refers to a 180-day school year. Given that many schools operate on a 4-day school week, they recommended the following language: “Year of administrative experience” means employment as a licensed teacher at any level... for a minimum of a 180-day school year, or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full-time employee (FTE)...

RESPONSE: The Board of Public Education agreed with Comments 27 and 28 and thanked the Board Licensure Committee for providing a proposed definition that is inclusive to school districts with 4-day school weeks. The Board has incorporated these changes in 10.57.102(18) and (19)

COMMENT 29: 13 commenters, including NWMASS and MTPEC, support the following proposed changes in 10.57.107:
(1): suggested an edit to the last sentence to strike “consideration” and insert “approval”.
(1)(b): added a sentence that reads “The obligation of a statewide advertisement may be satisfied through any reasonable means, including use of the Montana jobs for teachers service of the Office of Public Instruction”

COMMENT 30: CSPAC agreed with MTPEC’s recommendation in 10.57.107(1)(b).
(1)(c): struck “shall not be currently endorsed in the area of a requested authorization”
(2): added to the end of the sentence to read “…and is eligible for continued authorization from year to year depending on satisfaction of conditions set forth in this rule”

COMMENT 31: CSPAC agreed with MTPEC’s recommendation in 10.57.107(2).
COMMENT 32: CSPAC recommended the Board accept the Superintendent’s recommendation in 10.57.107(1)(c)(iv) and (4).

RESPONSE: The Board of Public Education agreed with Comments 29-32 and thanked CSPAC for their support of the recommendations. The Board has incorporated these changes in 10.57.107.

COMMENT 33: 12 commenters, including the Governor’s Office, NWMASS and MTPEC, agreed with the proposed changes in 10.57.109.

RESPONSE: The Board of Public Education agreed with the commenters in 10.57.109 and accepted the rule as proposed by the Superintendent.

COMMENT 34: Two commenters concurred with the task force recommendation in 10.57.109, rather than the Superintendent’s recommendation, and stated the Board does not have the authority to abdicate its responsibility.

COMMENT 35: One commenter stated that the Superintendent should not decide on certification for unusual cases in 10.57.109, as it paves the way for partisan politics to enter the process.

RESPONSE: The Board of Public Education disagreed with Comments 34 and 35 and noted that OPI convenes an Education Licensure Review Committee that reviews licensure applications and finds appropriate resolution to recommend to the Superintendent. Though the Board takes their responsibility very seriously, they believe this OPI Review Committee is sufficient to review and recommend unusual cases.

COMMENT 36: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.112.

RESPONSE: The Board of Public Education agreed with the commenters in 10.57.112 and accepted the rule as proposed by the Superintendent.

COMMENT 37: One commenter stated that the proposed language in 10.57.112 does not specify which Class 5 license the exchange teacher is eligible for.

RESPONSE: The Board of Public Education thanked the commenter for their input in 10.57.112 and explained that the appropriate Class 5 license would be issued based on the educators’ qualifications.

COMMENT 38: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.201A.

RESPONSE: The Board of Public Education agreed with the commenters and accepted the rule as proposed by the Superintendent in 10.57.201A.
COMMENT 39: One commenter stated we need to focus on background checks and drug testing of educators and that substitute teachers should go through the same types of testing.

RESPONSE: The Board of Public Education thanked the commenter for their input and stated that school districts have discretion to adopt local policy requiring criminal background checks and drug testing staff and employees.

COMMENT 40: The Board Licensure Committee commented that the language in 10.57.215(1)(a) is an incomplete sentence and recommended the following language: (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 license may be issued a license with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.

COMMENT 41: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.215.

RESPONSE: The Board of Public Education agreed generally with the commenters in Comments 40 and 41 and thanked the Board Licensure Committee for proposing clean up language. The Board has incorporated the changes in 10.57.215.

COMMENT 42: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.216.

COMMENT 43: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.217.

COMMENT 44: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.218.

RESPONSE: The Board of Public Education agreed with the commenters in Comments 42-44 and accepted the rules as proposed by the Superintendent in 10.57.216, 10.57.217, and 10.57.218.

COMMENT 45: 17 commenters, including UM Professional Education Unit Faculty, are concerned with the proposed changes for adding an endorsement in 10.57.301, stating that an educator cannot have the qualifications, experience, and background knowledge in specialized fields by completing two years of teaching and passing the Praxis.

RESPONSE: The Board of Public Education disagreed with the commenters and believes the addition of 10.57.301(3)(c) allows for more flexibility for local school districts to find licensed educators to teach under multiple endorsement areas. The Board has retained the Superintendent’s proposed recommendation.

COMMENT 46: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.301.

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RESPONSE: The Board of Public Education disagreed with these comments in 10.57.301, as this is inconsistent with language in other Board rules.

COMMENT 47: The Governor’s Office disagreed with the suggestion in 10.57.301 and stated licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor’s Office and has retained the Superintendent’s recommendation in 10.57.301.

COMMENT 48: Six commenters, including the Governor’s Office, Republican Legislators, and Lindsay School Board, supported the current changes in 10.57.301 making it easier to add an endorsement, based on the ability to take the Praxis exam, rather than attend an educator preparation program.

COMMENT 49: CSPAC recommended the Board accept the Superintendent’s proposed changes to 10.57.301(3)(a) and (b).

RESPONSE: The Board of Public Education agreed with Comments 48 and 49 and believe that the additional flexibilities proposed in 10.57.301 are good for public education in Montana. The Board has retained the Superintendent’s recommendations in 10.57.301.

COMMENT 50: The Board Licensure Committee commented that the language in 10.57.301(3)(a) refers to “endorsement program” completion, a term that is not used elsewhere in ARM. They proposed the following language to reflect the same language used in subsection (2): (3)(a) completion of a program of study as verified by the appropriate official, defined in ARM 10.57.102…

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for proposing clean up language in 10.57.301(3)(a). The Board has incorporated these changes in rule.

COMMENT 51: One commenter stated they are unable to obtain a specific endorsement, as they have a different endorsement from another state. (Health and Physical Education vs. Health Enhancement).

COMMENT 52: One commenter supported the BPE Internship Program to assist teachers in adding endorsements.

RESPONSE: The Board of Public Education acknowledged Comments 51 and 52 and believe that the approved changes will provide for more flexibility that could ultimately assist out-of-state educators in getting their license in Montana.

COMMENT 53: 14 commenters, including NWMASS and MTPEC, supported adding the following language in 10.57.410(e) “verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a

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recommendation from the out-of-state accredited P-12 school employer on a form prescribed by the superintendent of public instruction.”

COMMENT 54: 13 commenters, including NWMASS and MTPEC, commented that by requiring a Praxis score that meets Montana cut scores is duplicative and unnecessary, as any recent licensed education graduate from another state with a standard license and two or more years of experience already has a pre-licensure assessment score. MTPEC recommended the following language under 10.57.410(3)(e)(iv) “verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 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.”

COMMENT 55: 12 commenters, including NEMASS, supported the recognition of teaching licenses from other states.

COMMENT 56: Nine commenters, including the Governor’s Office, Republican Legislators, NEMASS, and Lindsay School Board, supported the revisions in 10.57.410 that allow for multiple pathways to licensure to show competency beyond the Praxis exam.

RESPONSE: The Board of Public Education agreed with Comments 53-56 and have incorporated the recommendation to add an additional pathway to licensure for out-of-state educators 10.57.410(3)(e)(iv).

COMMENT 57: Seven commenters opposed the revisions in 10.57.410 that allow for multiple pathways to licensure and stated the Praxis does not indicate one’s teaching ability, rather one should have to demonstrate competency through teaching experience.

RESPONSE: The Board of Public Education disagreed with these commenters in 10.57.410 and stated the additional flexibilities will support recruitment and retention of educators.

COMMENT 58: Three commenters supported lifetime licenses and stated it is difficult to work another job in the private sector and still be able to get enough renewal units for licensure. Additionally, they stated that lifetime licenses may keep them in the profession to assist in substitute teaching or emergency authorizations.

COMMENT 59: Two commenters are concerned about lifetime licenses and stated that educators should continue to receive professional development and renewal process, as it relates to checks and balances.

RESPONSE: The Board of Public Education acknowledged Comments 58 and 59 and commented that lifetime licenses will be recognized, and licensees will receive the appropriate license in Montana, based on their experience and education that meets the
provisions under 10.57.410. Professional development is still required for all classes of licensure.

COMMENT 60: One commenter and the Board Licensure Committee supported retaining the requirement for successful teaching experience in 10.57.410.

RESPONSE: The Board of Public Education determined that successful teaching experience is no longer required for licensure, except for the new section that requires proof of two years successful teaching experience if out-of-state educators cannot meet the requirements in 10.57.410(e)(i), (ii), and (iii).

COMMENT 61: The Governor's Office supported removing the required years of experience in 10.57.410 for out-of-state educators and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with the Governor's Office and has retained the Superintendent's recommendations in 10.57.410.

COMMENT 62: One commenter opposed changing the required years of experience from 5 years to none in 10.57.410. Additionally, they do not believe the TEACH program is an incentive for new teachers, as it does not address the problem or low pay, long hours, affordable housing, and local of community support.

RESPONSE: The Board of Public Education determined that successful teaching experience is no longer required for licensure, except for the new section that requires proof of two years successful teaching experience if out-of-state educators cannot meet the requirements in 10.57.410(e)(i), (ii), and (iii). The TEACH Act is not under the supervision of the Board of Public Education, rather is part of the Governor's budget and is intended to increase starting teacher pay.

COMMENT 63: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.411.

COMMENT 64: Three commenters supported license reciprocity for National Board Certified Teachers.

COMMENT 65: The Governor's Office supported removing the required years of experience for out-of-state educators in 10.57.411 and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with Comments 63-65 and have retained the Superintendent's recommendations in 10.57.411.

COMMENT 66: Two commenters supported lifetime licenses for National Board Certified Teachers.
RESPONSE: The Board of Public Education commented that lifetime licenses will be recognized, and licensees will receive the appropriate license in Montana, based on their experience and education that meets the provisions under 10.57.410.

COMMENT 67: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.412.

RESPONSE: The Board of Public Education disagreed with these commenters in 10.57.412, as this is inconsistent with language in other Board rules.

COMMENT 68: The Governor’s Office disagreed with the suggestion in 10.57.412, as licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor’s Office and have retained the Superintendent’s recommendations in 10.57.412.

COMMENT 69: 14 commenters, including NWMASS and MTPEC, supported adding the following language in 10.57.412 “completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two 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”

COMMENT 70: 13 commenters, including NWMASS and MTPEC, commented that requiring a Praxis score that meets Montana cut scores is duplicative and unnecessary, as any recent licensed education graduate from another state with a standard license and two or more years of experience already has a pre-licensure assessment score. MTPEC recommended the following language under 10.57.412(6) “completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two 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.”

COMMENT 71: One commenter and the Board Licensure Committee supported retaining the requirement for successful teaching experience in 10.57.412.

RESPONSE: The Board of Public Education conceptually agreed with Comments 69-71 and does not plan to repeat the language in this section, as it is already included under 10.57.410, which they believe is sufficient.

COMMENT 72: One commenter stated that years of experience should be required in 10.57.412 for those coming from out of state alternative preparation programs.

RESPONSE: The Board of Public Education stated that required experience is already included in 10.57.410 for out-of-state educators who cannot meet the requirements under 10.57.410(e)(i), (ii), and (iii).
COMMENT 73: 13 commenters, including NWMAS and MTPEC, supported additional language in 10.57.413 that reads “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 two 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”

COMMENT 74: The Board Licensure Committee supported retaining the requirement for successful administrative experience in 10.57.413.

RESPONSE: The Board of Public Education conceptually agreed with Comments 73 and 74 and does not plan to repeat the language in 10.57.413, as it is already included under specific endorsement areas, which they believe is sufficient.

COMMENT 75: Three commenters, including CSPAC and the Governor’s Office, supported the counselor to administrator pathway throughout ARM.

RESPONSE: The Board of Public Education agreed with the commenters and recognized through their work with unusual cases that this is an area of need for increased flexibility. The Board has retained the Superintendent’s recommendations in 10.57.413.

COMMENT 76: The Governor’s Office supported removing the required years of experience for out-of-state educators in 10.57.413 and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with Governor’s Office and have retained the Superintendent’s recommendations in 10.57.413.

COMMENT 77: One commenter supported a pathway for school psychologists in 10.57.413 to be licensed as principals, like the proposed revisions allow for school counselors.

RESPONSE: The Board of Public Education disagreed with the commenter and stated that this is not an issue that has been previously brought before the Board and that they would like more information before moving forward. The topic of a pathway to administrative licensure for school counselors has been brought before the Board on a number of occasions as unusual cases and discussions with education partners.

COMMENT 78: 15 commenters, including NWMAS and MTPEC, suggested changes to 10.57.414(1)(c) that read “(c) completion of courses covering Montana School Finance, Montana School Law and Montana Collective Bargaining and Employment Law, in order to qualify, such courses must have been provided either by: (i) an approved professional development provider pursuant to ARM 10.57.216 that has provided approved courses for at least five consecutive years in the required areas for which a candidate submits
evidence to qualify for licensure; or (ii) an approved school administrator preparation program”

COMMENT 79: The Governor’s Office and Republican Legislators supported adding the option in 10.57.414 for professional development in addition to traditional university coursework in Montana school law, finance, and collective bargaining.

RESPONSE: The Board of Public Education generally agreed with Comments 78 and 79, with the exception to Comment 78 that required the professional development provider to have provided approved courses for at least five consecutive years. The Board has incorporated these changes in 10.57.414.

COMMENT 80: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.415.

RESPONSE: The Board of Public Education agreed with the commenters and have retained the Superintendent’s recommendations in 10.57.415.

COMMENT 81: One commenter opposed the proposed rules that remove Montana before school law in 10.57.415.

RESPONSE: The Board of Public Education disagreed with this commenter and stated that Montana-specific school law, which is required under 10.57.414, is more appropriate for school superintendents.

COMMENT 82: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.418.

COMMENT 83: The Board Licensure Committee suggested the deletion of the word “requirements” in subsection 10.57.418(1)(c). The concept is that the applicant must provide verification of eligibility for a Class 1 or Class 2 teaching license endorsed in the field of specialization or Class 6 school counseling license.

RESPONSE: The Board of Public Education generally agreed with Comments 82 and 83 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated the changes from Comment 83 into 10.57.418.

COMMENT 84: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.419.

COMMENT 85: The Board Licensure Committee recommended retaining the words “school setting” in 10.57.419(1)(c). According to OPI, the intent was to delete the word “accredited”, not “school setting”. They have suggested the following language: (1)(c) three years of teaching experience in a P-12 school setting...
RESPONSE: The Board of Public Education generally agreed with Comments 84 and 85 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated the changes from Comment 85 in 10.57.419.

COMMENT 86: One commenter opposed removing state-accredited in 10.57.419, as it opens the door to where one receives experience from.

RESPONSE: The Board of Public Education noted that by adding in “P-12 school-setting”, as agreed upon in Comment 85, the required experience will be reinstated in 10.57.419(1)(c).

COMMENT 87: 15 commenters, including the Governor’s Office, NWMASS and MTPEC, agreed with the changes as proposed in 10.57.420.

COMMENT 88: CSPAC recommended support of the changes from 10,000 to 5,000 hours of experience in 10.57.420, and the reduction of professional development hours from 80 to 60.

RESPONSE: The Board of Public Education agreed with Comments 87 and 88 and thanked them for their support. The Board has retained the recommendations from the Superintendent in 10.57.420.

COMMENT 89: The Board Licensure Committee commented that edits are needed in 10.57.420(2)(b) acknowledge completion of education. They have suggested the following language: A Class 4B license issued to individuals with a certificate of completion from an apprenticeship program, or an associate or bachelor’s degree from a regionally accredited college or university…

COMMENT 90: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.421.

RESPONSE: The Board of Public Education generally agreed with Comments 89 and 90 and thanked the Board Licensure Committee for including additional language. The Board has incorporated the changes from Comment 89 in 10.57.420.

COMMENT 91: One commenter supported creating a group of cybersecurity experts to address the omission of a cybersecurity endorsement in 10.57.421.

RESPONSE: The Board of Public Education noted that this endorsement would likely be allowable under Class 4 licensure. The Board stated that they need more information before including the specific endorsement under 10.57.421.

COMMENT 92: The Board Licensure Committee and CSPAC commented that the last two sentences under 10.57.424(3) should be moved to the beginning of the rule as new (2), as the sentences are relevant to all Class 5 licenses, not just Class 5B.
RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for providing clean up language. The Board has incorporated these changes under 10.57.424.

COMMENT 93: Five commenters, including the Governor’s Office, Lindsay School Board, and NWMASS, agreed with the changes as proposed in 10.57.424.

COMMENT 94: The Board Licensure Committee commented that the term “state-funded school” in 10.57.424(5)(b) traditionally refers to MSDB, Pine Hills, and Riverside. They believe the current language is confusing and proposed the following language: 10.57.424(5)(b) a current Montana address or job offer from an accredited P-12 school in Montana.

RESPONSE: The Board of Public Education generally agreed with Comments 93 and 94 and thanked the Board Licensure Committee for bringing proposed language to clear up any confusion on state-funded schools. The Board has incorporated the changes in 10.57.424.

COMMENT 95: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.425.

RESPONSE: The Board of Public Education disagreed with the commenters in reference to 10.57.425, as this is inconsistent with language in other Board rules.

COMMENT 96: The Governor’s Office disagreed with the suggestion in 10.57.425 and stated that licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor’s Office and retained the Superintendent’s recommendation in 10.57.425.

COMMENT 97: 13 commenters, including NWMASS, and MTPEC, suggested the inclusion of the following language to 10.57.427(b) “…and two 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”

COMMENT 98: The Board Licensure Committee supported retaining the requirement for successful supervisory experience in 10.57.427.

COMMENT 99: 13 commenters, including NWMASS, and MTPEC, suggested the inclusion of the following language to 10.57.428(b) “…and two 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”

COMMENT 100: The Board Licensure Committee supported retaining the requirement for successful supervisory experience in 10.57.428.
RESPONSE: The Board of Public Education conceptually agreed with Comments 97-100 and does not plan to repeat the language in 10.57.427 and 10.57.428, as it is already included under the specific endorsement areas.

COMMENT 101: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.431.

COMMENT 102: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.431(1)(b) to be consistent with the rest of rule.

RESPONSE: The Board of Public Education agreed with Comments 101 and 102 thanked the Board Licensure Committee for providing clean up language. The Board has incorporated these changes in 10.57.431.

COMMENT 103: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.432.

RESPONSE: The Board of Public Education agreed with this comment and retained the Superintendent’s recommendations in 10.57.432.

COMMENT 104: 14 commenters, including NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.433.

RESPONSE: The Board of Public Education agreed with this comment and retained the Superintendent’s recommendations in 10.57.433.

COMMENT 105: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.434.

COMMENT 106: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.434(1)(b) and (c)(ii) to be consistent with the rest of rule.

COMMENT 107: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.435.

COMMENT 108: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.435(1)(b) and (c)(ii) to be consistent with the rest of rule.

RESPONSE: The Board of Public Education agreed with Comments 105-108 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated these changes in 10.57.434 and 10.57.435.

COMMENT 109: 14 commenters, including CSPAC, NWMASS, and MTPEC, agreed with the changes as proposed in 10.57.436.

MAR No. 10-57-288
RESPONSE: The Board of Public Education disagreed with the commenters and approved recommendations provided by MACIE in Comment 110.

COMMENT 110: MACIE recommended the Class 7 License to only require a tribal delegate signature on the initial application in 10.57.436. They suggested the Board retain the five-year renewal process and allow for all professional development opportunities, including those required by the tribe as described in the MOU, to be acceptable under the renewal process.

RESPONSE: The Board of Public Education agreed with MACIE and thanked them for their involvement in the process. The Board has incorporated these changes in 10.57.436.

COMMENT 111: 15 commenters, including CSPAC, the Governor’s Office, NWMass, and MTPEC, agreed with the changes as proposed in 10.57.437.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent’s recommendations in 10.57.437.

COMMENT 112: The Board Licensure Committee commented that revisions needed to be made in 10.57.437(3)(c) to include (i), given the deletion of language in (ii). They have suggested the following language: (3)(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the applicant plans to teach...

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for providing clean up language. The Board has incorporated these changes in 10.57.437.

COMMENT 113: The Governor’s Office encouraged the Board to consider striking 10.57.437(4), as they believe CSPAC should not be reviewing Class 8 applications.

RESPONSE: The Board of Public Education disagreed with the Governor’s Office, as CSPAC is tasked in 10.57.437 with making recommendations on the issuance of Class 8 licenses.

COMMENT 114: Two commenters agreed with the task force recommendation in 10.57.601 to strike “or from any other credible source” or if the Board would like to keep the language, then a definition should be provided for “credible source”.

RESPONSE: The Board of Public Education disagreed with this comment and stated that this language needs to remain in rule and that a definition could possibly harm the flexibility regarding who could be considered a credible source.

COMMENT 115: The Governor’s Office agreed with the Superintendent in 10.57.601 to keep the current rule as written to ensure members of the public are able to file a complaint about official misconduct.

MAR No 10-57-288
RESPONSE: The Board of Public Education agreed with the Governor's Office and the current language in 10.57.601 remains in rule.

COMMENT 116: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.601A.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent’s recommendations in 10.57.601A.

COMMENT 117: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.601B.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent’s recommendations in 10.57.601B.

COMMENT 118: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.607.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent’s recommendations in 10.57.607.

COMMENT 119: 30 commenters, including MCDE, stated that Montana could retain our educators by incentivizing better pay, affordable housing, and more affordable health insurance coverage. Additionally, they stated that educators need to feel supported, respected, and appreciated for the professionals they are.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state, and that educator licensure is one small piece. The Board has long respected and appreciated the work of public educators in Montana.

COMMENT 120: 17 commenters stated if standards are lowered, our state is doing a disservice to our youth.

RESPONSE: The Board of Public Education acknowledged the concern and will continue to support high-quality education in Montana.

COMMENT 121: 13 commenters, including NWMASS and MTPEC, agreed with the repeal of the following rules: 10.57.416, 10.57.417, 10.57.426, 10.57.429, 10.57.430.

RESPONSE: The Board of Public Education agreed with the commenters to repeal the rules listed in Comment 121.

COMMENT 122: Five commenters, including CSPAC and the Governor’s Office, supported the Indian Education for All requirements throughout the proposed revisions.
RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent’s proposed revisions to incorporate Indian Education for All requirements throughout rule.

COMMENT 123: Two commenters, including Governor’s Office, supported the changes to Chapter 57 to help school districts recruit and retain qualified educators.

RESPONSE: The Board of Public Education agreed with the commenters and will continue to support the recruitment and retention of qualified educators in Montana and believes the changes in rule will provide more flexibility.

COMMENT 124: Three commenters, including MCDE, stated there is no evidence that relaxing or streamlining certification standards will attract more teachers to fill open positions and fix the teacher shortage. They have asked the Board to show the data that proves that teacher candidates are waiting to come to Montana to take advantage of the lowered standards. Additionally, they’ve suggested the Board decrease class sizes, provide more preparatory time, and investigate how to make the career of teaching more attractive to our younger generation.

COMMENT 125: The MCDE asked the Board to consider the following suggestions: address number of seniors pursuing post-secondary education, invite students to see themselves as educators by creating pathways, work with the Board of Regents to allow EPPs to offer endorsements in any area in which their resources permit, support students with scholarships who agree to teach in rural areas for a certain period of time, scale “grow your own” models, and ensure housing exists.

RESPONSE: The Board of Public Education acknowledged Comments 124 and 125 and agreed that these are very important topics in public education and stated they needed more information before making any changes in rule.

COMMENT 126: One commenter asked the Board to consider how these policy adjustments will impact current teachers and argued that the current changes will not benefit those who are currently in our Montana classrooms. They are concerned about licensing being under the direction of the superintendent/OPI.

RESPONSE: The Board of Public Education responded that there are many revisions that could positively impact current classroom teachers such as the opportunity to add endorsements without seeking a traditional educator preparation program, pathways for school counselors to become administrators, and automatic reciprocity for National Board Certified Teachers. The Educator Licensure Unit has always been at the Office of Public Instruction.

COMMENT 127: NEMASS commented that they support local control and returning the authority for classroom teachers to a simpler process.

RESPONSE: The Board of Public Education has always respected local control and will continue to support their work at the local school district level.
COMMENT 128: One commenter urged people to keep politics out of schools and stated that it’s not always about the money—a few thousand dollars will not fix the lack of support from government for public education.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state, and that educator licensure is one small piece. The Board of Public Education does not determine, issue, or have authority over K-12 school funding.

COMMENT 129: One commenter asked the Board why the Montana Lottery profits were changed in 1990 from going to the teacher’s retirement system to the school equalization account at the Office of Public Instruction. Additionally, they’re curious why school boards allow teachers to live outside the district they work in.

RESPONSE: The Board of Public Education responded that these questions are outside the purview of the Board, and that the allocation of lottery revenues is the responsibility of the Legislature and residency requirements for teachers is the responsibility of local school boards of trustees.

COMMENT 130: One commenter stated that we should look at teacher training as an apprenticeship program, especially for elementary teachers, and would be able to recruit more teacher’s aids, support staff, and volunteers with on-the-job training.

COMMENT 131: One commenter stated we should focus more on training programs to support teacher education training, especially for paraeducators. Additionally, they would like the Board to incentivize senior citizens to give back to their communities through property tax breaks.

RESPONSE: The Board of Public Education acknowledges Comments 130 and 131 and thanks the commenters for their interest in workforce development as it relates to educator preparation. The Board does not have authority over property tax incentives.

COMMENT 132: One commenter stated that the reforms that have been proposed, and those in the past, have the underlying goal of undermining public schools to promote future privatization.

RESPONSE: The Board of Public Education stated that they take their responsibility of general supervision over the K-12 public school system very seriously and are not advocates for privatization of public schools.

COMMENT 133: One commenter stated that the Board needs to make it easier on teachers that have J1 Visas. They would also like to see people in the licensure department that can answer licensure questions.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state and thanked the
commenter for their concerns. The Board acknowledged the Educator Licensure Unit at the Office of Public Instruction that is tasked with responding to licensure questions.

COMMENT 134: One commenter stated she has worked with good and bad teachers, and the teachers they perceived as bad were pertaining to their sexual identity.

RESPONSE: The Board of Public Education acknowledges the comment.

COMMENT 135: One commenter supported the recruitment of teachers from within communities by supporting dual-credit teacher education coursework, 2+2 programs, and online/distance coursework. Additionally, they recommended the facilitation of cohort or “cluster hire” partnerships to assist staffing and provide an expanded social and professional network for new teachers.

RESPONSE: The Board of Public Education agreed that these are very important topics in public education and determined they needed more information before making any changes in rule.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State May 17, 2022.
INFORMATION

ITEM 14

LEGAL UPDATE

Katherine Orr, Agency Legal Services
ACTION

ITEM 15

INITIAL REVIEW OF BPE CASE #2020-10, SANTALA

Tara Harris, Counsel
Montana Board of Public Education  
Executive Summary  
Date: May 12th and 13th, 2022

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<td>Contract Attorney for Office of Public Instruction</td>
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<tr>
<td>Recommendation(s)</td>
<td>Review documentation and set matter for hearing</td>
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ACTION

ITEM 16

UNUSUAL CASE REQUEST, BPE CASE
#2022-09, BLOOM

Crystal Andrews
### Executive Summary

**Date:** May 12 - 13, 2022

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<td>4. Cordier</td>
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<th>Crystal Andrews</th>
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ACTION

ITEM 17

UNUSUAL CASE REQUEST, BPE CASE #2022-10, BULLUCK

Crystal Andrews
### Executive Summary

**Date:** May 12 - 13, 2022

### Presentation

Unusual Case for May 2022
- McBryer
- Bloom
- **Buluck**
- Cordier

### Presenter

Crystal Andrews
Office of Public Instruction

### Position Title

Director of Licensing

### Overview


### Requested Decision(s)

Action Item - Approve the Unusual Cases

### Related Issue(s)


### Recommendation(s)

Approval
ACTION

ITEM 18

UNUSUAL CASE REQUEST, BPE CASE #2022-11, MCBRARYER

Crystal Andrews
# Montana Board of Public Education

## Executive Summary

**Date:** May 12 - 13, 2022

## Presentation

Unusual Case for May 2022

1. McBrayer
2. Bloom
3. Bulluck
4. Cordier

## Presenter

Crystal Andrews
Office of Public Instruction

## Position Title

Director of Licensing

## Overview


## Requested Decision(s)

Action Item - Approve the Unusual Cases

## Related Issue(s)


## Recommendation(s)

Approval
ACTIONS

ITEM 19

UNUSUAL CASE REQUEST, BPE CASE #2022-12, CORDIER

Crystal Andrews
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<td>1. McBryer</td>
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<td>4. Cordier</td>
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INFORMATION

ITEM 20

UPDATE ON NEW MONTANA EDUCATOR LICENSURE SYSTEM

Crystal Andrews
# Montana Board of Public Education
## Executive Summary

**Date:** May 12 - 13 2022

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<tr>
<th>Presentation</th>
<th>This is a brief update on the new Montana Educator Licensing System.</th>
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<tr>
<td>Presenter</td>
<td>Crystal Andrews Director of Educator Licensing and Zam Alidina, Project Manager</td>
</tr>
<tr>
<td>Position Title</td>
<td>The Montana State Educator Information System (MSEIS) is transitioning to an upgraded, more efficient, user friendly licensing system designed with the educator in mind. We will be giving a demostration.</td>
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<tr>
<td>Overview</td>
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<tr>
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<td>Related Issue(s)</td>
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<tr>
<td>Recommendation(s)</td>
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</table>
Dashboard with quick links to items such as applications in progress and active license(s).

Application wizard to direct educators to the correct application type.
Help text within the application wizard to help clarify choices.

Wizard questions not only direct the applicant to the correct type of application but also only includes components of the application that are needed.

Application dashboards which allow EPP’s to report enrollments and know when applicants are ready for an electronic Recommendation to be completed.
Licensure tools to quickly search for applications, people, licenses, reporting and dashboards.

Application Queue which allows only completed, paid applications to move to a specialist queue to be processed. If any issues remain, upon processing the deficiency, the application is moved to the “waiting” tab until the applicant resubmits to correct the missing elements. Upon resubmission, the application will automatically move back to the “active” tab with an indicator new information is available.
While not end user facing, robust tools for application configuration, updates, and versioning without vendor involvement.
Threaded communication tool to allow specialist to communicate with educators/applicants within the system.
ACTION

ITEM 21

REQUEST APPROVAL OF THE ETS PRAXIS MATHEMATICS 5165 REVIEW

Crystal Andrews
Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

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<td>Position Title</td>
<td>Director of Educator Licensure</td>
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<td>Overview</td>
<td>Proposed timeline for Montana's current Mathematics Praxis test.</td>
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<td>Requested Decision(s)</td>
<td>Action Item - To approve the passing score of 5165 for the new Mathematics test.</td>
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<td>Recommendation(s)</td>
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### ETS Praxis Test Review: Mathematics Timeline

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<td>Jan. 26, 2022</td>
<td>Planning Meeting</td>
<td>Nick Bellack, Kristi Steinberg, Crystal Andrews</td>
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<td>Jan. 27, 2022</td>
<td>Montana Council of Deans</td>
<td><em>Information Only</em> - Flyer for nominations shared</td>
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<td>Feb. 9, 2022</td>
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<td>Nominations due for review panel</td>
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<td>Feb. 22, 2022</td>
<td>ETS Praxis Test Review</td>
<td>Virtual review panel</td>
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<td>Feb. 23, 2022</td>
<td>Praxis Working Committee</td>
<td><em>Action Item</em> - review panel recommendation and approve Mathematics test and score</td>
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<td>*Before Mar. 10</td>
<td>Montana Council of Deans</td>
<td><em>Action Item</em> - review panel recommendation and approve Mathematics test and score</td>
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<td>Mar. 10, 2022</td>
<td>Board of Public Education</td>
<td><em>Information Only</em> - initial review overview of mathematics test and timeline, along with panel's recommendations</td>
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<td>Apr. 20, 2022</td>
<td>CSPAC Meeting</td>
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<td>Board of Public Education</td>
<td><em>Action Item</em> - approve and adopt new Mathematics test and score</td>
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### Contact Information

- **OPI**: Crystal Andrews, [crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov)
- **ETS**: Nick Bellack, [nbellack@ets.org](mailto:nbellack@ets.org)
- **PWC**: Kristi Steinberg, [Kristine.steinberg@mso.umt.edu](mailto:Kristine.steinberg@mso.umt.edu)
INFORMATION

ITEM 22

REVIEW OF DRAFT CAEP MOU

Dr. Julie Murgel
Montana Board of Public Education  
Executive Summary  

Date: May 12th and 13th, 2022

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<td>Dr. Julie Murgel</td>
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<tr>
<td>Position Title</td>
<td>Chief Operation Officer for Office of Public Instruction</td>
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<tr>
<td>Overview</td>
<td>The Office of Public Instruction will be rolling over the MOU for a one year period. Content will not change, once the Board of Public Education approves the MOU will be sent to BPE for the Board Chairman Lacey's signature</td>
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<tr>
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Montana Board of Public Education, the Montana State Superintendent of Public Education and The Council for the Accreditation of Educator Preparation (CAEP) Partnership Agreement

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Montana Board of Public Education (BPE), through its constitutional authority, has sole responsibility to approve new and continuing Montana Educator Preparation Providers (EPPs) programs. The State Superintendent of Public Instruction makes recommendations regarding approval to the BPE and encourages EPPs to voluntarily seek national accreditation through CAEP; and

Whereas, Montana supports continuous improvement in educator preparation ensuring the development of effective, competent, and caring educators who have a positive effect on the wellbeing, achievement, and ongoing growth of every P-12 learner.

Montana Board of Public Education and the State superintendent of Public Instruction shall be herein referred to as the State or Montana.

This contract is entered into between CAEP and the Montana Board of Public Education and State Superintendent of Public Instruction (collectively, State or Montana) hereby enter into this agreement detailing the State’s preferences with regard to program review options and Evaluation Team composition for accreditation site review conducted by CAEP of EPPs operating within Montana and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving such EPPs voluntarily requesting joint reviews.

1. CAEP Standards and Scope of Accreditation

   The Parties understand and agree that:

   The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.

1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim
amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs.

1.2. It is the responsibility of the State and any EPPs seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.

1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:

   1.3.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

   1.3.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP’s Responsibility for Education Preparation Provider (EPP) Accreditation

   The Parties understand and agree that:

   2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing National Council for the Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.

   2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State’s Responsibility for Program Approval

   The Parties understand and agree that:

   3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP’s review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent
with the program review options outlined below, only information gathered on an EPPs compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.

3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP’s high standards of quality required to improve P-12 student learning.

4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.

4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP’s evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.

4.4. The State elects that CAEP’s reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:

4.4.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:

4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.

4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.

4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.

4.4.1.3.1. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members.
members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.

4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for Evaluation Team members and must acknowledge understanding of, and agreement to, adhere to CAEP’s code of conduct, including with regard to confidentiality and conflicts of interest.

4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

4.7. At the discretion of the State, the State’s teachers’ association(s) may appoint one representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP’s policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.

4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.

4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.

4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:

4.10.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard A.1, Component RA1.2 (Advanced).

4.10.2. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP’s completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).
4.10.3. **CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP’s outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard 1, Component R1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). CAEP’s Evidence Review of Standard 1/A.1 provides information to the State on both the alignment of evidence with state standards in an area of licensure and the disaggregated results that may be used for internal review of programs to demonstrate candidates’ ability to apply content and pedagogical knowledge in the area of licensure.

4.11. The specific timeline established for the review of an EPP, as well as CAEP’s consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.

4.12. Once granted full accreditation by CAEP, an EPP’s term of accreditation shall be seven years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.

4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP’s policy on appeals.

4.14. The State will provide to CAEP its policy leading to a “Change in State Status.” The State will notify CAEP within 30 days of action taken when a CAEP-accredited EPP has had a “Change in State Status” as a result of a decision on specialized professional association (SPA) program status by the State.

4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [http://caepnet.org/glossary]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. **Opportunities for State Input**

The Parties understand and agree that:

5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:

5.2. At least 16 weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPPs will be given an opportunity to respond to any such comments prior to the Site Review.
5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP’s ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.

5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

6.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two times each year.

6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP’s policies on appeals.

6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.

6.4. The written notice CAEP provides regarding its accrediting decisions includes notice to the appropriate State licensing or authorizing agency, which may be a party to this agreement. CAEP’s policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP’s review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPPs at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.

7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP’s data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP’s confidentiality policy and agree to adhere to it.

8. **Partnership Dues, State Benefits, and Fees for Additional Services**

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State’s annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.

9.1. CAEP will provide up to three individuals employed by the State with access to the CAEP accreditation platform.

9.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one designated State representative; however, the State or State representative must assume other expenses associated with conference participation.

9.3. During each year covered by this agreement, CAEP will assume all expenses for one designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.

9.4. CAEP offers states access to CAEP National Training for up to five site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP’s policies regarding fees and expenses for training.

9.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators’ professional contributions to the work of CAEP as site Evaluation Team members.

10. **State and CAEP Contacts**

The Parties understand and agree that:

10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11. Agreement Term and Amendments

The Parties understand and agree that:

11.1. CAEP and the State enter into this partnership agreement for one-year beginning July, 1, 2022 and ending on June 30, 2023.

11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that the undersigned has the authority to enter into this agreement on behalf of the State.

Board of Public Education, Chair
Tammy Lacey

State Superintendent of Public Instruction
Elsie Arntzen

5-6-2022
Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP’s accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed $1,500 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:
State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of $315,000 (current total), or $6,900. Therefore, the total fees for State A will be: $1,500 (fixed) + $6,900 (variable) = $8,400.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State’s annual dues as needed to ensure that all costs of CAEP’s accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.
CLOSED SESSION

DISCUSSION

ITEM 23

LITIGATION STRATEGY REGARDING STATES NEWSROOM ET AL V. BPE

Tammy Lacey
ITEM 24

INITIAL REVIEW OF SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS

Dr. Julie Murgel
Zach Hawkins

In the matter of the amendment of ARM (rule numbers) pertaining to professional educator preparation program standards

NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT

TO: All Concerned Persons

1. On [Month Day, 20##], at [Time]:00 [a.m./p.m.], the Department of [Department Name] will hold a public hearing in Room [###] of [Building], at [City], Montana, to consider the proposed amendment of the above-stated rules.

2. The Department of [Department Name] 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 Department of [Department Name] no later than [Time]:00 [a.m./p.m.] on [Month Day, 20##], to advise us of the nature of the accommodation that you need. Please contact [Contact Name], Department of [Department Name], [Address], [City], Montana, [Zip Code]; telephone (406) 444-[####]; fax (406) 444-[####]; [TDD/Montana Relay Service/etc (406) 444-]; or e-mail [contact]@mt.gov.

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

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) through (2) remain the same.
(a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 P-20 education entities shall:
(i) be nominated by K-20 P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and
(2)(a)(ii) through (3) remain the same.

AUTH: 20-2-114, MCA;
IMP: 20-2-121, MCA

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.
(2) Joint accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) with national accreditation agencies will be encouraged.
(3) remains the same.

AUTH: 20-2-114, MCA

MAR Notice No. [assigned by each agency]
10.58.104 ACCREDITED PROGRAMS  (1) through (2)(a) remain the same. (b) The report shall be accessible to K-20 P-20 educators and the general public within the state, and to other state education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education web sites.

AUTH:  20-2-114, MCA
IMP:  20-2-121, MCA

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE  (1) The provider ensures that candidates:
(a) demonstrate a deep develop an understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;
(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility," that apply to critical concepts and principles of learner development and learning differences, and that create safe and supportive learning environments in order to work effectively with all P-12 students and their families;
(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;
(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students; (e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and
(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and
(g) integrate select and utilize appropriate technology in the design, delivery, implementation, and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.

AUTH:  20-2-114, MCA
IMP:  20-2-121, MCA

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE  (1) The provider:
(a) ensures that effective partnerships and high-quality clinical practice, in different settings and modalities, are central to preparation so that candidates
develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;

(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations for clinical preparation and share responsibility for continuous improvement of candidate preparation by:

(i) ensuring partnerships Partnerships for clinical preparation can follow a range of forms, participants, and functions;

(ii) establishing They establish mutually agreeable expectations for candidate entry, preparation, and exit;

(iii) ensuring ensure that theory and practice are linked; maintain by maintaining coherence across clinical and academic components of preparation; and

(iv) sharing share accountability for candidate outcomes; and

(v) to the extent possible, providing opportunities for candidates 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 among providers;

(c) ensures that partners co-select, prepare, evaluate, and support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and

(d) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

(a) demonstrates that the development of candidate quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure is the goal of educator preparation and provides support services in all phases of the program;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The
goals and evidence show progress toward a high-quality candidate pool that reflects the diversity of Montana’s P-12 students presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:

(i) admitted candidates reflect the diversity of Montana’s P-12 students; and
(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;

(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence:

(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and

(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;

(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching using valid and reliable measures;

(e) remains the same.

(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and

(g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies; and

(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:

(a) demonstrates the impact effectiveness of its completers’ instruction on P-12 student learning and development, classroom instruction, and schools, and completer and employer the satisfaction of its completers with the relevance and effectiveness of their preparation;

MAR Notice No. [assigned by each agency]
(b) documents impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;

(c) demonstrates, through structured and validated observation instruments, including but not limited to surveys, interviews, and observations, that which program completers effectively apply the professional knowledge, skills, and dispositions as delineated described in ARM 10.58.501;

(d) demonstrates, using measures that result in valid and reliable data, that employers are satisfied with the program completers' preparation for their assigned responsibilities in working with P-12 students and their families; and

(e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront encounter on the job and that the preparation was effective.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

(1) The provider:

(a) maintains develops a quality assurance system comprised that consists of valid and reliable data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development; students and supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test highlight innovations to improve completers’ impact on P-12 student learning and development;

(b) develops implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;

(c) ensures that its the quality assurance system relies on data that are relevant, verifiable, representative, cumulative, provides specific guidance for improvement, and produces empirical evidence that, and actionable measures to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses program performance against its goals and relevant standards, tracks monitors results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;

(e) ensures that measures of completer impact on P-12 learning and development data from the quality assurance system are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and

MAR Notice No. [assigned by each agency]
(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty staff, candidates, completers, alumni, employers, practitioners, and school and community partners, and others defined by the provider, are engaged in program design, evaluation, and continuous innovative improvement processes, and identification of models of excellence.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:
(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
(b) use understanding of individual differences and diverse cultures, languages, and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
(1)(c) remains the same.
(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized personalized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
(1)(e) through (f) remain the same.
(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context evidence-based practices that support the well-being, behavioral, and academic needs of all students;
(1)(h) remains the same.
(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
(1)(i) through (k) remain the same.
(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA
10.58.502 AGRICULTURAL EDUCATION  (1) The program requires that candidates have one year (2000 minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:
(1)(a) through (c) remain the same.
(d) demonstrate the development of personal and leadership competencies (e.g. including but not limited to, citizenship, personal development, goal setting, parliamentary procedure, and teamwork);
(1)(e) remains the same.
(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment, and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));
(1)(g) through (h) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12  (1) The program requires that successful candidates:
(a) demonstrate understanding of proficiency in and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;
(b) demonstrate understanding and understanding of global, historical, and contemporary theories of art education curriculum and instruction; visual culture; and cross-cultural and interdisciplinary skills, enabling them to reflect and refine personal art education practices;
(c) engage in inquiry into the history diverse histories of art, enabling them learners to acquire be exposed to knowledge of the cultural context contexts in which artworks have been are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;
(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, both in including the process of creating their own artworks and in observing curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language languages;
(e) develop competence and demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ideas and feelings by creating images in with a concentration of one or more of the visual art forms;
(f) use appropriate art technologies as tools of expression, research, and assessment; and
(g) comprehend and appropriately use copyright laws in relation to original art works and reproductions; demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

MAR Notice No. [assigned by each agency]
(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.

(2) The program requires that successful candidates demonstrate an understanding of:
(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age developmentally appropriate;
(2)(b) through (c) remain the same.
(d) budgeting and purchasing; and
(2)(e) remains the same.
(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;
(2)(g) remains the same.
(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS EDUCATION  (1) The program requires that successful candidates:
(a) create, analyze, revise, and implement business education curricula that facilitatess the learning of dynamic communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;
(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world and provides benefits to the student and the community, experience and provide students access to advanced learning opportunities, including development of career pathways and work-based learning experiences;
(c) demonstrate the development of personal and leadership competencies (e.g., including but not limited to citizenship, personal development, goal setting, and collaboration);
(1)(d) remains the same.
(e) integrate professional student student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;
(f) identify methods for selection and application of demonstrate appropriate technology tools relating to enhance academic, business, and personal and business decision making, including but not limited to current and emerging devices.

MAR Notice No. [assigned by each agency]
input technologies, operating systems, applications, digital media, and web development and design;

(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;

(h) (g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication is founded on respect, fairness, and honesty, and advocate for business education;

(i) (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

(j) (i) demonstrate ethical and social responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

(k) (j) identify careers and promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

(l) (k) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

(m) (l) assess student interests, aptitudes, personal qualities, students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices;

(n) (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

(o) (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

(p) (o) organize, manage, and synthesize information to make wise business decisions;

(q) (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

(r) (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;

(s) demonstrate an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment;

(t) demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of connection between social, cultural, political, legal, economic, and ethical systems, and technological factors;

(1)(t) through (v) remain the same.

MAR Notice No. [assigned by each agency]
(w) demonstrate accounting procedures and use of application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;
   (1)(x) remains the same.
   (y) demonstrate understanding of ethical, legal, and responsible behavior by respecting intellectual property, personal privacy, and information security;
   (z) develop students’ ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and
   (z) (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.507 THEATRE (1) through (2)(a) remain the same.
   (b) the relationship between the actor practitioner, the literature, and the audience, including the actor's ability to assess personal growth; and
   (2)(c) through (5) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.
   (c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;
   (1)(d) through (m) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.510 STUDENTS WITH DISABILITIES SPECIAL EDUCATION P-12
   (1) through (1)(a) remain the same.
   (b) understand how demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being; that:
      (i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices; and
      (ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
   (c) use demonstrate knowledge of general and specialized curricula, including curricula standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

MAR Notice No. [assigned by each agency]
(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPs) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress;

(i) ability to identify, collect and understand quantitative and qualitative data;
(ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,
(iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning to advance learning of individuals with exceptionalities;

(f) guide professional practices by using foundational knowledge of the field along with professional ethics and standards, of professional standards, and of ethical concerns unique to special education;

(g) collaborate, communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications), including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;
(ii) knowledge of court cases which shaped special education law; and
(iii) understanding of legal resources to assist decision making;

(i)(i) remains the same.

(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports) social, emotional, or behavioral needs, or any combination of these; and

(k) demonstrate proficiency in Montana special education procedural competencies including knowledge of state and federal regulations and rules, knowledge of the state data collection system and state forms, and knowledge of state and federal education processes; laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law,
understand legal resources to assist decision making, and the ability to navigate federal and Montana law.

(i) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES  (1) The program requires that successful candidates:

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe explain the rules that govern the structure, function, and meaning of target language discourse;

(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;

(c) (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

(d) (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect (d) narrate and describe in past, present, and future using connected discourse;

(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;

(g) (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

(h) (f) understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;

(i) (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good some control of aspect;

(j) (h) demonstrate understanding of language as an essential element of culture;

(k) (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(l) (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;
interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

- identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

- provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

- exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

- tailor language use to students’ developing proficiency levels and use a variety of strategies to help students understand oral and written input;

- use the target language to the maximum extent in the classroom at all levels of instruction;

- demonstrate an understanding of the national and state standards for foreign language learning to make instructional decisions;

- understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

- design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and

- design a content-based curriculum which integrates content from other subject areas into instruction; and

- demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.

2. The classical language program requires that successful candidates:

- demonstrate knowledge and understanding of the preceding standards;

- demonstrate knowledge and understanding of the specific classical language;

- demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

3. The English as a Second Language (ESL) program requires that successful candidates:

- demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;

- use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

- demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;

- demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;
(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;
(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and
(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.
(4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) through (1)(m) remain the same.
(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, families, and other appropriate professionals school staff;
(1)(o) through (w) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:
(a) identify, apply, and reflect on their knowledge of child development by:
(i) demonstrate demonstrating an understanding of young children's early childhood (birth-age 8) characteristics and needs encompassing across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and
(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;
(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, and the importance of play, and dispositions toward learning on development;
(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and

MAR Notice No. [assigned by each agency]
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child, children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

(f) know (a) knowing about, understand, and value valuing the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;

(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrate a knowledge of the implications of secondary trauma;

(g) (b) collaborating with families as equal partners in creating create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;

(h) promote and encourage (c) promoting and encouraging family involvement engagement in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and

(i) (d) demonstrate demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;

(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:

(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;

(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:

(i) learn about the unique qualities of American Indians; children's characteristics, including

(ii) document all children’s growth in all developmental domains and promote positive outcomes for each child

(iii) make data-driven decisions to guide curriculum planning and instruction; and

(iii) evaluate effective curriculum to maximize children’s development and learning; and

(i) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and
other informal and formal assessments, including play-based assessments and developmental screenings to:

(i) learn about children's unique qualities;
(ii) guide instruction; and
(iii) evaluate effective curriculum to maximize children's development and learning;

(k) make (c) understanding ethical considerations when choosing, administering, and interpreting, and communicating assessments assessment information, including:

(i) an understanding of family context and involving families in the assessment process;
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity considering children's development, ability, culture, and language.

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;
(ii) scheduling extended time for play; and
(iii) teaching through individual and small group contexts that personalize the learning for the child;

(l) create (b) creating a caring community of learners that:
(i) supports positive relationships between educators, families, and children;
(ii) promotes the development of children's social, emotional, and friendship skills; and
(iii) assists children in the development of security, self-regulation, responsibility, and problem solving;

(m) utilize (c) utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as a core teaching practices;
(ii) integrating curricular areas;
(iii) scaffolding learning;
(iv) personalization of learning
(v) teaching through social interactions;
(vi) providing meaningful child choice;
(vii) implementing positive guidance strategies; and
(viii) making appropriate use of technology; and

(n) (d) provide curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;

MAR Notice No. [assigned by each agency]
(e) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

   (p) (a) design, implement, and evaluate designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

   (q) (b) integrate and support integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

   (i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

   (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

   (iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

   (iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

   (v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;
(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy lifestyles, including health nutrition, and enhanced quality of life for all students;

(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children’s school readiness and future achievements;

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

(s) uphold and use (b) upholding and using state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;

(t) collaborate (c) collaborating with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;

(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and

(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;

(u) use (d) using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;

(w) engage in informed advocacy for young children and the early childhood profession; and

(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:

(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and

(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:
(i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, or community programs);
(ii) provide the opportunity to connect early childhood classroom experiences to home and community settings;
(iii) include experience in two different age groups (3-6 and 5-8); and
(iv) include a -Kindergarten-3rdgrade student teaching experience in a formal school setting.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.
(b) demonstrate knowledge, understanding, and use application of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels support students in meeting standards;
(c) demonstrate knowledge and understanding of theory and research and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of new literacies, and technology; include texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; be able to teach children how to read, and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;
(d) demonstrate knowledge, understanding, and use application of the fundamental concepts of physical science, life science, earth, and space sciences, and engineering design to design and implement age-appropriate developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;
(e) demonstrate knowledge, understanding, and use utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking algebra, geometry, measurement, data, analysis and ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including through culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

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(f) demonstrate knowledge, understanding, and use application of the major concepts and modes of inquiry from the social studies, which include the integrated study of history, civics, the governments of Montana and the United States government, geography, and economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students’ abilities to make informed decisions as citizens of an interdependent world that includes the culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and an interdependent world;

(g) demonstrate knowledge, understanding, and use application of the content, functions, and achievements of dance, music, theater, media arts, and the visual arts, including the art of American Indian artists and tribes in Montana, as primary media for an essential part of communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(h) demonstrate knowledge, understanding, and use application of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;

(i) demonstrate knowledge, understanding, and use application of human movement and physical activity as central elements to foster students’ active, healthy life styles in order to promote mental well-being and enhanced quality of life for all elementary students;

(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities to meet the needs of individual students;

(m) remains the same;

(n) demonstrate knowledge and understanding application of individual and group motivation and behavior and apply this knowledge and understanding relationship building and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions and to create supportive learning environments;

(o) use demonstrate knowledge and understanding application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interactions among students and transparency with students’ families; and

(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to support data-driven decision making to monitor student growth evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.
AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

REASON:

4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: [Contact Name], Department of [Department Name], [Address], [City], Montana, [Zip Code]; telephone (406) 444-[####], fax (406) 444-[####]; or e-mail [contact]@mt.gov, and must be received no later than 5:00 p.m., [Month Day, 20##].

5. [Presiding Person], Department of [Department Name], has been designated to preside over and conduct this hearing.

6. The department 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 [##] above or may be made by completing a request form at any rules hearing held by the department.

7. 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.

8. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

9. With regard to the requirements of 2-4-111, MCA, the department has determined that the amendment of the above-referenced rules [will significantly and directly impact small businesses.] [will not significantly and directly impact small businesses.]

/s/ [type name of reviewer] /s/ [type name of director]
[Name] [Name]
Rule Reviewer [Title]
[Department Name]

MAR Notice No. [assigned by each agency]
Certified to the Secretary of State [Month Day, 20##].

MAR Notice No. [assigned by each agency]
INFORMATION

- ASSESSMENT COMMITTEE – (Item 25)

  Anne Keith

ITEM 25

ASSESSMENT REPORT

Ashley McGrath
Montana Board of Public Education  
Executive Summary  
Date: May 12-13, 2022

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Assessment Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Ashley McGrath</td>
</tr>
</tbody>
</table>
| Position Title     | State Assessment Director  
Assessment Unit  
Teaching and Learning Department Montana Office of  
Public Instruction |
| Overview           | The Office of Public Instruction will present updates on (1) preview expected reporting timelines and next year's testing windows, (2) share summative test completions and frequently asked questions from the field, and (2) present plans for innovation including updates on the Montana Alternative Student Testing (MAST) Pilot Program. |
| Requested Decision(s) | None. This is informational only. |
| Related Issue(s)   | Chapter 56 Assessment ESEA-ESSA Section 1111(b)  
(2) |
| Recommendation(s)  | None. |
Note: slides have been updated with new test completion results as of 4/22/2022.
1. Preview expected reporting timelines for the 2021-2022 school year and see next year’s testing windows

2. Share current summative test completions and frequently asked questions from the field

3. Present OPI’s plans for innovation including updates on the Montana Alternative Student Testing (MAST) Pilot Program
## Test Windows and Expected Reporting Timelines

<table>
<thead>
<tr>
<th>ACCESS for ELLs</th>
<th>MSAA</th>
<th>AMSA</th>
<th>MSA</th>
<th>Smarter Balanced</th>
<th>ACT with Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Subjects</strong></td>
<td>ELP</td>
<td>Math and ELA</td>
<td>Science</td>
<td>Science</td>
<td>Math and ELA</td>
</tr>
<tr>
<td><strong>Grades Tested</strong></td>
<td>Grades K–12</td>
<td>Grades 3–8, 11</td>
<td>Grades 5, 8, 11</td>
<td>Grades 5, 8</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td><strong>Student Group</strong></td>
<td>English learners</td>
<td>SwSCDs</td>
<td>SwSCDs</td>
<td>General</td>
<td>General</td>
</tr>
<tr>
<td><strong>SY2022 Testing Period</strong></td>
<td>14 weeks</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>12 weeks</td>
<td>12 weeks</td>
</tr>
<tr>
<td><strong>SY2022 Test Window</strong></td>
<td>Dec 1 – Mar 11</td>
<td>Mar 14 – Apr 29</td>
<td>Mar 14 – Apr 29</td>
<td>Mar 7 – May 27</td>
<td>Mar 7 – May 27</td>
</tr>
<tr>
<td><strong>Anticipated District/Student Access</strong></td>
<td>Online - May 3 Printed - May 13</td>
<td>Jul 18. – Sept. 9</td>
<td>TBD - Fall</td>
<td>TBD - Fall</td>
<td>10 days after completed test is submitted</td>
</tr>
<tr>
<td><strong>Anticipated State Access</strong></td>
<td>Early May 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
</tr>
<tr>
<td><strong>Anticipated SY2023 Test Windows</strong></td>
<td>Dec 2 – Mar 11</td>
<td>Mar 13 – Apr 28</td>
<td>Mar 13 – Apr 28</td>
<td>Mar 6 – May 26</td>
<td>Mar 6 – May 26</td>
</tr>
<tr>
<td><strong>Date 1:</strong></td>
<td>Date 1: March 29</td>
<td>Date 2: April 12</td>
<td>Date 3: April 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date 2:</strong></td>
<td>Date 1: March 28</td>
<td>Date 2: April 11</td>
<td>Date 3: April 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Some of these dates may be subject to change. For Smarter Balanced, MSA, and AMSA Individual Student Reports (ISRs) these will not be sent to districts. **Chart key:** ELP = English Language Proficiency; SwSCDs = student with significant cognitive disabilities; SY = school year. The OPI will publish any changes to the test windows on the [Published Test Windows](https://opi.mt.gov).
ACCESS for ELLs is the English Language Proficiency assessment intended for academic achievement reporting for English Learners (EL) in Grades K–12.

Students registered: 3,680

Students tested: 2,855

About 78% of all students registered for ACCESS participated this year.

Data accurate as of 4/19/2022.

Note: some data may not sum to totals due to rounding rules and estimations.
The Smarter Balanced assessment is intended for general population students in math and reading/language arts (ELA) for academic achievement reporting in Grades 3–8.

Students registered: 68,600

Students tested: 22,650

About *33%* of all students registered for the test have completed it.

**Note:** Each student must complete 3 tests (i.e., ELA CAT, Math CAT, and Math PT)

Data accurate as of 4/22/2022. Total Available Tests: 204,430 which includes the 3 tests as PT = Performance Task, CAT = Computer Adaptive Testing. **Note:** some data may not sum to totals due to rounding rules and estimations.
The Multi-State Alternate Assessment (MSAA) is the alternate math and reading/language arts (ELA) assessment for academic achievement reporting in Grades 3–8 and 11 for Students with Significant Cognitive Disabilities (SwSCD).

### MSAA Test Completions in 2021 and 2022

<table>
<thead>
<tr>
<th>Status</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td>815</td>
<td></td>
</tr>
<tr>
<td>In Progress</td>
<td>149</td>
<td>170</td>
</tr>
<tr>
<td>Submitted</td>
<td></td>
<td>710</td>
</tr>
<tr>
<td>Closed</td>
<td>38</td>
<td>56</td>
</tr>
</tbody>
</table>

**Students registered:**
880

**Students tested:**
580

About 66% of all students registered for the test have completed it.

**Note:** Montana must also adhere to the 1.0 percent student cap for the total student population identified as eligible to participate in the alternate assessment(s) (see ESEA-ESSA Section 1111(b)(2)(D)).

Data accurate as of 4/22/2022. Total Available Tests = 1,750. **Note:** each student must complete 2 tests (i.e., ELA and Math). **Note:** some data may not sum to totals due to rounding rules and estimations.
The Montana Science Assessment (MSA) is intended for general population students in science for academic achievement reporting in Grades 5 and 8.

Students registered: 23,317

Students tested: 10,755

About 46% of all students registered for the test have completed it.

Q: When will I be able to access my MSA scores from Spring 2022?
A: Scores will be accessible in Fall of 2022 after Standards Setting work occurs in August 2022.

Data accurate as of 4/22/2022. Note: some data may not sum to totals due to rounding rules and estimations.
The Alternate Montana Science Assessment (AMSA) is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for Students with Significant Cognitive Disabilities (SwSCD).

AMSA Test Completions in 2021 and 2022

Students registered: 326
Students tested: 134

About 41% of all students registered for the test have completed it.

Note: Montana must also adhere to the 1.0 percent student cap for the total student population identified as eligible to participate in the alternate assessment(s) (see ESEA-ESSA Section 1111(b)(2)(D)).

Data accurate as of 4/22/2022. Note: some data may not sum to totals due to rounding rules and estimations.
The ACT assessment is intended for general population students in math, reading/language arts (ELA), and science for academic achievement reporting in Grade 11.

Students registered:
11,115

Students tested:
3,017

About 27% of all students registered for the test have completed it.

Note: There are five subtests English, Reading, Writing, Math, and Science.

Data accurate as of 4/18/2022. Note: Final counts will not be available until June. Note: some data may not sum to totals due to rounding rules and estimations.
We are here to help. Contact us.

Assessment Help Desk: 1-844-867-2569

Assessment Team

Count and Percent of Issue/Topic

Note: some data may not sum to totals due to rounding rules and estimations.
"Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student’s results from through-course summative assessments must be combined to produce the student’s total summative assessment score for that academic year."

- U.S. Department of Education, 2010
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
ACTION

ACCREDITATION COMMITTEE – (Items 26-27)

Susie Hedalen

ITEM 26

RECOMMEND APPROVAL OF THE INITIAL AND RENEWAL VARIANCE TO STANDARDS APPLICATIONS

• Action 1: Action on Three Requests for Initial Variance to Standards
• Action 2: Action on Nine Requests for Renewals to Variance to Standards

Dr. Julie Murgel
Ellery Bressler
# Montana Board of Public Education Executive Summary

**Date:** May 12 - 13 2022

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Recommend Approval of 2022 Initial and Renewal Variances to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Ellery Bresler; Dr. Julie Murgel</td>
</tr>
<tr>
<td>Position Title</td>
<td>Accreditation Data Specialist; Chief Operations Officer</td>
</tr>
<tr>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>Requested Decision(s)</td>
<td>This presentation provides to the Board of Public Education recommendations from Superintendent Arntzen to approve Initial and Renewal Variances to Standards. The primary report is attached.</td>
</tr>
<tr>
<td>Related Issue(s)</td>
<td>None</td>
</tr>
</tbody>
</table>
| Recommendation(s) | Action 1: Approve State Superintendent Arntzen's Recommendations of the three requests for Initial Variances to Standards.  
Action 2: Approve State Superintendent Arntzen's Recommendations of the nine requests for Renewal of Variances to Standards. |
VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATES (check one)

☑ First semester implementation; first Monday in March
☐ Second semester implementation; first Monday in July

COUNTY: Hill County
DISTRICT: Havre Public Schools 16&A
LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Havre High School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709, 10.55.1801
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.

We have had ongoing conversations both at the Board Meeting level and at the Strategic Planning Table, with community members and parents present, about our declining student population at Havre High School. These discussions have been centered on reduction in programming and staffing as a result of our student population at the high school dipping below 500 students.

3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.

The Board of Trustees has been appraised of this situation through continued conversations at board meetings regarding our declining student population at the high school. During monthly administrative meetings, the administrative team discusses new students, students who have transferred from the districts, and those students who have dropped out. Student enrollment is an important topic for all stakeholders, and we discuss the impact of student retention well beyond count days.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.

5. Describe the variance requested.
   We have been employing 1.5 librarians to meet accreditation. Our Spring count is below 500 and we are not planning to hire a .5 librarian for Havre High Schoo. If our enrollment exceeds 500 by the Fall count, we will utilize instructional para assistance or additional staff to assist with library media services.

6. Provide a statement of the mission and goals of this proposed variance.
   Our mission is to follow the accreditation standards and provide quality educators and educational services to our students, their parents, and the community. The request for this variance is in line with the expectations and requirements of ARM.
7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).
   If our enrollment is below 500, we, by accreditation standards, only need to employ 1.0 FTE in our high school for Library Media Services.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?
   We will use the fall count to make determinations related to additional staffing or support services, if necessary.
9. Describe how and why the proposed variance would be:
   a. Workable.
      We currently employ a full time Library and Media Services teacher. This individual will continue in this position for 2022-2023.

   b. Educationally sound.
      By accreditation standards, we are meeting the requirements of administrative rules of Montana.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Program standards outline the minimum requirements for fulfillment of the position, which HPS and HHS are currently meeting.


d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

We will continue to offer library and media services to students in the manner outlined in the content standards. Our librarian is well versed in the standards and serves both students and teachers as a researcher, content expert, and facilitator for small and large groups.
Required school district signatures:

Board Chair Name: Dr. Curtis Smeby  
Board Chair Signature:  
Date: 2-22-22

Superintendent Name: Mr. Craig Mueller  
Superintendent Signature:  
Date: 2-22-22

Mail the signed form to:

Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction:  
[✓] Approve  [ ] Deny  
Date: 2022

Board of Public Education Chair  
Date: ___

[ ] Approve  [ ] Deny
February 22, 2022

SPECIAL MEETING, BOARD OF TRUSTEES
SCHOOL DISTRICT NO. 16 AND HIGH SCHOOL DISTRICT “A”

A special meeting of the Board of Trustees, Elementary School District #16 and High School District “A”, was held at the Havre Robins Administrative Building Banner Room at 12:16 pm, February 22, 2022 for the purpose of considering any business that comes before the Board of Trustees. Curtis Smeby presided and Lorraine Larson led the Pledge of Allegiance.

ROLL CALL
MEMBERS PRESENT

Cindy Erickson, Brittnee’ Loch, Garrit Ophus, Curtis Smeby, Lorraine Larson, Timothy Scheele

MEMBERS ABSENT

Jacob Ingram, Theresa Miller

Superintendent, Assistant Superintendent and District Clerk were present throughout the meeting.

WELCOME

Presiding Chair welcomed the visitors in attendance.

AGENDA ADDITION/DELETION

None

ITEMS OF NEW BUSINESS

B.1. Personnel

Superintendent Mueller presented the personnel report. No board discussion.

Motion to accept the personnel report as presented.

Motion: Lorraine Larson; Second: Theresa Miller
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

B.2. Appl. for a Variance of Standard

Superintendent Mueller presented. No board discussion.

Motion to accept the Application for a Variance of Standard as presented.

Motion: Cindy Erickson; Second: Lorraine Larson
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

PUBLIC COMMENT

None

CLOSING

With no further business, Cindy Erickson moved the meeting to be adjourned at 12:24 pm, Lorraine Larson seconded.
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

The next scheduled meeting: March 8, 2022 at 6:30 pm
Havre Middle School
VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) “A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.”

DUE DATES (check one)

- [X] First semester implementation; first Monday in March
- [ ] Second semester implementation; first Monday in July

COUNTY: Ravalli County

DISTRICT: Stevensville Public School District #2

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Stevensville Elementary K-8

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

   10.55.708 1.5 FTE for schools with 501-1000 students
   10.55.1801 Library Media Program Delivery
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable. The Stevensville School Board meeting agenda and minutes from February 8, 2022 are included.

3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff. The Stevensville School Board meeting agenda and minutes from February 8, 2022 are included. The minutes will include discussion of the proposed variance and the Board of Trustees approval.

Administration has discussed applying for the variance because we have been unable to hire a certified librarian to fill a vacancy. The variance would also allow us to put some funds from salary into other areas such as additional sections to reduce class sizes or provide academic interventions.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.

5. Describe the variance requested.
Stevensville School District is requesting approval for an alternative standard regarding our library staffing. We are proposing to staff the K-8 library with a 1.0FTE librarian and 1.0FTE library aide.
The current standard requires 1.5FTE certified librarian for over 500 students. Stevensville K-8 enrollment approximately 500-550 students.

6. Provide a statement of the mission and goals of this proposed variance.
Stevensville Public Schools are committed to creating a safe, collaborative learning environment centered on students, facilitated by staff and supported by community to ensure growth and achievement for all.

District Goal #1: Student Achievement - We are committed to ensuring that all students will achieve at their highest potential socially, academically and professionally.
The library a component of student achievement. Our library is a resource center for students and teachers, a media center and comfortable area for recreational reading and research.
7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).

1. The 1.0 FTE librarian and 1.0 FTE library aide will provide full time library access for all students K-8. The library can be staffed from 8:00-4:00pm each day, including recesses and lunch periods to provide adequate time for students to access the library resources.

2. The librarian and aide will work closely to maintain the library collection and a variety of media for grades K-8 students and teachers. This structure will continue to allow classroom teachers to collaborate with the librarian and bring classes to the library on a routine basis. The librarian will be able to fulfill the administrative needs of the program (10.55.1801)

3. The district will provide time for the librarian and aide during professional development days throughout the school year.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?

1. Full library access 8:00-4:00 -
The building principal will assign the librarian's classes and the library aide's hours and duties.

2. Provide and Maintain Library Collection -
Circulation data is available from Destiny Library Manager. A schedule of classes and master schedule for the year will be provided.

3. Professional Development -
We will review Montana Content Standards for Library Media to ensure our students are receiving adequate education in the required areas.
9. Describe how and why the proposed variance would be:
   a. Workable.
      
      This variance is fiscally responsible for the district by allowing us to hire an aide instead of a 0.5-1.0FTE librarian. The current library aide transferred from a classified position within the district and is familiar with district staff, policies and procedures.

   b. Educationally sound.
      
      The 1.0FTE librarian and 1.0FTE aide has been in place since fall 2021 when we were not able to find a certified librarian. It has been successful in meeting the needs of our students and teachers this year.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The librarian is fulfilling the administrative duties as outlined in 10.55.1801.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

The current District librarians will continue to work together to ensure we have aligned instructional resources.
Required school district signatures:

Board Chair Name: Cathi Cook

Board Chair Signature: Cathi Cook Date: 3/3/2022

Superintendent Name: Robert P. Moore

Superintendent Signature: Robert P. Moore Date: 3-2-2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: [ ] Approve [X] Deny Date: 2022

Board of Public Education Chair __________________________ Date ________

[ ] Approve [ ] Deny

Elsie Arntzen, Superintendent • Montana Office of Public Instruction

December 2018
1. Opening of meeting – call to order – present – salute to flag:

Chairwoman Cathi Cook called the board meeting to order at 7:00 p.m. in the Music Center Choir Room (Also Broadcast via Zoom). Cathi led the Pledge of Allegiance. Trustees present were Dan Mullan, Sean Lenahan, Jennifer Gunterman, Stephanie Esch, Sarah Armijo, Ben Meyer, and Kris McKoy. Superintendent Bob Moore, Eric Larson, Angie Armour, Tracey Rogstad, Jessica Shourd, and Business Manager/Clerk Bill Schiele were present.

2. Recognize Visitors/Public Comment:

Board Comment:

Chairwoman Cathi Cook told the audience the district has selected four candidates for the district superintendent position. Cathi read the names of the four candidates. Cathi also told the audience they will be conducting interviews on February 15 and February 17, 2022.

Public Comment:

There was no Public comment.

3. Approval of Minutes:

A. January 11, 2022
B. February 1, 2022

Chairwoman Cathi Cook asked the trustees if they had any questions or comments on the Regular Board Meeting minutes held on January 11, 2022 as presented. Sean Lenahan made a motion to approve the January 11, 2022, Regular Board Meeting minutes as presented. Jennifer Gunterman seconded the motion. All voted aye.
Chairwoman Cathi Cook asked the trustees if they had any questions or comments on the Special Board Meeting minutes held on February 1, 2022 as presented. Stephanie Esch made a motion to approve the February 1, 2022, Special Board Meeting minutes as presented. Sarah Armijo seconded the motion. All voted aye.

4. Approval of Claims:
Chairwoman Cathi Cook asked if there were any questions or comments on the claims or students' accounts. Cathi told the Board the district has claims in the amount of $496,291.05 starting with claim #38807 and ending with claim #38897 and students' accounts in the amount of $34,613.19. There were no questions or comments on claims. Sarah Armijo made a motion to approve the claims and students' accounts as presented. Sean Lenahan seconded the motion. All voted aye.

5. Consent Agenda
A. Resignation – Angela Marble – Assistant Clerk
B. Employment
   i. Steve Lewis – MS Track
   ii. Steve Lewis – MS Track
   iii. Steve Lewis – MS Track
   iv. Steve Lewis – MS Track
   v. Substitute List
   *All employments are pending Background Checks
Chairwoman Cathi Cook told the Board they will now approve the consent agenda items. Cathi asked the Board if there were any questions or comments on the consent agenda items. Cathi asked the Board if there were any consent agenda items they would like to remove from the list. There were no items to be removed. Cathi told the Board the consent of any trustee pertains only to the items they have the authority to decide on and if there is no objection, the agenda items will be adopted by unanimous consent. There was no objection and the consent agenda items were approved by unanimous consent.
6. Informational Item

A. Board Committee Reports

Negotiation Committee – Cathi told the Board the districts negotiations team has met with
the teacher's negotiation committee and talked about the upcoming negotiations and that both
committees have set ground rules for the upcoming negotiations.

Resource Committee – Did not meet in January.

Facility Committee – Cathi talked about the punch lists they have been working on, the
moving of the High School office to the new entry, the moving of teachers into the southwest
classrooms, the welding booths, the new gas hookup for the welding booths, the bus barn remodel
and the girl's locker room showers.

After a comment from the Board on the High School girl's locker room showers, Cathi
moved onto the next agenda item.

Calendar Committee – No report from the calendar committee.

B. Student Representative Report

Garrett Schreiber, the student representative, was not present tonight.

C. Athletics and Activities – Mr. Edman
  i. Long Range Planning Document

  Chance Edman, the District Athletic Director, went over the long-range planning report
that was in the board packet. Chance talked about the sports programs that he feels need attention
and talked about the sports programs that are doing a good job at the district. Chance also talked
about how to implement the changes into the sports program for the district. After comments from
the Board on what Chance means by making the sports programs more successful programs, how
and when to implement the changes, the long term changes to the sports programs, encouraging the
students to stay eligible for the sports program they are in, how does the district know they are
meeting the needs of all students including curricular and co-curricular activities and doing a
student survey, Cathi moved onto the next agenda item.

  ii. Baseball Cost

  Chance told the Board if the district was to implement a district baseball team the upfront
cost would be around $20,000.00 dollars and the yearly expense would be around $12,000.00 to $15,000.00 dollars. Superintendent Bob Moore told the Board this is just information for them at this time and the district will come to the Board with a recommendation to consider starting a baseball sports program here at the district.

iii. Shot Clock Cost Analysis

Chance told the Board that MHSA is making it mandatory for all school districts to implement a shot clock for next year’s basketball season. Chance told the Board it will cost around $5,725.00 dollars for the High School gym shot clocks and around $1,000.00 dollars for the Elementary shot clocks. After comments from the Board on if there is a phase-in timeline to make this happen, will it be for all school districts in Montana, when will the new shot clock requirement start and if the school district can find donations to help with the cost of the purchase, Cathi moved on to the next agenda item.

D. Enrollment Information

Superintendent Bob Moore went over the ANB enrollment numbers that was taken on February 7, 2022. Bob told the Board there was a decrease of 25 students in the High School and that the Elementary numbers were holding steady.

7. Business Items for Action:

A. Recommendation for Leave of Absence – Cathy Ballinger

Chairwoman Cathi Cook told the Board and the audience as Chairwoman of the Stevensville School board and according to Montana Code 2-3-203 that she determined that the demands of the individual’s privacy clearly exceeds the merit of public disclosure and closed the meeting. Cathi reopened the meeting. Cathi asked the Board if anyone would like to make a motion. Ben Meyer made a motion to grant a leave of absence for classified employee Cathy Ballinger to June 30, 2022. Sean Lenahan seconded the motion. All voted aye

B. Transportation Contract

Superintendent Bob Moore told the Board the district only received one bus contract bid and that was from Harlow’s Bus Service Inc. Bob and the Harlow’s representatives went over the contract. After comments from the Board and the audience about the contract the different bid
options and the fair market of the yellow buses, Sarah Armijo made a motion to approve the RFP submitted by Harlow’s for a five-year contract as presented. Sean Lenahan seconded. After more discussion on the motion and what it should state, Sean withdrew his second and Sarah withdrew her motion. Sarah Armijo made another motion to accept the RFP submitted by Harlow’s Bus Services with Bid Option One in recognition that it isn’t feasible for the district to operate its own transportation program and to direct the Superintendent to negotiate the sale prices of the current district’s yellow bus fleet, (not including the two activity busses and one yellow bus) bussing equipment and the occupation of the district’s bus barn upon completion of the construction. Sean Lenahan seconded the motion. Dan Mullan, Sean Lenahan, Stephanie Esch, Jennifer Gunterman, Cathi Cook, Sarah Armijo, and Kris McKoy voted aye. Ben Meyer abstained.

C. Out-of-District Enrollments

i. Elementary

ii. High School

Chairwoman Cathi Cook asked the Board if they had any questions on the Elementary out-of-district students as presented. After comments on some of the enrollment forms, Sarah Armijo made a motion to approve student A and C and to decline student D enrollment into the district for the 2021-2022 school year. Dan Mullan seconded the motion. All voted aye. Dan Mullan, Sean Lenahan, Stephanie Esch, Cathi Cook, Sarah Armijo, Ben Meyer, and Kris McKoy voted aye. Jennifer Gunterman could not vote.

Chairwoman Cathi Cook asked the Board if they had any questions on the High School out-of-district students as presented. Sean Lenahan made a motion to approve the High School out of district students for the 2021-2022 school year as. Stephanie Esch seconded the motion. All voted aye.

D. Call for Election

Superintendent Bob Moore told the Board they need to call for a trustee election that will be held on May 3, 2022. Bob told the Board there are three positions open for the Elementary/High School district. Cathi Cook asked the Board if they had any questions on the
E. Alternative Standard Library Staffing

Superintendent Bob Moore explained the situation to the Board about the 4-8 library position and that the State of Montana allows school district to propose alternative standards to accreditation standards under unique circumstances. Bob told the Board it has been very difficult to find a certified librarian to fill the open position. Bob told the Board the alternative staffing would include a 1.0 FTE paraprofessional to fill the position but the Board needs to approve it. After comments from the Board on alternative standard library staffing, if this is a yearly waiver and if the person in this position becomes tenure after three years, Stephanie made a motion to direct the Stevensville Administration to file for an alternative library staffing standard to include a 1.0 FTE certified librarian for the K-8 district and 1.0 FTE library paraprofessional for the K-8 district. Sean Lenahan seconded the motion. Dan Mullan, Sean Lenahan, Stephanie Esch, Cathi Cook, Sarah Armijo, Ben Meyer, and Kris McKoy voted aye. Jennifer Gunterman could not vote.

F. Sinking Fund Reinvestments

Superintendent Bob Moore told the Board the district has received three quotes from the local banks. Bob went over the rates. After comments from the Board on the term of the CD’s and the interest rates, Ben Meyer made a motion to invest the money at .25 percent for a term of one year with Farmers State Bank. Sean Lenahan seconded the motion. All voted aye. Dan Mullan abstained from voting.

G. Policy – Seconding Reading Policies 2140, 2240, 2332, 3233, 3550, 3550F and 4331.

Chairwoman Cathi Cook asked the Board if they had any questions on the second reading of the policies as presented. After a question on some of the policies, Jennifer Gunterman made a motion to approve policies 2140, 2240, 2332, 3233, 3550, 3550F, and 4331 as presented. Sarah Armijo seconded the motion. All voted aye.

H. Obsolete Equipment and Materials Disposal

Chairwoman Cathi Cook asked the Board if they had any questions on the disposal list as presented. Sean Lenahan made a motion to dispose of the School District property as obsolete,
undesirable, or unsuitable for school purpose as presented. Kris McKoy seconded the motion. All voted aye.

I. Election Contract with Ravalli County

Superintendent Bob Moore told the Board the district needs to have a contract with Ravalli County election office for them to run the school election. Chairwoman Cathi Cook asked the Board if they have any questions on the election contract as presented. Stephanie Esch made a motion to approve the Ravalli County election contract as presented. Jennifer Gunterman seconded the motion. All voted aye.

8. Adjourn:

Sarah Armijo a motion to adjourn the meeting. Sean Lenahan seconded the motion. All voted aye.

Board Chairman: [Signature]
Date: 3/8/2022
School Board Clerk: [Signature]

[Signature on the right side]
VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATES (check one)

✔ First semester implementation; first Monday in March
☐ Second semester implementation; first Monday in July

COUNTY: Missoula County
DISTRICT: Target Range School District #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Target Range Elementary / Target Range 7-8

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

   Standard 10.55.709 Library Media Services
   Standard 10.55.1801 Library Media Program Delivery
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.

The Target Range Parent Teacher Organization (PTO) maintains a strong partnership with the Librarian and library program. They support the district’s efforts to find a more sustainable solution for meeting the needs of students in this area. A meeting took place on Wednesday, February 2, 2021 where the Superintendent and Principal were available to answer questions about the requested variance as well as share how the Library program will function if approved.

Target Range School is also extremely fortunate to have a long standing volunteer within the Library. She is not only dependable and hardworking, she holds a Master’s Degree in Library Sciences; therefore, she has a thorough understanding of the importance of cataloging and circulation.

3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.

When preparing the request, the school Principal and Librarian collaborated on the program proposal and then shared the information and gathered feedback with staff in a weekly meeting. Follow up conversations and questions were addressed separately, after the meeting with the appropriate staff members.

In addition to sharing information with staff, the school Superintendent, Principal and Librarian met with the long-standing volunteer to discuss all avenues for meeting this accreditation requirement as well as each individual’s role within the Library if the requested variance is approved as well as next steps if not approved.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.

5. Describe the variance requested.

The mission of the Target Range Library is to create a space "where students become effective users and producers of ideas and information." The goal of the requested variance is to provide a full-time instructional aide who would support and assist the licensed Librarian with materials check-out, data entry, the organization processes and shelving of books. This support would provide opportunity for the Librarian to support the information Literacy and Library Media Standards through direct student instruction. This would also allow time to collaborate with classroom teachers in support of their curricular goals. The District's student population remains stable enough that in order to meet the standards of accreditation, we need to employ an additional .5FTE licensed librarian. In previous years, Target Range has struggled to recruit and maintain staff in this half-time position. Budgetary constraints keep the district from creating a full-time position, which in turn has been a detriment to the library program. The additional support of a full-time instructional aide, who would serve under the direction of the licensed librarian, would ensure consistent assistance for the teacher as well as the students and program as a whole.

6. Provide a statement of the mission and goals of this proposed variance.

The mission of the proposed variance is to create consistent, dependable support for our certified librarian, students, and teachers within the Library program. The ability to recruit an individual that is eager to be in this position and enjoys supporting the work of our Librarian will be invaluable and appreciated by many within the district.
7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).

Objective 1: Resource Availability - The resources available to teachers and students will increase and be available on a more consistent basis because there will be a dedicated individual conducting those duties daily. The additional time of a support employee will also make the licensed librarian available to help teachers prepare resources for their lessons. Success will be measured by data generated by our circulation system and logs of resources being made available.

Objective 2: Master Schedule Coordination - The addition of an instructional aide will maximize the amount of time two people will be available in the Library. This will allow for more classes to be scheduled to visit the library to receive instruction as well as check out books. For example, the instructional aide could keep the Library open during the lunch hour so middle school students could read while they eat their lunch or check out a new book. Success will be measured in feedback received on the master schedule as well as in the check out logs of the Library and review of previous master schedules and contact time calculation.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?

Objective 1: The objective will be met if more books and resources are in circulation throughout our school. This will be measured by using the data received from the library circulation system.

Objective 2: This objective will be met if we are able to provide Library class or consistent Library time to all students within the building. This will be measured by a comparison of previous years master schedules and contact time circulation.
9. Describe how and why the proposed variance would be:
   a. Workable.

      The requested variance is workable because as a district we would be able to successfully recruit an employee that not only has interest in library services but also can assist in other areas of our school. This opportunity is also very fiscally responsible for our district in light of budgetary losses we are facing in the upcoming school years due to enrollment related to the COVID-19 pandemic.

   b. Educationally sound.

      The requested variance is educational sound because it allows the district to provide more consistent support to the Library program as well as the students and teachers within the school. The increased access to the Library space by having someone available more regularly will be of great value and open up many possibilities within our scheduling process.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1101 Communication Art - Access to Materials: This variance to standard would allow students as well as teachers to have access to materials not only in print, but also non-print. It allows the Librarian and the Instructional Aide the opportunity to ensure that the resources available are diverse and represent many perspectives and include the importance of the American Indian population represented in our school as well as in our state.

10.55.1201 Arts Program - Material Acquisition: This variance would create support for our current art teacher and the acquisition of materials to share with students.

10.55.1601 Social Studies Programs - Access to Materials: This variance, would again, create support for teachers. When learning about primary and secondary resources, the Librarian is a wealth of knowledge. With a second individual available to support library functions, more time can be allotted for the research of sources and support of the social studies programming throughout the school.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

The requested variance is applicable in the support of all area content standards found in Chapters 53 and 54. Although resources can be easily found through current technologies, the time and attention needed to research and examine the resources for appropriateness, fact and relevance is important. The addition of a dependable, vested, consistent person in the Library will ensure that the program can continue to grow and provide assistance to all curricular areas within the school.
Required school district signatures:

Board Chair Name: Thomas Buchholz

Board Chair Signature: __________________ Date: 02/07/2022

Superintendent Name: Heather Davis Schmidt

Superintendent Signature: __________________ Date: 02/07/2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

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OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen Date: April 13, 2023

☐ Approve ☐ Deny

Board of Public Education Chair __________________ Date __________________

☐ Approve ☐ Deny
February 2, 2022

To Whom It May Concern,

The Target Range Parent Teacher Organization has supported Target Range Library programs in many ways through the years. The PTO has provided volunteers, put on book fairs, and done other programs. The PTO stays committed to helping to provide resources and be supportive to the Target Range students and their staff. In a recent discussion with Mrs. Droessler about the library, it was shared that the school has had a difficult time maintaining a consistent employee for the half-time position. It would be a great benefit to the school to hire a full-time employee, and now there might be a possibility of that happening with an applied standard variance. The school board would need to provide approval for the administration to apply for the variance with The Office of Public Instruction, then The Office of Public Instruction would need to approve the variance for Target Range School.

The PTO and I appreciate the efforts of the administration to find ways to improve programs and to continue to support the Library programs as they have in the past. As we all know a student's love of reading can inspire them to explore the world, and fuel a great imagination. Thank you for taking the time to read my letter of support for the library while keeping the best interest of the students and teachers at the heart of your decision.

Sincerely,

Amy Frandsen
President, Target Range School PTO
1. OPENING ITEMS
Action (Consent), Procedural: A. Call to Order/Pledge of Allegiance

Board Chair Buchholz called the meeting to order at 6:01 p.m.

Procedural: B. Roll

- Thomas Buchholz, Chair
- Jennifer Long, Vice Chair
- Sharon Sterbis, Trustee
- Bob Carter, Trustee - joined at 6:05
- David Wright, Trustee

Action: C. Board Approval of Agenda

Motion: Trustee Sterbis moved to approve the agenda
2nd: Trustee Wright
Call for public comment: none
Vote: 4-0

Procedural: D. Official Guests

- Heather Davis Schmidt, Superintendent
- Jessica Pyette, District Clerk
- Barbara Droessler, Principal
- Megan Hopper, Assistant Principal
- Elaine Higuera, Technology Director

Information: E. Board Correspondence

Procedural: F. Public Comment on Items Not on the Agenda:

Amy Frandsen – reported about the PTA, the received the request to help volunteer and fill in for some duties, staff and parents are both trying to do a lot. Parents are not comfortable filling in for staffing shortages but will try to help out the best ways they can.

Action: G. Board Approval of Minutes

Motion: Trustee Buchholz moved to approve the January 10th, 2022 minutes
2nd: Trustee Sterbis
Call for public comment: none
Vote: 4-0

2. CONSENT AGENDA
Action (Consent): A. Accounts Payable and Payroll
Action (Consent): B. UChicago Impact Data Privacy Agreement
Action (Consent): C. University of Montana Cooperating Teachers Payment Agreement
Action (Consent): D. Semester I Bus Route Reimbursement Claim TR-6

Motion: Trustee Wright moved to approve the consent agenda.
2nd: Trustee Long
Call for public comment:
Vote: 4-0

3. PRESENTATIONS
Information: A. 2022-2023 Budget Study Session (Pyette)

Business Manager/District Clerk Jessica Pyette shared the 2022-2023 Budget Study projections based on information that we have as of now. Enrollment, ANB, and budget projections for the 2022-2023, 2023-2024, and 2024-2025 school year are estimates.

Discussion: B. Trustee Handbook (Wright)

Trustee Wright shared a draft of the Trustee Handbook. The Trustee Handbook Committee (Trustees Wright and Sterbis, Superintendent Davis Schmidt) worked over the last several weeks to develop this draft for the Board of Trustees to consider. At the March 15, 2022 General Board Meeting the Board will again discuss this document and approve the final version.

Discussion: C. Reflex Protect for School Safety (Hopper)

Assistant Principal and facilitator of the Target Range School District Safety Team, Megan Hopper, along with other members of the District's safety team will share a presentation about Reflex Protect, a product that many schools in Montana and across the country are using in the event of an active threat within the school setting. This product is also used in many hospitals and was developed here in Missoula. Please see the Reflex Protect website for more information. The TRSD Safety Committee is considering this product and a corresponding policy for recommendation to the Board of Trustees at the March 14, 2022 General Board Meeting.

4. COMMUNITY ENGAGEMENT

Reports: A. TREA Update (Swentik/Smart)
- Everyone is working incredibly hard to do all they can to keep the school open and running - we appreciate everyone's hard work
- Met with TREA/TRCA/TRSD to problem solve solutions created by the short staffing
- MAP testing is in full swing
- Teachers are prepping for conferences
- Enjoying the delicious new breakfast and lunch menus. Thanks Devin and crew!

Reports: B. TRCA Update (Mangan)
This month the paraeducators at Target Range School have been working very hard: filling in for duties and absences due to the surge in COVID cases, planning future trainings, and training on our new Raptor system for school emergencies. While it has been a challenging time, the paras have really risen to the challenge and proved to be a great support to the teaching staff.

We have been happy to welcome two new paraeducators and they seem to be settling into the TRS family. TRCA is also hoping to recruit some new members. We are meeting and discussing strategies to add more members.

5. DISCUSSION ITEMS
Discussion: A. Strategic Plan Update (Davis Schmidt)
Superintendent Davis Schmidt shared the current progress on the Strategic Plan Action Steps Timeline.

Discussion: B. Update on Added Bus Route #4 (Droessler)
Principal Droessler provided an update on ridership of the new bus route #4 added in the 2021-2022 school year. The new route has been greatly utilized and is very popular.

6. ACTION ITEMS
Action: A. Review TR Safe Return to Schools and Continuity of Services Plan (Davis Schmidt)
The TR COVID-19 Task Force met on Monday, January 31st.

- See the current Missoula City-County Health Department's data dashboard HERE.
- Recommended updates to the Safe Return to School and Continuity of Services Plan, including metrics for moving between universal masking and masks recommended. See the proposed plan metrics and data HERE.
- Recommended updates to TR COVID-19 Safety and Health Protocols HERE.
- See the District's 2021-2022 COVID-19 information website page HERE.
- See parent, staff, and community feedback and other guidance related to COVID-19 received since the January 7, 2022 General Board Meeting HERE. (All Board correspondence is also attached in the Board correspondence section of the agenda).
- See the TR COVID Task Force Overview HERE, including links to Task Force Meeting agendas and other resources.

Motion: Trustee Sterbis moved to approve the updated plan as presented.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Action: B. Declaration of Unforeseen Emergency School Closure for Wednesday, January 12 (Davis Schmidt)

Motion: Trustee Buchholz moved to approve the declaration.
2nd: Trustee Wright
Call for public comment: none
Vote: 5-0

Action: C. Garden City Little League and Target Range School District Agreement (Davis Schmidt/Ries)
Motion: Trustee Sterbis moved to approve the agreement.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Action: D. Science Olympiad Field Trip Request to Bozeman (Paulson/Swentik)

Motion: Trustee Carter moved to approve to approve the field trip.
2nd: Trustee Long
Call for public comment: none
Vote: 5-0

Action: E. Comprehensive School and Community Treatment Program, OPI, DPHHS Memorandum of Understanding (Pyette)

Motion: Trustee Buchholz moved to approve the MOU.
2nd: Trustee Sterbis
Call for public comment: none
Vote: 5-0

Action: F. Library Program Variance to Standards (Droessler)

Motion: Trustee Sterbis moved to approve the library variance request.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Discussion was held we need to work toward increasing the number of hours the para-educator spends in the library.

Action: G. Proposed temporary substitute bonus (Davis Schmidt)

Due to COVID-19 and recently the Omicron variant, Target Range School is again experiencing significant staffing shortages. We appreciate the many TR parents and family members who are stepping in as substitutes on a regular basis. In addition to our parents/TR family members, we also have substitutes with which we are competing with other area school districts. We wish to continue to recruit and retain high quality substitutes, while also recognizing that we still do not have longitudinal data to help us determine whether or not we can financially sustain a long-term increase in substitute pay.

Proposal: beginning Wednesday, February 1, 2022 any substitute for Target Range School District will receive a $165 bonus for every 75 hours of substituting at Target Range School District. This bonus will remain in place through the remainder of the 2021-2022 school year, ending on June 9, 2022. Administration recommends the Board of Trustees approve this proposal.

Motion: Trustee Buchholz moved to approve the proposed bonus for the remainder of the 2021-2022 year.
2nd: Trustee Carter
Call for public comment: none
Vote: 5-0

Discussion was held the hourly rate would not exceed any current staff hourly rate.

Action: H. Personnel Report (Davis Schmidt)

**Recommendations for Hire:**

- Alyssa Jurgensmeier, Speech Pathologist, 20 FTE
- Isaac Gjefle - short term Extra Duty Kitchen Assignment (stipend)

**Recommendations for Hire - Extra Curricular:**

- Elaine Higuera, Girls Basketball Head Coach

**Recommendations for Hire - Substitutes:**

- Magda Podlipny
- Kira Allen
- Amy Baier

**For information only, Resignations/Retirements**

- Caitlin Boyer, part-time Assistant Cook
- James Bergman, Custodian
- Tara Anderson, Girls Basketball Head Coach

Motion: Trustee Carter moved to approve the personnel recommendation as presented.
2nd: Trustee Carter
Call for public comment: none
Vote: 5-0

7. **ITEMS FOR INFORMATION**

Reports: A. Principal Report (Droessler)

Our school continues to be busy with the day-to-day activities of a typical school year. While we have exactly gotten back to "normal" the students of Target Range have had many more opportunities brought back into practice. Middle school athletics/activities are an ever-popular challenge for many students. Girls' basketball started for the 7th and 8th grades while boys' and girls' wrestling will begin on the 14th for all 6th through 8th-grade students. The Science Olympiad team has started practicing and preparing for their April competition. The yearbook club has started meeting and collecting photos and quotes for the yearbook and MathCounts is set to compete virtually in the next couple of weeks.

Students on the elementary end of the building have also been busy with activities. The kindergarten and first-grade classrooms invited families into the building for Reader's Theater and an Arctic Museum. Second graders have been learning to compose friendly letters as part of their writing curriculum and third graders have been working on opinion pieces. For every kind letter I receive from a second-grader, I receive another from a third-grader expressing their opinion on why snow days should be more frequent. Either way, it is fun to see the written product that is coming out of our elementary classrooms. It is also important to note that all elementary classrooms were eager to report that Punxsutawney Phil did see his shadow, so we can plan for six more weeks of winter.
This month also includes the return of more field trips. Thanks to the approval from the Board of Trustees, the fifth-grade students are excited to embark on their first of two ski trips to Lookout Ski Resort. Sadly, the fourth grade trip to the Missoula Symphony has been postponed and may not be feasible for TR students to attend this year, so we will search for another adventure for those students to take as soon as possible. Creating experiences for students within our community and surrounding areas has been greatly missed and we are delighted to bring back these valuable pieces to our student's learning process.

Later in the month, the special education staff will be conducting the district's annual Child Find. For all those that might know of a future Target Range Tiger out there that could benefit from an early childhood screening, please encourage their family to call the school and make the necessary arrangements. This is a free service to all in-district families but does not indicate kindergarten readiness. Enrollment for the 2022-2023 school year is set to begin on Monday, March 28, 2022.

Reports: B. Business Manager Report (Pyette)

- W-2's and 1099's completed and uploaded
- Quarterly Reports October-December completed
- Budget Forecasting - most of January was working on projections for the next three years budget based on enrollment numbers from December 2021
- Spring Student count is February 7, 2022
- Preliminary Budget Data Sheets from OPI released March 1, 2022
- Attending Budget workshop sponsored by MASBO in Missoula on March 3, 2022
- Continue to work with OPI and DPHS to implement new CSCT procedures
- Emergency Connectivity Funding was approved for 20 devices at $400 each. We will use this funding for our replacement laptops (normally ordered at end of year)

Reports: C. Superintendent Report (Davis Schmidt)

Upcoming Events and Important Dates

- Wednesday, Thursday, Friday, February 16-18, Parent/Teacher Conferences
- Friday, February 17, Early Release for Students (K-3 released at 12pm; 4-8 released at 12:30pm)
- Friday, March 4, Trimester 2 Ends
- Monday, February 21, 2022 President's Day Holiday, No School
- Monday, March 14, 2022 @ 6pm, Next scheduled Board Meeting
- Monday, March 21- Friday March 25, Spring Break, No School

Enrollment Report

8. Discussion Items
Discussion: A. Superintendent Evaluation (possible Executive Session to be determined by the Board Chair pursuant to Montana law)

The Board entered executive session at 8:21 p.m.

The Board resumed regular session at 8:59 p.m.
9. ADJOURNMENT – without further objection the meeting was adjourned at 8:59 p.m.
Attendance:
Anne Sventick
Michelle Glennon
Maggie Richardson
Tara Smart
Melody Paulson
Sandy Squillace
Jeffrey Serviss
Paige Judnich
Bob Carter
Shelby Midboe
Zonda Berry
Bethany Morris
Michal Farley
Dan Ries
Melody Paulson
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Missoula
DISTRICT: Hellgate Elementary

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Hellgate Elementary Early Childhood Building and Hellgate Elementary Primary Building

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   Standard 10.55.709 - Library Media Services (K-12)
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

At the March 2, 2022 scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, school teachers, and local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth, as a renewal of the variance, as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

At the March 2, 2022 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, school teachers, and local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth, as a variance renewal, as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

   By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. Hellgate Elementary will continue to use specific measurable objectives that were listed in the initial variance application to show that its students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", Dibels, MobyMax assessments, FastForward program assessments, and/or the Montana Digital Academy "Ed Ready" program assessments.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

   Hellgate Elementary used quantitative data gathered from a plethora of assessment programs to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as Smarter Balanced Assessment and/or local assessments, likes the NWEA “Measurement of Academic Progress”, Dibels, MobyMax, Fast Forward, and/or the Montana Digital Academy, and authentic classroom assessments were used to gather the necessary documentation to indicate whether or not the school district is meeting its state/district measurable goals. In addition, on the qualitative side, the school district gathered necessary data from the administration of the school district's "Student School Community Perception" survey which sought to measure student feelings, perceptions, and comfort levels as a student in the school community.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

Hellgate Elementary does not believe that any adjustments to the initial variance needs to be made to meet the specific needs of the student(s) in the school.

6. Provide a statement of the mission and goals of this proposed renewal variance.

As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals keeps the school district true to its mission and vision.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. Hellgate Elementary will continue to use specific measurable objectives that were listed in the initial variance application to show that its students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", Dibels, MobyMax, FastForward, and/or the Montana Digital Academy. In addition, on the qualitative side, the school district will continue to gather necessary data from the
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

Hellgate Elementary will continue to use quantitative data gathered from a plethora of assessment programs to document progress toward meeting measurable objectives in the renewal variance request. Assessments such as Smarter Balanced Assessment and/or local assessments, like the NWEA “Measurement of Academic Progress”, Dibels, MobyMax assessments, Fast Forward program assessments, and/or the Montana Digital Academy “EdReady” program assessments, and authentic classroom assessments.

9. In what way does this variance meet the specific needs of the students in the school(s)?

Hellgate Elementary is committed to ensuring that its library media services staffing configuration not diminish a non-negotiable core value that district curriculum be aligned with state content program standards and state content-specific grade level learning progressions. Moreover, the district will commit that its library media services staffing configuration positively interfaces across all curriculum areas to provide the necessary educational support to maximize opportunities for students.

10. Describe how and why the proposed variance would be:

a. Workable

The school district has two certified librarians on staff and two library para-professionals. At this point in time, the school district believes that the staffing arrangement has, anecdotally for the purposes of this section of the variance request, proven to be manageable, effective, and efficient in meeting the school district’s library specialist needs. The variance renewal request is because of the unique characteristic of having all four educational buildings on one campus.

b. Educationally sound.

Hellgate Elementary will use quantitative data gathered from a plethora of assessment programs to determine the educational effectiveness of the plan, such as Smarter Balance, NWEA "Measurement of Academic Progress", Dibels, MobyMax, Fast Forward, the Montana Digital Academy and authentic classroom assessments. On the qualitative side, the school district will gather necessary data from the "Student School Community Perception" survey to measure student perceptions on program effectiveness.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Outside of the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education program accreditation standards under ARM 10.55.1101 through 10.55.2101. Moreover, the school district is committed to ensuring that its library specialist staffing configuration not diminish the core values that district curriculum be aligned with state content program standards and grade-level learning standards.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

Outside of the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education content accreditation standards under ARM Chapter 53 (Content Standards) and 54 (Content Standards and Performance Descriptors) and is committed to ensuring that its library media services positively interfaces across all curriculum areas to provide the necessary educational support for students.
Required school district signatures:

Board Chair Name: Tom McLaughlin
Board Chair Signature: [Signature] Date: March 2, 2022
Superintendent Name: Douglas Reisig
Superintendent Signature: [Signature] Date: March 2, 2022

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Superintendent of Public Instruction: [Signature] Date: April 13, 2022
Board of Public Education Chair: [Signature] Date: 

[Box checked for approval: Approve]
Hellogate Elementary Board of Trustees  
Special Meeting March 2, 2022  
6:00 p.m.

OPENING  
The Board of Trustees of Hellgate Elementary School District #4 met in special session on Wednesday, March 2, 2022 at 6:00 p.m. The meeting was held in-person and also broadcast by virtual video conferencing. The meeting was called to order by Board Chairman, Tom McLaughlin. Trustees participating were: Tom McLaughlin, Jack Babon, Kate Walker, Lori Christensen, Rich Thornock, and Rod Sharkey. Trustee Diane Beck joined the meeting via Zoom video conference. There were up to 38 in-person and online participants in the meeting.

CONSIDER ACCREDITATION VARIANCE RENEWAL REQUEST  
A motion was made by Jack Babon to authorize the superintendent to submit an accreditation variance renewal waiver (for three additional years) to the Montana Office of Public Instruction to standard 10.55.709 (Library Media Services K-12). The motion was seconded by Rod Sharkey. There was discussion on the item. Voting in favor of the motion were Tom McLaughlin, Jack Babon, Kate Walker, Lori Christensen, Rich Thornock, and Rod Sharkey. Voting against the motion were none. The motion passed.

SUPERINTENDENT CANDIDATE FINALIST INTERVIEWS  
The first two of four candidate finalists were interviewed by the Board of Trustees. The interview for Mr. Scott Kinney opened 6:15pm and closed at 7:25pm. The interview for Mr. Jon Konen opened at 7:30pm and closed at 9:00pm. Trustees asked each candidate a set of fifteen questions (copy of question set included with official minutes).

The Board is scheduled for another special session Thursday, March 3, 2022 to interview two additional candidates.

ADJOURN  
The meeting was adjourned at 9:00 p.m.

Tom McLaughlin, Board Chair  
Shara Blair, Business Manager/Clerk
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Yellowstone
DISTRICT: Laurel Public School 7 & 7-70

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

South Elementary School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.709: Library Media Services - .5 FTE for schools with 126-250 students
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

The need to submit a renewal application was discussed at the School Board Committee for Learning and Leadership on Feb. 17th, 2022. The renewal application was presented to the full School board on the Feb. 28th, 2022 meeting.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

The sign in sheet for the February 28th meeting of the Laurel School District Board of Trustees will be included. Review meetings were held with the South & West elementary librarian and administration of both buildings to review the variance renewal application and also current practices to best identify ways in which we could support service delivery for students.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

   The specific objectives of the initial application were for all students to have weekly scheduled resource time in the library media center with instruction delivered by the para-professional library assistant in direct collaboration and support from the licensed library media specialist. The licensed library media specialist has maintained a collection that is current and balanced in accordance with specific reading objectives for kindergarteners that can be supported through the library services. These reading objectives include but are not limited to RF.K.1a & RI.K.2 retell familiar stories, RF.K.2a rhyming words, RF.K.4 read emergent-reader texts with purpose and understanding, RL.K.3 identify story elements.

   We feel we are able to meet the needs of students and also address educational standards with the present plan for support.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

   Collaborative and flexible scheduling arranged between administrators of South and West elementary schools has occurred to provide consistent availability of services in the library media centers. We have maintained a shared folder of lesson plans during the time of the initial variance to ensure that students' needs are being met. Our pre/post data of Kindergarten reading scores has been challenging mostly due to COVID-19 and limitations of accessibility to the library media center, but we have supported alternatives to resources as appropriate and outlined in our return to schools plan.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

The initial variance indicated "Weekly support and direct instruction from the licensed library media specialist at South elementary four days a week for 30 minutes." We found this limited flexibility in scheduling and would adjust this to read, Weekly support of 2 hours each week, from the licensed library media specialist at West elementary to create lesson plans for the para-professional to deliver at South elementary school.

We found that putting a set daily time created more conflict in the scheduling aspect of shared staff. The amount of time allocated is the same, however, the wording allows more flexibility in scheduling.

6. Provide a statement of the mission and goals of this proposed renewal variance.

The mission of this proposed renewal variance is to continue to ensure all students have weekly scheduled resource time in the library media center. The goal is to ensure the instruction is consistent and aligned with our state standards and that as little disruption to student learning as possible is mitigated through collaborative planning and shared scheduling commitments.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

A shared schedule of the library media specialist is maintained and supported by both South Elementary and West Elementary administrators.

Weekly support is provided from the library media specialist to the para-professional at South Elementary.

Lesson planning is aligned to state standards specific to reading objectives and are maintained for the duration of the variance.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?
Copies of the master schedules for both schools to include shared time weekly for the library media specialist.
Lesson plans from the library media specialist including identified reading goals for students.
Benchmark data from Fall and Winter segments to ensure Reading skills are continuing to be a priority for South elementary students.

9. In what way does this variance meet the specific needs of the students in the school(s)?
Students will continue to consistently access the library media center without disruption.
The focused instruction aligned with reading standards will support classroom instruction for all students.

10. Describe how and why the proposed variance would be:
   a. Workable
   We currently employ one full time library media specialist, one .5 para-professional library assistant and would like to continue staffing the library for both buildings in this same manner. The para-professional library assistant is highly qualified, and has been employed in the school district for the past 4 years and has been the same employee involved with the variance from the onset.

   b. Educationally sound.
The current staffing arrangement has worked well for supporting student learning and flexibility of access to resources.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1801 LIBRARY MEDIA PROGRAM DELIVERY STANDARD

(1) In general, a basic program in library media shall:

(a) meet the following condition:

(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning.

The fulfillment of further duties as outlined in 10.55.1801 are dependent upon this first item of establishing flexible scheduling to meet the needs of our students.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

The current licensed library media specialist in Laurel Public Schools has aligned instructional resources with the Montana content standards, and this practice will continue at South Elementary school.
Required school district signatures:

Board Chair Name:   Karen Teeters
Board Chair Signature:   Karen Teeters Date: 3/2/22
Superintendent Name:  Linda Filipula
Superintendent Signature:  Linda Filipula Date 3/2/22

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction:  Elsie Arntzen Date 3/2/22
☑ Approve  ☐ Deny

Board of Public Education Chair
☐ Approve  ☐ Deny
I. Call to Order, Pledge to Flag, Welcome
A regular meeting of the Board of Trustees was called to order at 6:00 p.m. by Chairman Karen Teeters.
Trustees present: Dale Ahrens, Dan Fettig, Brittani Hunter, Dak Fike, and Mike Creeden
Trustees absent: Emilee Sarkela
Administration Present: Superintendent Linda Filpula and Business Manager Julie Jones
Others present: Zada Stamper, Wayne Fjare, Loir Kraft, Peggy Pollock, Stacy Hall, Lynne Petersen, Rene Roth, Allyson Robertus, Charla Wetsch, Sara Evans, Riley Mayo, Karla Miller, Lindsey McNeilley, Maggie Lowell, Bruce Teeters, Shawnda Zahara, Guy Atkins, Jessica Contreraz, Connie Love, Lori Hodges, Justin Klebe, Brett Scott, Kethleen Linger, Traci Salo, and Devan Rodabough

II. Public Comment – There was no public comment.

III. Correspondence- Chairman Karen Teeters stated that she is always thankful for the donations contributed to the Laurel Schools.
   a. CHS, Inc. - T Beach
   b. Test Donation

IV. Presentation - Employee Engagement Survey – HR Director Peggy Pollock presented the results of the employee engagement survey taken in December. Of 277 surveys sent out, 201 were returned, which equates to 74%. All results of the 95 page survey would be sent out to staff on Tuesday, March 1st.

V. Action Items
   a. Laurel Public Schools Capital Improvement Plan
      1. LPS Capital Improvement Plan
      2. South Timeline and Funding
      3. West Timeline and Funding
      4. Graff Timeline and Funding
      5. MS Timeline and Funding
      6. HS Timeline and Funding
   
   It was moved and seconded to accept the Laurel Public Schools Capital Improvement Plan.
   Motion: Dan Fettig Second: Dale Ahrens Passed 5-1 with Mike Creeden voting no.

   b. Policy 3141: Discretionary Nonresident Student Attendance
      1. 3141 Discretionary Nonresident Students Attendance
2. Tuition Rates FY 21-22
It was moved and seconded to accept the change in tuition rates to the Kinderboost Program.
Motion: Brittani Hunter Second: Dak Fike Passed: 5-1 with Mike Creeden voting no.

c. Library Variance Renewal
1. Renewal Variances to Standards Application for South
It was moved and seconded to accept the renewal variances to standards application for the library at South.
Motion: Brittani Hunter Second: Dak Fike Passed: 6-0

d. One to One Device Handbook Changes
1. One to One Device Handbook
It was moved and seconded to accept the handbook changes to the one to one device handbook.
Motion: Dak Fike Second: Dale Ahrens Passed: 6-0

e. Activity Account Addition
1. Science Inquiry Class
It was moved and seconded to accept the Science Inquiry Class as an activity account addition:
Motion: Dan Fettig Second: Brittani Hunter Passed: 6-0

f. Superintendent Search - Discussion and Selection of Candidate Interviews
After a discussion of the candidates that were interviewed for Superintendent among the Board and the Public, it was moved and seconded to request a 2nd in person interview with Monte Silk and Michael Robey and to have MTSBA repost the position as opened until filled, with first day of review after 14 days.
Motion: Brittani Hunter Second: Dak Fike Passed: 6-0

VI. Superintendent's Report – There were no comments regarding the Superintendents report.

a. Resignations
b. Laurel School District Safe Return to Schools and Continuity of Services Plan
c. Yellowstone County Report

VII. Discussion Items

a. MHSA Rules and Policies
1. 8th grade Participation
2. Shot Clock
3. HS Baseball Addition
Athletics Director, Riley Mayo explained to the Board the new MHSA Rules and Policies. 8th graders are now allowed to participate in all high school sports with the exception of football.
It is now a rule that all schools have to have a 35 second shot clock for all levels of play. Riley stated that the cost to the district would be around $7,000 to purchase the additional clock.

MHSA has also added High School Baseball as a sport. Riley estimated it would be between $25,000 and $30,000 for start up cost and $13,000 to $16,000 a year to maintain the Baseball program.

All three of these new rules would be brought back to the Board for approval at the next regular Board meeting.

b. Capital Improvement Plan - Transportation and Land Development
The Board and Public discussed the Capital Improvement Plan extensively from moving the Bus Barn to selling the land that was purchased to building a CTE School where the existing bus barn is. It was decided that Facilities Director, Wayne Fjare and Transportation Director, Zada Stamper would look into how big a footprint is needed for a new Bus Barn at West School or Mogan Field.

VIII. Consent Agenda
a. Approval of Claims
   1. Claims Warrants #7074431-7074463
   2. Claims Warrants Direct Deposit
b. Personnel Hiring
   1. LHS Assistant Track Coach - A Curtiss
   2. LHS Assistant Track Coach - J Gage
   3. 8th Grade Science Teacher - A Lorash
   4. LHS Long-Term Substitute - Science - C Fourbear
   5. MS Softball Coach - H Gregerson
c. Substitute List
d. Financial Information
   1. Payroll Fund Totals
      1. July
         a. Payroll Vouchers 1001-1027
         b. Gross Pay
      2. August
         a. Payroll Vouchers 1029-1045
         b. Gross Pay
      3. September
         a. Payroll Vouchers 1047-1078
         b. Payroll Vouchers 1088-1091
         c. Payroll Voucher 1088
         d. Gross Pay
      4. October
         a. Payroll Vouchers 1080-1087
         b. Payroll Vouchers 1092-1104
         c. Payroll Vouchers 1124
5. November
   a. Payroll Vouchers 1107-1123
   b. Payroll Vouchers 1128-1146
   c. Gross Pay

6. December
   a. Payroll Vouchers 1148-1154
   b. Payroll Vouchers 1156-1162
   c. Payroll Vouchers 1165-1180
   d. Payroll Vouchers 1182-1184
   e. Payroll Vouchers 1183
   f. Gross Pay

7. January
   a. Payroll Vouchers 1187-1204
   b. Payroll Vouchers 1208-1213
   c. Gross Pay

It was moved and seconded to accept the Consent Agenda with removing Joy Fike off the Substitute list.
Motion: Dan Fettig Second: Dale Ahrens Passed: 6-0

IX. Adjournment – With no further business, Chairman Karen Teeters adjourned the meeting at 9:02 p.m.

[Signatures]
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Big Horn County
DISTRICT: Hardin Elementary
LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Fort Smith Elementary

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.709
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

The PTO at Ft Smith Elementary School has always been a constant and positive support for the students. This committee helped to write and implement the River of Knowledge grant for the school library. This grant allowed the library to update its reading materials and its technology. The PTO continues to support the library with donations of books or funds to purchase books. A meeting of the PTO took place on Thursday the 4th of January. At this meeting the data from the report and the request for the renewal of the Library variance was shared with the parents.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

1) The PTO was informed of the Variance renewal process on Thursday, January 4th. A letter of support is attached.
2) The staff met multiple times to determine and collect the data that would best represent the students growth in reading.
3) The student data and the renewal plan was then presented to the Hardin School Board on Feb. 9th. The Board Minutes from this meeting, with approval of the renewal, are attached.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).
      1) Maintain a .5 Library Aide that provides weekly services for our students.
      2) Schedule two classes per week for each classroom that will consist of Literature appreciation, book checkout, and covering content from the Library Media Standards.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.
      1) Class structure continues as one class dedicated to exploration of literature through read alouds and selection of books for checkout. The second class will be for skill building activities in research, with 4th and 5th graders completing a research project. All students are encouraged to check out 3-5 books per week and many of the students check out additional books for AR reading challenges that are set for each quarter. The 20/21 Library Schedule is attached.
      2) Mrs. Miller attends all meetings with the District Librarians which will include working on implementing the 2021 Library Media Standards.
      3) Looking at academic data for our students, we chose three to demonstrate student growth in reading. Data Attached A) ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall. B) ISIP Lexile scores, showing yearly growth in reading levels. C) Average AR points attained yearly.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

At this time we see no adjustments that need to be made to this variance. Mrs. Miller is doing an excellent job maintaining the Library. She has attended training on the newer version of software used for check out and she consults frequently with the district Librarians on issues that arise. We have made a renewed effort to update books in the Library and with a focus on informational texts and chapter books that appeal to our 4th and 5th grade boys. Mrs. Miller still works as a .5 Library aide with 2 classes weekly for each classroom. She develops lessons that are in alignment with the MT Standards and collaborates with classroom teachers to support other curricular areas.

6. Provide a statement of the mission and goals of this proposed renewal variance.

The goal of the renewal variance is to continue to provide high quality Library services and materials for the students of Ft. Smith Elementary.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

1) The Library will continue with a yearly schedule that meets the requirements in the variance.
2) The Library aide will continue to attend all meetings with the District Librarians and work with them on implementing the new standards for Library Media.
3) We will continue to monitor the academic data that has been identified for student growth in reading. -ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall. -ISIP Lexile scores, showing yearly growth in reading levels. -AR Points, showing student reading of materials checked out.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?
   1) The 20/21 Library schedule
   2) The Librarian will keep notes from meetings attended with district Librarians.
   3) We will continue to collect data in the academic areas that have been identified for showing student growth in reading.
      - ISIP Reading Percentile Rank
      - ISIP Lexile scores
      - AR points

9. In what way does this variance meet the specific needs of the students in the school(s)?
   This variance will allow Ft Smith Elementary to maintain its Library and to continue to provide all services for students that are required by the state. With only 25 students and the remote location, the district is not able to hire a certified Librarian due to availability and cost. By maintaining an open library with a .5 Library aide we are providing our students with a classroom and resources that are beneficial for their education.

10. Describe how and why the proposed variance would be:
    a. Workable
       This variance is workable because the district is committed to supporting this small school with the necessary staff to support all areas of instruction. The position of the Library aide is given a .5 time slot to fulfill the requirements as needed. Full time positions are desirable in this location so by dedicating .5 of a full time aide position to the Library we are able to keep it staffed with an employee that has experience in the school, in the Library, and in the community.

    b. Educationally sound.
       Ft Smith Elementary will continue to provide library services to our students. With this plan we guarantee that the students will continue to receive instruction that meets and exceeds the state accreditation standards.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1101 Communication Arts Program Delivery Standards
This standard is integrated in the Library instruction that the students receive at Ft Smith Elementary. With a focus on:
1. a. ii. Make available a variety of print and non-print materials encompassing fiction and nonfiction, classic and contemporary works, and diverse perspectives including Montana American Indian works.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.
Mrs. Miller collaborates with our classroom teachers to identify resources that are needed in the library. The classroom teachers have the background and instructional knowledge of all the elementary educational standards set for their grade levels. Information is shared with Mrs. Miller on what resources are needed and if additional resources are needed to supplement the current collections. These would include curriculum specific and Montana American Indian primary sources.
Required school district signatures:

Board Chair Name: Jodeen Marston
Board Chair Signature: [Signature] Date: 2/9/21
Superintendent Name: Eldon C. Johnson
Superintendent Signature: [Signature] Date: 2/9/21

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: [Signature] Date: April 13, 2022
[ ] Approve [ ] Deny

Board of Public Education Chair
[ ] Approve [ ] Deny

[Signature]

Elsie Arntzen, Superintendent • Montana Office of Public Instruction
December 2018
REGULAR MEETING – February 9, 2021

The Board of Trustees of the County of Big Horn Big Horn Co School District 17H & 1 met in regular session on Tuesday, February 9, 2021, via ZOOM.

The Boardroom was set up to follow the guidelines of social distancing protocol for the following who attended on-site: Board Chair Jodeen Marston; Trustee Crystal Uffelman; Superintendent E. Chad Johnson; and District Clerk Kym Kern. Those in attendance via ZOOM: Vice Chair Cori Watson; Trustee Newton Old Crow, Jr.; and Trustee Jordan Straley. Trustee absent: Darwin Spotted, Sr – no reason provided.

Also, in attendance: Kathi Kerr-Taylor and Thor Torske were on-site. Guests attending via ZOOM: Sasha Schuman, Mark Schoen, Kelsey Torske, Travis Krieger, Jenny Krieger, Lindsey Ramsey, Riley Ramsey, Teri Wagner, Sandra Francis, Jennifer Baumann, Sheri Koyama, Roxanne Not Afraid, and Zorana Other Medicine.

Chairman Marston called the meeting to order at 5:38 pm and the meeting began with the Pledge of Allegiance.

MINUTES / CLAIMS

Chairman Marston asked if there was any objection to approving the minutes of the January 26, 2021, regular meeting, without being read. There being no objection the minutes were approved.

Mrs. Uffelman reviewed claims in the amount of $212,231.22 and $5,259.68 for student activities and recommended approval. Chairman Marston asked if there was any objection to approving the claims; there being no objection, the claims were approved.

SUPERINTENDENT’S REPORT

Superintendent Johnson provided a copy of the information from OPI stating Crow Agency Public School was awarded the Indian Language Immersion Program Grant, one of two schools who received the grant. The Board and Superintendent Johnson congratulated Mr. Cummins and his school.

The Montana School Counselor Association recognized Haley Pardy, counselor at Hardin Primary School. Superintendent Johnson and the Board congratulated Ms. Pardy.

Superintendent Johnson provided Legislative updates with many items still out there being considered.

Superintendent Johnson provided enrollment numbers as of today: (O)=Onsite; (R)=Remote

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Superintendent Johnson reported that Polson was awarded the State swim meet and discussion followed. He provided information from MHSA regarding winter activities in the packet.
STAFFING ISSUES

The following staff changes were presented for approval:

CLASSIFIED – RETIREMENT
- Patricia Schaff, Paraprofessional – Hardin Primary School Retirement - 44 years

CLASSIFIED – NEW HIRES
- Raheem Red Star, Assistant Cook – School Nutrition Department Hardin/Crow Agency
- Daniel Lowe, Vegetable Prep/Kitchen Assistant (temporary COVID position) – School Nutrition Department Hardin/Crow Agency

TRANSFER/REASSIGNMENT
- Francesca Galaz, Assistant Cook – School Nutrition Department Hardin/Crow Agency
  (Reassignment: Applied, Interviewed and Hired for this position - Previous position: Meal Server/Custodian – Kindergarten Readiness Center)

Superintendent Johnson and the Board recognized and thanked Patti Schaff for her 40 plus years of service to the District.

Mr. Straley, made a motion, seconded by Mrs. Uffelman, to approve the staffing changes as presented. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Overtime for the payroll dated 1/28/2021 was reviewed by Superintendent Johnson. He stated the reasons for the OT remains the same, custodial shortages and soon it will be affected by the additional hours for snow removal.

BUILDING ISSUES

Superintendent Johnson presented a Trustee Resolution Calling for an Election by Mail Ballot for the purpose of electing two (2) trustees for a three-year term for Zone 1 and 5, and one (1) trustee for a two-year term for Hardin High School District No. 1 – Decker. A separate Trustee Resolution Calling for an Election by Mail Ballot for the purpose of electing one (1) trustee for a three-year term to serve on the 17HK Decker-Kirby Cooperative School Management Board. Superintendent Johnson explained the reason for the separate resolutions, why the one trustee position is for two years, and the rotation of the trustees on the Management Board.

Superintendent Johnson recommended the Board approve the Trustee Resolution Calling for an Election by Mail Ballot as presented for Hardin School Districts 17H & 1. Mrs. Uffelman made a motion, seconded by Mrs. Watson, to approve the Resolution as recommended by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson recommended the Board approve the Trustee Resolution Calling for an Election by Mail Ballot as presented for 17HK Decker-Kirby Cooperative School Management Board. Mrs. Watson, made a motion, seconded by Mrs. Uffelman, to approve the Resolution as recommended by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.
Superintendent Johnson talked to the Board about touring the buildings and the possibility of scheduling a spring board meeting at Crow Agency School and one at Fort Smith School. It was determined that a building tour and board meeting could not be done the same evening at the Crow Agency School; however, this has been done at Fort Smith. Superintendent Johnson asked the trustees to provide him with dates they are available for building tours and he will schedule them.

Superintendent Johnson presented the letter from ARETE Design Group dated February 4, 2021, recapping the bid opening on 2/3/21 for the Hardin Community Activity Center. One bid was received from TW Clark with the Base Bid at $3,550,000.00 and the Alternates totaling an additional $655,650.00. It was ARETE's recommendation to decline the bid due to cost and lack of other bids. Superintendent Johnson stated the project is back out for bid and discussion followed. March 4th is the pre-bid and there may possibly be 2-3 additional bidders this time. The timeline was reviewed.

Superintendent Johnson recommended following ARETE's advice NOT to award the bid to TW Clark and rebid the project. Mrs. Watson made a motion, seconded by Mr. Straley, to follow the recommendation of Superintendent Johnson based on the advice of ARETE Design Group. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson welcomed Thor Torske and he provided a brief history on the new playground planned for Hardin Primary School. He stated that in 2018 he wrote a Land and Water Conservation Fund (LWCF) grant which was awarded in 2019. The $150k matching grant was delayed due to an emergency situation; however, the new playground is expected to be installed this summer. He thanked Mayor Joe Purcell and County Commissioners Real Bird, Fitzpatrick and Vandersloot for all writing letters. He explained the playground will have to be available to the public as this is part of the grant.

Superintendent Johnson stated we will have to be mindful of the playground that is currently there as he is aware of how the community came together to create the playground. He also said a new generation will have a say in the schematics of the new playground. Discussion followed.

Roxanne Not Afraid thanked Mr. Torske and the Board, stating the students and staff are excited.

The Variances to Standards Renewal Application for Fort Smith Elementary School Library Media Specialist was presented to the Board. Superintendent Johnson reviewed that the school does not have a Librarian but they do have a Library Aide and discussion followed.

Superintendent Johnson recommended approving the Variances to Standards Renewal Application for Fort Smith Elementary School Library Media Specialist as presented. Mrs. Watson made a motion, seconded by Mrs. Uffelman, to accept Superintendent Johnson's recommendation. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

**BUDGETING ISSUES**

Superintendent Johnson reviewed the budget as of December 2020. He stated the School Nutrition budget has struggled this year due to the demands of COVID.
**TRANSPORTATION ISSUES**

There were no transportation issues to report.

**PAC / PTO / COMMUNITY MEMBERS**

There were no requests to comment.

**OTHER**

With no further business to come before the Board, Chairman Marston adjourned the meeting at 6:51 pm.

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**ATTEST:**

Kym Kern, District Clerk

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Jodeen K. Marston, Board Chair
REGULAR MEETING – FEBRUARY 23, 2021

The Board of Trustees of the County of Big Horn, Big Horn Co School District 17H & 1 met in regular session on Tuesday, February 23, 2001, via ZOOM.

The Boardroom was set up to follow the guidelines of social distancing protocol for the following who attended on-site: Board Chair Jodeen Marston, Superintendent Chad Johnson and District Clerk Kym Kern. Those in attendance via ZOOM: Vice Chair Cori Watson, Trustee Crystal Uffelman, Trustee Newton Old Crow, Jr, and Trustee Jordan Straley. Trustee absent: Darwin Spotted, Sr. – reason unknown.

Chairman Marston called the meeting to order at 5:30 pm and the meeting began with the Pledge of Allegiance.

Chairman Marston stated the matter to come before the Board is a student appeal to re-enter school and the demand of individual privacy in this matter clearly exceeds the merits of public disclosure.

EXECUTIVE SESSION

Chairman Marston convened the Board of Trustees of Hardin School Districts 17H & 1 in Executive Session at 5:32 pm.

Chairman Marston called the meeting to open session at 5:52 pm.

Those in attendance: Kathi Kerr-Taylor attended on-site. ZOOM attendees: Sandra Francis, Mark Schoen, Travis Krieger, Jenny Krieger, Sasha Schuman, Lindsey Ramsey, Riley Ramsey, Kole Passes, Melvin Ware, Teri Wagner, Kelsey Torske and Jenny Millar.

Superintendent Johnson recommended Student 109175 be allowed to re-enter school effective 2/24/2021 based on the behavior contract as discussed. Mr. Old Crow, Jr, made a motion, seconded by Mr. Straley, to approve the recommendation as presented by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Mrs. Watson made a motion, seconded by Mr. Old Crow, Jr, to approve the executive session minutes. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

MINUTES / CLAIMS

Chairman Marston asked if there were any corrections to the minutes of the February 9, 2021, regular meeting. Mrs. Kern reported Thor Torske was added to the draft minutes as an on-site attendee. There being no other changes, the minutes were approved with the correction as presented.

Chairman Marston reviewed claims in the amount of $317,422.37 and student activity claims in the amount of $6,401.38 and she recommended approval. She asked if there was any objection to approving the claims; there being no objection, the claims were approved.
SUPERINTENDENT'S REPORT

Superintendent Johnson reviewed Senate and House bills which passed second and third readings by week eight of the Legislative Session. Information provided by MTSBA on additional Bills was included in the board packet.

Summer school plans are being discussed at each of the schools and Superintendent Johnson stated that transportation will need to be expanded and educational opportunities need to be creative. Discussion followed.

Both March meetings will be held by ZOOM and they are March 9, 2021 at 5:30 pm and March 23, 2021 at 5:30 pm. Superintendent Johnson proposed holding the April 13 meeting at Fort Smith Elementary School and touring the building the same evening. The May 11th meeting will be held at Crow Agency Public School with the building tour scheduled separately. The building tours are scheduled as follows: Friday, April 16, 2021 – CAPS, KRC, HPS; Friday, April 30, 2021 – HIS, HMS, HHS.

Superintendent Johnson reported the meeting for the Hardin Primary Playground is scheduled for tomorrow.

Superintendent Johnson provided the following student enrollment updates: CAPS 282 (+3); FSES 24 (-1); HPS 302 (-4); HIS 276 (+1); HMS 474 (+4); HHS 495 (+5) = 1,977 (+8).

Superintendent Johnson reported on the pre-bid walkthrough which took place today at HCAC and stated the pre-bid opening is scheduled for Thursday, March 4, 2021 at 1:30 at the Parent Center.

STAFFING ISSUES

The following staff changes were presented for approval:

CLASSIFIED – RETIREMENT/RESIGNATION

- Eileen Muhlbeier, Paraprofessional – Hardin Primary School Retirement 20+ years
- Clement Other Medicine, Custodian – Hardin High School

CLASSIFIED – NEW HIRE

- Lainey Butkey, Paraprofessional I – Hardin Primary School

TRANSFER/REASSIGNMENT

- C. Amberly Howe, Federal Program Director – District-Wide (Reassignment: Applied, Interviewed and Hired for this position – Previous position: Assistant Principal – Hardin High School

Mr. Old Crow, Jr, made a motion, seconded by Mr. Straley, to approve the staffing changes as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson reviewed the overtime report for the payroll dated 2/12/21, stating it was similar to last year. There were not any questions on the overtime.

BUILDING ISSUES

Superintendent Johnson stated the 2020 Fall Report showed student enrollment in Hardin High School exceeding five hundred (500) which put the school short .50 FTE for accreditation requirements for Library Media Services. When the student enrollment is 501-1,000, the requirement changes from one
full-time certified employee to one and one-half full-time certified employees. A Variance to Standards Renewal Application for Hardin High School for the 2021-2022 has been completed following the guidelines provided to show how HHS is accommodating for the additional half-time position.

Superintendent Johnson recommended the Board approve the Variance to Standards Renewal Application for Hardin High School for the 2021-2022 School Year for Library Media Services, K-12, as presented. Mrs. Uffelman made a motion, seconded by Mr. Straley, to accept Superintendent Johnson’s recommendation as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson stated that upon approval of the board minutes on March 9, they need to be sent immediately for the Variance application.

A Resolution of Intent to Impose an Increase in Levies for FY22 was presented to the Board. Superintendent Johnson stated that Senate Bill 307 requires the District to provide notice of potential intent to increase levies. He said these are permissive levies and do not need to be voted on. He reviewed the funds, the estimated change in revenues, mills and impact to home values.

Superintendent Johnson recommended the Board approve the Resolution of Intent to Impose an Increase in Levies for FY2022. Mr. Straley made a motion, seconded by Mrs. Watson, to accept Superintendent Johnson’s recommendation as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

BUDGETING ISSUES

There were no budgeting issues to report.

TRANSPORTATION ISSUES

There were no transportation issues to report.

PAC / PTO / COMMUNITY MEMBERS

There were no requests to comment.

OTHER

Superintendent Johnson stated Mr. Straley submitted his letter of resignation to the Board of Trustees, with this being his last meeting. Mr. Straley thanked the Board and Superintendent Johnson and each of the Trustees thanked him in return.

With no further business to come before the Board, Chairman Marston adjourned the meeting at 7:01 pm.

ATTEST:

Kym Kern, District Clerk

Jodeen K. Marston, Board Chair
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Flathead County
DISTRICT: Flathead High School District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Flathead High School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.709, Library Media Services, K-12
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

The Kalispell Public Schools Trustees reviewed and approved the proposal for the variance to standard 10.55.709 at their February 8, 2022 board meeting. Minutes are attached. Parents, students, and community members were in the audience and had the opportunity to speak at the meeting.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

Our Administrative Leadership Team reviewed the variance to standard on January 24, 2022. The K-12 Administrators reviewed the variance and discussed library support provided in the district on January 25, 2022. There was strong support for the variance at both meetings.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

   Objectives
   1. Continue to allow flexible scheduling to accommodate multiple classes.
   2. Continue to collaborate with teachers to meet both library content standards as well as classroom standards.
   3. Model and support ethical use of information.
   4. Develop and maintain a collection that is current and balanced.
   5. Participate in district wide technology and telecommunication planning.

   Specific Goals
   1. All Freshmen receive an annual orientation scheduled by the Business Academy teaches in conjunction with the librarians during the first semester of the year. This collaboration allows Freshman to be introduced to the library collection, online resources, research skills, as well as completion of a research project. The scheduling of
   2. Librarians continued to support collaboration opportunities with classroom teachers.
   3. Librarians continued to collaborate with teachers to ensure library media standards are being met.
   4. Librarians continued to provide an annual orientation for all Freshmen students. The students begin their high school years with a solid foundation concerning the library collection, online resources, and research skills.
   5. The International Baccalaureate program continued to collaborate with the librarians to support student research, resources and various I.B. projects.
   6. The library hours continued to ensure full utilization of the library by both students and staff.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

   1. Librarians continued to support collaboration opportunities with classroom teachers.
   2. Librarians continued to collaborate with teachers to ensure library media standards are being met.
   3. Librarians continued to provide an annual orientation for all Freshmen students. The students begin their high school years with a solid foundation concerning the library collection, online resources, and research skills.
   4. The International Baccalaureate program continued to collaborate with the librarians to support student research, resources and various I.B. projects.
   5. The library hours continued to ensure full utilization of the library by both students and staff.
Specific Goals

1. All Freshmen receive an annual orientation scheduled by the Business Academy taught in conjunction with the librarians during the first semester of the year. This collaboration allows Freshman to be introduced to the library collection, online resources, research skills, as well as completion of a research project. The scheduling of the orientation is done on a master calendar hosted by the librarians.

2. International Baccalaureate classes collaborate with the librarians for resources and completed by the I.B. director.

3. Library hours ensure access by staff and students.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

After a strategic discussion on the long-term support for the library services, it was decided that the emphasis should still remain on building library media capacity with our students. We have finished aligning our library standards with the OPI standards and we are confident that with the current model the students will be able to demonstrate proficiency.

6. Provide a statement of the mission and goals of this proposed renewal variance.

The mission of Flathead High School Library is to ensure that students and staff are effective inquirers of information. Our library is full of rich information that will empower our users and help them become knowledgeable, be critical thinkers, enthusiastic and open minded readers, skillful researchers, worldwide communicators and ethical users of information. This will not change with the proposed renewal variance.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

1. Continue to allow flexible scheduling to accommodate multiple classes. Gather data using the master calendar.
2. Continue to collaborate with teachers to meet both library content standards as well as classroom standards. Gather data using the curriculum summit model already in place.
4. Develop and maintain a collection that is current and balanced to meet the needs of our students. Gather year-end summary data that is part of the library close-out procedures.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?
   Our librarians will continue to track and monitor collaboration opportunities with classroom teachers. They will also collaborate with teachers to ensure library media content standards are being met.

9. In what way does this variance meet the specific needs of the students in the school(s)?
   Our library media model is designed around students demonstrating proficiency in the library media content areas. We spent the 2021-2022 school year aligning our goals and objectives to the OPI standards. As a result, we are in a strong position to support our students.

10. Describe how and why the proposed variance would be:
    a. Workable
    Flathead is a 9-12 campus with 2 full time librarians. These librarians support the Linderman Education Center through collaborating with teachers as well as inter library loaning materials the teachers may need. We also have paraprofessionals on the library staff that support our student services model.

    b. Educationally sound.
    We have two full time librarians that serve our 9-12 students and staff. We employ two library assistants who work closely with the two librarians to help meet all needs of students and staff members.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

Our current library media standards are aligned with Montana Content Standards. Our Library Media Specialist provides support to all classes to implement our Library Media Standards.
Required school district signatures:

Board Chair Name: Sue Corrigan
Board Chair Signature: [Signature]
Date: 2-8-22

Superintendent Name: Micah Hill
Superintendent Signature: [Signature]
Date: 2-8-22

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Title: Flathead High School "Variance to Standards" Renewal Application

Action Item: Action

Situation: Kalispell Public Schools is applying to OPI to renew a variance to a standard as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction. Specifically, we are requesting another variance for Flathead High School concerning 10.55.709 Library Media Services, K-12. The first variance approved by the Board of Public Education covered the school years 2020-2021 and 2021-2022. This request will be valid for three additional years with an expiration in June 2025.

The standard requires licensed and endorsed library media specialists at the ratio of 2.5 FTE for schools with 1,501-2,000 students. The FHS library has two full-time licensed and endorsed library media specialists and two full-time library paraprofessionals which makes the sum total above and beyond the standard. We believe that our library services still provide a high level of support for students with the addition of the two library paraprofessionals.

Flathead Enrollment (includes Flathead LEC students)
2014 1,511
2015 1,474
2016 1,491
2017 1,529
2018 1,542
2019 1,517
2020 1,579
2021 1,602

Financial Implications: None

Recommendation: Approve the Flathead High School "Variance to Standards" renewal application.

Prepared by: Callie Langohr, Assistant Superintendent
Tuesday, February 22, 2022
Special Board Meeting and Work Session

The Monthly Work Session of the Kalispell Public Schools Board of Trustees, usually held on the fourth Tuesday of the month in the Flathead High Flex Room beginning at 6:00pm.

1. SPECIAL BOARD MEETING AND WORK SESSION

Subject: A. Accommodations
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 1. SPECIAL BOARD MEETING AND WORK SESSION
Type: Information

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES
The Board of Trustees for the Kalispell Public Schools will make reasonable accommodations for persons with disabilities who wish to attend and/or participate in this public meeting or need an alternative accessible format of this agenda. If you require an accommodation, contact the Superintendent's Office no later than 4:30 p.m. three business days prior to the meeting to advise us of the nature of accommodation that you need. Please contact: Beth Kornick, Assistant to the Superintendent at (406) 751-3417; FAX at (406) 751-3416 or email kornickb@sd5.k12.mt.us

Subject: B. Call To Order
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 1. SPECIAL BOARD MEETING AND WORK SESSION
Type: Procedural

The Chair of the Board of Trustees will call the meeting to order.

Subject: C. Pledge of Allegiance
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 1. SPECIAL BOARD MEETING AND WORK SESSION
Type: Procedural

Please stand for the Pledge of Allegiance

Subject: D. Approval of Minutes

https://go.boarddocs.com/mt/kalispell/Board.nsf/goto?open&id=CBNTY07985A5
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session

Category: 1. SPECIAL BOARD MEETING AND WORK SESSION

Type: Action, Minutes

Recommended Action: Approve the minutes of the February 08, 2022 Board meeting as presented.

Prepared by: Micah Hill

2. MONTHLY FINANCIAL REPORTS

Subject: A. Budget Report
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 2. MONTHLY FINANCIAL REPORTS
Type: Discussion, Information

File Attachments
Budget Report Jan 22.pdf (169 KB)

Subject: B. Cash Flow Report
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 2. MONTHLY FINANCIAL REPORTS
Type: Discussion, Information

File Attachments
Cash Flow Report Jan 22.pdf (47 KB)

Subject: C. Health Insurance Financial Report
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 2. MONTHLY FINANCIAL REPORTS
Type: Discussion, Information

File Attachments
KPS Insurance Financials Jan 22.pdf (181 KB)

Subject: D. Food Service Financial Report
Meeting: Feb 22, 2022 - Special Board Meeting and Work Session
Category: 2. MONTHLY FINANCIAL REPORTS
Regular School Board Meeting (Tuesday, February 8, 2022)
Generated by Beth Kornick on Wednesday, February 9, 2022

Members present
Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt (remotely)

Others present
Superintendent Micah Hill, Assistant Superintendent Callie Langohr, HR Director Tracy Scott, Facilities Director Greg Naslund, Special Services Director Sara Cole, LEC Principal Jodi Barber, Beth Kornick

Meeting called to order at 8:05 PM

1. REGULAR BUSINESS MEETING - FHS Flex Room - 6:00pm

Information: A. Accommodations

Procedural: B. Call To Order

Procedural: C. Pledge of Allegiance

Action, Minutes: D. Approval of Minutes

Motion by Mark Kornick, second by Diane Morton Stout.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

2. RECOGNITIONS AND REPORTS

Information: A. Student Reports

FHS Senior Class President Hania Halverson updated the Board as presented.
- Basketball is halfway through season
- Speech and Debate just came away with a 3rd place finish at State
- State swimming in Great Falls
- Boys and Girls Wrestling is headed to Billings for State to defend title
- DECA went to State at Fairmont Hot Springs: 73 students involved, won Biggest Chapter award
- Snowball dance, 400 student; to conclude semester
- Beginning registration for 9th 10th and 11th graders, about 400 students so far for upcoming freshman class from KMS and 11 other partner districts

KMS students Virginia Smith and Porter Pitts, both members of the Mountain Leadership Club, updated the Board as presented.
- Over 50 students, from 6th, 7th, and 8th grades, are participating in the school musical, Frozen Jr., which will be performed on March 4th, and 5th.
- Basketball has started
- Life Skills students are competing at Big Mountain for the Special Olympics.
- Wrestling
- Currently registering for classes for next year
- KMS Drive for the Flathead Warming Center

GHS Choir Teacher, Nathan Connell, spoke to the Board about Glacier Choir.
- Connell noted that students didn’t have the opportunity to register for Choir last year and class sizes have dropped significantly. Connell and FHS Choir Teacher, Jennifer Stephens, presented at the Freshman registrations to help increase numbers.
- 9 students made it to All Choir, which ties GHS’s all time record.
- Honor Choir, a regional choir that students from AK, OR, MT, WA, ID, can audition for. GHS is sending 10 students.
- AV Concert, a full concert that has visual representation of all the pieces. Project on the screen during the performance. Very engaging, Feb. 24th.
- Connell and Stephens have been collaboratively teaching, once a month he will come go to FHS and teach with Stephens and then she will come and spend one day with Connell at GHS. Really makes a difference for the different voices.
- Great Falls Choirs and GHS and FHS, Festival, 4 schools working with composers who are looking to take our model and run with it elsewhere.
- Connell touched on a few other happenings in the choir classes as well as GHS Orchestra, like Choir Cup, Mario Cart tournament, etc.
Move to approve HR Department's recommendation to purchase BenefitsElect Software as presented, contingent upon the lower cost analysis of EFinance vs. BenefitsElect.

Motion by Ursula Wilde, second by Kim Wilson.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Action: E. Life and LTD Insurance Recommendation
Move to approve recommendation to change from Voya to Horace Mann for our Life and LTD.

Motion by Scott Warnell, second by Heather Asher.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Action: F. Dental Insurance Recommendation
Trustee Isaak thanked the committee for staying the course, very grateful to be here as opposed to 5 yrs ago.

Move to approve the recommendation to move the District dental insurance to MetLife as presented.

Motion by Kim Wilson, second by Lance Isaak.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

4. BUSINESS

Action: A. Flathead High School "Variance to Standards" Renewal Application
Assistant Superintendent Langohr explained the variance that was granted to FHS for 2 yrs. Stating that the District is at the end of that variance so we are applying for another variance which would last for 3 yrs. The District is .5 FTE short for a Library media specialist. We contend that the actual sum total of our staffing in the Library puts us above the requirements. LEC students are included in the numbers and if we removed those students we would be under. Board must approve the variance request and the approved minutes must be included in the variance request.

Move to approve the Flathead High School "Variance to Standards" renewal application.

Motion by Diane Morton Stout, second by Kim Wilson.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Information: B. Calendar Presentation
Assistant Superintendent Langohr updated the Board on the Calendar recommendations for School Year 2022-2023 and the major dates for School Year 2023-2024 as presented. Langohr touched on the Calendar Committee Membership (largest committee to date), relevant Board policies, rules and regulations, aggregate hour requirements and reminded the Board that these calendars are focusing on Certified contracts (Teachers=187 days, Students=180 days). Langohr stated that there was great input and a lot of debate. Early Releases were felt to be critical to teachers in the coming year to really wrap their arms around all of the changes with transformational learning goals.

Action: C. KPS Calendar for 2022-2023
Isaak thanked the committee and for the explanation.
Linden thinks the first semester should end before Winter Break instead of extending for a couple weeks after break.
Langohr stated that there are always a lot of students enrolling at that time and it makes it a challenge on our counseling departments.

Move to approve the recommended 2022-2023 district calendar draft #9 as presented.

Motion by Ursula Wilde, second by Mark Kornick.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt
and your leadership was what got us through and thank you for that.

Trustee Wilde: National qualifiers for Speech and Debate also needs judges. The library and the school district have tried to work together and it’s another source of learning and support for particularly vulnerable and low income community, put it on your radar and glad that is not where we are right now. I think some of the stress at the library, losing people, does trickle into the lives of our students in ways we may not see.

Trustee Fallon: Gyroscope. I didn’t realize how long I knew the person that I am going to present this to. Someone I even coached a team with. Interesting how its designed to be a stabilizing force related to gravity on the earth as you move around the earth, both stabilizes and grounds. Integral to a lot of things, whether its your cell phone or your tablet. This is going to someone that’s been a quiet force, around for a long time and participates in a lot of things. Thank you Scott Warnell.

Information: B. Administrator Reports
Superintendent Hill stated that his Administration report is coming as acting District Clerk:
- Transportation and Maintenance building is moving forward
- Our audit report back this week, very favorable with two exceptions that we previously had.
- spent about 5 hours today putting our budget into EFinance, been quite fun and caught some things that we can make work better for us.
- Went to Savannah for an IB training, leadership through the lens of IB. FHS IB Director Kelli Higgins, amazing in her role, FHS Assistant Principal Andrew Stiger and FHS Principal Michele Paine all went. It was very productive, whether you are IB or not, came away with good sound principals.
- ESSER compliance report work has begun by Assistant Superintendent Langor.
- Sent out Student Surveys on school climate, had about 98% of our students fill this out. Want to share it with you. Sent one to Staff also, so far have collected 227 responses to that. These will be presented at a later date.

7. SAFE RETURN TO SCHOOLS AND CONTINUITY OF SERVICE PLAN

Information: A. SRSCS Plan
- looking at how much money, ESSER related, was spent from this date to that date, a lot of info coming from this Plan to go into ESSER

Information: B. COVID Update
Hill shared the Average Daily Attendance by week. Predominantly hovered in the 90% range, still want that to be better.
Positive COVID cases: currently at 5 staff and 4 students out with COVID.
Back and up and running at full capacity at our testing sites.

8. PUBLIC COMMENT

Information: A. Public Comment Guidelines

9. ADJOURNMENT

Action: A. Adjourn Meeting
Move to adjourn the meeting, 8:46pm

Motion by Rebecca Linden, second by Scott Warnell.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Information: B. Upcoming Meetings
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: **ARM 10.55.604(4)** "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

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DUE DATE:
First Monday in March

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COUNTY: Fergus
DISTRICT: Lewistown School District #1
LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Highland Park Elementary

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.709 Library Media Specialist FTE for Highland Park School
2. Provide evidence that local community stakeholders were involved in the consideration and
development of the proposed renewal variance application. Community stakeholder groups
include parents, community members, and students as applicable.

Parents, community members, Lewistown City Library and students have been involved in
the initial and now the renewal application for variances of standards. Lewistown Public
Schools has a very good relationship with the City Library and its patrons.

3. Provide evidence local school stakeholders were involved in the consideration and development
of the proposed renewal variance application. School stakeholder groups include trustees,
administrators, teachers and classified school staff.

Lewistown School Board of Trustees, all Elementary Principals, Elementary Teachers,
including the Elementary Library/Media Specialist, and Classified Staff have all worked
together with the Lewistown City Library. We have really relied on the City Library to meet
accreditation standards with our Library staffing and have enjoyed the Library Patrons
reading to our kids. This relationship has been invaluable to our Highland Park students.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).
   
   The extra time in the City Library has exceeded the current Library/Media Standards. Highland Park students get to enjoy another library with multiple resources and we even have our retired community read to our kids. The City Librarian has been amazing in helping our kids research and take advantage of the resources that our school library does not have. This has been an incredible partnership with the City of Lewistown and Lewistown Public Schools.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.
   
   The extra time for Highland Park students in the City Library have exceeded the results outlined under the established standard. Highland Park students have been introduced to another library with many resources that our school library does not have. In addition, many of our students take advantage of the City Library's resources in the summer and on weekends that without that exposure, they may never had known. All of our Highland Park students and most of their parents, have their City of Lewistown Library Pass.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

We have made adjustments to actually increase our time at the City Library and we have added a paraprofessional to help our Special Needs students during their time in the City Library. The Lewistown City Library Staff has established strong relationships with the students and staff at Highland Park.

6. Provide a statement of the mission and goals of this proposed renewal variance.

The mission and goals of this renewal variance is to meet accreditation standards for staffing and library time for our Highland Park Elementary students. Another goal is provide a different library experience for our students so they can enjoy the City Library on weekends and in the summer months. The City Library has additional staff and volunteers that create a life-long learning experience.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

The measurable objectives of increased library staffing and library time in the City Library for all Highland Park Students for one hour each month in addition to their library time at Highland Park will exceed the results under the current standard(s).
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?
Highland Park students are provided an additional one hour each month of library time under the tutelage of the City of Lewistown Library staff and volunteers. We collect data on the library activities and resources that students receive at the City of Lewistown Library. This exceeds the measurable objectives of the renewal variance.

9. In what way does this variance meet the specific needs of the students in the school(s)?
This variance meets or exceeds the specific needs of students at Highland Park by providing additional library time and staffing at the City of Lewistown Library.

10. Describe how and why the proposed variance would be:
   a. Workable
      Every school day, we bus one classroom to the City of Lewistown Library in the morning and afternoon. In this manner, we easily exceed the standards for accreditation. The City Library is about 5 blocks from Highland Park so this arrangement is very workable.

   b. Educationally sound.
      We believe our kids are receiving an even better educationally sound practice because they are exposed to another library with additional resources that can be accessed in the summer and on weekends in addition to the normal school library time.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

This renewal application for variance of standards aligns with 10.55.709 Library Media Specialist FTE.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

NA
Required school district signatures:

Board Chair Name:       Doreen A. Haintz
Board Chair Signature:  Doreen A. Haintz   Date: 3/3/2022
Superintendent Name:    Tom J. McC
Superintendent Signature: Tom J. McC   Date: 3/3/2022

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction:       Elsie Arntzen
Approve  Deny

Board of Public Education Chair: Date
Approve  Deny

Elsie Arntzen, Superintendent • Montana Office of Public Instruction
CALL TO ORDER (5:00 P.M.)
1. ROLL CALL
TRUSTEES PRESENT:
Phil Koterba, Kris Birdwell, Zane Fulbright, Doreen Heintz, CJ Bailey,
Jeff Southworth
TRUSTEES ABSENT:
Board Chair Jennifer Thompson
STAFF PRESENT:
Superintendent Thom Peck, Business Manager Rebekah Rhoades and
others via Google Meet
OTHERS PRESENT:
Sletten Construction Representatives
2. PLEDGE OF ALLEGIANCE
The group recited the Pledge of Allegiance.

PUBLIC PARTICIPATION
3. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO
   ADDRESS THE BOARD
   There was no public participation.

ACTION
INDIVIDUAL ITEMS
4. APPROVE ADDITIONAL BUS STOP AT 494 US HIGHWAY 191 – Approved Unanimously
   (Birdwell/Southworth)
5. APPROVE SLETTEN CONSTRUCTION AS THE GENERAL CONTRACTOR FOR THE
   ELEMENTARY DISTRICT BOND CONSTRUCTION – Approved Unanimously
   (Southworth/Fulbright)
6. APPROVE RENEWAL APPLICATION FOR VARIANCE OF STANDARDS AT HIGHLAND
   PARK ELEMENTARY – Approved Unanimously (Fulbright/Southworth)
7. APPROVE PERSONNEL REPORT – Approved Unanimously (Bailey/Southworth)

ADJOURNMENT
The meeting was adjourned at 5:12 p.m. (Heintz – unanimous).

DOREEN HEINTZ
BOARD VICE CHAIR

REBEKAH RHOADES
BUSINESS MANAGER
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Lake
DISTRICT: Polson School District #23
LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Polson Middle School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709: Library Media Services - 1.5 FTE for schools with 501-1000 students
10.55.1801: Library Media Program Delivery Standards
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

The sign-in sheet for the February 6, 2020 Read-In hosted by our Library is attached.

At each Read-In we mention that having two dedicated people in the Library allows us to offer read-in type activities as well as a more robust educational support program.

The sign-in sheet for the March 6, 2022 meeting of the Polson School District Board of Trustees will be submitted after the meeting.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

The sign-in sheet for the March 6, 2022 meeting of the Polson School District Board of Trustees will be submitted with this application. The agenda and draft minutes for the meeting, including approval of this application, are attached. The official minutes will follow upon approval of the Board.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

See attached Board of Trustee minutes from March 6, 2022.
5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

   Polson Middle School Library fulfills the Library/Media Program Delivery Standards which include the essential functions of a teacher-librarian; information technology instruction, digital reading advocacy, and information management. The teacher librarian also performs in a leadership role as a teacher and program administrator.

   Polson Middle School Library fulfills the Library/Media Program Standards which include the essential functions of a teacher-librarian; Information Technology Instruction, Reading Advocacy, and Information Management. Standard 4 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to use information safely, ethically, and legally. Benchmarks at the end of 8th grade for Standard 4 include the ability to appropriately credit ideas and works of others and participate and collaborate in intellectual and social networks following safe and accepted practices. Standard 5 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to pursue personal interests through literature and other creative expressions. These skills are taught during twelve 35 minute class periods consisting of fifth and sixth graders weekly and reinforced in the upper grades through teacher collaboration and student work on assigned classroom projects. The proposed Alternative Standard allows the teacher librarian to teach all fifth and sixth grade classes on a weekly basis and allows the librarian to interact and provide guidance and assistance to all 7th and 8th grade teachers.
and students during their weekly assigned blocks of time in the library. The teacher librarian delivers content on the skills needed to access the library's print and electronic resources for research and pleasure, digital citizenship and literacy skills, Internet search skills, and exposure to a variety of genres for personal growth in the library through demonstrations, activities, online content and video content during 85% of the school day, while the paraprofessional staffs the library. The library paraprofessional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery. The Alternative Standard of 1 FTE teacher librarian and 1 FTE para-professional fulfills the needs of our school, library program and patrons.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

*The number of hours of instructional time and library usage with each ELA teacher was recorded using Google calendar. A snapshot of the schedule in Google calendar is included for October 2021 and February 2022. Library Master Schedule for the 2020-2022 school years are attached.

* Collection circulation and patron library statistics were retrieved from Destiny Library Manager software. We would like to maintain and continue to see a monthly circulation for print materials at or above 1000 items. Circulation is currently above 1000 items. Circulation statistics are included from the 2020-21 school year and the 2021-22 school year to date.

*STAR testing will be provided and assessed by the classroom teachers to assess student literacy achievements.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

On reflection, the staffing variance in place at Polson Middle School continues to meet the needs of our school, library program, students and staff. A para-professional has been on the library staff for
one and a half years. This staff member is highly valued as she provides an exceptional level of support to students and staff.

6. Provide a statement of the mission and goals of this proposed renewal variance.

Polson Middle School's mission is to be a safe, thriving, dynamic educational environment that teams with families and the community to inspire self-directed learners in an interconnected world.

The Polson Middle School Library is a curriculum-oriented facility which provides information and resources in a variety of formats and is committed to supporting all members of the school community. The library environment encourages student and staff productivity and collaboration, as well as recreational reading and relaxation.

The library is staffed by the teacher librarian and paraprofessional from 7:45 am until 4:00 pm each school day. The role of the library paraprofessional is to support the teacher librarian, staff and students. Working together, the teacher librarian and paraprofessional provide a strong library program that includes consistent hours of operation and flexible scheduling. This allows the teacher librarian to schedule twenty-six English Language Art classes, grades 5-8, for teaching/collaboration time weekly. This also allows for the teacher librarian to teach a reading and advisory class daily. All Polson Middle School staff are able to schedule classes for research in print and non-print resources, selection of books, computer-based testing, and group projects. Students are able to use the library before school, after school and during their lunch recess and other free time.
The presence of the full-time FTE para-professional provides skilled assistance to patrons and access to the library while the teacher librarian is collaborating with staff and teaching students. The teacher librarian is also supported in fulfilling the administrative duties of the library outlined in Standard 10.55.1801.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

Polson Middle School Library fulfills the Library/Media Program Delivery Standards which include the essential functions of a teacher-librarian; information technology instruction, digital reading advocacy, and information management. The teacher librarian also performs in a leadership role as a teacher and program administrator.

Polson Middle School Library fulfills the Library/Media Program Standards which include the essential functions of a teacher-librarian; Information Technology Instruction, Reading Advocacy, and Information Management. Standard 4 of the Montana Standards for Information Literacy/Library Media addresses the students’ ability to use information safely, ethically, and legally. Benchmarks at the end of 8th grade for Standard 4 include the ability to appropriately credit ideas and works of others and participate and collaborate in intellectual and social networks following safe and accepted practices. Standard 5 of the Montana Standards for Information Literacy/Library Media addresses the students’ ability to pursue personal interests through literature and other creative expressions.

These skills are taught during twelve 35 minute class periods consisting of fifth and sixth graders weekly and reinforced in the upper grades through teacher collaboration and student work on assigned classroom projects. The proposed Alternative Standard allows the
teacher librarian to teach all fifth and sixth grade classes on a weekly basis and allows the librarian to interact and provide guidance and assistance to all 7th and 8th grade teachers and students during their weekly assigned blocks of time in the library. The teacher librarian delivers content on the skills needed to access the library’s print and electronic resources for research and pleasure, digital citizenship and literacy skills, Internet search skills, and exposure to a variety of genres for personal growth in the library through demonstrations, activities, on-line content and video content during 85% of the school day, while the paraprofessional staffs the library. The library paraprofessional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery. The Alternative Standard of 1 FTE teacher librarian and 1 FTE para-professional fulfills the needs of our school, library program and patrons.

Elsie Arntzen, Superintendent • Montana Office of Public Instruction

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

* The number of hours of instructional time and library usage with each ELA teacher was recorded using Google calendar. A snapshot of the schedule in Google calendar is included for September 2020 and February 2022. Library Master Schedule for the 2021-22 school years are attached.

* Circulation and patron statistics will be retrieved from Destiny Library Manager software from school years 2020-21 and 2021-22 to date. We would like to maintain/and or exceed monthly circulation for print materials at or above 1000 items.

* STAR testing will be provided and assessed by the classroom teachers to assess student literacy achievements.

9. In what way does this variance meet the specific needs of the students in the school(s)?

The presence of the FTE library para-professional allows the teacher librarian to collaborate with staff and teach students throughout the day in the classroom or the library. Teachers can access the link to check availability of the library classroom areas and computer workstations. Information skills, including the research process, ethical use of information, the use of school-wide resource
databases and educational software subscriptions are taught in grades 9-12. The library staff works with classes and individual students to assist with information seeking strategies, giving proper credit for information sources and the synthesis and presentation of classroom assignments.

10. Describe how and why the proposed variance would be:

   a. Workable

   In past history, Polson Middle School library has been staffed with a 1 FTE certified teacher librarian and a 0.5 FTE certified teacher librarian. Employing a 1 FTE paraprofessional to replace the 0.5 FTE teacher librarian is not only fiscally responsible to taxpayers in our community, but the addition of 4 hours allows greater opportunities and support for student interaction with library staff, workability of the library space, more productive library administration and continual coverage of the library for students and staff to access books and computers for research projects and reading for pleasure. As this change in staffing is not a change financially, Polson Middle School has the financial resources to staff the library through the employment and retention of a highly qualified 1 FTE library paraprofessional. The job description of the library paraprofessional is attached to this application. It is revised as needed to reflect changes in library services and the duties and skills required. This document provides a basis for job performance evaluation and serves as a model for recruitment, hiring and training. The current library paraprofessional transferred internally from a position at Polson Middle School and has a strong relationship with the librarian, staff and students, therefore making for a smooth transition to the library.
b. Educationally sound.

The library staffing arrangement of 1 FTE certified teacher librarian and 1 FTE para-professional has been in place at Polson Middle School beginning June 2019. The support of the paraprofessional has been very important to the development of many aspects of library services including the expansion of reader’s advisory, book displays, and smooth operation for students and staff.

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Elsie Arntzen, Superintendent • Montana Office of Public Instruction &

December 2018

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The teacher librarian is fulfilling the administrative duties of the library which are outlined in Standard 10.55.1801. Selection and management of the print collection and electronic resources, long range planning and program development, communication and cooperation with local and regional libraries and staff, and participation in school-wide and district level committees are priorities, including the K-12 Technology Committee, the Middle School English Language Arts Professional Learning Community and collaboration with the Indian Education for All committee members. Polson Schools K-12 teacher librarians meet regularly to develop and implement curriculum, plan for teacher training, cooperative purchases and professional development. The teacher librarian participates in the district’s Professional Growth and Evaluation Process which includes a teacher librarian strand. Polson Schools Professional Growth and Evaluation Process is attached. The process guides continued growth and improvement. Polson Middle School aims to be compliant with Administrative Rule 10.55.1801.
d. Where applicable, aligned with content standards under ARM Chapters 53 and 54
Elsie Arntzen, Superintendent • Montana Office of Public Instruction 10
December 2018
REGULAR BOARD MEETING
March 14, 2022
POLSON SCHOOL BOARD TRUSTEES
DISTRICT BOARD ROOM

ITEM 1 - CALL TO ORDER

Vice-Chair McGinnis called the Regular Board Meeting to order at 5:30 pm.

In attendance were Vice Chair McGinnis Trustee Anderson, Trustee Hewankorn, Trustee Mercer, Trustee Orien, Superintendent Cutler, and Business Manager Clary.

Also in the board room; Cherry Valley Principal Gustafson, Linderman Principal Wilson, Middle School Principal Yarbrough, Vice Principal Mills, High School Principal Fors, Vice Principal/AD Bucarey, Curriculum Coordinator DiGiallonardo, HR/Communications Director Boen, IT Coordinator Fansher, Special Education Director Berg, Assistant Business Manager Anderson and PEA President Crosby. List of others included.

WELCOME AND DIRECTIONS FOR PUBLIC PARTICIPATION

PLEDGE OF ALLEGIANCE

BOARD COMMENTS

PUBLIC COMMENTS  Trustee Anderson congratulated the High School Pirate Boys Basketball team for the third place finish at the state tournament.

ITEM 2 - APPROVAL OF MINUTES

Approval of Minutes - February 14, 2022 Regular Board Meeting -
Trustee Mercer made the motion to approve the Regular Board Meeting minutes from February 14, 2022 with amended clerical correction. Trustee Anderson seconded the motion. The motion passed uncontested.

ITEM 3 - COMMUNICATIONS/DISCUSSION

Polson High School Update - Student Representative – N/A

Indian Education Committee (IEC) Update - N/A

Polson Scholarship and Education Foundation -N/A
Superintendent’s Report - Mike Cutler, Superintendent
Mr. Cutler asked if there were any interested trustee to attend the Chamber Banquet. He told trustees of the committees formed for getting bond information out to the public. He reported the enrollment trend totals and included a graph showing trends from 2009-2010 to present.

MHSA Class A Baseball - Ethan Bucarey, Asst. Principal/Activities Director
This was tabled until the April meeting.

Principals Reports - Each Principal submits a short summary of what is currently going on in their building, which was included in the packet. They answer any questions Trustees may have.
High School - A Fors
Middle School - J Yarbrough
Linderman - K Wilson
Cherry Valley - J Gustafson

Board Committee Updates -
1. Facilities Committee - Anderson, Muzquiz
2. Policy Committee - McGinnis, Hewankorn, adding Mercer
3. Budget Committee - Lake, Orlen
4. Negotiations Committee - PEA - Lake, Hewankorn
5. Negotiations Committee - PCEA - Lake, Orlen
6. Class A Caucus Committee - Mercer
7. Transportation - Anderson, Muzquiz
9. Calendar Committee - Lake, Muzquiz, and Anderson

Budget Update - Pamela Clary
Clary told trustee of the current budget and expenditures of the general funds. She reminded all of the last day of which to sign an intent for trustee election. Clary also gave brief description of the current projects of importance she is working on including impact aid review and preliminary budgets.

ITEM 4 - CONSENT AGENDA
Approval of Payroll, Claims, Travel Requests and Activity Fund Requests
Trustee Anderson made a motion to approve the Consent Agenda. Trustee Hewankorn seconded the motion and it passed uncontested.

ITEM 5 - NEW BUSINESS
Recommendation to Approve Out of State Travel - Andy Fors, HS Principal
Fors asked trustees to approve the travel for the Western Civilization class of Students to take a trip to Chicago. Trustee Mercer made a motion to approve the travel. Trustee Anderson seconded the motion and it passed uncontested.
Recommend to Approve Polson Middle School Library Variance to Standards - Mike Cutler, Superintendent
Cutler asked trustees to approve the Middle School variance. Trustee Mercer made a motion to approve the variance. Trustees Hewankorn and Orien seconded the motion and it passed uncontested.

Recommendation to Approve Resolution for Senate Bill 307 - Pamela Clary, Business Manager/Board Clerk
Clary answered questions about the resolution and advertisement. Trustee Orien made a motion to approve the resolution as presented. Trustee Anderson seconded the motion and the motion passed uncontested.

Recommend to Approve the Purchase of a Bus - Mike Anderson, Transportation Director
Anderson asked trustees to approve the purchase of a 2023 Thomas Built Bus. Trustee Orien made a motion to approve the purchase. Trustee Anderson seconded the motion and it passed uncontested.

Recommend to Approve the Re-hire of Tenured Staff - Mike Cutler, Superintendent
Mr. Cutler asked trustee to approve the hire of the tenured High School staff. Trustee Orien made a motion to approve the tenured listing for hire. Trustee Anderson seconded the motion and it passed uncontested.

Mr. Cutler asked trustee to approve the hire of the tenured Elementary staff. Trustee Hewankorn made a motion to approve the tenured listing for hire. Trustee Anderson seconded the motion and it passed uncontested.

Recommendation to Approve Personnel Reports - Scott Boen, HR/Communications Director
Mr. Boen asked the trustees to approve the High School report as submitted. Trustee Orien made the motion to approve the Personnel report for the High School as corrected. Trustee Hewankorn seconded the motion and it passed uncontested.

Mr. Boen asked the trustees to approve the Elementary report as submitted. Trustee Anderson made the motion to approve the Personnel Report for the Elementary with the correction as well. Trustee Hewankorn seconded the motion and it passed uncontested.

Recommendation to Approve Out of District Reports - Mike Cutler, Superintendent
Mr. Cutler asked the trustees to approve the Elementary report as submitted. Trustee Hewankorn made the motion to approve the Elementary report as submitted. Trustee Anderson seconded the motion and it passed uncontested.

Mr. Cutler asked the trustees to approve the High School report as submitted. Trustee Mercer made the motion to approve the High School out of District report as submitted. Trustee Orien seconded the motion and it passed uncontested.
ITEM 6 - ADJOURN
Board Vice Chair McGinnis adjourned the meeting at 6:20 p.m.

Vice Chair Tim McGinnis

Business Manager/Board Clerk Pamela Clary
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: **ARM 10.55.604(4)** "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

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DUE DATE:
First Monday in March

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COUNTY: Toole County
DISTRICT: Shelby Public School District #14

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Shelby Elementary School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 Library Media Services, K-12
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

Shelby School District has maintained three staff members in our two Libraries to exceed student needs. As of February 2022, Shelby Elementary School had 262 students. To exceed student needs we maintain a full-time paraprofessional and a .5 Librarian in the elementary library. We posted this variance to standards on our March Board meeting agenda (see attached).

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

The Shelby School Board will discuss the Variance to Standards regarding our elementary Library at the March 8, 2022, Board Meeting (See Board Agenda).
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).
      1. We will continue to create a schedule that allows our Librarian to support student learning where and when it is needed. We will be able to measure this by reviewing the schedule and ensuring student contact time (30 minutes per week per student) is met.
      2. We will measure the number of AR tests completed and at what level those tests are completed to ensure student growth in reading and comprehension.
      3. Star reading data will be evaluated to determine future needs and opportunities for improvement.
      4. Shelby's yearly teacher evaluation system will evaluate the Librarian's ability to continue delivering effective instruction in meeting the Library Media Standards.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.
      1. We created a schedule that allows our Librarian to support student learning where and when it was needed including a 30 minute lesson each week to all K-6 groups.
      2. AR testing levels were maintained during the variance time frame.
      3. Star reading data was completed and evaluated.
      4. The Librarian was evaluated by District Administration.
c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

   No additional changes need to be created to meet student needs

6. Provide a statement of the mission and goals of this proposed renewal variance.

   To achieve the goals listed in 10.55.709, Shelby Elementary School offers weekly lessons taught by the Librarian to grades K-6. These 30 minute lessons focus on achieving the requirements stated in 10.55.709. As our Library is staffed by a paraprofessional as well as the Librarian the facility is open throughout the entirety of the school day for independent student use (AR Testing, book check-out, research, or other needed activities).

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

   1. Create a schedule that allows our Librarian to support student learning where and when it is needed, including 30 minutes per week per student class time.
   2. We will measure the number of AR tests completed and at what level those tests are completed to ensure student growth in reading and comprehension.
   3. Star reading data will be evaluated to determine future needs and opportunities for improvement
   4. Shelby's yearly teacher evaluation system will evaluate the Librarian's ability to continue delivering effective institution in meeting the Library Media Standards.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

Shelby Elementary School will gather evidence as stated in question 7. We will evaluate the schedule, measure AR data, evaluate Star Testing data, and evaluate the Librarian using our adopted Danielson model evaluation tool. In addition to the aforementioned data gathering, sample lessons and assessments will also be gathered to document the Elementary School’s deliverance of the Library Media Standards.

9. In what way does this variance meet the specific needs of the students in the school(s)?

By completing the aforementioned goals and processes we will meet student needs regarding library services.

10. Describe how and why the proposed variance would be:

   a. Workable

      Funding - No additional funding is needed to meet our current needs.
      Staff - The .5 Librarian had over 20 years of experience in Library Education along with her K-12 Librarian certification, she also has a K-12 Reading Endorsement and a K-8 Elementary Endorsement.
      Facilities - Our facilities meet the needs of our current student population
      Scheduling - We already have a schedule designed to meet the needs of our K-6 students

   b. Educationally sound.

      Shelby School District has a 1.0 FTE certified K-12 Librarian who serves our K-6 building and our 7-12 building. We employ two paraprofessional that assist our librarian as stated above. All K-6 students are scheduled to receive between 30 minutes per week of instruction in the Library Media Standards, that instruction is delivered by our K-12 certified Librarian with paraprofessional support when needed. The library is always open for student use.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Shelby Elementary School aligns with 10.55.1801 in the following 2 areas:
1. develops & maintains a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians; and
2. engages in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Shelby Elementary School's current library program meets each benchmark for grade 4. All students in grades K-6 have 30 minutes of scheduled library time in which our librarian adheres to those benchmarks and standards. Students are educated in the inquiry process and how to retrieve information. Additionally, students have time throughout the week to visit our library, practice their research skills and get individualized support from our Certified Librarian.
Required school district signatures:

Board Chair Name: Rikki James
Board Chair Signature: [Signature] Date: 3/8/22
Superintendent Name: Elliott Crump
Superintendent Signature: [Signature] Date: 2/22/22

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

[Signature]
Date: April 13, 2022

Superintendent of Public Instruction: [Signature] Date: April 13, 2022

Board of Public Education Chair [Signature] Date: 

Elsie Arntzen, Superintendent • Montana Office of Public Instruction
December 2018
SHELBY SCHOOL BOARD MEETING AGENDA
Location: Boardroom
Date: Tuesday, March 8, 2022
Time: 7:00 PM

1. Call To Order
2. Pledge Allegiance
3. Review and Approval of Minutes
4. Review and Approval of Claims and Voided Checks
5. Public Comment
6. Reports
   a. Elem Principal Report
   b. JH/HS Principal Report
   c. Superintendent Schedule
7. Action Items
   a. Resignation/Retirement - John Pastrana
   b. Hire
      i. School Play Co-Directors - Tanner Dean and Rikki Bleeker
      ii. Ass't HS Track Coach - Miranda Dupree
   c. COVID-19 Update
   d. JH/HS Principal Renewal
   e. Extended Contracts
   f. Dress Code Update
   g. Renewal of Variance to Standards
   h. Consideration and Adoption of Resolution Estimating Changes in Revenues/Mills from Tuition, Adult Education, Building Reserve, Transportation and Bus Depreciation Levies for School Fiscal Year 2023
   i. Establish Elementary and High School Levy Election Amounts
   j. Attendance/Transportation Agreements
8. Discussion Items
   a. Trustee Election
   b. Hiring Update
   c. SEA Negotiations
9. Correspondence
10. Next Meeting of the Board - Tuesday, April 12, 2022 at 7 PM
11. Adjournment
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Yellowstone County
DISTRICT: Shepherd Public Schools
LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Shepherd Middle School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 - Library Media Services, K-12
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

We held a variance committee meeting on January 26, 2022. The people who were in attendance were: Drea O'Donnell (Superintendent), Rich Hash (MS Principal), Robin Hofmann (Science Teacher), Sarah Clark (Parent), Danielle Robison (Parent), Brooklyn Robison (Student), Kate O'Donnell (Student). Rich Hash explained to the committee members the situation we are in with OPI, and why we need a variance. He also explained to the committee why he made the decision not to fill the half-time library position for the past couple years, and how we are using the money to help educate students in other areas. We explained that through discussions with teachers and students, everyone involved felt the needs of the students are being met with the current FTE of 1 for the elementary and 1 for the MS/HS to share. The community stakeholders agreed with this and thought applying for the variance was the best option.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

This is the fifth year that we have not employed a half-time librarian position for the middle school. We were not deficient until school year 2017-2018. The middle school principal met with our superintendent, administration team, as well as the certified teachers in the building and explained the need for the variance. The reasoning at that time was there were not any applicants, we were meeting the needs of the students without the extra half-time FTE, and we could use that money to help in areas of intervention for MS students. This group agreed this was the best way to move forward. The enrollment in the high school and middle school varies, and sometimes we are over the numbers required for one librarian, and sometimes we are okay with just one librarian according to our student enrollment. In a meeting on February 16, 2022, our board of trustees agreed with the assessment of not hiring a half-time librarian at the end of the 2022 school year and for subsequent years.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

   1. We will continue to establish flexible scheduling to ensure that libraries respond to information needs and support learning. We will keep the library open and available to all students from 7:45-4:00 except on early out days. 2. We will ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process with the help of the library and librarians. 3. We will continue to develop and maintain a library collection that is current, balanced, and reflects authentic contributions of Montana's American Indians. 4. We will engage in comprehensive long range to ensure financial and physical resources of the library and to allow constant access. 5. Our 1 FTE librarian will continue to collaborate with classroom teachers of all disciplines to create links between and among the curricular areas.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

   Our 1 FTE librarian has the library open from 7:45 am to 4:00 pm most of the week. Students are allowed to go to the library during the day, and during lunch recess. Our LA teachers take part of a period weekly to get our students to the library to check out books for AR reading. Here is some data of the books checked out compared to our high school. Fall 2020- MS= 1,771, HS= 622, Spring 2021- MS= 1356, HS= 558, Fall 2021- MS=1457, HS=505. Our middle school students check out more than double the amount of books than our high school students. We continue to provide financial help yearly for our librarian to update books as well as continue to purchase materials that address Indian Education For All as well as make sure we have a variety of topics for our students and staff. Our librarian comes to each of the LA classrooms twice a month to teach library materials as well as other curriculum areas utilize the library for research to help write reports for specific academic areas.

Elsie Arntzen, Superintendent • Montana Office of Public Instruction

December 2018
c. After reflection on the initial variance, describe any adjustments that need to be made to
meet the specific needs of the students in the school(s).

We feel that the information that we put in the initial variance has worked very well for
us at Shepherd Public Schools. We are able to provide our students everything they need
from the library with the current 1 FTE that we are sharing with the high school. No
adjustments are needed at this time.

6. Provide a statement of the mission and goals of this proposed renewal variance.

(See Attached Sheet)

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or
exceed the results under the current standard(s).

(See Attached Sheet)
Question #6

Our goal is to continue to provide an education in library media to our students. We have been capable of doing this for the past 20+ years. Our elementary (K-5) will continue to have scheduled library/media time to cover the standards they are required to meet. Our MS/HS librarian will then continue to serve our 6-12 students and cover the standards required in 10.55.1801. We have tracked the amount of books that are being checked out by the high school students, as well as the middle school students. After the first semester of this year, there were only 200 books checked out by high school students, and roughly 2,100 books by the middle school. We have shared the librarian with the high school, and they have been able to provide us instruction in our classrooms, as well as maintain the library without any difficulty. Our 1FTE librarian currently has our library open all day. In fact, our librarians open the library at 7:45 (15 minutes before school) and close it at 4:00 (30 minutes after school) to allow students adequate time to access the library. During her lunch period, we have an aide cover the library so it is continually open and available to students. We will continue to provide someone to staff the library during the day so that it is available to meet the needs of all our students.

Question #7

1. We will continue to establish flexible scheduling to ensure that libraries respond to information needs and support learning. We will keep the library open and available to all students from 7:45-4:00 except on early out days. 2. We will ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process. Our librarian will continue to go into classrooms and work with not only our language arts teachers but our science and social studies teachers as well to ensure they have adequate resources available. 3. We will continue to develop and maintain a library collection that is current, balanced, and reflects authentic contributions of Montana's American Indians. The district just supported our library with $1500 in Indian Ed for all funding to help enhance the selection of books and materials available to students. 4. We will engage in comprehensive long range to ensure financial and physical resources of the library and to allow access. We currently passed a bond to building a new building on our campus. Half of the second floor of the new building will be a new dedicated library space that is accessible to students and community. 5. Our 1 FTE librarian will continue to collaborate with classroom teachers of all disciplines to create links between and among the curricular areas. 6. We have planned PIR days with surrounding school districts in order to allow our librarians the opportunity to cooperate and join with other school libraries to encourage partnerships and promote its integration into all instructional programs.
Question #8

Shepherd School District will continue to support our libraries in providing adequate facilities, funding as well as professional development to our staff to ensure student needs are being met. According to our goals in question 7, we will gather evidence based on each of those goals. We will look at classroom data, MAPS scores in the area of language and reading, as well as SBAC scores to determine if students are receiving an adequate education in the area of Library Media Standards. We currently have Accelerated Reader and are looking at ways to be able to better meet the ELA standards of promoting literacy and integrating reading, literature, with a balanced approach through more independent reading. Our district just completed an eleven million dollar construction project, and included in this project was a brand new state of the art library right in the center of our district. This availability will hopefully improve the amount of students in the high school and middle school who utilize our library.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

(See Attached Sheet)

9. In what way does this variance meet the specific needs of the students in the school(s)?

Our students have constant access to the library whenever they need a book for our AR program. When students utilize the library, our librarian is always willing to help them and answer questions as needed. Librarian continues to provide classroom instruction to our students when requested and always makes time to assist our students when asked. We will continue to provide financial assistance to the library to make sure we provide updated reading material.

10. Describe how and why the proposed variance would be:

a. Workable

If this variance is given; it will allow us to continue to share our full-time librarian as we have in the past. We were not able to find a half-time librarian several years ago, and it has allowed us to use this money to educate students in other areas. We will continue to meet the students' needs and have the library open and accessible during our school day.

b. Educationally sound.

We currently employ 2 FTE librarians for our 793 K-12 students. We are meeting the needs of those students with the current employment. If it were one school, only 1.5 FTE would be required for that number of students. Educationally our students are receiving the appropriate education in the area of Library Media and meeting the program standards.
c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Our current set up, employment and access to the library allows our students to be educated to meet the program standards of 10.55.1801.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Our classroom teachers work closely with the library to ensure that standards in both ELA as well as other areas such as science standards of Chapter 53 are being met. The librarians also attend PLC meetings with other curricular areas to guarantee they are helping meeting standards in Chapter 54 in the area of Information Literacy/Library Media Performance Descriptors as well.
Required school district signatures:

Board Chair Name: Carl Openshaw
Board Chair Signature: [Signature] Date: 2-16-22
Superintendent Name: Drea O'Donnell
Superintendent Signature: [Signature] Date: 2/16/22

Mail the signed form to:
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: ___________________________ Date ______
[ ] Approve [ ] Deny

Board of Public Education Chair ___________________________ Date ______
[ ] Approve [ ] Deny
A regular meeting of the Board of Trustees for Shepherd School District #37 was held Tuesday, February 15, 2022 in the Board Room of the Administration Building. Chairman, Carl Openshaw called the meeting to order at 6:30pm.

Pledge of allegiance was recited.

Members present: Jeff Branson, Shane Flowers, Carl Openshaw, Carl Parker, Julie Hinkle, and Shayne Vandivort.

Members excused: Shane Rekdal.


CONSENT AGENDA

An Elementary motion was made by Shane Flowers, seconded by Julie Hinkle, to approve the Elementary business claims and accounts, to include January claims 131245 - 131318.

A High School/Joint motion was made by Shayne Vandivort, seconded by Jeff Branson, to approve the High School business claims and accounts, to include January claims 131245 - 131318 and the approval of the January regular meeting minutes.

Both motions passed unanimously.

HEARING OF THE PUBLIC

None

COMMUNICATIONS

1) Gabby Heggem presented her speech that won her the State B Speech and Drama Championship. Gabby is a National Qualifier and will represent Shepherd in Kentucky later this year.

INFORMATIONAL

1) Building use requests: As posted in the agenda.
2) Water Report
3) Nurse’s Report
4) Resignations:
   Cindy Todd – 4th Grade Math
   Brandon Arlian – Elementary/MS PE
5) Missing Children
6) Spring ANB Count
7) Rental of the Old Administration Building
   The individual is no longer interested in taking on the daycare for the
district. More information to come if this will move forward from the
district side. A Co-Op is interested in renting 3 upstairs rooms for
$1,000.00 per month.

No Action

OLD BUSINESS

Building Project Update

The vaporizer for the propane line is working as expected. There is currently a temporary
fence around the vaporizer, and the next step is adding a chain link fence. The new
system in the water treatment plant went down and is now back on the original system
until the new one can be fixed.

COVID Update

None.

Final Reading of Policies 3300, 5122P, 8450 and 8450P

A High School/Joint motion was made by Carl Parker, seconded by Julie Hinkle, to
approve the final reading of policies as listed.

The motion passed unanimously.

NEW BUSINESS

Human Resources

Todd Rose – Head Golf Coach
Tyler Gilfeather – Asst. HS Wrestling Coach
Sub list as attached

A High School/Joint motion was made by Julie Hinkle, seconded by Jeff Branson, to
approve hiring the employees and substitutes as listed.

The motion passed unanimously.

Out-of-District Students

An Elementary motion was made by Julie Hinkle, seconded by Shane Flowers, to
approve the out-of-district student for the 2021-2022 school year.

The motion passed unanimously.
Bus Purchase 2022

Mr. Trotter presented bids from Thomas (I State) and Bluebird (Hartley's Bus Co) for two new buses. He is looking to purchase one Front Engine (FE) and one Rear Engine (RE). He discussed the costs and maintenance issues with both companies. He recommended the two buses from I State.

A High School/Joint motion was made by Shane Flowers, seconded by Jeff Branson, to approve the purchases of two buses from I State at $164,900 for the FE and $139,953 for the RE, for a total of $304,853.

The motion passed unanimously.

Additional Bus Route

An additional bus route was added for a student who returned to school at the start of the semester and only attends half day. The additional route is to take him home each day after lunch.

A High School/Joint motion was made by Julie Hinkle, seconded by Jeff Branson, to approve the additional 2021-2022 bus route as presented.

The motion passed unanimously.

MS Library Requirement Variance

It was recommended to approve the 3-year MS Library requirement variance with the state to not have an extra .5 librarian position. Approving the variance will keep the MS in compliance for accreditation.

An Elementary motion was made by Julie Hinkle, seconded by Jeff Branson, to approve the MS Library requirement variance with the State.

The motion passed unanimously.

Appoint District Clerk

A High School/Joint motion was made by Shayne Vandivort, seconded by Carl Parker, to appoint Kinsey Szillat as District Clerk starting March 1, 2022.

The motion passed unanimously.

Elementary Heat Pump

A heat pump in the old first grade, now music/GT/media room, is not working. The heat pump was not replaced during the original construction. There is enough money in the bond to purchase a new pump.
An Elementary motion was made by Shane Flowers, seconded by Julie Hinkle, to purchase a heat pump for the elementary building to replace heat pump 191 from Allied Controls.

The motion passed unanimously.

MHSA Proposals

Mrs. Downing presented two MHSA Proposals. The first proposal is to allow 8th grade students to participate in High School athletics. The second proposal is to add boys’ baseball as a MHSA sanctioned High School sport.

Mrs. Goodell spoke in favor of allowing 8th grade students to participate and discussed the benefits this would provide to her Softball program. She also asked the Board to consider allowing this on a sport by sport and season by season basis.

The proposal to allow 8th graders to participate in High School athletics was tabled until further information can be provided to the Board.

A High School motion was made by Carl Parker, seconded by Julie Hinkle, to Not Approve the MHSA proposal of adding boys baseball as a MHSA sanctioned High School sport.

The motion passed unanimously.

Principal Rehires and Administration Salaries

An Elementary motion was made by Julie Hinkle, seconded by Jeff Branson, to rehire Mr. Richard Hash as the Middle School Principal and Mrs. Autumn Arlian as the Elementary Principal as well as provide the same % salary increase to the Middle School and Elementary Principals that the District provides to the certified teaching staff.

The motion passed unanimously.

A High School motion was made by Shayne Vandivort, seconded by Julie Hinkle, to rehire Mr. KJ Poepping as the High School Principal as well as provide the same % salary increase to the High School Principal that the District provides to the certified teaching staff.

The motion passed unanimously.

A High School/Joint motion as made by Julie Hinkle, seconded by Shayne Vandivort, to provide the same % salary increase to the Superintendent that the District provides to the certified teach staff.

The motion passed unanimously.
STANDING COMMITTEE REPORTS

- Negotiations Committee – The SEA asked the Board to negotiate this spring. This request was made after the December 1st deadline which is stated in their Collective Bargaining Agreement.

ADMINISTRATION REPORTS

The Administrators recapped their reports.

EXECUTIVE SESSION

None.

OPEN SESSION TOPICS FOR NEXT MEETING

None

EXECUTIVE SESSION TOPICS FOR NEXT MEETING

None

ANNOUNCEMENTS

None

ADJOURNMENT

Time of adjournment: 8:33pm.

Chairman: Carl Openshaw

Clerk: Kinsey Szillat
VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose 10.55.604(4): "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
First Monday in March

COUNTY: Yellowstone
DISTRICT: Independent School District #52

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery/content standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.704 and 10.55.705
2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.
   See attached documentation.
3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.
   See attached documentation.
4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.
5. Reflection upon initial variance:
   a. Describe the specific goals, measureable objectives, and rationale that describe the initial variance and how the proposed variance was to meet or exceed the results under the current standard(s). Include how the variance was workable and educationally sound.
      See attached documentation.
   b. How were these goals and objectives met or exceeded? (Implementation)
      See attached documentation.
c. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard. (Examples may include, but are not limited to: student performance trends, if applicable, specific goals being addressed through AdvancED, etc. Do not include lesson plans, library monthly checkout logs, or calendars).
   See attached documentation.

d. What evidence, do you anticipate, will be collected for the renewal application’s goals/ objectives?
   See attached documentation.

6. After reflection of the evidence/data gathered on the initial variance, what is the status of your renewal application?

   ✓ Continue with current goals and measurable objectives (state)

   □ Propose new goals and measurable objectives for renewal application (state)

   □ Adjustments to implementation need to be made to meet or exceed standard (state)

Required school district signatures:

Board Chair Name: [Signature]
Board Chair Signature: [Signature] Date: 2/3/23
Superintendent Name: [Signature]
Superintendent Signature: [Signature] Date: 2/3/23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
OPI USE ONLY

Superintendent of Public Instruction: ___________________________ Date____________

____ Approve ____ Disapprove

Board of Public Education Chair ____________________________________________ Date____________

____ Approve ____ Disapprove
VARIANCES TO STANDARDS APPLICATION

RENEWAL APPLICATION

Due Date: March 7, 2022

County: Yellowstone

District: Independent School District 52

Independent School

1. Standard(s) for which a variance is requested. 10.55.704 and 10.55.705

2. This is a renewal of a variance that was previously approved. The initial process started with a determination that the district budget could not support the additional administrative requirement. The situation was described in newsletters during the lead up to the original application. Teachers, parents, and Trustees were invited to provide input, but the bottom line remains the same. State funding does not provide for the required administrative FTE, especially when other needs are factored in, such as class size and special education needs.

See attached Board minutes. No public comment was received.

3. See attached Board minutes and newsletter. No public comment was received.

5. a. The initial objectives are listed below. The reality is the district chose not to implement the variance until 2021-2022. Prior to 2021-2022, the district was able to contract with the previous administration at a significantly reduced amount to perform the duties of Superintendent at .5 FTE. However, the previous individual retired in June 2021. Therefore, an extension of the variance is desired by the district.

The most critical objective of this variance request is to reduce the cost of school administration. The current Standard requires 1.5 FTE administrators is estimated to cost, at a minimum $160,400 assuming the district could find someone who would actually want to work the .5 FTE. Otherwise, this district would have to create a full-time position which would cost an additional $40,000. In addition, there are numerous performance objectives that can be sited which can be carried out by one administrator.

A few of those are listed below:

1. The Superintendent/Principal shall attend 100% of School Board meetings serving the role of advisor as prescribed in School Board policy.

2. The Superintendent/Principal shall conduct at least one formal observation of each of the 23 FTE certified staff on an annual basis.

3. The Superintendent/Principal shall complete all reports required by the Office of Public Instruction.

4. The Superintendent/Principal shall monitor student behavior.
5. The Superintendent/Principal shall publish a periodic newsletter.

6. The Superintendent/Principal shall carry out all duties assigned by the Board of Trustees and the State of Montana.

5. b. As stated above, the variance was not implemented until 2021-2022. However, the principle data point of cost savings on unnecessary administration is still in play. This variance was requested in order to allow the district to provide a cost effective, bureaucratically efficient, and educationally sound administrative model. The goals of the variance were as follows: (1) provide cost effective administration, (2) reduce unnecessary bureaucracy, and (3) provide an educationally sound administrative model.

To that end, the district will save approximately $30,000 to $50,000 in unnecessary administrative costs.

5. c. None.

5. d. None.

6. The status of the renewal application is to continue with current goals and measurable objectives.
INDEPENDENT SCHOOL BOARD MEETING  
JANUARY 11, 2022

A regular meeting of the Board of Trustees, Independent School District #52, Yellowstone County, Montana was held in the library. The meeting was called to order by Chair Renae Scott at 7:10 p.m.

Members present: Renae Scott and Amy Lierow. Jamee Wilson was absent. Jake Detling and Adam Zelka participated in the meeting via telephone. Also present were Superintendent/Principal Sheila Chouinard and District Clerk Debi Orelup.

APPROVAL OF MINUTES
A motion was made to approve the minutes of the November 9, 2021 meeting as presented. 
Motion - Jake Detling / Second - Amy Lierow  Unanimous vote

OLD BUSINESS

MTSBA Policy Services
Sheila reported MTSBA sent the draft policy manual for the District to her. The printed material fills two 3” binders. Kris Goss with MTSBA suggests one of three means to review the draft manual prior to the Board adopting it: review it together as a group, review it individually and meet as a group, or assign a committee to review it and then present it to the Board for their consideration. A motion was made to assign a committee to review the proposed district policies provided by MTSBA.
The committee is to be comprised of Sheila, Renae and Debi.
Motion - Amy Lierow / Second - Jake Detling  Unanimous vote

Superintendent Evaluation
To assist the trustees with her evaluation, Sheila presented a list of her job standards and citing her responsibilities and accomplishments as Superintendent/Principal. Renae stated she would provide the trustees with the evaluation form and requested the completed forms be returned to her prior to the February meeting.

Consideration of the Safe Return to Schools and Continuity of Services Plan
This document will be updated as needed to reflect current policy and must be posted on the school website through June 2024. The Consideration of Safe Return to Schools and Continuity of Services Plan has been submitted to the Office of Public Instruction (OPI) as requested by the State. No changes need to be considered at this time.

YBGR Comprehensive School and Community Treatment Services (CSCT) Funding
Sheila reported OPI continues to revise the procedures to report and pay for CSCT school services.

COMMUNICATIONS

Building Use Request
Joe & Amy Lierow request approval to use the gym twice a week January-March for girls’ basketball practice. A motion was made to approve the request. The days and times of use are to be determined by school administration. Rental fees due per district policy.
Motion - Adam Zelka / Second - Jake Detling  Unanimous vote

Lane Change Request
Jurell Linford submitted a Lane Change Request form to the Board. Sheila explained the administration now acknowledges receipt of the lane change forms rather than the Board.

ADMINISTRATION REPORT
News and updates are covered under agenda items.
NEW BUSINESS

Variance Renewal
Sheila recommends the Board seek renewal of the variance which would allow one individual to
serve as the Superintendent/Principal of the District. A motion was made to approve seeking
renewal of the variance.
Motion - Amy Lierow / Second - Jake Detling Unanimous vote

Hire Volleyball Coaches
Sheila recommends hiring Jennifer Larsen and Jerry Flannery as the 2022 girls’ volleyball coaches.
A motion was made to approve hiring the coaches as recommended.
Motion - Amy Lierow / Second - Jake Detling Unanimous vote

Building Use Approval Committee
Sheila recommends the creation of a committee to approve short term building use requests in
between Board meetings. A motion was made to give Sheila the authority to make a tempo­
rary approval of a building use request until the next Board meeting.
Motion - Amy Lierow / Second - Adam Zelka Unanimous vote

CSCT Memorandum of Understanding (MOU)
Sheila explained MTSBA is presently reviewing the CSCT Memorandum of Understanding (MOU)
provided by OPI. She recommends approval of the MOU once MTSBA affirms the current version
of the MOU. A motion was made to accept the MOU once it is approved by MTSBA.
Motion - Amy Lierow / Second - Jake Detling Unanimous vote

Resolution Calling for School Election, May 3, 2022
The proposed election resolution states the School Election will be held Tuesday, May 3, 2022, for the
purpose of electing one trustee for a three-year term. The term of office for Jamee Wilson expires in
May. A motion was made to approve the resolution as presented for the May 3, 2022, School
Election of one trustee. The election will be conducted by the Yellowstone County Election
office by mail ballot.
Motion - Adam Zelka / Second - Amy Lierow Unanimous vote

The next School Board meeting is scheduled for 7:00 p.m. on Tuesday, February 15, 2022. Payroll
checks 82371-82426 and warrants 29902-29959 were approved for payment as presented.

A motion was made to adjourn the meeting at 7:45 p.m.
Motion - Amy Lierow / Second - Jake Detling Unanimous vote
STUDENT-LED PARENT CONFERENCES
Mon, Feb 14 – Thurs, Feb 17

The Student-Led Conferences are a special event at Independent when we empower students to share their pride in their accomplishments with parents. Students in grades 4-6 will be bringing home materials and projects to share with parents. Most primary (k-2) grade teachers are scheduling virtual conferences with Zoom. Check ClassDojo for your child’s teachers specific directions.

If you child’s teacher has set up times for meeting, please sign up today!

Follow the directions below to sign up today!

1) Click this link to see our Teacher’s SignUp Pages on SignUp.com: http://signup.com/go/frjbtrx
2) Select your child’s teacher, review the dates and times listed and choose the one you like.
3) Sign up! It’s Easy - you will NOT need to register an account or keep a password on SignUp.com.
4) For additional Teacher’s SignUp Pages when on a computer, repeat the steps.

SPRING BASEBALL/SOFTBALL SIGNUPS NOW OPEN

Registration for the 2022 Heights National Little League Baseball/Softball season is now open!! For more information and to register, check out www.heightsll.com

Anyone Missing a Jacket?! Gloves?!
Please take the time to check the Lost and Found outside the main office for missing jackets, winter coats, hats, gloves, clothing and other items. It is easier to return lost items if there is a name on it!

PLEASE LABEL ITEMS!

BOARD AGAIN REQUESTS ACCREDITATION VARIANCE

Two years ago, the School Board requested and received an accreditation variance from the State. This variance gives permission for Independent School to have one administrator cover two positions: principal and superintendent. Although the variance was in place, Mr. Laurent served as the part-time superintendent while Ms. Chouinard has served as the principal. Since Mr. Laurent’s retirement in June 2021, Ms. Chouinard has fulfilled the role of Superintendent/Principal.

It is now time to renew the variance. The School Board would like to renew that variance to continue to allow Ms. Chouinard to act as both the principal and superintendent if needed.

Individuals interested in commenting on this process are directed to contact either Ms. Chouinard, or submit, in writing, comments to the Board of Trustees.

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Please check the Independent School website www.independent.k12.mt.us for the monthly lunch menu, calendar of events, classroom websites, District information and more.
INFORMATION

ITEM 27

REVIEW OF PROGRESS ON REVISIONS TO ARM, TITLE 10, CHAPTER 55, ACCREDITATION

Dr. Julie Murgel
Montana Board of Public Education  
Executive Summary

Date: May 12 - 13 2022

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Update Accreditation Standards ARM Title 10, Chapter 55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Dr. Julie Murgel</td>
</tr>
<tr>
<td>Position Title</td>
<td>Chief Operations Officer</td>
</tr>
<tr>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>Requested Decision(s)</td>
<td>This is an update on the review and revision process for Accreditation Standards in ARM Title 10 Chapter 55 1. Quality School Task force 2. Negotiated Rule Making Committee 3. Timelines for Revisions 4. Avenues for Communication</td>
</tr>
<tr>
<td>Related Issue(s)</td>
<td>None</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Informational only</td>
</tr>
</tbody>
</table>
May 12, 2022
Chapter 55 Update

OPI Link for Chapter 55 Taskforce and Negotiated Rule Making Committee Website

1. Quality School Taskforce:
The task force was charged with making initial recommendations for ARM Chapter 55 revisions to the superintendent of public instruction and the negotiated rule committee.

Task Force Work Items:
- Developed a field survey and summarized the results to inform recommendations.
- Drafted a Concept Memorandum (current rule, proposed red-lined rule, proposed conceptual changes, rationale) to capture initial recommendations to the Superintendent.

Conceptual Change Topics under consideration:
- Student growth-adding to proficiency for student performance standard
- Staffing ratios for library media specialists
- Graduation requirements and high school credits
- Basic Education Programs requirements for Elementary, Middle, and High School
- Staffing ratios for school counselors
- Mental wellness
- School Climate
- Postsecondary readiness
- Paraprofessional and substitute requirement
- Local control
- Family and Community Engagement
- Mentorship and Induction
- Accreditation process
- Categories of Accreditation
- Separate variance to standards for charter school
School Quality Task Force Members:
- Billi Taylor  Harrison K-12 Schools  District Superintendent
- Daniel Lee  University of Montana  Associate Professor
- David Pafford  Noxon Public Schools  Board Chairperson
- Emily Dean  MT School Board Assoc  Director of Advocacy
- Gary Lusin  Bozeman Public Schools  Board Chairperson
- Gayle Venturelli  Anaconda Public Schools  Board Chairperson
- Heather Hoyer  Great Falls Public Schools  Assistant Superintendent 7-12
- Heather Jarrett  Reed Point Public Schools  District Superintendent
- Janelle Beers  MT Small Schools Alliance  Executive Director
- Jon Konen  Corvallis K-12 Schools  District Superintendent
- Tony Warren  Turner Public Schools  District Superintendent and Principal

Ex-Officio Member:
McCall Flynn  Board of Public Education  Executive Director

Task Force Schedule:
- January 11, 2022 (Orientation) 4:00PM-5:00PM
- January 25, 2022 (In Person) 10:00AM - 5:00PM
- January 26, 2022 (In Person) 8:00AM - 2:00PM
- February 8, 2022, 11:00 AM-1:00PM
- February 22, 2022, 11:00AM - 1:00PM
- March 8, 2022 (In Person) 10:00AM - 5:00PM
- March 9, 2022 (In Person) 8:00AM - 2:00PM
- March 22, 2022, 11:00AM - 1:00PM
- April 5, 2022, 11:00AM - 1:00PM
- April 14, 2022 (In Person) 10:00AM - 5:00PM
- April 21, 2022 (In Person) 10:00AM - 5:00PM

2. Negotiated Rule Making Committee:
The Chapter 55 Negotiated Rule Making Committee will review and revise the recommendations from the Superintendent. The recommendations presented to the Board of Public Education must include an economic impact statement that the negotiated rulemaking committee prepares.

It is anticipated that this committee will need to meet at least ten times before July 2022 to complete its work.

- February 24, 2022 (Orientation) 3:00PM - 5:00PM
- March 17, 2022 (In Person, Helena) 10:00AM - 5:00PM
- March 18, 2022 (In Person, Helena) 8:00AM - 2:00PM
- April 13, 2022, 3:30PM - 5:00PM
- April 20, 2022, 3:30PM - 5:00PM
- May 2, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 3, 2022 (In Person, Helena) 8:00AM - 2:00PM
• May 9, 2022 (In Person, Helena) 10:00AM - 5:00PM
• May 10, 2022 (In Person, Helena) 8:00AM - 2:00PM
• May 18, 2022, 3:30PM - 5:00PM
• May 25, 2022, 3:30PM - 5:00PM
• June 6, 2022, 3:30PM - 5:00PM
• June 16, 2022 (In Person, Helena) 10:00AM - 5:00PM
• June 17, 2022 (In Person, Helena) 8:00AM - 2:00PM

Negotiated Rule Making Committee Members:
Adrea Lawrence - University of Montana, Dean of College of Education
Chris Olszewski - Billings Public Schools, Curriculum Director
Christina Wekkin - Alberton Public Schools, Teacher
Corey Barron - Lodge Grass Schools, Principal, Tribal Representative
Craig Mueller - Havre Public Schools, District Superintendent
Curtis Smeby - Havre Public Schools, Trustee
Julie Murgel - Office of Public Instruction, Chief Operating Officer
Kelly Dey - Sidney Public Schools, Trustee
Kitty Logan - Swan Valley School, Trustee
Krystal Zentner - Bridger MT, Parent
Lisa Petersen - Westby K-12 Schools, Teacher
Michele Paine - Flathead High School, Principal
atti Drake - Whitehall School District, District Clerk/Business Manager
Renee Schoening - MT School Counselor Association, Executive Director
Rhonda Long - Fergus County, County Superintendent
Ruth Uecker - Great Falls Public Schools, Assistant Superintendent K-6
Sharyl Allen - Office of Public Instruction, Deputy Superintendent
Stephen Schreibeis - Glendive Public Schools, District Superintendent
Sue Corrigan - Montana School Board Association, Kalispell Municipal Director
Susan Lake - Montana Taxpayer
Tara Hubing - Circle Schools K-12, Teacher

McCall Flynn - Board of Public Education, Executive Director - Ex-Officio Member
Geographic Representation of Committee Members

Montana Elementary and High School Districts

- School District Trustees
- K-12 School Administrators
- K-12 Teachers and Counselors
- School Clerks/Business Officials
- School District Administrative Staff
- County Superintendents
- Parents
- Taxpayer
- EPP Representative
- Tribal Representative
- OPI Representative
- Association
- School Quality Task Force

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

<table>
<thead>
<tr>
<th>Research to ARM</th>
<th>Negotiated Rule Making Committee</th>
<th>Board of Public Education</th>
<th>Education Interim Committee</th>
<th>Board of Public Education</th>
<th>Implementation</th>
</tr>
</thead>
</table>

4. Communication:
• Meeting minutes, zoom links, and agendas, task force members can be found on top left of the OPI main webpage at https://opi.mt.gov/
  o Quality Task Force
  o Negotiated Rule Making Committee Members
• Stakeholders can attend the meetings via zoom.
• Public comments will be taken at each meeting. Written public comment may be submitted to tristen.belnap@mt.gov and will be shared with the taskforce members and recorded in the meeting minutes. The public comment time frame will be published on the agenda, with a three-minute limit per comment. Taskforce and Committee members will not respond or ask questions during public comment.
INFORMATION

ITEM 28

ACCREDITATION COMMITTEE REPORT

McCall Flynn
CLOSED SESSION

ITEM 29

EXECUTIVE DIRECTOR ANNUAL EVALUATION

Tammy Lacey
FUTURE AGENDA ITEMS

July 14-15, 2022
Helena, MT

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