

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

January 23-24, 2025

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

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

January 23-24, 2025
Montana School Boards Association
863 Great Northern Blvd
Helena, MT

Thursday, January 23, 2025
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

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

CONSENT AGENDA – page #9

(Items may be pulled from Consent Agenda upon request)

- A. November 20-22, 2024 and December 11, 2024 Meeting Minutes
- B. Financials

ADOPT AGENDA

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 1)

Item 1 ELECTION OF VICE CHAIR – 5 Minutes, page #27
 McCall Flynn

❖ REPORTS – Dr. Tim Tharp (Items 2-6)

Item 2 CHAIRPERSON REPORT – 15 Minutes, page #28
 Dr. Tim Tharp

- Welcome New Board Member

Item 3 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #29
 McCall Flynn

Item 4 STATE SUPERINTENDENT REPORT – 1 Hour, page #30
 State Superintendent Susie Hedalen

- Transportation Report

- Assessment Update
- Federal Report
- Accreditation Report
- Content Standards Revision Update

Item 5 GOVERNOR'S OFFICE REPORT – 15 Minutes, page #42
Dylan Klapmeier

Item 6 COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #43
Dr. Angela McLean

❖ CHARTER COMMITTEE – Jane Hamman (Items 7-8)

Item 7 UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION – 15 Minutes, page #44
Trish Schreiber

Item 8 WORK SESSION ON THE APPROVAL AND DENIAL OF PUBLIC CHARTER
SCHOOLS – 1.5 Hours, page #45
Jane Hamman

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

*****RECONVENE AT 1:00 PM*****

❖ LICENSURE COMMITTEE – Jane Hamman (Items 9-13)

Item 9 INFORMATION ON PRAXIS REGENERATED TEST REVIEW AND QUALIFYING
SCORES FOR SOCIAL STUDIES, INDUSTRIAL TECHNOLOGY, AND FAMILY AND
CONSUMER SCIENCE – 15 Minutes, page #47
Crystal Andrews

Item 10 INFORMATION ON ANNUAL EDUCATOR LICENSURE REPORT – 15 Minutes, page
#52
Crystal Andrews

Item 11 INFORMATION ON MONTANA STATE UNIVERSITY SPECIAL EDUCATION
CERTIFICATION PROGRAM – 15 Minutes, page #73
Crystal Andrews

Item 12 PRESENTATION ON ABCTE INTERIM REPORT FOR ALTERNATIVE
CREDENTIALING – 30 Minutes, page #77
Isabell Welch, ABCTE and Crystal Andrews

Item 13 INFORMATION ON THE QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM – 15
Minutes, page #81
Dr. Julie Murgel

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 14-15)

Item 14 ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE ADOPTION,
AMENDMENT, AND REPEAL OF ARM, TITLE 10, CHAPTER 53, MATHEMATICS
CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE
SECRETARY OF STATE'S OFFICE FOR PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER – 5 Minutes, page #84
Madalyn Quinlan

Item 15 **ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE ADOPTION AND REPEAL OF ARM, TITLE 10, CHAPTER 54, WORLD LANGUAGE CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE’S OFFICE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 5 Minutes, page #88**
Madalyn Quinlan

*******TIME CERTAIN AT 2:45 PM*******

❖ **LICENSURE COMMITTEE – Jane Hamman (Item 16)**

Item 16 **ACTION ON CONTESTED CASE HEARING BPE CASE #2024-10, MAHERAS – 1 Hour, page #94**
Aislinn Brown

❖ **REPORTS – Dr. Tim Tharp (Item 17)**

Item 17 **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #95**
Gavin Mow

❖ **MSDB LIAISON – Lisa Schmidt (Item 18)**

Item 18 **MSDB REPORT – 30 Minutes, page #96**
Paul Furthmyre

ACTION ITEMS:

- **Personnel Action**
- **Out of State Travel Requests**
- **2nd Reading MSDB Policies**

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

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 19)**

Item 19 **MSDB SUPERINTENDENT EVALUATION – 30 Minutes, page #194**
Dr. Tim Tharp

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

RECESS

Friday, January 24, 2025
8:30 AM

CALL TO ORDER

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

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 20-22)**

Item 20 **ACTION ON MSDB SUPERINTENDENT 2024-2025 CONTRACT – 15 Minutes, page #196**
Dr. Tim Tharp

Item 21 **ACTION ON TRANSFORMATIONAL LEARNING GRANTS – 15 Minutes, page #197**

Krystal Smith

ACTION ITEMS:

- Qualify Applications
- Annual Reports

Item 22 **ACTION ON ADVANCED OPPORTUNITY GRANTS – 15 Minutes, page #204**
Krystal Smith

ACTION ITEMS:

- Qualify Applications
- Annual Reports

❖ **MACIE LIAISON – Dr. Tim Tharp (Items 23-24)**

Item 23 **MACIE REPORT – 15 Minutes, page #213**
Jordann Lankford Forster

Item 24 **INFORMATION ON GOVERNOR’S BUDGET REQUEST – 15 Minutes, page #217**
April Grady

❖ **CHARTER COMMITTEE – Jane Hamman (Item 25)**

Item 25 **ACTION ON THE RESOLUTIONS TO APPROVE AND DENY PUBLIC CHARTER**
SCHOOLS – 1 Hour, page #219
Jane Hamman

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 26)**

Item 26 **RECOGNITION OF EXITING BOARD MEMBER – 15 Minutes, page #220**
Dr. Tim Tharp

FUTURE AGENDA ITEMS – March 11-12, 2025 – East Helena, MT

MACIE Update
Action on MSDB School Calendar
Action on Early Literacy Screening Tools (Odd Years)
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Review Draft CAEP MOU
Content Standards Revision Update

PUBLIC COMMENT

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ADJOURN

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

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

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

❖ **BOARD OF PUBLIC EDUCATION TOURS**

- | | |
|----------------|--|
| 11:30AM | PUBLIC CHARTER SCHOOL CLASSROOM OBSERVATION
Mount Ascension Learning Academy
Exploration Works, 995 Carousel Way, Helena, MT |
| 12:15PM | PUBLIC CHARTER SCHOOL ROUNDTABLE LUNCH
Central Elementary School, 402 North Warren, Helena, MT |
| 1:15PM | PUBLIC CHARTER SCHOOL CLASSROOM OBSERVATION
Montessori Charter School
Central Elementary School, 402 North Warren, Helena, MT |

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. November 20-22, 2024 and
December 11, 2024 Meeting
Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING MINUTES

November 20-22, 2024
Willson School, Boardroom
404 W Main Street
Bozeman, MT

Wednesday, November 20, 2024
2:00 PM

CALL TO ORDER – 0:00:01

Chair Tharp called the meeting to order at 2:04 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt; Mr. Gavin Mow, Student Representative. Ex Officio members: Dr. Angela McLean, Office of the Commissioner of Higher Education (OCHE); State Superintendent Elsie Arntzen, Office of Public Instruction (OPI). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Superintendent Casey Bertram, Bozeman Public Schools (BPS); Deputy Superintendent Mike VanVuren, BPS; Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Calli Rusche Nicholson, Vice Chair, Montana Advisory Council on Indian Education (MACIE); Mr. Gary Lusin, Bozeman School Board Trustee; Dr. Doug Ruhman, Salish Kootenai College (SKC); Ms. Kim Popham, Montana Federation of Public Employees (MFPE); Ms. Cedar Rose, OPI; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Ms. April Grady, OPI; Ms. Carrie Kouba, OPI; Ms. Christy Mock-Stutz, OPI; Dr. Julie Murgel, OPI.

PUBLIC COMMENT – 00:02:02

Ms. Kim Popham thanked Chair Tharp's recognition of the teachers who received the Presidential Award for Excellence in Mathematics and Science Teaching.

CONSENT AGENDA – 00:03:04

Board member Slinger moved to adopt the Consent Agenda as presented. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

ADOPT AGENDA – 00:03:35

Board member Quinlan moved to adopt the Agenda as presented. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

❖ REPORTS – Dr. Tim Tharp (Items 1-4)

Item 1

CHAIRPERSON REPORT – 00:03:59 **Dr. Tim Tharp**

Chair Tim Tharp introduced Superintendent Bertram who welcomed the Board to Bozeman and reviewed facts and information about BPS. Chair Tharp reviewed the meeting between the Board and the Council of Deans of Education and the two positions that will be open on the Board and discussions he has had with potential applicants. Chair Tharp then discussed meetings and events he has attended on behalf of the Board since the September Board meeting and congratulated Vice Chair Hedalen on her victory as the State Superintendent Elect.

Item 2 **EXECUTIVE DIRECTOR REPORT – 00:17:38**
McCall Flynn

Ms. McCall Flynn thanked Superintendent Bertram for hosting the Board, reviewed the discussion with the Council of Deans of Education, then asked Board member Quinlan to review a meeting she attended in Bozeman to discuss the systems of education in Montana. Ms. Flynn reviewed work of the Board staff since the September meeting as well as her attendance at all the regional Montana Association of School Superintendents meetings. Ms. Flynn discussed the Education Interim Committee and Education Interim Budget Committee meetings held in September and agency legislation they will be carrying related to the Board. Ms. Flynn briefly discussed items on the agenda and reviewed visits completed to several Public Charter Schools.

Item 3 **STATE SUPERINTENDENT REPORT – 00:30:16**
State Superintendent Elsie Arntzen

Superintendent Elsie Arntzen reviewed upcoming education related legislation, announced the 2024 Montana Teacher of the Year, Ms. Dawn Sievers, and updated the Board on the progress of closing the ESSER funds, then turned the report over to OPI staff for updates.

Assessment Update: Ms. Cedar Rose updated the Board on the most recent MAST testlet administered in math, and feedback OPI received from teachers about the MAST Assessment. Ms. Rose answered Board members' questions.

Federal Update: Ms. Carrie Kouba discussed the Attendance Research Project and Teacher Mentorship Project at the OPI then answered Board members' questions.

Accreditation Report: Ms. Crystal Andrews updated the Board with information related to Accreditation since the September Board meeting and answered Board members' questions.

Content Standards Revision Update: Ms. Marie Judisch presented an update of the Content Standards Revisions and provided a status of where each content standard is in the revisions process.

Annual Data Collection: Ms. Anna Hoerner reviewed the most recent information related to the Annual Data Collection for 2024.

Data Modernization Update: Ms. Anna Hoerner reviewed progress of the Data Modernization Project at the OPI and answered Board members' questions.

Item 4 **COMMISSIONER OF HIGHER EDUCATION REPORT – 01:28:16**
Dr. Angela McLean

Dr. Angela McLean congratulated Vice Chair Hedalen on her new role as State Superintendent Elect and thanked the Board, Ms. Flynn, and the Board Accreditation Committee, for the proposed resolution to consider the addition of a 3rd year of Math to the graduation requirements. Dr. McLean noted that the Free Application for Federal Student Aid will open in December, reviewed topics discussed at the most recent meeting of the American Indian Minority Achievement Advisory Council, and reviewed work the Commissioner's Office is doing for the upcoming Legislative Session.

❖ **MSDB LIAISON – Lisa Schmidt (Item 5)**

Item 5 **MSDB REPORT – 01:34:14**
Paul Furthmyre

Board member Schmidt reviewed the October Special Board meeting pertaining to an MSDB request, then turned the item over to Superintendent Furthmyre for his report. Superintendent Furthmyre reviewed the action items listed on the agenda and requested Board approval. Superintendent Furthmyre noted the correct date on the National Student Life travel request is July 6-11, 2025.

Board member Schmidt moved to approve the MSDB Personnel Action Items as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MSDB Out of State Travel Requests as listed in the agenda packet with the correct date of July 6-11, 2025 and dollar amount of \$9,420 for the National Student Life Conference. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the Final Reading of MSDB Policies as listed in the agenda packet. Motion seconded by Board member Hamman.

Board member Quinlan congratulated Superintendent Furthmyre for completion of the policy review and asked if the updated policies affected MSDB's accreditation status with Cognia. Superintendent Furthmyre responded it will take care of the concerns Cognia had with policy management.

No further discussion. Motion passed unanimously.

Superintendent Paul Furthmyre continued his report with a review of a recent Goal Ball competition, the completion of the feasibility study for the HVAC system, legislation for the upcoming session, and his continued work to develop a teacher preparation program in Montana for interpreters. Vice Chair Hedalen commented on the important work that interpreters do, the challenging education it takes to become an interpreter, and her appreciation for the work Superintendent Furthmyre has done on this project. Superintendent Furthmyre answered Board members' questions.

❖ MACIE LIAISON – Susie Hedalen (Item 6)

Item 6

**MACIE REPORT – 02:08:31
Calli Rusche Nicholson**

Vice Chair Susie Hedalen reviewed each of the MACIE nominations and requested the Board act on the nominations.

Vice Chair Hedalen moved to approve the nominations to MACIE for the School Administrators of Montana and the Montana School Boards Association. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Ms. Calli Nicholson, Vice Chair for MACIE gave a brief presentation with an announcement of staff changes on the Council, and noted the next meeting scheduled for January 8, 2025.

Ms. Flynn reviewed the schedule for the Board meeting Thursday beginning with tours in the morning and the meeting in the afternoon.

The Board recessed for the day at 4:20 PM.

**Thursday, November 21, 2024
1:00 PM**

CALL TO ORDER – 00:00:55

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

Board members: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt; Mr. Gavin Mow, Student Representative. Ex Officio members: Mr. Dylan Klapmeier, Governor's Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Jenny Murnane Butcher, Program Officer. Guests: Dr. Craig Buscher, Attain Education Consulting; Ms. Genevieve Thomas, Director of Professional Learning, School Services of Montana; Dr. Danielle "Nell" Thompson, The Transformative Reading Teacher Group; Ms. Katie Madsen, OPI; Ms. Trish Schreiber, Chair, Community Choice Schools Commission; Ms. Christy

Mock-Stutz, OPI; Ms. Marie Judisch, OPI; Ms. April Grady, OPI; Mr. Rick Wootton, Attorney, OPI; Mr. Brenton Craggs, Attorney, OPI; Ms. Aislinn Brown, Board Legal Counsel; Ms. Kristi Steinberg; University of Montana (UM); Dr. Julie Murgel, OPI; Ms. Kim Popham, MFPE; Superintendent Bertram, BPS; Deputy Superintendent Mike VanVuren, BPS.

❖ **ASSESSMENT COMMITTEE – Ron Slinger (Item 7)**

Item 7 ACTION AND PANEL PRESENTATION ON THE APPLICATION AND CRITERIA FOR THE LIST OF APPROVED EARLY LITERACY SCREENING TOOLS – 00:04:39
McCall Flynn; Craig Buscher, EdD, Attain Education Consulting; Genevieve Thomas, Director of Professional Learning, School Services of Montana; Danielle ‘Nell’ Thompson, Ph.D. CCC-SLP, The Transformative Reading Teacher Group; Ms. Genevieve Thomas

Panel members introduced themselves to the Board and Ms. McCall Flynn reviewed the panel format. Board member Slinger asked questions of the panelists regarding the process used to select the screening tools for the List of Approved Early Literacy Screening Tools.

Board member Slinger moved to approve the list of applications and criteria for the list of early literacy screening tools. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

❖ **REPORTS – Dr. Tim Tharp (Items 8-9)**

Item 8 STUDENT REPRESENTATIVE REPORT – 00:39:28
Gavin Mow

Mr. Gavin Mow reviewed the Montana Association of Student Councils Annual Conference and discussed a resolution students passed to encourage schools to ban cell phone use in class. Mr. Mow discussed his participation in the new Student Advisory Council to the National Association of State Boards of Education, then reviewed the student survey he has worked on over the past year. The survey will be conducted and completed prior to the Christmas break and results will be shared with the Board upon completion. Mr. Mow answered Board members' questions.

Item 9 ANNUAL HISET REPORT – 00:52:49
Katie Madsen

Ms. Katie Madsen highlighted items in the Annual HiSET Report which included the transition to a new vendor, bringing the GED test back as a testing option, HiSET passing rate of 80%, and alternative pathways for non-traditional learners. Ms. Madsen answered Board members' questions.

❖ **CHARTER COMMITTEE – Jane Hamman (Items 10-14)**

Item 10 UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION – 01:13:56
Trish Schreiber

Ms. Trish Schreiber updated the Board on work the Commission has completed since her report at the September 2024 Board meeting and noted that September marked the one-year anniversary of the Commission. Ms. Schreiber noted that the Commission is near the end of Phase III of the seven phases mapped out and announced the receipt of a \$300,000 grant for one year. The Commission will use the grant to implement the law and hire a staff person. Ms. Schreiber discussed next steps for the Commission and answered Board members' questions.

Item 11 INFORMATION AND REVIEW OF PUBLIC CHARTER SCHOOL 2024-25 FALL DATA REPORTING – 01:21:36
Christy Mock-Stutz

Ms. Christy Mock-Stutz reviewed the enrollment counts from the 2024 Fall Data Report specific to the Public Charter Schools. Ms. Mock-Stutz reviewed numbers, the categories of data collected, and answered Board members' questions. Mr. Paul Taylor provided clarification on the numbers reported and how the calculations for Average Number Belonging are calculated.

Item 12 **UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL MEETING**
– 01:39:19
Jane Hamman

Board member Jane Hamman discussed the eleven applications for new Public Charter Schools and the Special Board meeting that will be held December 11, 2024, when the interviews will be conducted.

Item 13 **REVIEW OF PUBLIC CHARTER SCHOOL APPLICATION AND CRITERIA** – 01:41:19
McCall Flynn

Ms. McCall Flynn reviewed the Application and Criteria for Public Charter Schools and discussed the review and evaluation process for the new applications ahead of the December 11, 2024, Special Board Meeting. Ms. Flynn reviewed the work that Ms. Jenny Murnane Butcher has done for the Public Charter School Program, particularly related to the reporting requirements for current schools and the Performance Framework schools have completed. Ms. Murnane Butcher added comments on other work she has completed related to the Public Charter School Program.

Item 14 **INFORMATION ON UPDATED PUBLIC CHARTER SCHOOL PERFORMANCE**
FRAMEWORK – 01:54:24
McCall Flynn

Ms. McCall Flynn reviewed changes made to the Performance Framework to align with OPI updates to the Accreditation process and how the Framework was developed with input from schools and school officials.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 15-19)**

Item 15 **INFORMATION ON THE ANNUAL PROFESSIONAL DEVELOPMENT UNIT**
PROVIDERS LIST – 02:14:30
Marie Judisch

Ms. Marie Judisch presented the Annual Professional Development Unit Providers List and answered Board members' questions.

Item 16 **ACTION ON SUPERINTENDENT'S RECOMMENDATION ON EDUCATOR**
LICENSURE ANNUAL AND FILING FEE AMOUNTS – 02:31:08
April Grady

Ms. April Grady reviewed the Superintendent's recommendation for the Educator Licensure Annual and Filing Fees and explained that a balance remains in the account and that a decreased price has been negotiated for the licensing system. This has allowed the Superintendent to recommend removal of the \$25 technology fee and to leave licensure fees the same. Ms. Grady answered Board members' questions.

Board member Quinlan moved to remove the twenty-five dollar technology fee on the educator licensure annual and filing fee amounts for 2025. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

Item 17 **NOTICE OF THE SURRENDER OF BPE CASE #2024-11** – 02:37:57
Rick Wootton

Mr. Rick Wootton presented the voluntary surrender of an educator license to the Board.

Item 18 **ACTION ON INITIAL REVIEW OF BPE CASE #2024-09, EVANS** – 02:39:17
Rick Wootton

Mr. Rick Wootton reviewed a request from a school district that requested the Board issue a letter of reprimand to an educator.

Board member Quinlan moved to approve moving BPE Case 2024-09 Evans, to a contested case hearing at the January 2025 meeting. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Item 19 **ACTION ON INITIAL REVIEW OF BPE CASE #2024-10, MAHERAS** – 02:42:42

Brenton Craggs

Ms. Aislinn Brown noted that Mr. Maheras will not attend the meeting today and that he requests a contested case hearing. Mr. Brenton Craggs reviewed BPE Case #2024-10 and stated the reasons for the Superintendent's request the Board issue a letter of reprimand to the educator.

Board member Quinlan moved to approve moving BPE Case #2024-10 Maheras, to a contested case hearing at the January 2025 Board meeting. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

Meeting recessed for the day at 4:06 PM.

Friday, November 22, 2024

8:30 AM

CALL TO ORDER – 00:00:54

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

Board members: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt. Ex Officio members: Dr. Angela McLean, OCHE. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Ms. Ellery Bresler, OPI; Ms. Michelle Price, OPI; Ms. Marie Judisch; OPI; Dr. Robin Clausen, OPI; Dr. Erica Allen, UM; Dr. John Matt, UM; Dr. Bill McCaw, UM; Dr. Liqin Tang, UM; Dr. Dan Lee, UM; Ms. Kristi Steinberg, UM; Dr. Doug Ruhman, SKC; Ms. Kim Popham, MFPE; Ms. Christy Mock-Stutz, OPI; Dr. Julie Murgel, OPI; Deputy Superintendent Mike VanVuren, BPS.

❖ LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 20-22)

Item 20

ACTION ON THE SITE VISIT AND STATE EXIT REPORT OF SALISH KOOTENAI COLLEGE EDUCATOR PREPARATION PROVIDER IN THE DIVISION OF EDUCATION – 00:04:09

Crystal Andrews

Ms. Crystal Andrews presented the Site Visit and State Exit Report for SKC which was an information item at the September Board Meeting. Ms. Andrews gave a high level overview of the report before Dr. Doug Ruhman made remarks regarding the accreditation process and answered Board members' questions.

Vice Chair Hedalen moved to approve the State Exit Report and Regular Accreditation Status of Salish Kootenai College Educator Preparation Provider in the Division of Education. Motion seconded by Board member Quinlan.

Chair Tharp commended Dr. Ruhman on the success of the program.

No further discussion. Motion passed unanimously.

Item 21

FOLLOW UP REPORT ON PRAXIS TEST SCORES IN HARD-TO-FILL ENDORSEMENT AREAS – 00:16:01

Crystal Andrews

Ms. Crystal Andrews presented a follow up report requested by the Board at the September Board meeting which provided additional information about the Praxis test scores in hard to fill endorsement areas. Ms. Andrews reported lower numbers of test takers and lower test scores, a trend that has been seen nationwide, and that the Elementary Education Praxis test used in Montana differs from the test used in most states. This finding was brought to the attention of the Praxis Working Group and Ms. Kristi Steinberg has presented the information to the Council of Deans for consideration to move to the more commonly used test. Ms. Andrews answered Board members' questions.

Item 22

00:30:29

Crystal Andrews and Michelle Price

Ms. Michelle Price highlighted pieces of the Annual Educator Preparation Provider Report which included the Accreditation Review Schedule, Accreditation Areas, and Praxis scores. Board members asked questions of OPI staff regarding the report.

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 23-27)**

Item 23

Ellery Bresler and Crystal Andrews

Ms. Ellery Bresler reviewed the process used by the Variances to Standards Board to review the applications and stated that all the applications were approved and recommended to the Superintendent for approval. Ms. Bresler reviewed the eleven initial applications and requested Board approval.

Board member Quinlan moved to approve the Superintendent's recommendations on the initial applications for variances to standards. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Ms. Bresler reviewed the five renewal applications and requested Board approval.

Board member Quinlan moved to approve the Superintendent's recommendation on the renewal applications for variances to standards. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

Item 24

ACCREDITED SCHOOLS – 01:12:09

Crystal Andrews

Ms. Crystal Andrews reviewed the 2023-2024 Corrective Plans to the Annual Accreditation Report as required by the Accreditation Standards and answered Board members' questions.

Board member Quinlan moved to approve the corrective plans for the 2023-2024 Montana Annual Accreditation Report. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Item 25

McCall Flynn

Ms. McCall Flynn reviewed the conversations held at previous Board meetings regarding a request from the Commissioner's Office for the Board to consider the addition of a third year of mathematics to the graduation requirements and discussed the proposed resolution for the Board to support the request. Chair Tharp noted that many districts already require a third year of mathematics for graduation and discussed the process to revise the Accreditation Standards. The Chair noted that for some small schools the addition of a third year may create barriers to graduation for their students. Chair Tharp stated that the Board of Regents has adopted a resolution for a third year of mathematics requirement, and he will present a resolution at the Board of Education meeting for approval. Dr. Angela McLean thanked the Board for their work surrounding this topic, as well as OPI and the Governor's Office, and Chair Tharp thanked Ms. Flynn for drafting the resolution. Dr. Julie Murgel noted the OPI has formed a Task Force to review this topic and stands ready to partner with and support math proficiency. Board member Rasmussen stated her appreciation for taking time to make the change for small schools who may struggle to make this happen.

Board member Quinlan moved to approve the resolution to encourage a 3rd year of mathematics and support for mathematics attainment and proficiency. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

**Item 26 INFORMATION ON UPATED ECONOMIC IMPACT STATEMENT TO ARM TITLE 10,
CHAPTER 53, MATHEMATICS CONTENT STANDARDS – 01:44:59
Marie Judisch**

Ms. Marie Judisch reviewed the Economic Impact Statement related to the proposed revisions to the Mathematics Content Standards and noted that OPI sought additional feedback from schools. Ms. Judisch answered Board members' questions regarding the statement, and Ms. Flynn reviewed the accreditation statute that requires the Board present the statement to the Education Interim Budget Committee.

**Item 27 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 53, MATHEMATICS CONTENT STANDARDS –
02:06:54
Madalyn Quinlan**

Ms. McCall Flynn noted that no public comments were received, and the Board will take action to approve the proposed revisions at the January 2025 Board meeting.

❖ EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 28)

**Item 28 INFORMATION ON FOUR DAY SCHOOL WEEK RESEARCH REPORT – 02:07:45
Dr. Erica Allen, University of Montana; Dr. John Matt, University of Montana; Dr.
Bill McCaw, University of Montana; Dr. Liqin Tang, University of Montana; Dr.
Robin Clausen, OPI**

Dr. Erica Allen introduced herself and the panel members to the Board before the group presented the final Four Day School Week Research Report. Dr. Robin Clausen conducted a question and answer discussion with the panel members about their research and panelists answered Board members' questions. Chair Tharp thanked the panel members for their hard work, as well as Dr. Clausen and Dr. Murgel at the OPI.

FUTURE AGENDA ITEMS – January 16-17, 2025 – Helena, MT

Exiting Board Member – Last Meeting and Recognition

MACIE Update

Review individual Community Choice Schools' Annual Reports

ABCTe Interim Report

Action on Authorizing Public Charter Schools

Transportation Report

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant Applications

Quality Educator Loan Assistance Program Report

Content Standards Revision Update

Action on MSDB Superintendent Contract Extension

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Dr. Tharp presented outgoing Board member, Vice Chair Hedalen with a gift from the Board, thanked her for her work in public education, and wished her well in her new role as State Superintendent of Public Instruction. Vice Chair Hedalen thanked the Board for their work and for the opportunity to work with each member. Board member Rassmussen echoed the Chair's remarks, and Dr. McLean extended congratulations on behalf of OCHE and thanked Vice Chair Hedalen for her leadership.

PUBLIC COMMENT

No public comment.

ADJOURN

Meeting adjourned at 11:55PM.

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DRAFT

BOARD OF PUBLIC EDUCATION MEETING MINUTES

December 11, 2024
Zoom

Wednesday, December 11, 2024
8:15 AM

CALL TO ORDER

Chair Tharp called the meeting to order at 8:15 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: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Renee Rasmussen; Ms. Madalyn Quinlan; Ms. Jane Hamman; Ms. Lisa Schmidt. Ex Officio members: Dr. Angela McLean, Office of the Commissioner of Higher Education (OCHE). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Jenny Murnane Butcher, Program Officer. Guests: Superintendent Judy Jonart, Butte Public Schools (BPS); Ms. Melissa Johnson, BPS; Mr. Ron Ricketts, BPS; Mr. Keith Miller, BPS; Ms. Suzanne Evans, BPS; Superintendent Tobin Novasio, Hardin Public Schools (HPS); Ms. Jodeen Marston, HPS School Board Chair; Principal Taylor Sidwell, HPS; Ms. Autumn Whiteman, HPS; Superintendent Brad Moore, Fergus County Public Schools (FCPS); Mr. Jeff Southworth, FCPS School Board Trustee; Ms. Rhonda Long, Fergus County Superintendent of Schools; Principal Mathew Lewis, FCPS; Ms. Rebekah Rhoades, Business Manager, FCPS; Superintendent Matt Torix, Laurel Public Schools (LPS); Principal Melissa Byington, LPS; Assistant Principal John Stilson, LPS; Ms. Charla Wetsch, Director of Curriculum and Assessment, LPS; Ms. Brittani Hunter, LPS School Board Chair; Superintendent Ron Goodman, Libby Public School District (LPSD); Mr. Scott Beagle, Curriculum Director, LPSD; Ms. Alida Snow, LPSD School Board Chair; Superintendent Dan McGee, Liberty Elementary School District (LESD); Mr. David Hofer, LESD School Board Chair; Ms. Jenine Synness, Business Manager & Clerk, LESD; Mr. Todd A. Hanson, Managing Partner, 4 Poles Educational Consulting Group; Superintendent Don Christman, Lockwood Public Schools (LPS); Principal Gwen Poole, LPS; Assistant Principal Cole Cavan, LPS; Superintendent Jason Sargent, St. Ignatius Public Schools; Superintendent Dan Grabowska, Park City Schools (PCS); Ms. Breann Streck, PCS School Board Trustee; Mr. Fred Anderson, Former State Representative; Mr. James Easton, Empowered Workforce Strategist, Montana Chamber Foundation; Ms. Donna Hutchison, Vice President of Partnerships and Policy, Pearson Virtual Schools; Superintendent Mark Johnston, Ronan Public Schools (RPS); Ms. Sandra Beal, Director of Curriculum, Federal Programs, and Grants, RPS; Principal Kevin Kenelty, RPS; Principal Frank Jobe, RPS; Superintendent Todd Fiske, Florence Public Schools (FPS); Principal Scott March, FPS; Principal Sheree Jenkins, FPS; Principal Chrissy Hulla, FPS; Ms. Ali Bristow, High School Counselor, FPS; Mr. James Baxley, Teacher, FPS; Ms. Bobbie Kettlehut, FPS School Board Trustee; Mr. Jeff Wium, FPS Parent/Community Member; Mr. Gabe Wium, Student; Ms. Baily Goodwine, School Board Chair, Yellowstone Experience School (YES); Ms. Leslie Kennedy, Applicant; Ms. Emily Post, Applicant; Representative Sue Vinton; Ms. Moffie Funk, Montanans Organized for Education; Mr. Doug Reisig, Montana Rural Education Association; Ms. Patricia Doyle; Ms. Melissa Casanova; Ms. Beth Sampson; Ms. Elizabeth Kaleva, Kaleva Law Office; Superintendent Chad Johnson, Livingston Public Schools; Ms. Kate Bower, Livingston; Ms. Amy Clark, Livingston; Ms. Becky Ayler, Livingston; Mr. Crystal Quillen, Livingston; Ms. Emily Oldaugh, Livingston; Ms. Katy Brenner, Livingston; Ms. Kelly Miller, Livingston; Mr. Sean Batura, Livingston; Mr. John Heidke, Livingston; Ms. Vanessa Kurtz, Livingston; Mr. Joseph Kleinsasser, Livingston; Ms. Sara Maria Driscoll, Livingston; Mr. Sean Batura, Livingston

ADOPT AGENDA

Board member Rasmussen moved to adopt the agenda as presented. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Chair Tharp outlined the process for the meeting, explained that time will be made for public comment after each school presentation and at the end of the meeting, and that written public comment can be sent to the Board office.

❖ **CHARTER SCHOOL COMMITTEE – Jane Hamman**

Board Charter Committee Chair Hamman opened the item and asked Executive Director Flynn to explain how the interview process will proceed. Ms. Flynn explained the schedule of interviews, when breaks will be included, that the meeting will be recorded and posted on the Board website at the conclusion of the meeting, and explained how public comment will be handled for each item.

8:30 AM

BUTTE PATHWAY ACADEMY

Judy Jonart, Superintendent; Ron Ricketts, Curriculum Director; Suzanne Evans, Curriculum Coordinator; Melissa Johnson, Special Education, Adult Basic Education, and Alternative Program Director; Keith Miller, Middle School Principal

Superintendent Jonart introduced the BPS team and reviewed the application for the Butte Pathway Academy, an alternative school with enhanced flexibility for students and connections to future careers. Board members asked questions of Superintendent Jonart and team members regarding specific items in the application. Dr. McLean commended BPS on the application.

9:00 AM

BIG HORN ACADEMY

Tobin Novasio, Superintendent; Jodeen Marston, School Board Chair; Taylor Sidwell, Principal; Autumn Whiteman, Counselor

Superintendent Tobin Novasio introduced the team present with him and his team reviewed the application for an alternative school for students who are at-risk of not graduating, then answered Board members' questions regarding the charter proposal. Dr. McLean provided comments in support of the proposal.

9:30 AM

CENTRAL MONTANA CAREER AND TECHNICAL EDUCATION ACADEMY

Brad Moore, Superintendent; Jeff Southworth, School Board Trustee; Rhonda Long, Fergus County Superintendent of Schools; Mathew Lewis, High School Principal; Rebekah Rhoades, Business Manager

Superintendent Moore presented the proposal for a Career and Technical Education Public Charter School, a school focused on bridging the gap between high school and career, and discussed how the school will function before County Superintendent Long explained how the Hutterite Colonies in the surrounding community will be included in the school for additional educational opportunities for their students. School Board Trustee Southworth added additional comments before Board members asked questions of the group. Dr. McLean and Mr. Doug Reisig offered supporting comments for the proposed charter school.

10:00 AM

LAUREL VIRTUAL ACADEMY

Matt Torix, Superintendent; Dr. Melissa Byington, High School Principal; John Stilson, High School Assistant Principal; Charla Wetsch, Director of Curriculum and Assessment; Brittani Hunter, School Board Chair

Dr. Melissa Byington gave the presentation for the Laurel Virtual Academy, a new online platform for students in Laurel, which they hope will include local homeschooled students, and students who have left the traditional school model. Members of the team provided information regarding the application before the team answered Board members' questions. Dr. McLean offered support from OCHE.

10:30 AM

LIBBY CENTRAL CHARTER SCHOOL

Ron Goodman, Superintendent; Scott Beagle, Curriculum Director; Alida Snow, School Board Chair

Superintendent Goodman discussed the current school structure in Libby for their alternative school program then reviewed the application for the Libby Central Charter School, which was necessitated by the growing need for alternative education offerings in Libby. Mr. Scott Beagle reviewed the application, and the need expressed from the community for an alternative program. The team answered Board members' questions. Dr. McLean commented that the infrastructure already in place to help support the proposed charter school.

11:00 AM

LIBERTY ACADEMY CHARTER SCHOOL

Dan McGee, Superintendent; David Hofer, School Board Chair; Jenine Synness, Business Manager & Clerk; Todd A. Hanson, Managing Partner, 4 Poles Educational Consulting Group; Lona Running Wolf, Partner, 4 Poles Educational Consulting Group

School Board Chair Hofer gave opening remarks on the request from LESD for a charter school, before Superintendent McGee reviewed the district application specific to offering English as a Second Language for their Hutterite students. Ms. Jenine Synness and Mr. Todd Hanson also made remarks regarding the application from LESD. Members of the team answered Board members' questions.

12:30 PM

LION'S PATH ACADEMY CHARTER SCHOOL

Don Christman, Superintendent; Gwen Poole, High School Principal; Cole Cavan, High School Assistant Principal

Superintendent Christman opened the presentation and Ms. Gwen Poole and Mr. Cole Cavan presented the vision for the Lion's Path Academy Charter School for the Lockwood School District, an alternative school for students who are academically or behaviorally at-risk. Upon completion of the presentation the group answered Board members' questions. Dr. McLean made comments in support of the proposed school.

1:00 PM

MISSION CAREER FORWARD CHARTER ACADEMY

Jason Sargent, Superintendent

Superintendent Sargent presented the application for a Public Charter School for St. Ignatius that will offer career exploration and pathways for students. Superintendent Sargent answered Board members' questions regarding the proposed charter school. Dr. McLean made comments in support of the proposed school.

1:30 PM

MONTANA CONNECTIONS ACADEMY

Dan Grabowska, Superintendent; Breann Streck, School Board Trustee; Fred Anderson, Former State Representative; James Easton, Empowered Workforce Strategist, Montana Chamber Foundation; Donna Hutchison, Vice President of Partnerships and Policy, Pearson Virtual Schools

Superintendent Grabowska and School Board Trustee Streck presented the application for the Montana Connections Academy, a statewide online instructional academy for students. Former Representative Anderson spoke in support of the proposed online charter school. Board members asked questions of the team and discussed concerns over Average Number Belonging funding and the impact to local taxpayers. Ms. Bea Kaleva gave public comment and addressed the previously stated concerns and spoke in favor of parent supported learning. Ms. Beth Sampson, Helena, gave public comment in support of Montana Connections Academy, and Dr. McLean offered support from the Montana University System.

2:00 PM

RONAN CHARTER ACADEMY

Mark Johnston, Superintendent; Sandra Beal, Director of Curriculum, Federal Programs, and Grants; Kevin Kenelty, High School Principal; Frank Jobe, Middle School Principal

Superintendent Johnston and Ms. Sandra Beal presented the Ronan Charter Academy application highlighting aspects of the application which include personalized learning, work based learning, career pathways, and integrating tribal education into the school. Principal Kenelty discussed the personalized learning plans high school students will have available to them and Principal Jobe discussed how the school will be made available for middle school students. The group answered Board members' questions. Dr. McLean made public comments in support of the application.

2:30 PM

SOAR ACADEMY

Todd Fiske, Superintendent; Scott March, High School Principal; Sheree Jenkins, Middle School Principal; Chrissy Hulla, Elementary School Principal; Ali Bristow, High School Counselor; James Baxley, Teacher; Bobbie Kettlehut, School Board Trustee; Jeff Wium, Parent/Community Member; Gabe Wium, Student

Superintendent Fiske presented the Soar Academy request for a Public Charter School for Florence Public Schools which will offer personalized learning for students in an effort to retain students in their district and attract students who have left the district for homeschooling to return. Superintendent Fiske answered Board members' questions. Dr. McLean made comments in support of the proposed school.

3:00 PM

YELLOWSTONE EXPERIENCE SCHOOL (YES)

Baily Goodwine, School Board Chair; Leslie Kennedy, Applicant; Emily Post, Applicant

School Board Chair Baily Goodwine presented the proposal for a public/private school district in a Montessori setting within the Livingston School District. Applicant Leslie Kennedy discussed the Montessori education model,

the project based learning model the school will employ, and applicant Ms. Emily Post discussed additional aspects of the proposed school/school district. Board members asked questions of the group and community members gave public comment in support of and in opposition of the proposal. Ms. Kelly Miller, Ms. Crystal Quillen, and Ms. Sara Maria Driscoll expressed concerns with leadership of the proposed school and ability to manage finances. Ms. Kate Bower and Ms. Vanessa Kurtz spoke in favor of the proposed school. Superintendent Johnson noted that the district has begun the process to notify the electors of the district and to solicit input from the community regarding the request for a new district as required by law. Chair Tharp brought to the Board's attention that several potential members of the school board for the proposed school are not residents of Montana.

Ms. McCall Flynn reviewed the process moving forward for the applications and what is expected of Board members ahead of the January 2025 Board meeting.

PUBLIC COMMENT

No public comment was made.

ADJOURN

Meeting adjourned at 3:45 PM.

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CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2025 through 07 (Jan)/2025

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Return to Menu](#)

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					591,202.00	232,971.53	0.00	358,230.47
235H1 ADMINISTRATION					546,722.00	221,008.65	0.00	325,713.35
01100 General Fund					535,164.00	221,008.65	0.00	314,155.35
61000 Personal Services					344,908.00	162,485.48	0.00	182,422.52
{1 BOARD OF PUBLIC EDUCATION					344,908.00	162,485.48	0.00	182,422.52
62000 Operating Expenses					190,256.00	58,523.17	0.00	131,732.83
{1 BOARD OF PUBLIC EDUCATION					190,256.00	58,523.17	0.00	131,732.83
(blank)					0.00	0.00	0.00	0.00
{ALL All Organization Rollup					0.00	0.00	0.00	0.00
02122 Advisory Council					11,510.00	0.00	0.00	11,510.00
61000 Personal Services					11,510.00	0.00	0.00	11,510.00
{1 BOARD OF PUBLIC EDUCATION					11,510.00	0.00	0.00	11,510.00
(blank)					0.00	0.00	0.00	0.00
{ALL All Organization Rollup					0.00	0.00	0.00	0.00
02219 Research Fund					48.00	0.00	0.00	48.00
61000 Personal Services					0.00	0.00	0.00	0.00
{1 BOARD OF PUBLIC EDUCATION					0.00	0.00	0.00	0.00
62000 Operating Expenses					48.00	0.00	0.00	48.00
{1 BOARD OF PUBLIC EDUCATION					48.00	0.00	0.00	48.00
(blank)					0.00	0.00	0.00	0.00
{ALL All Organization Rollup					0.00	0.00	0.00	0.00
235H4 SITSD RST					44,480.00	10,686.61	0.00	33,793.39
01100 General Fund					44,480.00	10,686.61	0.00	33,793.39
62000 Operating Expenses					44,480.00	10,686.61	0.00	33,793.39
{1 BOARD OF PUBLIC EDUCATION					44,480.00	10,686.61	0.00	33,793.39
(blank)					0.00	0.00	0.00	0.00
{ALL All Organization Rollup					0.00	0.00	0.00	0.00
235V1 RENEWAL COMM PRIVATE FUNDS					0.00	520.30	0.00	(520.30)
08084 Community Choice Schools					0.00	520.30	0.00	(520.30)
62000 Operating Expenses					0.00	520.30	0.00	(520.30)
{20 Community Choice Schools					0.00	520.30	0.00	(520.30)
235V3 CCS COMMISSION UNSP					0.00	755.97	0.00	(755.97)
08084 Community Choice Schools					0.00	755.97	0.00	(755.97)

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235V3 CCS C	08084 Community Choice Schools	62000 Operating Expenses		0.00	755.97	0.00	(755.97)
				20 Community Choice Schools	0.00	755.97	0.00	(755.97)
		235Z1 WORKERS COMP. REDUCTION			0.00	0.00	0.00	0.00
		01100 General Fund			0.00	0.00	0.00	0.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			0.00	0.00	0.00	0.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					591,202.00	232,971.53	0.00	358,230.47

❖ **EXECUTIVE COMMITTEE – (Item 1)**

Dr. Tim Tharp

ITEM 1

ELECTION OF VICE CHAIR

McCall Flynn

❖ **REPORTS – (Items 2-6)**

Dr. Tim Tharp

ITEM 2

CHAIRPERSON’S REPORT

- **Welcome New Board Member**

Dr. Tim Tharp

ITEM 3

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 4

STATE SUPERINTENDENT REPORT

- **Transportation Report**
 - **Assessment Update**
 - **Federal Update**
 - **Accreditation Report**
- **Content Standards Revision Update**

State Superintendent Susie Hedalen



FY 2014 Statewide Pupil Transportation Report

As of December 16, 2024

Historical View of Pupil Transportation Data:

The table below provides the FY2024 data as well as a prior year historical comparison of data collected in the Pupil Transportation System maintained by the OPI.

Category	FY2020	FY2021	FY2022	FY2023	FY2024
Number of Certified Bus Drivers	2,083	1,975	2,046	2,052	2,013
Number of Bus Routes	2,297	2,328	2,290	2,191	2,154
Total Pupil Ridership	83,843	69,953	78,500	77,049	74,780
School Miles Traveled per Year	*13 M covid	15.4 M	15.7 M	15.5 M	15.4 M
Average Route Miles Traveled Per Day	48.80	49.50	50.9	49.60	50.2
MHP Bus Inspections	4,324	4,322	4,309	4,209	4,288
Number of Type A-E School Buses	3,471	3,527	3,579	3,693	3,740
Number of District Owned Buses	1,357	1,412	1,401	1,448	1,459
Number of Contractor Owned Buses	2,114	2,115	2,178	2,245	2,281
Number of Individual Contracts	740	722	712	710	723
Amount Paid for Individual Contracts	\$563,501	\$528,930	\$537,349	\$569,868	\$578,293
State Reimbursement	\$11.35 M	\$10.92 M	\$11.04 M	\$10.7 M	\$10.4 M
County Reimbursement	\$11.28 M	\$10.92 M	\$11.0 M	\$10.7 M	\$10.3 M

MAPT Annual Bus Driver Conference

The Montana Association of Pupil Transportation (MAPT) annual school bus driver conference was held in Great Falls in June 2024. A total of 300 drivers attended in-person, 38 drivers participated over Zoom, 83 drivers received first aid and CPR training, and 65 people received supervisor training.

Regional Bus Driver Training

MAPT trainers travel to various school districts and provide safety training to bus drivers. Pursuant to the [2022 Montana School Bus Standards](#), drivers are required to receive a minimum of the mandatory 15 hours of training annually.

According to the information provided by MAPT, there were 14 school districts that hosted bus driver trainings. 392 drivers attended these trainings, and a total of 84 training hours were provided for FY 2024. Some of the topics that were discussed included, but not limited to the following:

- | | | |
|---------------------------|--------------------------|--------------------------|
| • Railroad information | Pre/Post tip Inspections | First Aid & CPR |
| • Distracted Driving | Student Management | New Laws & Updates |
| • Winter Driving | Mirrors & Blind Spots | Lights on the School Bus |
| • Handling Parent Contact | Evacuation Procedures | Smoking the School Bus |

Driver Shortage

Previous reports have provided information relating to the shortage of bus drivers, and the steps districts have taken such as combining or eliminating routes. This problem continues and in order for some districts to continue to operate routes, OPI can report that there are currently 75 school districts that have purchased and are operating Type E buses on routes.

Notification of the 17th National Congress of School Transportation Specifications (NCST)

The NCST Conference is scheduled to take place in Des Moines, Iowa May 4-7, 2025. The board can expect updates and changes for Montana specifications and procedures in the near future.

Thank you,

Donell Rosenthal
Director of Pupil Transportation
drosenthal@mt.gov
(406) 461-9316



January 2024 BPE Assessment Update

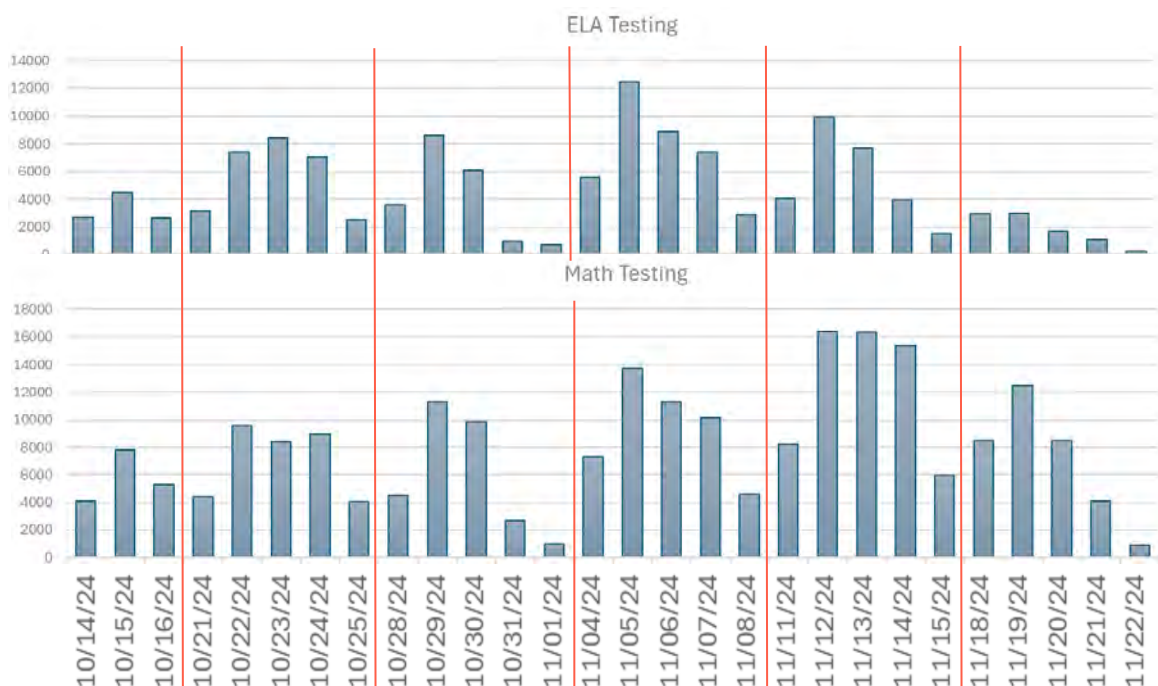
MAST Window 1 Summary

Overview

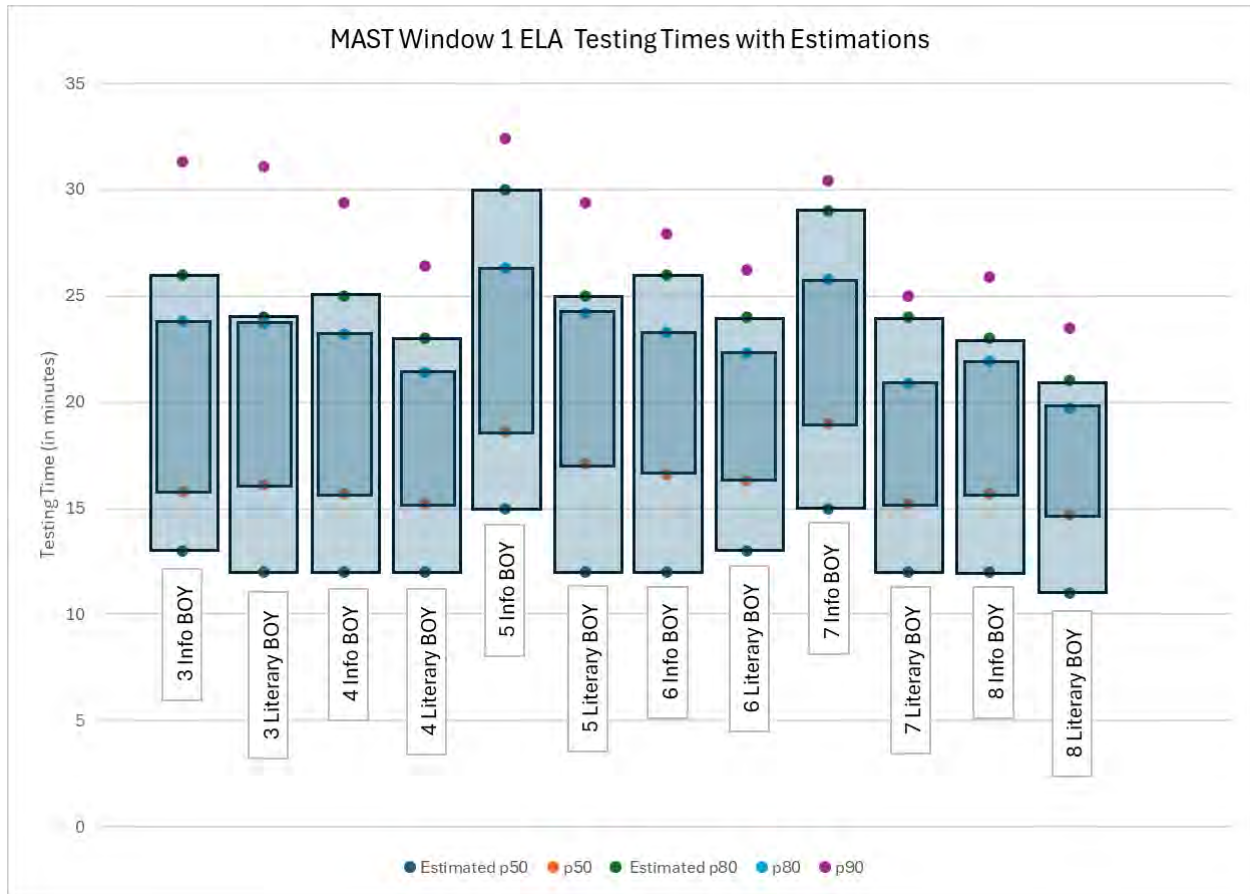
- The first statewide operational window of MAST ran October 14 through November 22, 2024.
- Students took 2 ELA testlets (literary and informational) and a pre-scheduled number of math testlets aligned to local scope and sequence (between 2-5).
- Score reports were delivered each Thursday after students completed testing.
- Participation estimations (calculated based on students completing all assigned testlets): ELA-98.5%; Math-97.8%

Testing Trends

- Many schools started testing on the first day of the window.
- ELA tests were commonly administered together (literary and informational) while math testlets were administered one at a time throughout the window.
- Some schools chose to administer multiple testlets and subjects together as was previous practice (longer testing sessions).
- Some challenges (ex: student portal installation) caused more summative, end of window testing practices.
- 95% of testlets were started and completed in the same day.
- All 12 math testlets in each grade level were administered across the state in window 1.



ELA Window 1 Testing Time



Math Window 1 Testing Time

Average Testing Times Across Testlets (Minutes)

	Average 50 th Percentile	Average 80 th Percentile	Average 90 th Percentile
Grade 3	10	16	21
Grade 4	13	22	31
Grade 5	11	17	23
Grade 6	12	18	22
Grade 7	13	19	24
Grade 8	11	17	21

MAST Window 2 Overview

Testlets

- Window 2 opened January 13 and closes February 21, 2025.
- Each student takes 2 ELA testlets, an ELA performance task, and a pre-scheduled number of math testlets aligned to local scope and sequence (between 2-5).

Resources

- Rubrics for Grade 3, Grades 4 and 5, and Grades 6-8 are available to educators to support understanding of assessment scoring.
- Assessment Specifications and Blueprint documents are available for both math and ELA providing standards and specifications for each testlet.
- ELA and math Testlet Timing Documents support teachers in planning for administration by providing estimated testing times for each testlet.

If you have any questions, please contact:

Cedar Rose, Assessment Director
cedar.rose@mt.gov



Federal Update January 2025

Updates below are for the following:

1. Title I Part A
 2. Title I Part C- Migrant
 3. Title I Part D
 4. Title III
 5. Title IV Part A
 6. Title IX Part A
 7. High Risk Designation and Timeline for 2025
-
1. **Title I Part A:** District Title IA program plans were approved in October and districts are currently implementing their plans and submitting cash requests as they spend down their budgets. Districts receiving Title funding are also required to undergo a desk audit every seven years to ensure they comply the program assurances. Nineteen districts were monitored over the Fall and twenty-two districts will be monitored this Spring. Districts that have desk audit findings will be required to implement and report corrective actions to the OPI.
 2. **Title I Part C:** The Title 1C MEP is busy finding and identifying eligible Montana families through a network of trained recruiters at the local level, as well as collecting the required eligibility and other federally required minimum data elements for the Consolidated State Performance Report which is due this month.
 3. **Title I Part D:** Entities that receive funding are the MT Department of Corrections and school districts that have a facility for neglected and delinquent youth within their boundaries. Each Fall and Spring, their staff who serve this unique student population attend a High Tiered Community of Practice Conference to share best practices and explore facility service models. The Fall Conference took place in October at the Shodair Children's Hospital in Helena and the Spring Conference will be in March at the Pine Hills Correctional Facility for Boys.
 4. **Title III:** While many districts, especially the large ones, are identifying English Language/Multi-Language Learners (ELs/MLs), many smaller ones still need ongoing training on how to identify potential ELs. A need we have seen throughout the state is that our schools want support on differentiating instruction, increasing engagement, and teaching language to identified ELs/MLs. To support these needs, the OPI Title III Specialist is working on the following supports:
 - A Learning Hub course to instruct districts on how to identify English Learners/Multilingual Learners.
 - Updating guidance and resources on the website
 - Meeting monthly with district staff and other stakeholders
 - Developing presentations for a variety of stakeholder groups
 - Updating monitoring requirements for ELs and Title III recipients

- Reviewing Title III allocations to districts and consortiums to ensure funds are being utilized efficiently and correctly
5. **Title IV Part A:** Districts in the 2024-25 school year are utilizing their Title IV A funding for a variety of supplemental student services including:
- Supporting elective and supplemental courses to provide students more options that fit their skills and interests
 - Drug and alcohol counselors
 - CTE courses and programs
 - Community service and volunteer initiatives
 - Civics and civic engagement initiatives
 - Student mentoring programs
6. **Title IX A:** The OPI McKinney Vento Specialist and Homeless Liaison has been working on the following:
- Clarifying programmatic expectations and making resources and supplemental materials readily available.
 - Collaborating with School House Connections, a national non-profit advocacy organization to provide a PD webinar series on homelessness.
 - Finalizing liquidation of the American Rescue Plan Elementary and Secondary School Emergency Relief Homeless Children and Youth (ARP ESSER HCY) funds from the 2021 American Rescue Plan.
7. **High Risk Designation and Timeline for 2025:**
- a. In compliance with 2 CFR 200.332(b), the OPI assesses subrecipients to identify those at greater risk of noncompliance with federal laws, regulations and grant award provisions. OPI uses the risk assessment when evaluating the entity's applications for competitive and continuing federal formula awards to determine whether specific conditions and/or additional monitoring will be applied to the entity's federal awards.
 - b. All subgrantees that receive funds through OPI as a pass-through agency are subject to a Risk Assessment. Therefore, Each OPI unit is responsible for administering federal dollars and is required to individually determine risk for their assigned program each year.
 - c. Timeline: High Risk letters sent out to districts by March14, 2025



Accreditation Update Board of Public Education- January

Accreditation Platform

- The Accreditation Platform opened December 2, 2024
- Approximately 90% of districts have logged onto the platform and contact has been made to 100% of districts concerning platform and login information
- All open standards are actively being completed. Rubrics containing Infinite Campus data will open on February 3rd to offer districts the most current information to certify
- Five schools have completed all open standards with approximately 20 more schools having one to two standards remaining uncertified
- We have received positive feedback from superintendents on the ease of use and ability to save work
- Standards are showing at least ⅓ of districts submissions ready for review

Trainings Offered

- At least 15 Training sessions offered to various groups and specific sessions for each area.
- Individualized support through 1-hour virtual work sessions have started and will continue through February
- We are fielding questions daily from districts and offering support
- Recording of past public training sessions are available on our website
- Working with various OPI Departments to ensure they understand the information and can support districts

Charter Rubric Updates

- Met with the Montana Board of Public Education Executive Director and the Program Officer to go over the rubrics for the charter schools
- We have added the charter rubrics to our test site and awaiting final approval
- Charter Schools have an additional 14 areas to complete. Three areas will begin in the 2025-2026 school year (Graduation Rate, Attendance (annual), Recurrent enrollment). One area contains open ended questions that will not be scored.

To Come

- Submissions due February 28th, 2025
- After which we will be doing in person training our reviewers to score each of the new areas. At least two sets of eyes on every new rubric.
- Reviews will be complete by May Board of Public Education Meeting
- Reconvene with the think tank to determine cycles and the criteria reference guide



January 2025 BPE Content Standards Update

English Language Arts (ELA) and Literacy Standards:

The ELA standards are in the Negotiated Rulemaking phase of revisions. The work of the Negotiated Rulemaking Committee (NRC) began with an orientation on December 18, 2024, to prepare the committee with information to begin the process. As of January 8th, the committee completed rulemaking on standards kindergarten – sixth grade standards and the proposed literacy practices. Recordings will be posted by the time of the BPE meeting for public viewing. All critical documents are posted on the website for public viewing as well. Diane Groves as approved as the facilitator for the NRC process by the committee; she has conducted facilitation for the past four sets of accreditation standards as well.

Schedule:

Negotiated Rulemaking for ELA Content Standards - Orientation

- December 18, 4:00-6:00pm - Virtual - [Agenda](#)

Rulemaking Sessions #1, #2, #3 - Doubletree Inn - Helena, MT or [Virtual](#)

- January 6, 2025 - 12:00pm - 5:00pm - [Agenda](#) (recording and minutes to be posted)
- January 7, 2025 - 8:30am - 4:30pm - [Agenda](#) (recording and minutes to be posted)
- January 8, 2025 - 8:30 am - 1:00pm - [Agenda](#) (recording and minutes to be posted)

Rulemaking Sessions #4 & 5 - [Virtual](#) Only

- January 30, 2025 - 8:30am - 12:30pm
- January 31, 2025 - 8:30am - 12:30pm

Public comment can be made at the end of each rulemaking session or by emailing claire.mikeson@mt.gov by 8:30 the morning of rulemaking sessions.

Negotiated Rulemaking Committee

	Name	Location	Role Served	Background
1	Justine Alberts	Helena	K-12 School Administrators, Parents, Taxpayers	Helena SD Curriculum Director, Former Elementary Principal and Higher Education, Served on Assessment NRC
2	Nicole Simonsen	Culbertson	K-12 School Administrators	Former 1st Grade and Elementary Teacher, School Administrator in Culbertson School District
3	Tawny Cale	Great Falls	K-12 Educator, MT Tribe Representative	HS English Educator and current Indian Education for All Instructional Coach for Great Falls Public Schools

4	Jodi Carlson	<i>Billings</i>	<i>Higher Education Faculty</i>	<i>Director of Education and Teacher Preparation at Rocky Mountain College, previously a 1st Grade teacher for bilingual students</i>
5	Clifton Grilley	<i>Power</i>	<i>Parent</i>	<i>Montana parent, has served on prior committees for agency</i>
6	Janelle Beers	<i>Dillon</i>	<i>Parent, Taxpayer, K-12 Educator</i>	<i>MT Small Schools Alliance Executive Director, previously a school administrator & secondary ELA educator</i>
7	Barbara Frank	<i>Missoula</i>	<i>K-12 Administrator, Parent, Taxpayers</i>	<i>Montana Educator for 20+ years, former Elementary principal, and current Curriculum Director for MCPS</i>
8	Crystal Kain	<i>Polson</i>	<i>K-12 School Administrators, K-12 Teachers, Parents</i>	<i>7-12 Educator, Taught in Class C-AA, Innovation Coordinator for Polson Schools</i>
9	Erin Ellis	<i>Missoula</i>	<i>School Administrator, K-12 Educator</i>	<i>Hellgate Elementary Director of Pk-8 Assessment and Curriculum, P-6th Grade and Higher Education experience</i>
10	Logan Brower	<i>Boulder</i>	<i>K-12 Educator</i>	<i>HS Teacher in Jefferson School District, State Writing Project in Idaho,</i>
12	Sue Corrigan	<i>Kalispell</i>	<i>School District Trustees, K-12 Teachers, Parents, Taxpayers</i>	<i>Retired Nationally Board-Certified Special education teacher, MTSBA President</i>
13	Jamie Fuller	<i>Augusta</i>	<i>Business Official, Taxpayers</i>	<i>School District Business Official for Augusta School District</i>
14	Jacie Jeffers	<i>Billings</i>	<i>K-12 Educator, MT Tribe Representative</i>	<i>Indian Education Instructional Coach, K-12 Educator, Billings SD</i>
15	Christy Mock-Stutz	<i>Helena</i>	<i>OPI</i>	<i>OPI Assistant Chief Program Officer</i>
16	Marie Judisch	<i>Ledger</i>	<i>OPI</i>	<i>Senior Manager of Teaching and Learning</i>

OPI Staff Support

- Dr. Julie Murgel – Chief Program Officer
- Aimee Konzen – Professional Learning Manager
- Claire Mikeson – English Language Arts and Literacy Coordinator

Website Presence & Resources

> English Language Arts (ELA)

English Language Arts (ELA) Standards

English Language Arts/ Literacy Content Standards Revisions are in the 'Revision' Phase of the process!
Check back soon for more information on the process of revising this specific set of Content Standards.



Standard Resources

- > Current ELA Standards
- > Current ARM
- > Montana Code Annotated
- > Administrative Rules MT
- > K-12 Content Standards Home

Task Force Resources

- > ELA Standards Revision - Task Force Members
- > ELA Standards Revision - Research
- > Historical Documents
- > Meeting Documents

Negotiated Rulemaking Committee

The Negotiated Rulemaking Committee for English Language Arts began work December 2024. To follow along with the progress of the negotiated rulemaking, please see the meeting information below.

> Meeting Information

> Committee Membership Information

Overview of Proposed Revisions in Current State

- Restructuring to Grade Level Standards within ARM to match the rest of the content areas
- Moving to Four Domains: Reading, Writing, Research and Inquiry, and Speaking and Listening
 - o Distributing Language standards in reading, writing, speaking and listening
 - o Creating a glossary of terms
- Established Literacy Practices for K-12
- Condensing standards to a main standard and moving sub-standards to guidance documents, removing redundant standards and examples
- More explicit standards for Early Literacy and reading development toward proficiency
- More work to be done on authentic integration of IEFA, robust guidance documents to follow
- Expanded guidance documents for vertical alignment, specifications of the standard, proficiency, exemplars, etc.

For questions, please contact: Marie Judisch, marie.judisch@mt.gov

ITEM 5

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 6

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean

❖ **CHARTER COMMITTEE – (Items 7-8)**

Jane Hamman

ITEM 7

**UPDATE ON COMMUNITY CHOICE
SCHOOL COMMISSION**

Trish Schreiber

ITEM 8

**WORK SESSION ON THE APPROVAL AND
DENIAL OF PUBLIC CHARTER SCHOOLS**

Jane Hamman

Applicants	Is there an overall intent to create an INNOVATIVE public charter school? (Yes or No)	Is there an overall intent to create a HIGH-PERFORMING public charter school? (Yes or No)	Is the ACADEMIC PROGRAM consistent with a high-quality public charter school? (Consistent, Partially Consistent, or Inconsistent)	Is the SCHOOL GOVERNANCE consistent with a high-quality public charter school? (Consistent, Partially Consistent, or Inconsistent)	Is the BUSINESS OPERATIONS consistent with a high-quality public charter school? (Consistent, Partially Consistent, or Inconsistent)	Is the COMMUNITY SUPPORT AND NEED consistent with a high-quality public charter school? (Consistent, Partially Consistent, or Inconsistent)	Has the applicant demonstrated CLEAR AND CONVINCING PROOF of the likelihood of success? (Yes or No)	Has the applicant demonstrated that they can OPEN AND OPERATE a successful public charter school? (Yes or No)	Based on your overview, would you recommend the Board approve this application? (Yes or No)
(1) Big Horn Academy	7	7	6.5	6	7	6.5	6	7	7
(2) Butte Pathway Academy	6	6	6.5	7	7	7	6	7	7
(5) Libby Central Charter School	7	7	5.5	6.5	7	6.5	5	6	6
(10) Ronan Charter Academy	6	6	5.5	5	6	4.5	6	6	6
(3) Central Montana CTE Academy	7	6	6	5.5	6	6	4	5	5
(7) Lion's Path Academy Charter School	6	4	3.5	5	6	4.5	4	4	4
(4) Laurel Virtual Academy	6	5	4	5.5	5.5	3.5	2	3	3
(8) Mission Career Forward Charter Academy	6	6	3	4.5	5	5.5	3	3	3
(11) SOAR Academy	6	6	4.5	4	5	4.5	2	4	3
(6) Liberty Academy Charter School	6	5	4.5	4	4	6.5	4	4	2
(12) Yellowstone Experience School (YES)	6	4	5	1	1.5	4	0	0	0

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

Jane Hamman

ITEM 9

**INFORMATION ON PRAXIS
REGENERATED TEST REVIEW AND
QUALIFYING SCORES FOR SOCIAL
STUDIES, INDUSTRIAL TECHNOLOGY,
AND FAMILY AND CONSUMER SCIENCE**

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: January 23, 2025

Presentation	ETS Praxis Fall Test Review(s) Panel Review and Recommendations
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	The current Social Studies Test #5081, Family and Consumer Science Test #5122, and Technology Education Test #5051 will be retiring in August 2025. The regenerated test(s) will need a qualifying score set for the state of Montana. This is an overview of the process and recommendations from the expert panels. Recommendations from the Praxis Working Committee and Montana Council of Deans of Education will be presented along with the request for action from the board at the March BPE meeting.
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	None





ETS Praxis Fall Test Review(s) Panel Review and Recommendations Informational Item

Social Studies Test Review

- Social Studies: Content Knowledge #5081 replaced with #5581 Social Studies
- Panel met virtually October 8, 2024, 2-3:20pm
- Panel of 4 teachers and 4 EPP faculty, (plus 3 PWC members/observers)
- Regenerated test with current test sunsetting in August 2025

What has Changed?

What has Changed?			
Previous 5081		Redesigned 5581	
Content Categories	Approximate Percentage of Examination	Content Categories	Approximate Percentage of Examination
I. United States History	20%	I. United States History	29 %
II. World History	20%	II. World History	22 %
III. Geography	20%	III. Geography	13 %
IV. Civics	15%	IV. Civics	23 %
V. Economics	15%	V. Economics	13 %
VI. Behavioral Science	10%		

Timing

- Timing has increased from 120 minutes to 150 minutes

Number of Test Questions

- Number of questions increased from 120 to 140

Data Review

Technical Report – Social Studies (5581)

Participating States

Panelists from 11¹ states, and Washington, D.C., were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as social studies teachers or college faculty who prepare social studies teachers and (b) familiarity with the knowledge and skills required of beginning social studies teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Social Studies test, the recommended passing score is 74 out of a possible 120 raw-score points. The scale score associated with a raw score of 74 is 153 on a 100–200 scale.

Adopting Passing Scores – Social Studies (5581)

State/Province	Qualifying Score
Pennsylvania	153
South Dakota	153
Virginia	153
West Virginia	153
Wyoming	153

9 of the 10 states using Praxis 5581 adopted a passing score of 153

Four of the states surrounding Montana adopted a passing score of 153

Cut scores range from 141 to 153

Panel General Feedback

- Discussion of the vast amount of content and time periods with a Broadfield test; need for more document-based questions, concerns about the geography section and geographic skills but overall, okay with the test

Panel Recommendation

- First vote: 8 said 153 and 1 said 160
 - Discussion – wanted the rigor but realities of teacher retention and recruitment if we go higher than surrounding states, transferability
- Second vote: 7 said 153 and 1 said 160
- Final recommendation is 153 (7-1 vote)

Next Steps

- Information with recommendation will go to the PWC and MCDE

Family Consumer Science Test Review

- Family and Consumer Sciences #5122 replaced with #5123 (same name)
- Panel met virtually October 8, 2024, 2-4:05pm
- Panel of 3 teachers, 1 EPP faculty, 1 OPI content specialist
- Regenerated test with current test sunseting in August 2025

What has Changed?

Previous 5122		Redesigned 5123	
Content Categories	Approximate Percentage of Examination	Content Categories	Approximate Percentage of Examination
I. Food and Nutrition	22%	I. Family, Career, and Community Interrelationships	17%
II. Housing and Interior Design	12%	II. Wellness, Nutrition, and Food Science	21%
III. Textiles, Fashion, and Apparel	12%	III. Human Development and Interpersonal Relationships	18%
IV. Human Development and Interpersonal Relationships	20%	IV. Housing, Interior Design, Textiles, and Apparel	12%
V. Foundations of Family and Consumer Sciences Education	16%	V. Business Skills Across Career Pathways	12%
VI. Resource Management	20%	VI. Professional Teaching Practices	20%

Timing

- Timing has increased from 120 minutes to 130 minutes (2 hours 10 minutes)

Number of Test Questions

- Increased from 120 to 130 multiple choice questions

Data Review

Technical Report – Family & Consumer Sciences (5123)

<p>Participating States</p> <p>Panelists from 10 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as family and consumer sciences teachers or college faculty who prepare family and consumer sciences teachers and (b) familiarity with the knowledge and skills required of beginning family and consumer sciences teachers.</p> <p>Recommended Passing Score</p> <p>ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the <i>Praxis</i> Family and Consumer Sciences test, the recommended passing score is 66 out of a possible 110 raw-score points. The scale score associated with a raw score of 66 is 151 on a 100–200 scale.</p>

Adopting Passing Scores – Family & Consumer Sciences (5123)

State/Province	Qualifying Score
Arkansas	138
Idaho	151
Indiana	151
Kansas	151
North Dakota	153
Pennsylvania	151
South Dakota	151
Tennessee	151
West Virginia	151
Wyoming	151

9 of the 11 states using Praxis 5123 adopted a passing score of 151

Cut scores range from 138 to 153

Three of the states surrounding Montana adopted a passing score of 151

Panel General Feedback

- Discussion of difficulties with such a broad field/discipline, questions regarding career pathways, financial questions, customer vs client, but overall, okay with test

Panel Recommendation

- First vote: 151=2, 144=1, 158=2
- Significant Discussion – wanted the rigor but realities of teacher retention and recruitment if we go higher than surrounding states, struggling with deciding what to do; not comfortable going as high as 158, concerns about no data

- Second vote: 153 (5-0) with a request to review the results in two years (25-26, 26-27 so summer/early fall 2027)

Next Steps

- Information with recommendation will go to the PWC and MCDE

Technology Education Test Review

- Technology Education #5051 replaced with #5053 Technology and Engineering Education
- Panel met virtually October 8, 2024, 2-2:50pm
- Panel of 1 EPP faculty and 1 OPI content specialist
- Regenerated test with current test sunsetting in August 2025

What has Changed?

Previous 5051		Redesigned 5053	
Content Categories	Approximate Percentage of Examination	Content Categories	Approximate Percentage of Examination
I. Technology and Society	15%	I. Fundamentals of Technology and Engineering	25%
II. Technological Design and Problem-Solving	20%	II. Design and Application of Products and Systems	21%
III. Energy, Power, and Transportation	15%	III. Technology Contexts 1: Energy, Materials, and the Built Environment	16%
IV. Information and Communication Technologies	15%	IV. Technology Context 2: Information, Computation, and Technological Applications	16%
V. Manufacturing and Construction Technologies	15%	V. Pedagogy and Professional Responsibilities	22%
VI. Pedagogical and Professional Studies	20%		

Timing

- Timing remains the same at 120 minutes

Number of Test Questions

- Number of questions remains the same at 120

Data Review

Technical Report – Technology & Engineering Education (5053)	Adopting Passing Scores – Technology & Engineering Education (5053)																						
<p>Participating States</p> <p>Panelists from 10 states, were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as technology and engineering teachers or college faculty who prepare technology and engineering teachers and (b) familiarity with the knowledge and skills required of beginning technology and engineering teachers.</p> <p>Recommended Passing Score</p> <p>ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the <i>Praxis</i> Technology and Engineering Education test, the recommended passing score is 65 out of a possible 100 raw-score points. The scale score associated with a raw score of 65 is 157 on a 100–200 scale.</p>	<p>8 of the 10 states using Praxis 5053 adopted a passing score of 157</p> <table> <tr> <th>State/Province</th><th>Qualifying Score</th></tr> <tr> <td>Arkansas</td><td>144</td></tr> <tr> <td>Idaho</td><td>157</td></tr> <tr> <td>Indiana</td><td>157</td></tr> <tr> <td>Kansas</td><td>157</td></tr> <tr> <td>North Dakota</td><td>153</td></tr> <tr> <td>Oklahoma</td><td>157</td></tr> <tr> <td>Pennsylvania</td><td>157</td></tr> <tr> <td>South Dakota</td><td>157</td></tr> <tr> <td>West Virginia</td><td>157</td></tr> <tr> <td>Wyoming</td><td>157</td></tr> </table> <p>Three of the states surrounding Montana adopted a passing score of 157</p> <p>Cut scores range from 144 to 157</p>	State/Province	Qualifying Score	Arkansas	144	Idaho	157	Indiana	157	Kansas	157	North Dakota	153	Oklahoma	157	Pennsylvania	157	South Dakota	157	West Virginia	157	Wyoming	157
State/Province	Qualifying Score																						
Arkansas	144																						
Idaho	157																						
Indiana	157																						
Kansas	157																						
North Dakota	153																						
Oklahoma	157																						
Pennsylvania	157																						
South Dakota	157																						
West Virginia	157																						
Wyoming	157																						

Panel General Feedback

- Overall positive feedback with concerns over only a handful of questions

Panel Recommendation

- First vote: split between 157 and 151
- Discussion of leaning toward lower because of the diversity of the field in Montana, recruitment in this high-need field, and looking at surrounding states
- Second vote: 153 (2-0)

Next Steps

- Information with recommendation will go to the PWC and MCDE

ITEM 10

**INFORMATION ON ANNUAL EDUCATOR
LICENSURE REPORT**

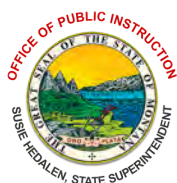
Crystal Andrews

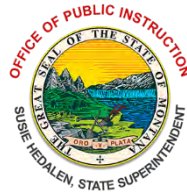
Montana Board of Public Education

Executive Summary

Date: January 23, 2025

Presentation	Annual Educator Licensure Report
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	This presentation will be a review of licensure data for 2024.
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	None





January 23, 2025

OPI 2024 Educator Licensure Annual Report

This report is a summary of educator licensure activity for 2024 as identified in the areas of:

Tables include:

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

[Please see the tables below.](#)

Montana Educator Licenses

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

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

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

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

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

1. Renewal License Table

January 1, 2024 to December 31, 2024

Description of Type of License on pages 2-3

Renewal License Table											
Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
Agriculture 5-12	6	14									20
Agriculture Business 5-12					1						1
Agriculture Mechanics 5-12						1					1
Art K-12	32	66								1	99
Assiniboine K-12									1		1
Auto Body 5-12						2					2
Automotive Technology 5-12				1		3					4
Biology 5-12	33	35								3	71
Blackfeet K-12									3		3
Building Maintenance 5-12											0
Building Trades 5-12				4	1	3					8
Business Education 5-12	37	34								1	72
Chemistry 5-12	13	13								4	30
Chippewa K-12									1		1
Communication 5-12	5	2									7
Comp. and Info. Systems 5-12	4	5									9
Computer Coding 5-12				2							2
Comp. Inf. Systems 5-12				1	1						2
Computer Science 5-12	4	6									10
Cree K-12									1		1
Crow K-12									3		3
Culinary Arts 5-12				1	2						3
Dakota K-12											0
Diesel Mechanics 5-12						1					1
Drafting 5-12				1	2	1					4
DC- Anthropology 5-12										1	1

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
DC- Business Comm. 5-12										1	1
DC- Communication 5-12										1	1
DC- Philosophy 5-12										1	1
Early Childhood P-3	24	45									69
Earth Science 5-12	7	5								1	13
Economics 5-12	3	1									4
Electronics 5-12				2							2
Elementary K-8	528	920									1448
Engineering 5-12											0
English 5-12	84	116								2	202
English Second Lang. K-12	15	9									24
Family and Con. Science 5-12	12	20									32
French K-12	8	8									16
Geography 5-12	1	3									4
German K-12	5	2									7
Graphic Arts 5-12				4	1						5
Health K-12	3	5									8
Health and Physical Ed. K-12	73	117									190
Health Prof.- Biotech. 5-12				3							3
Health Prof.- Therap. 5-12				8							8
History 5-12	42	73								2	117
Industrial Mechanics 5-12				1							1
Indus. Trades and Tech. Ed. 5-12	11	19									30
Journalism 5-12	3										3
Latin 5-12	1										1
Library K-12	55	64									119
Livestock Production 5-12					1	1					2
Marketing Education 5-12	3	2									5
Mathematics 5-12	79	87								2	168
Metals 5-12				1	1	1					3

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
Middle Grades 4-8		1									1
Music K-12	38	64									102
Physical Education K-12	1	3									4
Physics 5-12	9	7								1	17
Plant and Soil Sciences 5-12				2		1					3
Political Science 5-12	14	14								1	29
Principal 5-12			22								22
Principal K-12			223								223
Principal K-8			26								26
PSC Early Childhood K-8		2									2
PSC Gifted and Talented K-8	1										1
PSC Tech. in Education K-12	2										2
Psychology 5-12	7	9								3	19
Reading K-12	110	145									255
ROTC Instruction 5-12											0
Russian K-12											0
Salish K-12											0
School Counseling K-12	1							74			75
School Counselor K-12	44	8									52
School Psychologist K-12							38				38
Science (BF) 5-12	49	50								1	100
Small Engines 5-12				3		1					4
Social Studies (BF) 5-12	51	69									120
Sociology 5-12	3									4	7
Spanish K-12	15	20									35
Special Education P-12	150	175									325
Sp. Ed. Hearing Imp. P-12	1	1									2
Sp. Ed. Vision Imp. P-12	3										3
Superintendent K-12			81								81
Supervisor- History 5-12			1								1

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
Supervisor- Art K-12			1								1
Supervisor- Sp. Ed. P-12			13								13
Theater 5-12	3	4									7
Traffic Education 5-12	19	13									32
Videography 5-12											0
Welding 5-12				1	1	1					3
Totals	1612	2256	367	35	11	16	38	74	9	30	4448

2. Upgrade License Table

January 1, 2024 to December 31, 2024

Description of Type of License on pages 2-3

Upgrade License Table						
Endorsement Area	1	2	3	6 PS	6 SC	Total
Art K-12		2				2
Biology 5-12	2					2
Business Education 5-12		1				1
Chemistry 5-12	1					1
Early Childhood P-3		2				2
Elementary K-8	16	22				38
English 5-12	8	3				11
Family and Con. Science 5-12	2					2
French K-12	1					1
German K-12		1				1
Health and Physical Ed. K-12	2	3				5
History 5-12	3	4				7
Mathematics 5-12	4	2				6
Music K-12	1	1				2
Physics 5-12		1				1
Political Science 5-12	1					1

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	6 PS	6 SC	Total
Principal 5-12			1			1
Principal K-12			4			4
Principal K-8			1			1
Reading K-12		1				1
School Counseling K-12					8	8
School Counselor K-12					3	3
School Psychologist K-12				3		3
Science (BF) 5-12	4	2				6
Social Studies (BF) 5-12	3	3				6
Spanish K-12	1					1
Special Education P-12	11	9				20
Superintendent K-12			3			3
Theater 5-12		1				1
Totals	60	58	9	3	11	141

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

3. Add Endorsement Table

January 1, 2024 to December 31, 2024

Description of Type of License on pages 2-3

Add Endorsement License Table					
Endorsement Area	1	2	3	5	Total
Early Childhood P-3				2	2
Elementary K-8				8	8
English 5-12	1				1
Library K-12		1		1	2
Mathematics 5-12				1	1
Music K-12	1				1
Social Studies (BF) 5-12				1	1
Special Education P-12	1			12	13
Supervisor- Sp. Ed. P-12			1		1
Totals	3	1	1	25	30

4. New License Table

January 1, 2024 to December 31, 2024

Description of Type of License on pages 2-3

New License Table												
Endorsement Area	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
Agriculture 5-12	1	14					1					16
Agriculture Business 5-12				3								3
Agriculture Mechanics 5-12				7								7
Art K-12	2	8				5						15
Assiniboine K-12										1		1
Auto Body 5-12												0
Automotive Technology 5-12												0
Aviation 5-12												0
Biology 5-12	4	3				2					1	10
Building Maintenance 5-12												0
Building Trades 5-12						3						3
Business Education 5-12	3	5				5						13
Business Marketing 5-12				6								6
Carpentry/ Fine Woodworking				2								2
Chemistry 5-12	1	1				1						3
Chippewa K-12												0
Computer Coding 5-12											1	1
Comp. and Info. Systems 5-12				4								4
Computer Science 5-12		2				1						3
Cree K-12												0
Crow K-12										1		1
Culinary Arts 5-12				4								4
Diesel Mechanics 5-12				1								1
Drafting 5-12				1								1
DC- Communications 5-12											2	2
DC- Health 5-12											1	1

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
Early Childhood P-3	8	28			1	3	3					43
Earth Science 5-12	3											3
Elementary K-8	75	278			4	63	18					438
Emergency Medical Technician 5-12				2								2
Engineering 5-12												0
English 4-8	1											1
English 5-12	19	36			2	10	1					68
English Second Lang. K-12	13	9										22
Family and Consumer Sciences 5-12	1	4				2					1	8
Fire and Disaster Services 5-12				2								2
French K-12	2											2
German K-12		1										1
Graphic Arts 5-12				1								1
Gros Ventre K-12												0
Health and Physical Education K-12	3	26			1	12						42
Health Professions- Biotechnology 5-12				2								2
Health Professions- Informatics 5-12												0
Health Professions- Therapeutics 5-12				1								1
Health Science Education 5-12				1								1
Heavy Equipment Operations 5-12												0
History 5-12	3	16									1	20
Industrial Mechanics 5-12				1								1
Indus. Trades and Tech. Ed. 5-12		2										2
Italian K-12		1										1
Journalism 5-12	1	1										2
Library K-12	2	7										9
Livestock Production 5 -12				5								5
Machining 5-12				1								1
Mathematics 5-12	19	24				5	2				1	51
Metals 5-12				1								1

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

Endorsement Area	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
Music K-12	4	23				1	1					29
Physical Education K-12	1	3					1					5
Physics 5-12	2					1						3
Plant and Soil Sciences 5-12				1								1
Political Science 5-12		7										7
Principal K-12			17									17
Psychology 5-12	2											2
Reading K-12	2	21					1					24
ROTC Instruction 5-12				2								2
Salish K-12												0
School Counseling K-12						20	1		21			42
School Psychologist K-12						5		5				10
Science (Broadfield) 4-8	1	1										2
Science (Broadfield) 5-12	6	16				14						36
Small Engines 5-12				1								1
Social Studies (Broadfield) 4-8	1											1
Social Studies (Broadfield) 5-12	7	33			1	2	4					47
Sociology 5-12	1	1										2
Spanish K-12	7	7				2	1					17
Special Education P-12	27	48				35	4					114
Sp. Ed. Hearing Imp. P-12	2	1										3
Sp. Ed. Vision Imp. P-12	1											1
Stagecraft 5-12				1								1
Superintendent K-12			2									2
Supervisor- Sp. Ed. P-12			1									1
Theater 5-12				2								2
Traffic Education 5-12		1		1								2
Videography 5-12				1								1
Welding 5-12				4								4
Totals	225	628	20	58	9	192	38	5	21	2	8	1206

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

5A. Internship Table- By Subject

January 1, 2024 to December 31, 2024

Endorsement Description	License Count
Teaching Internship	38
Business Education 5-12	1
Elementary K-8	5
English 5-12	2
Family and Consumer Science 5-12	3
Health and Physical Education K-12	1
Library K-12	9
Reading K-12	1
Special Education P-12	16
Principal K-12	16
Principal and Superintendent K-12	3
School Counselor K-12	9
Special Education Endorsement Project P-12	21
Superintendent K-12	12
Total	99

5B. Internship Table- By Educator Preparation Program

January 1, 2024 to December 31, 2024

EPP Description	License Count
Montana State University- Billings	31
Montana State University- Bozeman	22
Rocky Mountain College	5
University of Montana	31
University of Montana- Western	10
Total	99

6. Internship and Emergency Authorization Table - By District

SY 2024-25 July 1, 2024- June 30, 2025

District Name	# of Intern.	# of EAEs	District Name	# of Intern.	# of EAEs	District Name	# of Intern.	# of EAEs
Absarokee		1	Deer Lodge		1	Kalispell	2	1
Arrowhead		2	Dupuyer		2	Kircher		2
Ashland		1	Ekalaka	1	2	Lame Deer		4
Augusta		1	Elder Grove	1	1	Lavina		2
Bainville		4	Elliston		1	Lewistown	1	1
Belgrade	2	4	Elysian		1	Lima		1
Big Sandy		1	Ennis		1	Livingston	3	4
Big Sky	1	1	Fair-Mont Egan		1	Lockwood	3	4
Big Timber		2	Fairview	1	2	Lodge Grass		1
Billings	3	4	Fortine		1	Miles City	1	9
Bonner	1	1	Frenchtown	2	1	Missoula	4	3
Broadus		2	Fromberg	1	6	Moore		2
Broadview		3	Frontier		3	Nashua	1	1
Brockton		1	Galata		1	North Star		1
Browning		23	Geraldine		2	Philipsburg		1
Butte Central		1	Glendive	1	6	Plains		2
Cayuse Prairie		2	Grass Range		1	Plentywood		6
Centerville	1	2	Great Falls Cent Cath		1	Plevna	1	4
Chester-Joplin Inv.	2	3	Great Falls	3	5	Pondera		1
Choteau	1	1	Hardin		6	Poplar		2
Circle		2	Harlem		1	Powell		1
Colstrip	3	5	Harrison	1	1	Power		1
Columbus	1	1	Hays-Lodge Pole		2	Rapelje	1	1
Culbertson		1	Heart Butte	2	1	Red Lodge		1
Custer	1	3	Helena	4	3	Richey	1	2
Cut Bank		4	Huntley Project		2	Roberts		1
Darby		1	Independent		2	Ronan		2

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

District Name	# of Intern.	# of EAEs	District Name	# of Intern.	No EAEs	District Name	# of Intern.	No EAEs
Roundup	1	1	Anaconda	4		Shodair Spec. Hos.	1	
Savage		1	Ayers	1		Sheridan	1	
Scobey		5	Baker	3		Swan River	1	
Seeley Lake		1	Belt	1		Twin Bridges	1	
Shelby	1	2	Box Elder	1		West Glacier	1	
Shepherd	1	5	Bozeman	2		Whitefish	2	
Sheridan	1	2	Butte	2		Total	46	
Shields Valley		1	Cascade	1				
Sidney		2	Ctrl MT Learn Res Ctr	1				
Stanford		1	Charlo	1				
Stevensville		1	Dodson	1				
Sunburst		1	Eureka	1				
Sweet Grass County	1	2	Evergreen	1				
Terry	1	5	Fergus	1				
Three Forks		1	Fort Benton	1				
Trail Creek		1	Frazer	1				
Trout Creek		4	Garfield County	1				
Troy		3	Greenfield	1				
Valier		1	Havre	3				
Victor	1	1	Hellgate	2				
West Yellowstone		4	Highwood	1				
Whitewater		1	Jordan	1				
Wibaux		2	Lolo	2				
Willow Creek	1	1	Lone Rock	2				
Winnett		1	Manhattan Christian	1				
Wolf Point	1	16	Prickly Pear Coop	1				
Totals	60	261	Ryegate	1				

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

7. Emergency Authorization Table - By Endorsement January 1, 2024 to December 31, 2024

Endorsement Description	License Count
Agriculture 5-12	3
Art K-12	7
Business Education 5-12	9
Chemistry 5-12	2
Computer Science 5-12	1
Early Childhood P-3	8
Elementary K-8	139
English 5-12	17
English Second Lang. K-12	2
Family and Consumer Science 5-12	11
German K-12	2
Health and Physical Education K-12	8
History 5-12	6
Industrial Technology Education 5-12	3
Library K-12	9
Mathematics 5-12	19
Middle Grades 4-8	1
Music K-12	19
Physical Education K-12	7
Reading K-12	1
School Counselor K-12	11
Science (BF) 5-12	12
Social Studies 5-12	9
Spanish K-12	5
Total	311*

*Being a year-long report, the data is for both the 2023-24 and 2024-25 school year for Table 7.

8. Emergency Authorization Table- SY 2024-25 July 1, 2024 to January 10, 2025

Endorsement Description	License Count
Agriculture 5-12	4
Art K-12	7
Business Education 5-12	8
Chemistry 5-12	2
Computer Science 5-12	1
Early Childhood P-3	8
Elementary K-8	120
English 5-12	15
English Second Lang. K-12	1
Family and Consumer Science 5-12	8
German K-12	2
Health and Physical Education K-12	8
History 5-12	2
Industrial Technology Education 5-12	3
Library K-12	8
Mathematics 5-12	15
Music K-12	19
Physical Education K-12	5
Reading K-12	1
School Counselor K-12	11
Science (BF) 5-12	11
Social Studies (BF) 5-12	8
Spanish K-12	5
Total	272**

**The total for Table 8 is greater than Table 6 for EAE's due to multiple endorsements being issued to one EAE.

Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

9. Denial Table

January 1, 2024 to December 31, 2024

Academic	Licensure Request	Reason for Denial	Cases
	Adding endorsement(s) to a current license	1) Did not pass Praxis exam, applied using the 2+ years teaching experience and passing the Praxis exam pathway. 2) Did not complete an EPP for elementary education, cannot use other pathways for elementary education.	2
	Class 1 Professional License	Did not complete an EPP for special education, cannot use other pathways for special education.	1
	Class 3 Administrative License	Did not complete an EPP for special education; does not have a degree in special education, does not qualify for special education supervisor.	1
Character	Licensure Request	Reason for Denial	Cases
			0
Total Number of Denial Cases			4

10. Unusual Case Table

January 1, 2024 to December 31, 2024

License	Reason for Unusual Case	Cases
Class 5	Bachelor's from an unaccredited college/university but enrolled in an accredited EPP	2
Class 5	Requested a second Class 5 since the first was not used	1
Various	DOJ could not read fingerprints, two attempts (four cards), name-based search utilized	5
Various	Cannot obtain university recommendation; utilized transcripts, or letter from program, or letter from state	5
Add End.	Used experience plus Praxis exam, one year of experience was licensed but misassigned	1
Total Number of Unusual Cases		14

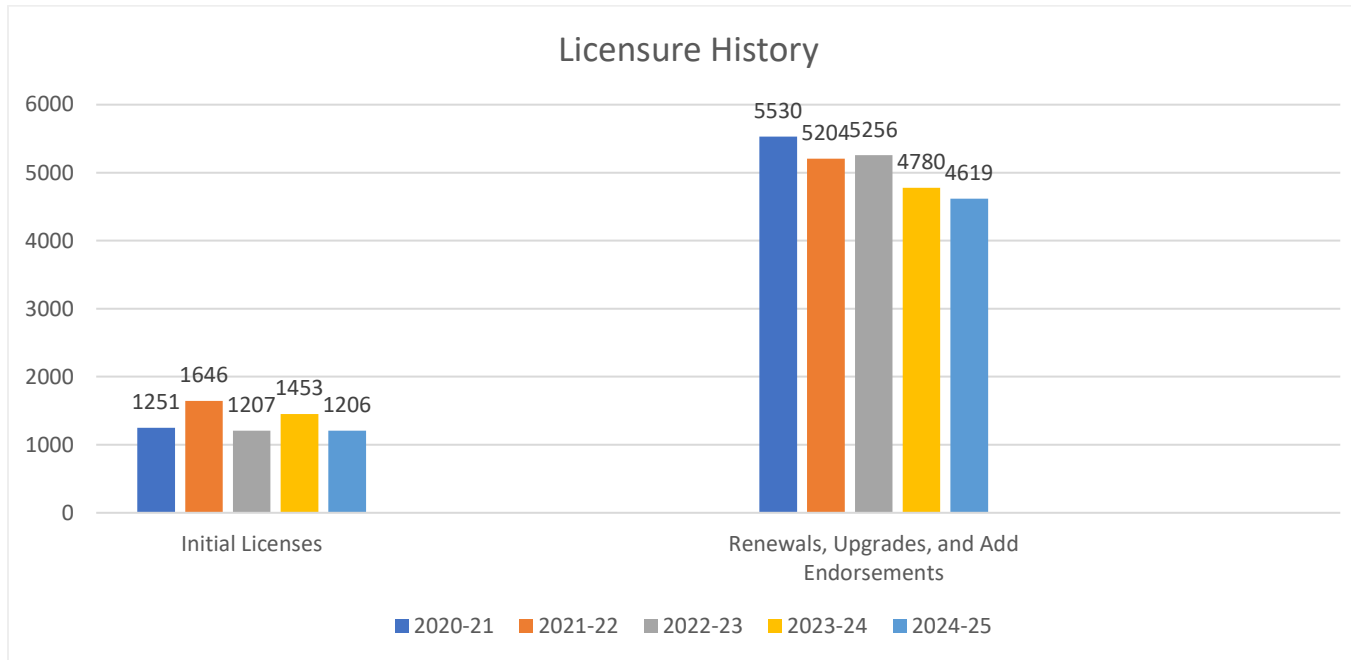
Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

11. New License History in Fields of Critical Endorsement Shortages Five-Year Study 2020-2024

License Year	2020	2021	2022	2023	2024
Art	28	42	28	31	15
Career & Technical Education	26	35	58	83	58
Elementary	470	580	452	507	438
English	73	116	69	98	69
Health	60	58	34	32	42
Library	3	7	1	7	9
Mathematics	54	51	54	52	51
Music	37	45	27	41	29
Principal	16	17	26	18	17
School Counselor	31	55	27	32	42
School Psychologist	21	29	9	16	10
Science (BF)	35	47	27	46	38
Social Studies (BF)	61	73	46	62	48
Special Education	93	138	98	127	118
Superintendent	1	8	3	7	2
Supervisor (Special Education)	1	0	2	1	1
World Languages	29	31	19	34	23
Total	1039	1332	980	1194	1010

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



Montana OPI 2024 Educator Licensure Annual Report

Data/ Report compiled by Crystal Andrews, Senior Manager of Accreditation and Licensure

ITEM 11

**INFORMATION ON MONTANA STATE
UNIVERSITY SPECIAL EDUCATION
CERTIFICATION PROGRAM**

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: January 24, 2025

Presentation	Recommend Initial Approval of Montana State University's Request to Implement: Special Education Certificate.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	<p>State Superintendent Hedalen recommends to the Board of Public Education the initial approval of Montana State University's request to implement a Special Education Certificate.</p> <p>Montana State University's Assistant Professor of Special Education, Leslie Rogers, will provide an overview of the certificate.</p>
Requested Decision(s)	Information only
Related Issue(s)	10.58.802 Approval of New Curricular Programs
Recommendation(s)	None





APPROVAL OF NEW CURRICULAR PROGRAMS **APPLICATION GUIDELINES**

Montana State University- Special Education Certificate Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Educator Preparation Provider (EPP) curriculum process and procedures.	Summer 2024
Institutional body implements policy to add new programs.	Summer 2024
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	September 2024
Verification of regional accreditation.	September 2024

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.	September 2024
EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315	September 2024
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program.	September 2024
EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.	September 2024

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR electronically to the OPI.	October 2, 2024

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	November 2024

OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	December 2024
EPP submits a follow-up report/response to OPI, as necessary.	December 2024

Step 5: Site Visit	Date Submitted
If the EPP is scheduled for a regular site review, the new program is included in the regular review.	N/A
If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.	Fall 2026
OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.	Fall 2026
Site Visits follow the approved state protocol based on the PEPP Standards.	Fall 2026

Step 6: Final Approval Process	Date Submitted
Site visitor team submits the state exist report to the state superintendent.	January 2027
State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	March 2027
BPE takes final action on the Superintendent's recommendation.	May 2027

ITEM 12

**PRESENTATION ON ABCTE INTERIM
REPORT FOR ALTERNATIVE
CREDENTIALING**

**Isabel Welch, ABCTe
Crystal Andrews**

Montana Board of Public Education

Executive Summary

Date: January 23, 2025

Presentation	Presentation of the interim report that was a requirement as part of initial approval for the Alternative Program- American Board for Certification of Teacher Excellence (American Board).
Presenter	Crystal Andrews Isabelle Welch
Position Title	Accreditation and Licensure Senior Manager, OPI Director of Government Affairs American Board
Overview	<p>The American Board was initially approved by the BPE in March 2024. As part of the approval, the American Board is required to submit an interim report.</p> <p>Ms. Welch will have a power point and information packet that she will bring with her to the meeting.</p>
Requested Decision(s)	Information only
Related Issue(s)	<p>ARM 10.58.802</p> <p>BPE Recommend initial approval to ABCTE until January 2026 at which time ABCTE will have to provide evidence of five items outlined in ARM 10.58.802(2) to be considered for full approval.</p>
Recommendation(s)	None





APPROVAL OF NEW CURRICULAR PROGRAMS **APPLICATION GUIDELINES**

American Board

Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Educator Preparation Provider (EPP) curriculum process and procedures.	n/a
Institutional body implements policy to add new programs.	n/a
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	n/a
Verification of regional accreditation.	n/a

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM) 10.58.802 Approval of New Curricular Programs.	October 2, 2023
EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315	October 2, 2023
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program (i.e., ARM 10.58.523 Social Studies; ARM 10.58.518 Mathematics).	October 2, 2023
EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.	October 2, 2023

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR electronically to the OPI.	October 27, 2023

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	November 2023
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	November 2023
EPP submits a follow-up report to OPI, as necessary.	November 2023
The Superintendent of Public Instruction shall recommend initial approval status to the BPE based upon the review of documentation.	Information Item: November 16-17, 2023 Action Item: January 18-19, 2024

Step 5: EPP Audit/Review	Date Submitted
If the EPP is scheduled for a regular review, the new program is included in the regular review. Interim Report	January 2025
If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a review to verify the ISSR of the new curricular program meets the PEPP Standards.	January 2026
OPI facilitates the review to verify the ISSR meets the PEPP Standards of the new program.	January 2026
Reviews follow the approved state protocol based on the PEPP Standards.	January 2026

Step 6: Final Approval Process	Date Submitted
Review team submits the state exit report to the state superintendent.	
State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	
BPE takes final action on the Superintendent's recommendation.	

ITEM 13

**INFORMATION ON THE QUALITY
EDUCATOR LOAN ASSISTANCE PROGRAM**

Dr. Julie Murgel

Montana Board of Public Education

Executive Summary

Date: 1/23/25 to 1/24/25

Presentation	Quality Educator Loan Assistance Program Report
Presenter	Julie Murgel
Position Title	OPI – Chief Program Officer
Overview	The Quality Educator Loan Assistance Program Report for 2023 and 2024
Requested Decision(s)	Informational Item
Related Issue(s)	§ 20-5-504, MCA
Recommendation(s)	





Quality Educator Loan Assistance Program Report

[§ 20-5-504, MCA](#) expanded eligibility and limited the total amount of funding for the program. § 20-5-504, MCA removed the requirements for teachers qualifying for the Quality Educator Loan Assistance Program to be teaching in a critical quality educator shortage area. The additional cost to the state general fund for this program was \$269,000 more than the \$1.0 million currently appropriated in the 2025 Biennium.

The Office of the Commissioner of Higher Education reported an average distribution of funding between FY 2012 and FY 2017 of \$512,251 per year to an average of 178 applicants. No awards were distributed in FY 2018 and FY 2019 as the legislature did not provide any appropriation. In FY 2020 through FY 2022, the OPI distribute \$273,069, \$264,404, and \$453,596, respectively to an average of 141 recipients.

FY2023

<i>Appropriation</i>	\$ 500,000
<i>Distributed</i>	\$ 420,289
<i>Remaining Appropriation</i>	\$ 79,711

Applicants (145)

Approved (110)

<i>Year 1 (\$3,000 @ 37 Approved - w/Adj_Loan Bal Less)</i>	\$ 110,497
<i>Year 2 (\$4,000 @45 Approved)</i>	\$ 176,000
<i>Year 3 (\$5,000 @ 28 Approved w/Adj_Loan Bal Less)</i>	\$ 133,792
<i>Year 4 (\$5,000 @ 11 - Paid By School District - \$55,000)</i>	

Denied (24)

FY2024

<i>Appropriation</i>	\$ 603,000
<i>Distributed</i>	\$ 247,000
<i>Remaining Appropriation</i>	\$ 356,000

Applicants (80)

Approved (62)

<i>Year 1 (\$3,000 @ 23 Approved)</i>	\$ 69,000
<i>Year 2 (\$4,000 @ 17 Approved w/Adj_Loan Bal Less)</i>	\$ 68,000
<i>Year 3 (\$5,000 @ 22 Approved)</i>	\$110,000
<i>Year 4 (\$5,000 @ 5 - Paid By School District - \$25,000)</i>	

Denied (13)

❖ ACCREDITATION COMMITTEE – (Items 14-15)

Madalyn Quinlan

ITEM 14

ACTION ON THE NOTICE OF ADOPTION
PERTAINING TO THE ADOPTION,
AMENDMENT, AND REPEAL OF ARM,
TITLE 10, CHAPTER 53, MATHEMATICS
CONTENT STANDARDS, AND AUTHORIZE
FILING OF THE NOTICE WITH THE
SECRETARY OF STATE’S OFFICE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER

Madalyn Quinlan



MONTANA
ADMINISTRATIVE
REGISTER



BOARD OF PUBLIC EDUCATION

NOTICE OF ADOPTION

MAR NOTICE NO. 2024-170.1

Summary

In the matter of the adoption of New Rules I through VII, the amendment of ARM 10.53.501, 10.53.502, 10.53.503, 10.53.504, 10.53.505, 10.53.506, 10.53.507, 10.53.508, 10.53.509, 10.53.510, and 10.53.511, and the repeal of ARM 10.53.512, 10.53.513, 10.53.514, 10.53.515, 10.53.516, and 10.53.517 pertaining to Mathematics Content Standards.

Previous Notice(s) and Hearing Information

On October 4, 2024, the Board of Public Education (board) published MAR No. 10-53-141 pertaining to the public hearing on the proposed amendment of the above-stated rules at page 2341 of the 2024 Montana Administrative Register, Issue Number 19.

Final Rulemaking Action – Effective July 1, 2026

ADOPT AS PROPOSED

The agency has adopted the following rules as proposed:

NEW RULE I (10.53.518) CORE NUMERIC REASONING STANDARDS

NEW RULE II (10.53.519) CORE ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS

NEW RULE III (10.53.520) CORE DATA REASONING AND PROBABILITY STANDARDS

NEW RULE IV (10.53.521) CORE GEOMETRIC REASONING STANDARDS

NEW RULE V (10.53.522) CORE PLUS NUMBER AND QUANTITY STANDARDS

NEW RULE VI (10.53.523) CORE PLUS ALGEBRAIC AND FUNCTIONAL REASONING STANDARDS

NEW RULE VII (10.53.524) CORE PLUS DATA AND REASONING STANDARDS

AMEND AS PROPOSED

The agency has amended the following rules as proposed:

10.53.501 STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES K-12

10.53.502 MONTANA KINDERGARTEN MATHEMATICS CONTENT STANDARDS

10.53.503 MONTANA GRADE 1 MATHEMATICS CONTENT STANDARDS

10.53.504 MONTANA GRADE 2 MATHEMATICS CONTENT STANDARDS

10.53.505 MONTANA GRADE 3 MATHEMATICS CONTENT STANDARDS

10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS

10.53.507 MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS

10.53.508 MONTANA GRADE 6 MATHEMATICS CONTENT STANDARDS

10.53.509 MONTANA GRADE 7 MATHEMATICS CONTENT STANDARDS

10.53.510 MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS

10.53.511 SYMBOLS

REPEAL AS PROPOSED

The agency has repealed the following rules as proposed:

10.53.512 MONTANA HIGH SCHOOL MATHEMATICS NUMBER AND QUANTITY STANDARDS

10.53.513 MONTANA HIGH SCHOOL MATHEMATICS ALGEBRA CONTENT STANDARDS

10.53.514 MONTANA HIGH SCHOOL MATHEMATICS FUNCTIONS STANDARDS

10.53.515 MONTANA HIGH SCHOOL MATHEMATICS MODELING CONTENT STANDARDS

10.53.516 MONTANA HIGH SCHOOL MATHEMATICS GEOMETRY CONTENT STANDARDS

10.53.517 MONTANA HIGH SCHOOL MATHEMATICS STATISTICS AND PROBABILITY STANDARDS

Statement of Reasons

No comments were received.

Contact

McCall Flynn
(406) 444-6576
bpe@mt.gov

Rule Reviewer

McCall Flynn, Executive Director

Approval

Dr. Tim Tharp, Chair
Montana Board of Public Education

ITEM 15

**ACTION ON THE NOTICE OF ADOPTION
PERTAINING TO THE ADOPTION AND
REPEAL OF ARM, TITLE 10, CHAPTER 54,
WORLD LANGUAGE CONTENT
STANDARDS, AND AUTHORIZE FILING OF
THE NOTICE WITH THE SECRETARY OF
STATE'S OFFICE FOR PUBLICATION IN
THE MONTANA ADMINISTRATIVE
REGISTER**

Madalyn Quinlan



MONTANA
ADMINISTRATIVE
REGISTER



BOARD OF PUBLIC EDUCATION

NOTICE OF ADOPTION

MAR NOTICE NO. 2024-153.1

Summary

In the matter of the adoption of NEW RULES I through VIII and the repeal of ARM 10.54.8510, 10.54.8511, 10.54.8512, 10.54.8513, 10.54.8520, 10.54.8521, 10.54.8522, 10.54.8523, 10.54.8530, 10.54.8531, 10.54.8532, 10.54.8533, 10.54.8540, 10.54.8541, 10.54.8542, 10.54.8543, 10.54.8550, 10.54.8551, 10.54.8552, 10.54.8553, 10.54.8560, 10.54.8561, 10.54.8562, 10.54.8563, 10.54.8570, 10.54.8571, 10.54.8572, 10.54.8573, 10.54.8580, 10.54.8581, 10.54.8582, 10.54.8583, 10.54.8590, 10.54.8591, 10.54.8592, 10.54.8593, 10.54.8607, 10.54.8608, 10.54.8609, 10.54.8610, 10.54.8611, 10.54.8612, 10.54.8613, 10.54.8614, 10.54.8615, 10.54.8616, 10.54.8617, and 10.54.8618 pertaining to World Language Content Standards.

Previous Notice(s) and Hearing Information

On August 9, 2024, the Board of Public Education (board) published MAR No. 10-53-140 pertaining to the public hearing on the proposed amendment of the above-stated rules at page 1946 of the 2024 Montana Administrative Register, Issue Number 15.

ADOPT AS PROPOSED

The agency has adopted the following rules as proposed:

NEW RULE I (10.53.1401) WORLD LANGUAGE CONTENT STANDARD 1 – COMMUNICATION

NEW RULE II (10.53.1402) WORLD LANGUAGE CONTENT STANDARD 2 – CULTURES

NEW RULE III (10.53.1403) WORLD LANGUAGE CONTENT STANDARD 3 – CONNECTIONS

NEW RULE IV (10.53.1404) WORLD LANGUAGE CONTENT STANDARD 4 – COMPARISONS

NEW RULE V (10.53.1405) WORLD LANGUAGE CONTENT STANDARD 5 – COMMUNITIES

NEW RULE VI (10.53.1406) WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL

NEW RULE VII (10.53.1407) WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE INTERMEDIATE LEVEL

NEW RULE VIII (10.53.1408) WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL

REPEAL

The agency has repealed the following rules as proposed:

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

Statement of Reasons

No comments were received.

Contact

McCall Flynn
(406) 444-6576
bpe@mt.gov

Rule Reviewer

McCall Flynn, Executive Director

Approval

Dr. Tim Tharp, Chair

Board of Public Education

*******Time Certain at 2:45 PM*******

❖ LICENSURE COMMITTEE – (Item 16)

Jane Hamman

ITEM 16

ACTION ON CONTESTED CASE HEARING
BPE CASE #2024-10, MAHERAS

Aislinn Brown

❖ **REPORTS – (Item 17)**

Dr. Tim Tharp

ITEM 17

STUDENT REPRESENTATIVE REPORT

Gavin Mow



MSDB LIAISON – (Item 18)

Lisa Schmidt

ITEM 18

MSDB REPORT

Paul Furthmyre

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on Out of State Travel Requests**
 - **2nd Reading of MSDB Policies**

**Montana School for the Deaf and the Blind
Board of Public Education Report
January 2025**

Agenda Action Items:

1. [Personnel Action Report](#)
8 Hires
2 Retirements
2. **Out of State Travel Requests**
[Academic Bowl National Competition](#)
[Flying Hooves Competition](#)
3. **Final Reading for Policy Changes**
[5000 Series](#) - New Policies
[8000 Series](#) - New Policies
4. **First Reading for 25-26 School Calendar**
[Calendar A](#)
[Calendar B](#)
[GFPS Calendar](#)
Vote

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [HB13 Pay to Base](#)
- [Break point fo HB13](#)
- [Quality Educator Payment](#)
- [STARS Act Calculator](#)
- [EPP Requests](#)
- [HVAC](#)
- [Parking Lot](#)
- [Vocational Building](#)
- [MSDB Strike Plan Update](#)
- [1/5/25 Financial Report](#)
- [December Newsletter](#)
- [Current Numbers](#)
- [Referral Status](#)

**MSDB Personnel Action for BPE Meeting
January Meeting 2025**

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

Hire

Michelle Tailore Moore - Teacher of the Deaf Outreach Consultant
Family Advisor - Missie Williams
Family Advisor - Cathy Jury
Family Advisor - Amy Tangen
Family Advisor - Katherine Fager
Family Advisor - Lisa Pepper
Family Advisor - Patti Blaskovich
Family Advisor - Linda Brown

Resignation

Retirement

Bruce Catron - Custodial Staff
Teresa Leese - Residential Advisor 1 (Deceased)

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised

1 - Teacher of the Deaf Outreach Consultant - Dillon Area
2 - Teacher of the Deaf
LPN
2 - Residential Advisor 1

Positions to be advertised

Custodian

Positions on hold as a result of bargaining

LEAP Resident Advisor
School Psychologist

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jennifer Wasson/007805 & Tearra Donovan/039635		

5) Justification

Travel expenses for MSDB's Academic Bowl six-member team to travel to National Academic Bowl competition in Washington, DC, April 16-23 2025. The Gallaudet Academic Bowl is a cornerstone event for Deaf and hard of hearing high school students, offering a multitude of benefits that significantly enhance their educational and personal development. (Parts of this trip are covered by Gallaudet, if the team is in the top 4 spots- to be determined.)

6) Itinerary

Destination: Washington, DC

Travel Dates: April 16-23, 2025

7) Estimated Costs

Transportation \$ 4000	Meals \$ 3024	Lodging \$ 2000	Other \$ 2000
------------------------	---------------	-----------------	---------------

Total estimated cost \$ 11,024

Provide details to support estimated costs:

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

Round trip Airfare for 6 + luggage fees, meals for 6 for 8 days at out of state rate, 2 nights/2 hotel rooms (lodging for team during their site seeing days), rental car, subway, and/or taxi = \$600 estimate, and money for incidentals to site see, pay for concessions and pay for entertainment during the event (not covered by Gallaudet's registration fees).

8) Submitted By	Title	Date
<i>Jennifer Wasson</i>	Teacher & Academic Bowl Head Coach	11/14/25

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

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

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB	2) Division Education
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jessteene Clifford, Sonja Van Hee, Mary Thompson

5) Justification

MSDB Flying Hooves Club attending annual theatre festival @ the Jean Massieu School for the Deaf in Salt Lake City Utah. Students will be able to attend acting workshops and socialize with Deaf peers.

6) Itinerary

Destination: Jean Massieu School for the Deaf, Salt Lake City UT
Travel Dates: March 27-30, 2025

7) Estimated Costs

Transportation \$ 320 Meals \$ 200 Lodging \$ Other \$ 200

Total estimated cost \$ 720

Provide details to support estimated costs:

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

2 vans @ 1076 miles : 20mpg x \$2.75 gal/gas

Lunch and Dinner on Sunday \$200

Special activity on Sunday \$200

8) Submitted By	Title	Date
Jessteene Clifford	Teacher	1/7/25

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

**** Policy 5002: Accommodating Individuals with Disabilities**
**** Form 5012-F(1): Sexual Harassment of Employees - Reporting/Intake Form**
**** Procedure 5012-P(1): Sexual Harassment of Employees - Sexual Harassment Grievance**
Procedure Employees
**** Policy 5125: Whistle Blowing and Retaliation**
**** Policy 5210: Assignments, Reassignments, Transfers**
**** Policy 5220: Prohibition of Aiding Sexual Abuse**
**** Policy 5224: Political Activity**
**** Policy 5322: Military Leave**
**** Policy 5325: Breastfeeding in the School and Workplace**
**** Policy 5328: Family Medical Leave**
**** Policy 5330: Maternity and Paternity Leave**
Notice Form 5430-NF(1): Volunteers - Volunteer Agreement Form

First Reading November

Final Reading January

**** Indicate Required Policy**

Policy 5002: Accommodating Individuals With Disabilities

Status: DRAFT

Original Adopted Date: Pending

Accommodating Individuals With Disabilities and Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that qualified employees with disabilities under Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate accommodations or other positive actions in assistance.

The District will not discriminate against a qualified individual on the basis of disability in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, or other terms, conditions, and privileges of employment.

The Superintendent is designated the Section 504 and Americans with Disabilities Act Title II Coordinator and, in that capacity, is directed to:

1. Oversee District compliance efforts, recommend to the Board necessary modifications, and maintain the District's final Title II self-evaluation document and keep it available for public inspection.
2. Make information regarding Title II protection available to any interested party.
3. Coordinating and monitoring the district's compliance with Section 504 and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability.
4. Overseeing prevention efforts to avoid Section 504 and ADA violations by necessary actions, including by not limited to, scheduling Section 504 meetings, implementing and monitoring Section 504 plans of accommodation and providing information to employees and supervisors.
5. Implementing the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment; and
6. Investigating complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

The District's procedure for resolution of complaints alleging violation of this policy is set forth in Policy 1700.

United States Code References

29 USC 701, et seq

42 USC 12101, et seq.

Description

Section 504 of the Rehabilitation Act

Title II of the Americans with Disabilities Act of 1990

Form 5012-F(1): Sexual Harassment of Employees - Reporting/Intake Form

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Sexual Harassment Reporting/Intake Form for Employees

This form is not required. Complaints may be submitted in any manner noted in Policy 5012. The form may be used by the Title IX Coordinator to document allegations.

School _____ Date _____

Employee's name _____

• Who was responsible for the harassment or incident(s)? _____

• Describe the incident(s). _____

• Date(s), time(s), and place(s) the incident(s) occurred. _____

• Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles. _____

• Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses. _____

• Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take? _____

• Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents. _____

Signature of complainant _____

Retaliation is prohibited by federal law and district policy. The identity of the individual signing this form will remain confidential in accordance with law and policy.

**Administrative Rules of Montana
References**

10.55.701	Board of Trustees
10.55.801	School Climate

United States Code References

Description	
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
42 USC 2000d et seq.	Civil Rights Act, Title VI
42 USC 2000e et seq.	Civil Rights Act, Title VII

Code of Federal Regulations References

Description	
34 CFR Part 106	Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

**Procedure 5012-P(1): Sexual Harassment of Employees - Sexual Harassment Grievance
Procedure-Employees**

Status: DRAFT

Original Adopted Date: Pending

Sexual Harassment Grievance Procedure - Employees

The School requires the following grievance process to be followed for the prompt and equitable resolution of employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The School directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

“Actual knowledge:” notice of sexual harassment or allegations of sexual harassment to the School’s Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary or secondary school.

“Education program or activity:” includes locations, events or circumstances over which the School exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

School Requirements

When the School has actual knowledge of sexual harassment in an education program or activity of the School, the School will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process bullying and harassment policy, or public complaint procedure for investigation.

The School treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the School’s property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant’s wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the School does not provide the Complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The School has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the School will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the School.

The School must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the School from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. The School may also remove a student Respondent alleged to have harassed an employee Complainant from the education setting. The student may receive instruction in an offsite capacity during the period of removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the School must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the School's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and
5. Notice to the parties of any provision in the School's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the School must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not the parties';
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to

be, an attorney. The School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the School; or
3. specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties. The grievance process will close in the event a notice of dismissal is provided to the parties. Support measures may continue following dismissal.

Evidence Review

The School provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the School must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the School does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the

Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any School policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the School to the Complainant; and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the School's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Where a determination of responsibility for sexual harassment has been made against the Respondent, the School will provide remedies to the Complainant that are designed to restore or preserve equal access to the School's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the School may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The School also may offer an appeal equally to both parties on additional bases.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal Resolution Process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the School:

1. Provides to the parties a written notice disclosing:
 - A. The allegations;
 - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The School must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website.

The School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity.

Administrative Rules of Montana References

10.55.701

10.55.801

Description

Board of Trustees

School Climate

United States Code References

20 U.S.C. 1681, et seq.

42 USC 2000d et seq.

42 USC 2000e et seq.

Description

Title IX of the Education Amendments of 1972

Civil Rights Act, Title VI

Civil Rights Act, Title VII

Code of Federal Regulations References

34 CFR Part 106

Description

Nondiscrimination on the basis of sex in education programs or activities receiving Federal financial assistance

Policy 5125: Whistle Blowing and Retaliation

Status: DRAFT

Original Adopted Date: Pending

When School employees know or have reasonable cause to believe that serious instances of wrongful conduct (e.g., mismanagement of district resources, violations of law and/or abuse of authority) have occurred, they should report such wrongful conduct to the Superintendent.

For purposes of this policy, the term "wrongful conduct" shall be defined to include:

- theft of district money, property, or resources;
- misuse of authority for personal gain or other non-district purpose;
- fraud;
- violations of applicable federal and state laws and regulations; and/or
- serious violations of district policy, regulation, and/or procedure.

The School will not tolerate any form of reprisal, retaliation or discrimination against:

- Any employee, or applicant for employment, because he/she opposed any practice that he/she reasonably believed to be made unlawful by federal or state laws prohibiting employment discrimination on the basis of sex, sexual orientation, race, color, national origin, age, religion, height, weight, marital status, handicap or disability.
- Any employee, or applicant for employment, because he/she filed a charge, testified, assisted or participated, in any manner, in an investigation, proceeding or hearing under federal or state laws prohibiting employment discrimination on the basis of sex, sexual orientation, race, color, national origin, age, religion, height, weight, marital status, handicap or disability or because he/she reported a suspected violation of such laws according to this policy; or,
- Any employee or applicant because he/she reported, or was about to report, a suspected violation of any federal, state or local law or regulation to a public body (unless the employee knew that the report was false) or because he/she was requested by a public body to participate in an investigation, hearing or inquiry held by that public body or a court.

An employee or applicant for employment who believes that he/she has suffered reprisal, retaliation or discrimination in violation of this policy shall report the incident(s) to the Superintendent or his/her designee. The Board of Trustees guarantees that no employee or applicant for employment who makes such a report will suffer any form of reprisal, retaliation or discrimination for making the report. Individuals are forbidden from preventing or interfering with whistle blowers who make good faith disclosures of misconduct.

The School or its agents will not discharge, discipline or otherwise penalize any employee because the employee or someone acting on the employee's behalf, reports, verbally or in writing, a violation or suspected violation of any state or federal law or regulation or any town/city ordinance or regulation to a public body, or because an employee is requested by a public body to participate in an investigation, hearing or inquiry held by that public body, or a court action. Further, the School or its agents will not discharge, discipline or otherwise penalize any employee because the employee, or a person acting on his/her behalf, reports, verbally or in writing, to a public body, as defined in the statutes, concerning unethical practices, mismanagement or abuse of authority by the employer. This section does not apply when an employee knowingly makes a false report.

The School will exercise reasonable efforts to:

- investigate any complaints of retaliation or interference made by whistle blowers;
- take immediate steps to stop any alleged retaliation; and
- discipline any person associated with the District found to have retaliated against or interfered with a whistle blower.

The School considers violations of this policy to be a major offense that will result in disciplinary action, up to and including termination, against the offender, regardless of the offender's position.

This policy shall be available all employees.

United States Code References

Description

20 U.S.C. 1681, et seq.

Title IX of the Education Amendments of 1972

29 U.S.C. §158(a)

National Labor Relations Act

29 U.S.C. §201 et seq

Fair Labor Standards Act

29 U.S.C. §2601, et seq

Family and Medical Leave Act

29 U.S.C. §6660(c)

Occupational Safety and Health Act

29 USC 701, et seq

Section 504 of the Rehabilitation Act

42 USC 12101, et seq.

Title II of the Americans with Disabilities Act of 1990

42 USC 2000d et seq.

Civil Rights Act, Title VI

42 USC 2000e et seq.

Civil Rights Act, Title VII

Policy 5210: Assignments, Reassignments, Transfers

Status: DRAFT

Original Adopted Date: Pending

Teachers will be assigned at the levels and in the subjects for which they are licensed and endorsed, or for which they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607. The Superintendent will provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy prevents reassignment of a staff member during a school year.

Montana Code Annotated References

20-4-402

39-31-303

Title 39, Chapter 31

Description

Duties of district superintendent or county high school principal

Management rights of public employers

Collective bargaining for public employees

Montana Supreme Court References

2008 MT 9

Description

Bonner School District No. 14 v. Bonner Education Association, MEA- MFT, NEA, AFT, AFL-CIO

Policy 5220: Prohibition on Aiding Sexual Abuse

Status: DRAFT

Original Adopted Date: Pending

The School prohibits any employee, contractor or agent from assisting a school employee, contractor or agent in obtaining a new job if the individual or district knows or has probable cause to believe that such school employee, contractor or agent engaged in sexual misconduct regarding a minor or a student in violation of the law. This prohibition does not include the routine transmission of administrative and personnel files.

This prohibition does not apply under certain conditions specified by Every Student Succeeds Act (ESSA) such as:

1. The matter has been reported to law enforcement authorities and it has been officially closed or the school officials have been notified by the prosecutor or police after an investigation that there is insufficient information to establish probable cause, or;
2. The individual has been acquitted or otherwise cleared of the alleged misconduct, or;
3. The case remains open without charges for more than 4 years after the information was reported to a law enforcement agency.

Montana Code Annotated References

45-2-302, MCA

Description

When accountability exists.

United States Code References

20 USC 8546

Description

Prohibition on aiding and abetting sexual abuse

Policy 5224: Political Activity

Status: DRAFT

Original Adopted Date: Pending

The School recognizes its employees' rights of citizenship, including but not limited to engaging in political activities. A School employee may seek an elective office, provided the employee does not campaign on school property during working hours, and provided all other legal requirements are met. The School t assumes no obligation beyond making such opportunities available. An employee elected to office is entitled to take a leave of absence without pay, in accordance with the provisions of § 39-2-104, MCA.

No person, in or on School property, may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

No School employee may solicit support for or in opposition to any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or in or on School property.

Nothing in this policy is intended to restrict the right of District employees to express their personal political views.

Montana Code Annotated References

	Description
13-35-226	Unlawful acts of employers and employees
2-2-102	Definitions
2-2-103	Public Trust
2-2-104	Rules of Conduct
2-2-105	Ethical Requirements
2-2-121	Rules of Conduct
39-2-104	Mandatory leave of absence for employees holding public office

United States Code References

	Description
5 U.S.C. 7321	Hatch Act

Policy 5322: Military Leave

Status: DRAFT

Original Adopted Date: Pending

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the Montana Military Service Employment Rights, the Superintendent shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the School for work following a period of active duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or School service unless otherwise provided in a collective bargaining agreement.

The School will not discriminate in hiring, reemployment, promotion, or benefits based upon membership or service in the uniformed services.

All requests for military leave will be submitted to the Superintendent, in writing, accompanied by copies of the proper documentation showing the necessity for the military leave request.

When possible, all requests for military leave will be submitted at least one (1) full month in advance of the date military service is to begin.

Persons returning from military leave are asked to give the Superintendent notice of intent to return, in writing, as least one (1) full month in advance of the return date.

The School shall post notice of the rights, benefits, and obligations of the School and employees in the customary place for notices.

Montana Code Annotated References

Description

10-1-1001, et seq

Montana Military Service Employment Rights

Policy 5325: Breastfeeding in the School and Workplace

Status: DRAFT

Original Adopted Date: Pending

Breastfeeding in the School and Workplace

Recognizing that breastfeeding is a normal part of daily life for mothers and infants and that Montana law authorizes mothers to breastfeed their infants where mothers and children are authorized to be, the School shall support women who want to continue breastfeeding after returning from maternity leave.

The School shall provide reasonable unpaid break time each day to an employee who needs to express milk for a child. The School is not required to provide break time if to do so would unduly disrupt the School's operations. Supervisors are encouraged to consider flexible schedules when accommodating employees' needs. Building administrators are authorized to work with teachers to provide students necessary time to express milk for a child.

The School shall make reasonable efforts to provide a room or other location, other than a toilet stall, where an employee or student can express breast milk and access to a place to store expressed breast milk safely in accordance with generally accepted safety standards. The available space shall include the provision for lighting and electricity for the pump apparatus. If possible, supervisors and building administrators shall ensure that those employees or students in need of such accommodations shall be aware of them prior to maternity leave.

Montana Code Annotated References

39-2-215

39-2-216

39-2-217

Description

Public employer policy on support of women and

Private Place for nursing mothers

Break time for nursing mothers

Administrative Rules of Montana References

37.111.811

Description

Physical Requirements

Policy 5328: Family Medical Leave

Status: DRAFT

Original Adopted Date: Pending

Family Medical Leave

In accordance with provisions of the Family Medical Leave Act of 1993 (FMLA), a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons: 1) birth of a child; 2) placement of a child for adoption or foster care; 3) a serious health condition which makes the employee unable to perform functions of the job; 4) to care for the employee's spouse, child, or parent with a serious health condition; 5) because of a qualifying exigency (as the Secretary shall, by regulation, determine) arising out of the fact that the spouse or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Servicemember Family Leave

Subject to Section 103 of the FMLA of 1993, as amended, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) workweeks of leave during a twelve-(12)-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single twelve-(12)-month period.

Eligibility

An employee is eligible to take FMLA leave, if the employee has been employed for at least twelve (12) months and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date leave is requested, and there have been at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

The Board has determined that the twelve-(12)-month period during which an employee may take FMLA leave is July 1 to June 30 or other specific dates.

Coordination of Paid Leave

Employees will be required to use appropriate paid leave while on FMLA leave. Workers' compensation absences will be designated FMLA leave.

Medical Certification

The Superintendent has discretion to require medical certification to determine initial or continued eligibility under FMLA as well as fitness for duty.

Who Is Eligible

Employees are eligible if they have worked for the School for at least one (1) year, and for one thousand two hundred fifty (1,250) hours over the previous twelve (12) months, and if there have been at least fifty (50) School employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

Benefit

Under certain conditions, eligible employees, if qualified, may be entitled to up to twelve (12) weeks or twenty-six (26) weeks leave with continuing participation in the School's group insurance plan.

Reasons for Taking Leave

Unpaid leave will be granted to eligible employees for any of the following reasons:

- a. To care for the employee's child after birth, or placement for adoption or foster care;
- b. To care for the employee's spouse, child, or parent (does not include parents-in-law) who has a serious health condition;
- c. For a serious health condition that makes the employee unable to perform the employee's job;

Military Family Leave

a. Military Caregiver Leave

An eligible employee who is a relative of a servicemember can take up to 26 weeks in a 12 month period in order to care for a covered servicemember who is seriously ill or injured in the line of duty.

b. Qualified Exigency Leave

An eligible employee can take up to the normal 12 weeks of leave if a family member is on covered active duty. Covered active duty includes duty of a member of a regular component of the Armed Forces during deployment to a foreign country, and duty of a member of a reserve component of the Armed Forces during deployment to a foreign country under a call or order to active duty in support of specified contingency operations.

Qualifying Exigencies include:

- Short-notice deployment
- Military events and related activities
- Childcare and school activities
- Financial and legal arrangements
- Counseling

- Rest and recuperation
- Post-deployment activities; and
- Additional activities agreed to by the employer and the employee.

Substitution of Paid Leave

Paid leave will be substituted for unpaid leave under the following circumstances:

- a. Accumulated sick/personal leave will be utilized concurrently with any FMLA leave that is taken for a serious health reason as described in (b) or (c) above.
- b. Accumulated vacation/personal leave will be utilized concurrently with any FMLA leave that is taken for a family reason as described in (a) above.
- c. Accumulated sick leave will be utilized concurrently with FMLA leave, whenever the FMLA leave is taken for reasons which qualify for sick leave benefits pursuant to School policy or an applicable collective bargaining agreement.
- d. Whenever appropriate workers' compensation absences shall be designated FMLA leave.
- e. Servicemember FMLA runs concurrent with other leave entitlements provided under federal, state, and local law.

When Both Spouses Are School Employees

When spouses work for the same employer and each spouse is eligible to take FMLA leave, the FMLA limits the combined amount of leave they may take for some, but not all, FMLA-qualifying leave reasons.

For purposes of FMLA leave, spouse means a husband or wife as defined or recognized in the state where the individual was married and includes individuals in a common law or same-sex marriage. Spouse also includes a husband or wife in a marriage that was validly entered into outside of the United States, if the marriage could have been entered into in at least one state.

Eligible spouses who work for the same employer are limited to a combined total of 12 workweeks of leave in a 12-month period for the following FMLA-qualifying reasons:

- the birth of a son or daughter and bonding with the newborn child,
- the placement of a son or daughter with the employee for adoption or foster care and bonding with the newly-placed child, and
- the care of a parent with a serious health condition.

Eligible spouses who work for the same employer are also limited to a combined total of 26 workweeks of leave in a single 12-month period to care for a covered servicemember with a serious injury or illness (commonly referred to as "military caregiver leave") if each spouse is a parent, spouse, son or daughter, or next of kin of the servicemember. When spouses take military caregiver leave as well as other FMLA leave in the same leave year, each spouse is

subject to the combined limitations for the reasons for leave listed above.

The limitation on the amount of leave for spouses working for the same employer does not apply to FMLA leave taken for some qualifying reasons. Eligible spouses who work for the same employer are each entitled to up to 12 workweeks of FMLA leave in a 12-month period, without regard to the amount of leave their spouses use, for the following FMLA-qualifying leave reasons:

- the care of a spouse or son or daughter with a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job; and
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on "covered active duty."

Employee Notice Requirement

The employee must follow the employer's standard notice and procedural policies for taking FMLA.

Employer Notice Requirement (29 C.F.R. §825.300)

Employers are required to provide employees with notice explaining the FMLA through a poster and either a handbook or information upon hire. If an employee requests FMLA leave, an employer must provide notice to the employee within five (5) business days of whether the employee meets the FMLA eligibility requirements. If an employee is not eligible to take FMLA, the employer must provide a reason. The employer must also provide a rights and responsibilities notice outlining expectations and obligations relating to FMLA leave. If FMLA leave is approved by the employer, it must provide the employee with a designation notice stating the amount of leave that will be counted against an employee's FMLA entitlement.

Notice for Leave Due to Active Duty of Family Member

In any case in which the necessity for leave is foreseeable, whether because the spouse or a son, daughter, or parent of the employee is on active duty or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as soon as is reasonable and practicable.

Requests

A sick leave request form is to be completed whenever an employee is absent from work for more than three (3) days or when an employee has need to be absent from work for continuing treatment by (or under the supervision of) a health care provider.

An employer may require that a request for leave be supported by a certification issued at such time and in such manner as the Secretary may by regulation prescribe. If the Secretary issues a regulation requiring such certification, the employee shall provide, in a timely manner, a copy of such certification to the employer.

Medical Certification

The School will require medical certification to support a request for leave or any other absence because of a serious health condition (at employee expense) and may require second (2nd) or third (3rd) opinions (at the employer's expense) and a fitness-for-duty report or return-to-work statement.

Intermittent/Reduced Leave

FMLA leave may be taken "intermittently or on a reduced leave schedule" under certain circumstances. Where leave is taken because of birth or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only with School approval. Where FMLA leave is taken to care for a sick family member or for an employee's own serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. An employee may be reassigned to accommodate intermittent or reduced leave. When an employee takes intermittent leave or leave on a reduced

leave schedule, increments will be limited to the shortest period of time that the School's payroll system uses to account for absences or use of leave.

Insurance

An employee out on FMLA leave is entitled to continued participation in the appropriate group health plan, but it is incumbent upon the employee to continue paying the usual premiums throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than thirty (30) days late. The School will mail notice of delinquency at least fifteen (15) days before coverage will cease.

Return

Upon return from FMLA leave, reasonable effort shall be made to place the employee in the original or equivalent position with equivalent pay, benefits, and other employment terms.

Recordkeeping

Employees, supervisors, and building administrators will forward requests, forms, and other material to payroll to facilitate proper recordkeeping.

Summer Vacation

The period during the summer vacation or other scheduled breaks (i.e., Christmas) an employee would not have been required to work will not count against that employee's FMLA leave entitlement.

SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

Leave More Than Five (5) Weeks Before End of Term

If an instructional employee begins FMLA leave more than five (5) weeks before the end of term, the School may require the employee to continue taking leave until the end of a semester term, if:

- a. The leave is at least three (3) weeks; and
- b. The employee's return would take place during the last three-(3)-week period of the semester term.

Leave Less Than Five (5) Weeks Before End of Term

If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than five (5) weeks before the end of term, the School may require the employee to continue taking leave until the end of a semester term, if:

- a. The leave is longer than two (2) weeks; and
- b. The employee's return would take place during the last two-(2)-week period of the semester term.

Leave Less Than Three (3) Weeks Before End of Term

If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than three (3) weeks before the end of term, the School may require the employee to continue taking leave until the end of the academic term if the leave is longer than five (5) days.

Intermittent or Reduced Leave

Under certain conditions, an instructional employee needing intermittent or reduced leave for more than twenty percent (20%) of the total working days over the leave period may be required by the School to:

- a. Take leave for a period(s) of particular duration not to exceed the duration of treatment; or
- b. Transfer to an alternate but equivalent position.

Montana Code Annotated References

49-2-303

Description

Discrimination in Employment

United States Code References

29 U.S.C. §2601, et seq

Public Law 110-181

Description

Family and Medical Leave Act

National Defense Authorization Act for FY 2008

Code of Federal Regulations References

29 C.F.R. Part 825

Description

Family and Medical Leave Regulations

Policy 5330: Maternity and Paternity Leave

Status: DRAFT

Original Adopted Date: Pending

The School's maternity leave policy covers employees who are not eligible for FMLA leave at Policy 5328. Maternity leave includes only continuous absence immediately prior to adoption, delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications.

The School shall not refuse to grant an employee a reasonable leave of absence for pregnancy or require that an employee take a mandatory maternity leave for an unreasonable length of time. Employees may use accumulated leave for maternity and paternity leave and upon the expiration of accumulated leave be placed on unpaid leave.

The School shall not deny to the employee who is disabled as a result of pregnancy any compensation to which the employee is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by the employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform employment duties.

An employee who has signified her intent to return at the end of her maternity leave of absence shall be reinstated to her original job or an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits.

The School will review requests for Paternity Leave in accordance with any applicable policy or collective bargaining agreement provision governing use of leave for family purposes.

Montana Code Annotated References

	Description
49-2-310	Maternity leave – unlawful acts of employers
49-2-311	Reinstatement to job following pregnancy
Title 39, Chapter 31	Collective bargaining for public employees

Administrative Rules of Montana References

	Description
24.9.1201–1207	Maternity Leave

United States Code References

	Description
29 U.S.C. §2601, et seq	Family and Medical Leave Act
42 USC 2000e et seq.	Civil Rights Act, Title VII

Notice Form 5430-NF(1): Volunteers - Volunteer Agreement Form

Status: DRAFT

Original Adopted Date: Pending

VOLUNTEER AGREEMENT FORM
COACH/HELPER/AIDE/CHAPERONE

I, _____ (the Volunteer) hereby agree to serve MSDB on a volunteer basis as a
_____.

Please initial next to each statement:

_____ The Volunteer understands any volunteer services will not be compensated now or in the future.

_____ The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the School for the position stated above.

_____ The Volunteer understands that the School may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.

_____ The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and maybe adjusted at any time.

_____ The Volunteer understands that services as a volunteer may be terminated at any time.

_____ The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.

_____ The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.

_____ The Volunteer understands that they are to follow School policy as well as local, state, federal and other applicable law during their service as a volunteer.

_____ The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.

_____ The Volunteer understands that they are not to encourage students to violate district policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.

_____ The Volunteer understands that any violation of this agreement, School policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.

_____ The Volunteer is 18 years of age or older.

_____ The Volunteer understands that his authorization only applies to the ____/____ school year.

_____ The Volunteer understands that if the position stated above involves regular unsupervised access to students in the School they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any School-sponsored field trips or excursions and may be excluded from using School-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

MSDB REPRESENTATIVE

DATE

VOLUNTEER SIGNATURE

DATE

United States Code References

Public Law 105-251

Description

Volunteers for Children Act

Policy 8200: Food Services

Policy 8225: Tobacco Free Policy

**** Policy 8411: Water Supply and Wastewater Systems**

Policy 8421: Lead Renovation

Policy 8440: Computer Software

First Reading November

Final Reading January

**** Indicates Required Policy**

Policy 8200: Food Services

Status: DRAFT

Original Adopted Date: Pending

The School supports the philosophy of the National School Lunch Program and shall provide wholesome, appetizing, and nutritious meals for children in District schools. The Board may authorize a portion of federal funds received in lieu of taxes to be used to provide free meals for federally connected indigent students.

Because of the potential liability of the School, the food services program shall not accept donations of food without approval of the Superintendent . If approved, the Superintendent shall establish inspection and handling procedures for the food and determine that provisions of all state and local laws have been met before selling the food as part of school meals.

As an integral part of a school, the School's food service is operated in compliance with ARM Title 37, chapter 110, subchapter 2, rules for food service establishments.

Commodities

The District shall use food commodities made available under the Federal Food Commodity Program for school meals.

Montana Code Annotated References

20-10-207

Description

School food services fund

20-10-204

Duties of trustees

20-10-205

Allocation of federal funds to school food services fund for federally connected, indigent pupils

Administrative Rules of Montana References

37.111.842

Description

Food Service Requirements

Policy 8225: Tobacco Free Policy

Status: DRAFT

Original Adopted Date: Pending

The School maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, vapor product, alternative nicotine product or any other tobacco or nicotine delivery innovation.

Use of tobacco or nicotine products in a public school building or on public school property is prohibited, unless used in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member, concerning the risks associated with using tobacco products or in connection with Native American cultural activities.

For the purpose of this policy, "public school building or public school property" means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children, that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school vehicles.

Violation of the policy by students and staff will be subject to actions outlined in District discipline policies.

Use of FDA-approved cessation devices may be permitted at school buildings and on school grounds with the approval of the building administrator.

Montana Code Annotated References

16-11-302

Description

Definition of tobacco and vapor products

16-12-108

Limitations of Marijuana Regulation Act

20-1-220

Use of tobacco product in public school building or on public school property prohibited

Administrative Rules of Montana References

37.111.825

Description

Health Supervision and Maintenance

United States Code References

42 U.S.C. 1996

Description

American Indian Religious Freedom Act

Policy 8411: Water Supply and Wastewater Systems

Status: DRAFT

Original Adopted Date: Pending

The School shall ensure an adequate and potable supply of water for school buildings and properties by either:

- a. connecting to a compliant public water supply system; or
- b. utilizing a non-public system whose construction and use meet the standards published by DPHHS if the school is not utilized by more than 25 persons daily at least 60 days out of the calendar year, including staff and students, and a compliant public water supply system is not accessible. When using a system outlined in this subsection (b) a school shall submit a water sample at least quarterly to a laboratory licensed by the DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPHHS.

A water supply system of a type other than described in subsections (a) or (b) may be utilized only if it is designed by a professional engineer and offers equivalent sanitary protection as determined by DPHHS or local health authority. When using a system outlined in this paragraph, the School shall submit a water sample at least quarterly to a laboratory licensed by DPHHS to perform microbiological analysis of the water supplied in order to determine that the water does not exceed the maximum microbiological contaminant levels acceptable to DPPHS, DEQ, or local health authority.

The School shall replace or repair the water supply system serving it whenever the water supply:

- a. contains microbiological or other contaminants in excess of the maximum levels acceptable to DPPHS, DEQ, or local health authority.
- b. does not have the capacity to provide adequate water for drinking, cooking, personal hygiene, laundry, and water-carried waste disposal.

If the School cannot make water under pressure available, the drinking water from an approved source shall be stored in a clean and sanitized container having a tight-fitting lid and a suitable faucet apparatus for filling individual cups. In this situation, single service drinking cups shall be provided.

Flushing and Testing

The School shall review water systems and features including but not limited to sink faucets, drinking fountains, decorative fountains to ensure they are safe to use after a prolonged facility shutdown. Drinking fountains shall be regularly cleaned and sanitized. The School shall create and implement a flushing program unless it meets the established waiver requirements established by DEQ. Flushing shall be required following any period of time during which the school is inactive.

The School shall maintain a schematic and inventory of fixtures in accordance with DEQ protocols as part of the District's water testing program. The School shall sample all water fountains and sinks used for food preparation. All other potential human consumption fixtures shall be sampled, unless the School receives approval for a testing plan from DEQ to test a representative sample of potential fixtures in the school in accordance with DEQ protocols. All samples shall be analyzed by a Montana certified lab using EPA-approved standard drinking water methods for the detection and quantification of lead. All test results will be considered public records.

Wastewater

The District shall ensure wastewater is completely and safely disposed of by:

- a. connecting to a compliant public wastewater system; or
- b. if the school is not utilized by more than 25 persons daily at least 60 days out of the calendar year, including staff and students, and a compliant public wastewater system is not available, utilizing a non-public system whose construction and use meet DEQ construction and operation standards.

If the School uses pit privies, the privies shall be operated and maintained in compliance with the standards specified in DEQ Circular 4. If the School uses a wastewater system design of a type other than described in this policy, it shall

be designed by a professional engineer and offers equivalent sanitary protection as determined by the DPPHS, DEQ, or local health authority.

Administrative Rules of Montana References	Description
10.55.701	Board of Trustees
17.38.207	Maximum Microbiological Containment Levels
37.111.832	Water Supply System
Title 17, chapter 38, subchapter 1	Public Water and Sewer Plans, Cross Connections, and Drilling Water Wells

Policy 8421: Lead Renovation

Status: DRAFT

Original Adopted Date: Pending

In accordance with the requirements of the Environmental Protection Agency (EPA), the District has this Lead Renovation Policy that is designed to recognize, control and mitigate lead hazards at all District owned facilities and grounds.

The Lead-based paint renovation, repair and painting program (RRP) is a federal regulatory program affecting contractors, property managers, and others who disturb painted surfaces. It applies to child-occupied facilities such as schools and day-care centers built prior to 1978.

"Renovation" is broadly defined as any activity that disturbs painted surfaces and includes most repair, remodeling, and maintenance activities, including window replacement.

The School has implemented this policy to identify, inspect, control, maintain and improve the handling of lead related issues across the district facilities and grounds. In an effort to reduce potential hazards, the School through training has put together maintenance programs that will not only better protect the environment, but the students and employees of the School as well.

The School's Lead Renovation Policy shall apply too not only employees of the maintenance department but to outside contractors as well. No outside painting contractor will be permitted to work for the School after April 22, 2010 unless they can show proof of training relative to lead renovation or maintenance from an accredited training institution.

Information Distribution Requirements

No more than 60 days before beginning renovation activities in any school facility of the School, the company performing the renovation must:

1. Provide the Superintendent with EPA pamphlet titled *Renovate Right: Important Lead Hazard Information for Families, Child Care Providers and Schools*.
2. Obtain, from the School, a written acknowledgement that the School has received the pamphlet.
3. Provide the parents and guardians of children using the facility with the pamphlet and information describing the general nature and locations of the renovation and the anticipated completion date by complying with one of the following:
 - i. Mail or hand-deliver the pamphlet and the renovation information to each parent or guardian of a child using the child-occupied facility. The School will also include information about how parents and guardians may choose to receive the pamphlet via email in a consent and enrollment form.
 - ii. While the renovation is ongoing, post informational signs describing the general nature and locations of the renovation and the anticipated completion date. These signs must be posted in areas where they can be seen by the parents or guardians of the children frequenting the child-occupied facility. The signs must be accompanied by a posted copy of the pamphlet or information on how interested parents or guardians can review a copy of the pamphlet or obtain a copy from the renovation firm at no cost to the parents or guardians.
4. The renovation company must prepare, sign, and date a statement describing the steps performed to notify all parents and guardians of the intended renovation activities and to provide the pamphlet.

Recordkeeping Requirements *

All documents must be retained for three (3) years following the completion of a renovation.

- Records that must be retained include:
 - Reports certifying that lead-based paint is not present.

- Records relating to the distribution of the lead pamphlet.
- Documentation of compliance with the requirements of the Lead-Based Paint Renovation, Repair, and Painting Program.

United States Code References

15 U.S.C. 2682 and 2886

Description

Toxic Substances Control Act

Code of Federal Regulations References

40 CFR Part 745, Subpart E

Description

Lead-based paint poisoning in certain residential structures

Policy 8440: Computer Software

Status: DRAFT

Original Adopted Date: Pending

Unauthorized copying of any computer software licensed or protected by copyright is theft. Failure to observe software copyrights and/or license agreements may result in disciplinary action by the District and/or legal action by a copyright owner.

No School-owned computing resources should be used for unauthorized commercial purposes.

2025-2026 MSDB SCHOOL YEAR CALENDAR A

www.msdbmustangs.org
3911 Central Avenue
Great Falls, MT 59405
Phone: 406-771-6000



Yellow—PIR/Orientation
Green—Travel
Blue—MSDB event
Orange—End of Quarter
Striped—Travel/No School
Pink—Break
Plum—Holiday
Teal—Family Learning Weekends
Red/Purple—Camps

August 2025

SU	M	TU	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

September 2025

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October 2025

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November 2025

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December 2025

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28	29	30	31			

January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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28	29	30				

AUGUST

18-19 New Staff Orientation
20-22 PIR Orientation
25 First Day of School

SEPTEMBER

1 Labor Day No School
(Cottages Open)
12 Travel Home
15 Travel Return /
Classes in Session

OCTOBER

15 Travel Home
16-17 Teacher Convention
19 Travel Return

OCTOBER cont.

20 Classes Resume
*29 End of 1st Quarter

NOVEMBER

25 Travel Home
26-29 Thanksgiving Break
No School

DECEMBER

1 Classes Resume
10 Gallaudet Day
18 Winter Program
19 Travel Home
Dec 20-Jan 3 Winter Break

JANUARY

4 Travel Return
5 Classes Resume
19 MLK Jr Day No School
(Cottages Open)
PIR

20 Classes Resume
*20 End of 2nd Quarter

FEBRUARY

13 Travel Home
16 Travel Return
School NOT in session
17 Classes Resume

MARCH

12 Travel Home
15 Travel Return
*26 End of 3rd Quarter

APRIL

1 Travel Home
2 PIR
3-5 Spring Break
6 Travel Return
7 Classes Resume

MAY

8 Travel Home
11 Travel Return/
Classes in Session

MAY cont.

25 Memorial Day
No School
29 Graduation 2:00PM

JUNE

3 Last Day of School/
*End of 4th Quarter
5-7 VI FLW
12-14 DHH FLW
14-20 Deaf Camp
21-27 VI Camp

Approved by —: Month 00, 2024

Updated: 12/10/2024

2025-2026 MSDB SCHOOL YEAR CALENDAR B

www.msdbmustangs.org
3911 Central Avenue
Great Falls, MT 59405
Phone: 406-771-6000



Yellow—PIR Orientation
Green—Travel
Blue—MSDB event
Orange—End of Quarter
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Red/ Purple—Camps

August 2025

SU	M	TU	W	TH	F	SA
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31						

September 2025

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October 2025

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November 2025

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December 2025

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28	29	30	31			

January 2026

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February 2026

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22	23	24	25	26	27	28

March 2026

SU	M	TU	W	TH	F	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

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26	27	28	29	30		

May 2026

SU	M	TU	W	TH	F	SA
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24	25	26	27	28	29	30
31						

June 2026

SU	M	TU	W	TH	F	SA
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21	22	23	24	25	26	27
28	29	30				

AUGUST

18-19 New Staff Orientation
20-22 PIR Orientation
25 First Day of School

SEPTEMBER

1 Labor Day No School
(Cottages Open)
12 Travel Home
15 Travel Return /
Classes in Session

OCTOBER

15 Travel Home
16-20 Teacher Convention
19 Travel Return

OCTOBER cont.

20 Classes Resume
*29 End of 1st Quarter

NOVEMBER

25 Travel Home
26-29 Thanksgiving Break
No School

DECEMBER

1 Classes Resume
10 Gallaudet Day
18 Winter Program
19 Travel Home
Dec 20-Jan 3 Winter Break

JANUARY

4 Travel Return
5 Classes Resume
19 MLK Jr Day No School
(Cottages Open)
PIR

20 Classes Resume
*20 End of 2nd Quarter

FEBRUARY

13 Travel Home
16 Travel Return
School NOT in session
17 Classes Resume

MARCH

12 Travel Home
16 Travel Return/PIR
GFPS is in Session
17 Classes Resume
*27 End of 3rd Quarter

APRIL

1 Travel Home
2-5 Spring Break
6 Travel Return
7 Classes Resume

MAY

8 Travel Home

MAY cont.

11 Travel Return/
Classes in session
25 Memorial Day
No School
29 Graduation 2:00PM

JUNE

4 Last Day of School
*End of 4th Quarter
5-7 VI FLW
12-14 DHH FLW
14-20 Deaf Camp
21-27 VI Camp

Approved by —: Month 00, 2025
Updated: 12/10/2024

GREAT FALLS PUBLIC SCHOOLS
GREAT FALLS, MONTANA
SCHOOL YEAR
2025-2026

	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
AUGUST					1	JANUARY (New Year's Day)				*	*
	4	5	6	7	8		5	6	7	8	9
(Teacher Orientation)	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		#	20	21	22	<(23)>
	#	#	FD	28	29		26	27	28	29	30
SEPTEMBER (Labor Day)	*	2	3	4	5	FEBRUARY (President's Day)	2	3	4	5	6
	8	9	10	11	12		9	10	11	12	13
	15	16	17	18	19		*	17	18	19	20
	22	23	24	25	26		23	24	25	26	27
	29	30									
OCTOBER			1	2	3	MARCH	2	3	4	5	{6}
	6	7	8	9	10		9	10	11	12	*
(State Meetings)	13	14	15	#	#		16	17	18	19	20
	20	21	22	23	24		23	24	25	26	(27)
	27	28	29	30	(31)		30	31			
NOVEMBER						APRIL (Spring Break)			1	#	*
(Thansgvg)	3	4	5	6	7		Δ	7	8	9	10
	10	11	12	13	14		13	14	15	16	17
	17	18	19	20	{21}		20	21	22	23	24
	24	25	#	*	*		27	28	29	30	
DECEMBER						MAY					1
(Christmas)	1	2	3	4	5		4	5	6	7	8
	8	9	10	11	12	(Mem. Day)	11	12	13	14	15
	15	16	17	18	19		18	19	20	21	22
	*	*	*	*	*		*	26	27	28	29
	*	*	*								
						JUNE	1	2	3	4	LD
							8	9	10	11	12

* Holidays	<u>Student Days</u>	<u>PIR Days</u>
# PIR Days	45	4
() End of Quarter	46	2
<> End of Semester	43	0
First/Last Day	46	1
Δ Emergency Make up day	180	7
{ } End of Trimester		

MSDB / BOPE Bi-Monthly Meeting Agenda
4:00 - 5:30 PM

Date: 1/8/2024

Attendees:

Meeting Objectives:

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

Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up
Administration	<ul style="list-style-type: none"> • Personnel Action Plan • Out of State Travel <ul style="list-style-type: none"> ◦ Academic Bowl National Competition ◦ Flying Hooves Competition • Policy Reviews <ul style="list-style-type: none"> ◦ MTSBA Suggested Policy Edits <ul style="list-style-type: none"> ■ Final Reading on Policy <ul style="list-style-type: none"> • 5000 Series • 8000 Series • 2025 - 2026 School Calendar <ul style="list-style-type: none"> ◦ Calendar A ◦ Calendar B ◦ GFPS Calendar ◦ Vote • HB13 Pay to Base • Break point for HB13 • Quality Educator Payment • STARS Act Calculator • 69th Legislative Session <ul style="list-style-type: none"> ◦ EPP Requests ◦ Long Range Building 	<ul style="list-style-type: none"> • Action Items Needed <ul style="list-style-type: none"> ◦ Personnel Action ◦ Out of State Travel ◦ Final Reading Policies ◦ 1st Reading of 25-26 Calendar

	<ul style="list-style-type: none"> ■ Major Repair <ul style="list-style-type: none"> ● HVAC ● Parking Lot ■ Capital Development <ul style="list-style-type: none"> ● Vocational Building ● MSDB Strike Plan Update ● Teacher Retirement System Update <ul style="list-style-type: none"> ○ \$10,746.40 - Program 4 (Education) ○ \$27,923.56 - Program 3 (Student Services) ● Staffing Concerns <ul style="list-style-type: none"> ○ Outreach Duty Days ○ Individual Behavior ● Foundation Update <ul style="list-style-type: none"> ○ January Agenda 	
Business Office	<ul style="list-style-type: none"> ● 1/5/25 Financial Report ● Large repair bills <ul style="list-style-type: none"> ○ Northern Cooling & Heating - \$6,410 to repair 2 ton heat pump. ○ Tree Amigos \$4,300 - to remove tree by vocational building. ● TRS Audit, Corrections. \$38,669.96 	
Residential	<ul style="list-style-type: none"> ● Holiday Celebrations ● December Newsletter 	
Education: School	<ul style="list-style-type: none"> ● Current Numbers ● Referral Status ● End of 1st Semester ● ELVS <ul style="list-style-type: none"> ○ Helping Hands ● Winter Holiday Program ● Up-coming <ul style="list-style-type: none"> ○ MAST Testing Window #2 ○ Leadership Great Falls - 1/16 	

	<ul style="list-style-type: none"> ○ PIR 1/20/2025 - Dr. Marie Alcock ○ Showdown Skiing 2/13 & 3/13 	
Education: Outreach	<ul style="list-style-type: none"> ● New hire as Deaf/Hard of Hearing Outreach Consultant, Tailore Moore. ● Updated DHH caseloads and new regions of the state. Working to update the maps and add to the webpage. ● Goalball - working with campus staff to plan weekends for outreach students to come to campus and practice, joining the MSDB team. ● Family Learning Weekends are in the initial planning stages. ● A combined campus/cottage/outreach team is planning the spring Campus Enrichment Days (CED), formerly VIEW and DEW. They are incorporating the Expanded Core Curriculums in a Kentucky Derby theme. 	

Board of Public Ed Meeting

BOPE Meeting - Summary – January 8, 2025

Those in attendance - Paul Furthmyre, Ron Slinger, Tim Tharp, Lisa Schmidt, Jim Kelly, Julie-Dee Alt

Absent - Miranda Briggs, Donna Schmidt, McCall Flynn

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

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

Administration - Paul

- Paul reported that the school was successful hiring (1) DHH Outreach Consultant that will cover the Bozeman Area, and (2) a total of seven Family Advisors. The advisors can work with our Visually Impaired Students and Hard-of-Hearing Students. He reminded the group that Deaf Mentors work with our Deaf students. The board will be asked to accept one maintenance retirement and one residential advisor retirement.
- He reported that the school is making plans for our Academic Team to compete in the National Academic Bowl in Washington DC. The board will also be asked to approve student travel to Utah in March for the Flying Hooves Performance Group to participate in their annual competition.
- Final reading for Policies 5000 and 8000 will be on the agenda for final reading.
- The board will take action on next year's School Calendar with first reading in January and then final adoption of the calendar at the March meeting.
- Paul then presented several documents related to the legislative session. He explained the current status of HB 13 and what that means to base teacher pay. He also illustrated the salary amount that would decide whether an employee received a \$1.00 per hour raise or the 2.5% raise. He also reviewed the EPP proposals in the Governor's budget and the Long Range Building Projects currently in HB5.
- He spent some time talking about Quality Educator Payment and how that affects MSDB. With the last session, the FTE total used to calculate the QEP was 25.4. After doing some research, he created a spreadsheet showing what staff members should be included in the QEP. It is his belief that MSDB should be getting credit for more FTE but illustrated the difference in FTE as identified by the state (36.97) versus FTE if given credit of one for all staff (48).
- He updated the committee on the final result of the TRS Audit Findings.

Business Office - Donna absent, Paul reported

- Paul went over the financial report and has no concerns at this time. He explained some larger maintenance bills that may affect the general services budget towards the end of

the year. He also pointed to a line item in the Education section that shows a negative balance. He explained that the school has submitted budget change documents to move the appropriate money from grants to the general fund, which will erase any negative balance.

Residential - Jim Kelly

- Jim reported that during November and December they had parties, attended the Christmas Stroll, EOS Performances off campus around town, and two formal dinners. Over the next couple of months they will have the Superbowl party and Valentines day party. Erin Faulkner creates a monthly newsletter about Cottage activities that is attached.

Education: School - Julie-Dee

- Julie-Dee reported we have 40 students (39 here most of the time and one elementary student who attends on a part-time basis). She also provided information regarding referrals and potential students to the school. End of the 1st Semester will be the end of January. Our ELVS group went to Helping Hands and sorted all their clothes. Our Winter Program went well. Upcoming events are MAST testing, Leadership Great Falls will be on campus, PIR on Jan. 20 will have Dr. Marie Alcock and Showdown Ski Day on Feb. 13 and Mar. 13.

Education: Outreach - Miranda Briggs absent, Paul reported

- Paul shared that Miranda hired a new DHH Outreach Consultant and that they hope to update Outreach Maps. Outreach staff are working with campus staff to have Outreach students come on campus to practice and join the Goalball team in February. The Campus Enrichment Days (CED), formerly VIEW and DEW, will be incorporating the Expanded Core Curriculum in a Kentucky Derby Theme.

Current New Base

8 hours *

Find New 185 Day *

Base increase 25-26 26-27
40392

2025-

2026 1480 41872 43352

		\$ 1.00		2.5%	
\$	40,392.00	\$ 1,480.00	\$ 41,872.00	\$ 1,009.80	
\$	41,392.00	\$ 1,480.00	\$ 42,872.00	\$ 1,034.80	
\$	42,392.00	\$ 1,480.00	\$ 43,872.00	\$ 1,059.80	
\$	43,392.00	\$ 1,480.00	\$ 44,872.00	\$ 1,084.80	
\$	44,392.00	\$ 1,480.00	\$ 45,872.00	\$ 1,109.80	
\$	45,392.00	\$ 1,480.00	\$ 46,872.00	\$ 1,134.80	
\$	46,392.00	\$ 1,480.00	\$ 47,872.00	\$ 1,159.80	
\$	47,392.00	\$ 1,480.00	\$ 48,872.00	\$ 1,184.80	
\$	48,392.00	\$ 1,480.00	\$ 49,872.00	\$ 1,209.80	
\$	49,392.00	\$ 1,480.00	\$ 50,872.00	\$ 1,234.80	
\$	50,392.00	\$ 1,480.00	\$ 51,872.00	\$ 1,259.80	
\$	51,392.00	\$ 1,480.00	\$ 52,872.00	\$ 1,284.80	
\$	52,392.00	\$ 1,480.00	\$ 53,872.00	\$ 1,309.80	
\$	53,392.00	\$ 1,480.00	\$ 54,872.00	\$ 1,334.80	
\$	54,392.00	\$ 1,480.00	\$ 55,872.00	\$ 1,359.80	
\$	55,392.00	\$ 1,480.00	\$ 56,872.00	\$ 1,384.80	
\$	56,392.00	\$ 1,480.00	\$ 57,872.00	\$ 1,409.80	
\$	57,392.00	\$ 1,480.00	\$ 58,872.00	\$ 1,434.80	
\$	58,392.00	\$ 1,480.00	\$ 59,872.00	\$ 1,459.80	
\$	59,200.00	\$ 1,480.00	\$ 60,680.00	\$ 1,480.00	
\$	59,392.00	\$ 1,480.00	\$ 60,872.00	\$ 1,484.80	\$ 60,876.80
\$	60,392.00	\$ 1,480.00	\$ 61,872.00	\$ 1,509.80	\$ 61,901.80
\$	61,392.00	\$ 1,480.00	\$ 62,872.00	\$ 1,534.80	\$ 62,926.80
\$	62,392.00	\$ 1,480.00	\$ 63,872.00	\$ 1,559.80	\$ 63,951.80
\$	63,392.00	\$ 1,480.00	\$ 64,872.00	\$ 1,584.80	\$ 64,976.80
\$	64,392.00	\$ 1,480.00	\$ 65,872.00	\$ 1,609.80	\$ 66,001.80
\$	65,392.00	\$ 1,480.00	\$ 66,872.00	\$ 1,634.80	\$ 67,026.80
\$	66,392.00	\$ 1,480.00	\$ 67,872.00	\$ 1,659.80	\$ 68,051.80
\$	67,392.00	\$ 1,480.00	\$ 68,872.00	\$ 1,684.80	\$ 69,076.80
\$	68,392.00	\$ 1,480.00	\$ 69,872.00	\$ 1,709.80	\$ 70,101.80
\$	69,392.00	\$ 1,480.00	\$ 70,872.00	\$ 1,734.80	\$ 71,126.80

20-9-327	Quality Educator Payment			
Eligible Educators/Staff	20-9-237 (2)(b) (3)(a)	SEID	FTE State	FTE 1
20-4-106	Classification of Teacher and Specialist Certifications			
Class 1 (Teacher)	BA and 1 Year Study			
	Alice Anderson	214512	0.77	1
	Amy Tangen	53793	0.77	1
	Barbara Peterson	58788	0.77	1
	Kerri Norick	65897	0.77	1
	Leann Goss	79846	0.77	1
	Miranda Briggs	80257	0.87	1
	Michelle Cross	77178	0.77	1
	Katelyn James	110585	0.77	1
	Susan Davis	67635	0.77	1
	Shawn Erickson	121153	0.77	1
	Staci Bechard	62505	0.73	1
	Naomi Witham-Travers	200613	1	1
	Melissa Miller	133401	0.73	1
	Miche Jarvey	68570	0.73	1
	Melissa Hill	132216	0.73	1
	Kelly Olson	82451	0.73	1
	Jennifer Wasson	67890	0.76	1
	Jessteene Clifford	64507	0.79	1
	Joel Auers	63575	0.77	1
	Erin Barr	82961	0.73	1
	Denise Rutledge	81329	0.73	1
	Carrie Dawes	41729	0.73	1
	Amber Bateen	112233	0.77	1
	Alissa Kline	74965	0.73	1
	Mikhael Rosenberg	221544	0.73	1
Class 2 (Teacher)	BA			
	Heather Hill	139867	0.77	1
	Jennifer Norlander	82469	0.77	1
	Kacie Wilmot	88422	0.77	1
	Emily LaSalle	53665	0.77	1
	Tearra Donovan	204508	0.73	1
	Mackenzie Merja	170162	0.73	1
	Morgan Makar	221707	0.73	1
	Jamie Jones	75823	0.73	1
	Elishya Lesofski	134695	0.77	1
	Brenda Warren	71982	0.73	1
Class 3	Administrative			
	Paul Furthmyre	70121	1	1
	Julie-Dee Alt	74143	0.92	1
Class 4	Vocational - Training/Experience			

Class 4c	Over 10,000 hours of work experience								
Class 5	Provisional - Teacher that can qualify for 1 or 2								
Class 6	Specialist - School Counseling K-12	License Number							
	Trudy Hill	180465	0.75			1			
37-8-405	Professional Nursing (RN/BSN)	License Number							
	April Spanbeuer	NUR-RN-LIC-124228	0.77			1			
	Len Warren	NUR-RN-LIC-19007	0.77			1			
37-8-415	Licensed Practice Nurse	License Number							
	Tammy Kelly	NUR-LPN-LIC-7814	0.77			1			
	Carol Sabo	NUR-LPN-LIC-7558	0.7			1			
	Vicki Jo Reeves	NUR-LPN-LIC-4921	0.7			1			
37-11-301	Physical Therapy	License Number							
	Laurie McRae	PTP-PT-LIC-274	0.75			1			
37-15-301	Speech Language Pathologist and Audiologists	License Number							
	Sherri Widhalm	SLP-SP-LIC-4422	0.73			1			
	Katie Lynch	SLP-AU-LIC-10637	0.75			1			
	Lisa Cannon	SLP-AU-LIC1180	0.92			1			
37-17-302	Psychologist	License Number							
	VACANT								
37-24-301	Occupational Therapy	License Number							
	Stephanie Annis	OTP-OT-LIC-811	0.75			1			
37-25-302	Nutritionists	License Number							
37-39-308	Behavioral Health - Professional Counseling	License Number							
37-39-309	Behaviroal Health - Marriage and Family Therapy	License Number							
							Current	DIFF	DIFF
		Total FTE	36.97		48		25.4	Cur - 36.97	Cur - 48
		2024	\$ 131,835.02	\$	171,168.00	\$	90,576.40	\$ (41,258.62)	\$ (80,591.60)
		2025	\$ 135,790.81	\$	176,304.00	\$	93,294.20	\$ (42,496.61)	\$ (83,009.80)
	Educational Interpreters	7 Possible	4.97		7				
	Business Manager		1		1				
		Proposed Total	42.94		56				
							Difference		
20-9-306		2024	\$ 3,566.00	\$	153,124.04	\$	199,696.00	\$ 46,571.96	
		2025	\$ 3,673.00	\$	157,718.62	\$	205,688.00	\$ 47,969.38	

Updated STARS Act Calculator Projected Net Revenue from STARS Act Compliance

column is optional. Your individual teacher cost as well as a top level summary for the district will be produced in columns j through n. INPUTTING FTE IS MANDATORY BOTH FOR THE DISTRICT IN CELLS A5, A6 AND A7, AND FOR EACH TEACHER FOR WHOM YOU ENTER A SALARY IN COLUMN B (Enter FTE in column C immediately next to the cell where you enter the salary). **IF YOU DO NOT ENTER AN ACCURATE FTE FOR EACH STAFF, THIS CALCULATOR WILL NOT CALCULATE CORRECTLY.**

Inputs to Calculate Revenue, Cost and Net Revenue from Meeting Incentive

Step 1: QEP FTE Input - Required

25.4	Enter Total FY25 District Budgeted QEP FTE, All Positions					
1	NEW: Enter District Clerk FTE					
0	NEW: Enter Total Emergency Authorized FTE					
26.40	Total District QEP FTE Under STARS - Will Automatically Calculate					
	Calculation of Prior yr Average Salary	\$68,766	\$68,791	\$68,888	\$69,035	\$69,191
	Calculation of Min Required % of Average Salary	62%	64%	66%	68%	70%
	Calculation of Required % Salary	\$42,635	\$44,026	\$45,466	\$46,944	\$48,434
	Calculation of Required QEPX11 Salary	\$41,615	\$42,863	\$43,935	\$45,033	\$46,159
	Required Min Salary "Greater Of" Required % or 11XQEP	\$42,635	\$44,026	\$45,466	\$46,944	\$48,434

Step 2: Input your Individual

Teacher Data here - Salary AND

Required salaries for each position will generate below

Name or SEID # (optional)	Prior year annual salary. Begin with FY25	FTE	FY 2026	FY2027	FY2028	FY2029	FY2030
Dawes, Carrie	\$79,004	1	\$79,004	\$79,004	\$79,004	\$79,004	\$79,004
LaSalle, Emily	\$72,711	1	\$72,711	\$72,711	\$72,711	\$72,711	\$72,711
Tangen, Amy	\$83,605	1	\$83,605	\$83,605	\$83,605	\$83,605	\$83,605
Peterson, Barb	\$87,497	1	\$87,497	\$87,497	\$87,497	\$87,497	\$87,497
Bechard, Staci	\$79,084	1	\$79,084	\$79,084	\$79,084	\$79,084	\$79,084
Auers, Joel	\$83,766	1	\$83,766	\$83,766	\$83,766	\$83,766	\$83,766
Clifford, Jessteene	\$86,066	1	\$86,066	\$86,066	\$86,066	\$86,066	\$86,066
Norick, Kerri	\$87,497	1	\$87,497	\$87,497	\$87,497	\$87,497	\$87,497
Davis, Susan	\$75,221	1	\$75,221	\$75,221	\$75,221	\$75,221	\$75,221
Wasson, Jennifer	\$92,215	1	\$92,215	\$92,215	\$92,215	\$92,215	\$92,215
Jarvey, Miche`	\$67,295	1	\$67,295	\$67,295	\$67,295	\$67,295	\$67,295
Warren, Brenda	\$54,093	1	\$54,093	\$54,093	\$54,093	\$54,093	\$54,093
Kline, Ayssa	\$76,028	1	\$76,028	\$76,028	\$76,028	\$76,028	\$76,028
Jones, Jamie	\$61,416	1	\$61,416	\$61,416	\$61,416	\$61,416	\$61,416
Cross, Michelle	\$70,815	1	\$70,815	\$70,815	\$70,815	\$70,815	\$70,815
Goss, Leann	\$81,076	1	\$81,076	\$81,076	\$81,076	\$81,076	\$81,076
Rutledge, Denise	\$77,025	1	\$77,025	\$77,025	\$77,025	\$77,025	\$77,025
Olson, Kelly	\$61,241	1	\$61,241	\$61,241	\$61,241	\$61,241	\$61,241
Norlander, Jenn	\$70,710	1	\$70,710	\$70,710	\$70,710	\$70,710	\$70,710
Barr, Erin	\$59,242	1	\$59,242	\$59,242	\$59,242	\$59,242	\$59,242
Wilmot, Kacie	\$62,748	1	\$62,748	\$62,748	\$62,748	\$62,748	\$62,748
James, Katie	\$49,144	1	\$49,144	\$49,144	\$49,144	\$49,144	\$49,144
Bateon, Amber	\$72,659	1	\$72,659	\$72,659	\$72,659	\$72,659	\$72,659
Erickson, Shawn	\$59,324	1	\$59,324	\$59,324	\$59,324	\$59,324	\$59,324
Williams, Missie	\$81,649	1	\$81,649	\$81,649	\$81,649	\$81,649	\$81,649
Miller, Melissa	\$51,352	1	\$51,352	\$51,352	\$51,352	\$51,352	\$51,352

Top Level Summary of Funding

Item	FY 2026	FY2027	FY2028	FY2029	FY2030
Increased Revenue	\$103,659	\$106,655	\$109,227	\$111,863	\$114,565
Increased Expense	\$914	\$4,603	\$10,218	\$16,130	\$22,090
Net Revenue	\$102,745	\$102,052	\$99,009	\$95,733	\$92,475

NOTE: The "Quality Educator and Qualified Staff Payment" remains an element of K-12 BASE aid like under current law and remaining funds after satisfying legislative goals for teacher base pay can be used for any lawful purpose.

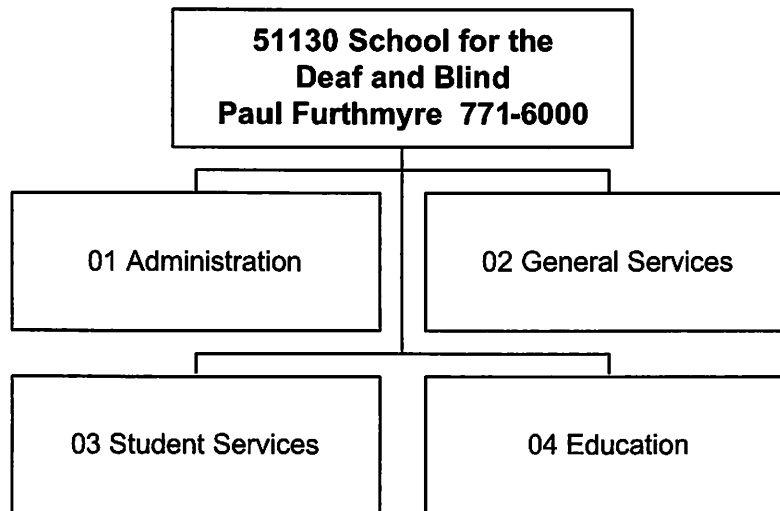
Required increase in salary, if any, will generate below

[illegible]

[illegible]

Totals	\$2,613,126	38.00	\$2,614,040	\$2,617,729	\$2,623,344	\$2,629,256	\$2,635,216
Ave Sal	\$68,766		\$68,791	\$68,888	\$69,035	\$69,191	\$69,348

School For the Deaf & Blind - 51130



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

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

Agency Proposed Budget			
Budget Item	Total Exec. Budget Fiscal 2026	Total Exec. Budget Fiscal 2027	Total Exec. Budget 2027 Biennium
FTE	89.28	89.28	
Personal Services	9,155,325	9,189,407	18,344,732
Operating Expenses	1,160,315	1,160,705	2,321,020
Transfers	1,000	1,000	2,000
Debt Service	61,615	61,615	123,230
Total Costs	\$10,378,255	\$10,412,727	\$20,790,982
General Fund	9,865,711	9,900,183	19,765,894
State/Other Special	305,735	305,735	611,470
Federal Spec. Rev. Funds	206,809	206,809	413,618
Total Funds	\$10,378,255	\$10,412,727	\$20,790,982

Agency Appropriated Biennium to Biennium Comparison								
Program	2025 Biennium Appropriated Budget		2027 Biennium Requested Budget		Biennium to Biennium Difference (dollars)		Biennium to Biennium Difference (percent)	
	General Fund	Total Funds	General Fund	Total Funds	General Fund	Total Funds	General Fund	Total Funds
01 - Administration Program	1,445,305	1,452,093	1,951,976	1,958,764	506,671	506,671	35.06 %	34.89 %
02 - General Services	1,331,559	1,331,559	1,495,020	1,495,020	163,461	163,461	12.28 %	12.28 %
03 - Student Services	4,197,444	4,266,902	4,376,107	4,445,565	178,663	178,663	4.26 %	4.19 %
04 - Education	11,659,044	12,612,297	11,942,791	12,891,633	283,747	279,336	2.43 %	2.21 %
Agency Total	\$18,633,352	\$19,662,851	\$19,765,894	\$20,790,982	\$1,132,542	\$1,128,131	6.08 %	5.74 %

School For the Deaf & Blind - 51130

Administration Program - 01

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

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2025	Budget Adjustments Fiscal 2026	Total Exec. Budget Fiscal 2026	Budget Adjustments Fiscal 2027	Total Exec. Budget Fiscal 2027	Executive Budget Request 2027 Biennium
FTE	5.00	1.00	6.00	1.00	6.00	
Personal Services	503,100	179,368	682,468	205,796	708,896	1,391,364
Operating Expenses	218,612	65,915	284,527	64,261	282,873	567,400
Total Costs	\$721,712	\$245,283	\$966,995	\$270,057	\$991,769	\$1,958,764
General Fund	718,318	245,283	963,601	270,057	988,375	1,951,976
State/Other Special	3,394	0	3,394	0	3,394	6,788
Total Funds	\$721,712	\$245,283	\$966,995	\$270,057	\$991,769	\$1,958,764

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2026		Budget Adjustments Fiscal 2027	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	21,018	21,018	21,709	21,709
SWPL - 2 - Fixed Costs	63,115	63,115	64,261	64,261
<i>Total Statewide Present Law Adjustments</i>	<i>\$84,133</i>	<i>\$84,133</i>	<i>\$85,970</i>	<i>\$85,970</i>
New Proposals				
NP - 15 - Longevity Adjustment	106,683	106,683	132,420	132,420
NP - 9 - Business Office Administrative Assistant	54,467	54,467	51,667	51,667
<i>Total New Proposals</i>	<i>\$161,150</i>	<i>\$161,150</i>	<i>\$184,087</i>	<i>\$184,087</i>
Total Budget Adjustments	\$245,283	\$245,283	\$270,057	\$270,057

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$21,018	\$21,018
FY 2027	\$21,709	\$21,709

SWPL - 1 - Personal Services -

The budget includes adjustments to annualize various personal services costs including FY 2025 statewide pay plan, benefit rate adjustments, and longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings per 17-7-162, MCA.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$63,115	\$63,115
FY 2027	\$64,261	\$64,261

SWPL - 2 - Fixed Costs -

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

School For the Deaf & Blind - 51130

Administration Program - 01

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$106,683	\$106,683
FY 2027	\$132,420	\$132,420

NP - 15 - Longevity Adjustment -

MSDB bargained for longevity in FY 2024 for employees. These employees had not previously received longevity as part of the pay plan. This request is for general fund increases of \$106,683 in FY 2026 and \$132,420 in FY 2027 to build the longevity into the pay plan for MSDB.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$54,467	\$54,467
FY 2027	\$51,667	\$51,667

NP - 9 - Business Office Administrative Assistant -

MSDB requests \$106,134 general fund in the 2027 Biennium for a 1.00 FTE administrative assistant to assist half-time in the Business Office and half-time with outreach staff record keeping.

School For the Deaf & Blind - 51130

General Services - 02

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

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2025	Budget Adjustments Fiscal 2026	Total Exec. Budget Fiscal 2026	Budget Adjustments Fiscal 2027	Total Exec. Budget Fiscal 2027	Executive Budget Request 2027 Biennium
FTE	4.57	0.00	4.57	0.00	4.57	
Personal Services	349,222	30,513	379,735	31,351	380,573	760,308
Operating Expenses	303,811	930	304,741	930	304,741	609,482
Transfers	1,000	0	1,000	0	1,000	2,000
Debt Service	28,451	33,164	61,615	33,164	61,615	123,230
Total Costs	\$682,484	\$64,607	\$747,091	\$65,445	\$747,929	\$1,495,020
General Fund	682,484	64,607	747,091	65,445	747,929	1,495,020
Total Funds	\$682,484	\$64,607	\$747,091	\$65,445	\$747,929	\$1,495,020

Program Proposed Budget Adjustments				
		Budget Adjustments Fiscal 2026		Budget Adjustments Fiscal 2027
		General Fund	Total Funds	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services		30,513	30,513	31,351
SWPL - 2 - Fixed Costs		34,094	34,094	34,094
<i>Total Statewide Present Law Adjustments</i>		<i>\$64,607</i>	<i>\$64,607</i>	<i>\$65,445</i>
Total Budget Adjustments		\$64,607	\$64,607	\$65,445

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$30,513	\$30,513
FY 2027	\$31,351	\$31,351

SWPL - 1 - Personal Services -

The budget includes adjustments to annualize various personal services costs including FY 2025 statewide pay plan, benefit rate adjustments, and longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings per 17-7-162, MCA.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$34,094	\$34,094
FY 2027	\$34,094	\$34,094

SWPL - 2 - Fixed Costs -

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

School For the Deaf & Blind - 51130

Student Services - 03

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

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2025	Budget Adjustments Fiscal 2026	Total Exec. Budget Fiscal 2026	Budget Adjustments Fiscal 2027	Total Exec. Budget Fiscal 2027	Executive Budget Request 2027 Biennium
FTE	25.21	0.00	25.21	0.00	25.21	
Personal Services	1,888,603	95,032	1,983,635	99,378	1,987,981	3,971,616
Operating Expenses	237,969	(1,187)	236,782	(802)	237,167	473,949
Total Costs	\$2,126,572	\$93,845	\$2,220,417	\$98,576	\$2,225,148	\$4,445,565
General Fund	2,091,843	93,845	2,185,688	98,576	2,190,419	4,376,107
Federal Spec. Rev. Funds	34,729	0	34,729	0	34,729	69,458
Total Funds	\$2,126,572	\$93,845	\$2,220,417	\$98,576	\$2,225,148	\$4,445,565

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2026		Budget Adjustments Fiscal 2027	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	95,032	95,032	99,378	99,378
SWPL - 3 - Inflation Deflation	(1,187)	(1,187)	(802)	(802)
<i>Total Statewide Present Law Adjustments</i>	<i>\$93,845</i>	<i>\$93,845</i>	<i>\$98,576</i>	<i>\$98,576</i>
Total Budget Adjustments	\$93,845	\$93,845	\$98,576	\$98,576

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$95,032	\$95,032
FY 2027	\$99,378	\$99,378

SWPL - 1 - Personal Services -

The budget includes adjustments to annualize various personal services costs including FY 2025 statewide pay plan, benefit rate adjustments, and longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings per 17-7-162, MCA.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	(\$1,187)	(\$1,187)
FY 2027	(\$802)	(\$802)

SWPL - 3 - Inflation Deflation -

This change package relects budgetary changes generated from the application of inflation to state motor pool accounts.

School For the Deaf & Blind - 51130

Education - 04

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

Program Proposed Budget						
Budget Item	Starting Point Fiscal 2025	Budget Adjustments Fiscal 2026	Total Exec. Budget Fiscal 2026	Budget Adjustments Fiscal 2027	Total Exec. Budget Fiscal 2027	Executive Budget Request 2027 Biennium
FTE	53.50	0.00	53.50	0.00	53.50	
Personal Services	6,212,868	(103,381)	6,109,487	(100,911)	6,111,957	12,221,444
Operating Expenses	306,667	27,598	334,265	29,257	335,924	670,189
Total Costs	\$6,519,535	(\$75,783)	\$6,443,752	(\$71,654)	\$6,447,881	\$12,891,633
General Fund	6,033,580	(64,249)	5,969,331	(60,120)	5,973,460	11,942,791
State/Other Special	313,875	(11,534)	302,341	(11,534)	302,341	604,682
Federal Spec. Rev. Funds	172,080	0	172,080	0	172,080	344,160
Total Funds	\$6,519,535	(\$75,783)	\$6,443,752	(\$71,654)	\$6,447,881	\$12,891,633

Program Proposed Budget Adjustments				
	Budget Adjustments Fiscal 2026		Budget Adjustments Fiscal 2027	
	General Fund	Total Funds	General Fund	Total Funds
Statewide Present Law Adjustments				
SWPL - 1 - Personal Services	(133,756)	(133,756)	(131,286)	(131,286)
SWPL - 3 - Inflation Deflation	(5,118)	(5,118)	(3,459)	(3,459)
Total Statewide Present Law Adjustments	(\$138,874)	(\$138,874)	(\$134,745)	(\$134,745)
Present Law Adjustments				
PL - 400 - Reduce Unfunded Federal Authority	0	(11,534)	0	(11,534)
Total Present Law Adjustments	\$0	(\$11,534)	\$0	(\$11,534)
New Proposals				
NP - 100 - Extracurricular Compensation	30,375	30,375	30,375	30,375
NP - 5 - Additional Outreach Motor Pool Vehicles	44,250	44,250	44,250	44,250
Total New Proposals	\$74,625	\$74,625	\$74,625	\$74,625
Total Budget Adjustments	(\$64,249)	(\$75,783)	(\$60,120)	(\$71,654)

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	(\$133,756)	(\$133,756)
FY 2027	(\$131,286)	(\$131,286)

SWPL - 1 - Personal Services -

The budget includes adjustments to annualize various personal services costs including FY 2025 statewide pay plan, benefit rate adjustments, and longevity adjustments related to incumbents in each position at the time of the snapshot. MSDB is exempt from vacancy savings per 17-7-162, MCA.

School For the Deaf & Blind - 51130

Education - 04

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	(\$5,118)	(\$5,118)
FY 2027	(\$3,459)	(\$3,459)

SWPL - 3 - Inflation Deflation -

This change package reflects budgetary changes generated from the application of inflation to state motor pool accounts.

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$0	(\$11,534)
FY 2027	\$0	(\$11,534)

PL - 400 - Reduce Unfunded Federal Authority -

This request is to reduce agency state special revenue authority by \$11,534 in each year of the 2027 biennium to remove authority that has not been funded for a number of years.

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

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$30,375	\$30,375
FY 2027	\$30,375	\$30,375

NP - 100 - Extracurricular Compensation -

MSDB requests \$30,375 each year of the 2027 Biennium to provide stipends for staff who advise student extracurricular activities such as sports, clubs, and class sponsors. This is an ongoing personal services cost that is requested each biennium as it is not part of the base budget.

	<u>General Fund Total</u>	<u>Total Funds</u>
FY 2026	\$44,250	\$44,250
FY 2027	\$44,250	\$44,250

NP - 5 - Additional Outreach Motor Pool Vehicles -

The School for the Deaf and Blind (MSDB) requests \$44,250 each year of the 2027 Biennium to lease six motor pool vehicles for staff. The 2023 Legislature approved four new outreach consultants and one transition coordinator, and due to increased travel the outreach director needs a motor pool vehicle. These vehicles were not requested when the new staff were approved so the agency had to defer other necessary expenses to pay for vehicles in the 2025 Biennium.

PRIORITY MR-39

SELECTED HVAC SYSTEM UPGRADES

MONTANA SCHOOL FOR THE DEAF & BLIND

\$2,000,000

Project Highlights

- For the first time, housing for students and staff will have an air conditioning system.
- The improvements are about safety and quality of life.



Current Challenges

There are 2 issues involving the mechanical design and systems on this campus. First, Glacier and Yellowstone Cottages provide housing for students and staff from the middle of August to end of June. Constructed in 1980, these buildings have an antiquated ventilation system relying only on exhaust fans and operable windows for minimal airflow and was designed without a cooling system. This does not meet today's building codes or provide a comfortable environment for residential settings. Second, the ventilation system for the Food Service Building, also constructed in 1980, has original equipment and is past the end of its useful life. This system frequently malfunctions and is unable to consistently provide a healthy and safe food service facility.



Proposed Solution

This project will add comprehensive, code-compliant HVAC systems to the campus' housing and dining facilities. The upgrades in the Cottages will help to provide a comfortable, living environment encouraging students to embrace residential life. The replacement of the ventilation system in the Food Service Building is essential to the safety of the kitchen staff to effectively manage the heat, smoke, grease and moisture generated from cooking equipment and kitchen operations.

FUNDING	
LRBP Cash	\$2,000,000
TOTAL	\$2,000,000
ESTIMATED PROJECT COSTS	
Construction Costs	\$1,650,000
Engineering Services	\$150,000
Non-Construction Costs	\$200,000
TOTAL	\$2,000,000

PRIORITY MR-26

COMPLETION OF PARKING LOT IMPROVEMENTS

MONTANA SCHOOL FOR THE DEAF & BLIND

\$780,000

Project Highlights

- Completes a project appropriated in the 68th Legislative Session.
- Smooth, even paved surfaces are essential to the safety of the students.
- Added parking capacity encourages community use of the Mustang Center.



Current Challenges

There are two challenges with the existing parking lot, condition and capacity. First, the "Create Bus Loop & Update Parking Lot" project, appropriated in the 68th Session, was completed in October 2024. While the intention of the project was to repave the entire parking lot as stated in the narrative, the funding requested represented only the cost to create the bus loop, about 25% of the total paved surface. The parking lot remains in poor condition mostly from heavy traffic and poor drainage causing a trip/fall safety exposure to the students and the school. Additionally, MSDB welcomes community organizations to use the Mustang Center, a multi-purpose building for recreation, ceremonies



and performance, including public schools, Malmstrom Air Force Base families, and the Foothills Christian School. During these hosted events, vehicles will often fill the existing lot, block designated fire lanes and park in the grass.

Proposed Solution

Much was accomplished with the original appropriation. Safety of the students was improved with a designated bus loop, laydown curbs were installed for accessibility, and a snow laydown area was provided. This project will regrade and repave the remaining 75% of the parking lot, addressing the drainage and safety problems. An extension to the parking lot south of the Mustang Center providing approximately 40 new spaces to add capacity during well-attended events at MSDB.

FUNDING	
LRBP Cash	\$780,000
TOTAL	\$780,000
ESTIMATED PROJECT COSTS	
Construction Costs	\$650,000
Engineering Services	\$50,000
Non-Construction Costs	\$80,000
TOTAL	\$780,000

PRIORITY CD-16

VOCATIONAL BUILDING RENOVATION

MONTANA SCHOOL FOR THE DEAF & BLIND

\$5,120,000

Project Highlights

- Comprehensive renovation of an existing campus building as a student resource center, an academic vocational shop and administrative offices.
- Supports an expanding vocational program providing students with necessary skills to do basic maintenance on their own.
- Significantly reduces the building's total deferred maintenance backlog.



Current Challenges

The Vocational Building provides academic space for woodworking, student support space for an outreach program, and administrative space for business operations and museum. This building has not had any significant renovations since its original 1956 construction. In 2012, the school decided to teaching woodworking skills again and reopened the shop. This course has expanded every year since. At the same time, the outreach program moved to the building, providing students a home base and a place to meet. Two years ago, the entire business department was relocated with four staff members sharing same space. In addition to providing space for many uses, the building's envelope, systems, and finishes are obsolete and are past their useful life. The school continues

to find creative approaches to meet their space needs but without a facility to support it.

Proposed Solution

This renovation project will transform a 68-year-old building into modern academic and administrative spaces used by many on campus. Spaces will be properly designed to meet the use. The building exterior envelope improved by replacing the roof, windows and insulation. Systems will be replaced providing environmental comfort, safe electrical power, robust technology, and functional restrooms. Barriers will be removed for accessibility. A dust collection system will be added for student and faculty safety. These improvements will allow the building to continue to support a popular vocational education program and the growing spaces needs of the school.



FUNDING	
LRBP Cash	\$5,120,000
TOTAL	\$5,120,000
ESTIMATED PROJECT COSTS	
Construction Costs	\$4,100,000
Architecture / Engineering Services	\$410,000
Non-Construction Costs	\$610,000
TOTAL	\$5,120,000

Montana School for the Deaf and the Blind Strike Plan

December 2024

Prepared By:

Paul Furthmyre, Superintendent
Julie-Dee Alt, Principal
Miranda Briggs, Outreach Director
Jim Kelly, Student Life Director
Donna Schmidt, Business Manager

Updated: 11/27/2024

Introduction

Government workers and their unions have played significant roles in Montana's rich labor history, thus fulfilling Montana's policy to encourage the practice and procedure of collective bargaining. More than sixty percent of executive branch employees are in bargaining units represented by certified exclusive representative labor organizations and employed under conditions memorialized in collective bargaining agreements.

Strike planning is a necessary and routine aspect of effective management in a collective bargaining environment. Developing, reviewing and updating strike plans does not mean a strike is imminent or even likely.

This Strike Plan is intended to assist the administration of the School to prepare for and effectively manage the safety of students and staff and operation of the Education and Student Services Programs in the event of a strike. It provides guidance in the assignment of duties, internal and external communication and security of School facilities and property.

Montana's collective bargaining act for public employees passed by the 1973 Legislature gives certain public employees the right to engage in "concerted activities." The Montana Supreme Court defined "concerted activities" to include the right to strike:

..."concerted activities" indisputably has become a labor law term, a technical phrase which has "acquired a particular and appropriate meaning in law." That meaning includes strikes ... This conclusion is reinforced by the fact that employees under Montana's Collective Bargaining Act... are nowhere prohibited from striking.

The second law, as important, but less well known is the 1969 Collective Bargaining Act for Nurses. It requires a 30-day notice for strikes in certain healthcare facilities.

As the Governor's designated representative in collective bargaining, the State Office of Labor Relations retains copies of all agency strike plans. This strike plan should be updated every two years and an up-dated copy is on file at the State Office of Labor Relations. Contact that office at 406-444-3310 if there are any questions.

Review labor agreements.

1. Collective Bargaining Agreement between Montana School for the Deaf and the Blind Federation of Teachers Local #4027, MFPE, NEA, AFT, AFL-CIO and the State of Montana, Board of Public Education Montana State School for the Deaf and the Blind July 1, 2023, through June 30, 2025.

ARTICLE 5 – MANAGEMENT SECURITY

Section 1. There shall be no strikes or lockouts of any kind during the term of this Agreement except that unit members shall have the right to strike over economic matters during the 69th Legislative session.

Section 2. In the event of any strike, including those authorized in Section 1 above, the Employer is free to take any recourse that may be available in law or in equity.

2. Collective Bargaining Agreement between United Food and Commercial Workers Local #1889 and State of Montana, Board of Public Education, Montana School for the Deaf and the Blind from July 1, 2023 through June 30, 2025.

ARTICLE XIII – DURATION

12.1 No Strike Provision

During the term of this Agreement, it is understood that the Union will not encourage, cause, permit, or authorize its members to strike, honor picket lines, sit down, slowdown, or engage in any work stoppage or limitation upon normal employee work activities. Furthermore, it is understood that no Union officer or agent shall authorize, encourage, or assist in any such strike or work slowdowns/stoppage in any school activity or facility, nor will it participate in, counsel, or induce any such action.

Identify services.

Services that must continue during a strike and those that can be suspended, either temporarily or indefinitely are outlined below. The School does not have funding that would be jeopardized by the suspension of educational services. The School does have a statutory obligation under the Individuals with Disabilities Education Act (IDEA) to provide some services within the education program. However, the ability to continue those services is contingent on providing enough qualified staff to ensure student safety as well as providing services that meet the obligations of the Individual Education Plans (IEP) for each student.

Families, local districts, and the public in general will perceive an employee strike and any subsequent suspension of educational services as being detrimental to the well being of the students we serve.

Administration Program

- Reception, community relations, SABHRS reports and payroll functions
 - Must be restored or supplanted within one week

General Services Program

- Maintenance of utilities, including the heating plant.
 - No suspension
- Janitorial services can be suspended for a few days
 - Must be restored or supplanted within one week

(All non-management staff in the General Services Program are subject to the collective bargaining agreement between United Food and Commercial Workers Local #1889 and State of Montana, Board of Public Education, Montana School for the Deaf and the Blind, July 1, 2023 through June 30, 2025 - ARTICLE XII – DURATION - 12.1 No Strike Provision)

Education Program

- On-campus programs
 - Suspended for up to one week
 - Suspension for 10 consecutive days or more constitutes a legal change of placement on the IEP
 - After 10 consecutive days, educational services would need to be provided by the resident local school district
 - Services cannot be suspended indefinitely
 - Students allowed in classrooms only with enough licensed teachers to provide coverage and safety
- Off-campus programs
 - Suspended for up to two weeks
 - Outreach services may be written into educational plans with required minutes of service. Suspension of those services would impact IEP compliance.

Student Services Program

- Residential students will remain on campus only if there are enough staff members with National Residential Child and Youth Care certifications to provide coverage and safety.
- Residential students may not miss more than 10 consecutive days of educational services or IEPs will need to be amended.

All non-management staff in the Student Services Program, except for the Administrative Assistant, are subject to the collective bargaining agreement between United Food and Commercial Workers Local #1889 and State of Montana, Board of Public Education, Montana School for the Deaf and the Blind, July 1, 2023 through June 30, 2025 - ARTICLE XII – DURATION - 12.1 No Strike Provision.

Behavioral Counselors, LPNs, and Activities Director are recognized in the collective bargaining agreement between Montana School for the Deaf and the Blind Federation of Teachers Local #4027, MEA-MFT, NEA, AFT, AFL-CIO and the State of Montana, Board of Public Education, Montana School for the Deaf and the Blind, July 1, 2023 through June 30, 2025).

Identify staffing needs.

To maintain services in the campus-based Education Program, the School would need 17 qualified Teachers, 7 qualified Interpreters, and 6 trained Paraeducators. All Kitchen staff members are union members so the Education Program would need kitchen staff to provide breakfast and lunch.

To maintain services in the off-campus Outreach Program the school would need 17 qualified Consultants.

To maintain services in the Student Services Program, the Student Life Program would need 3 Behavioral Counselors, 3 Student Life Leads, 5 Student Life Attendants, 3 Night Watch Attendants, 3 Nurses, and 3 Kitchen staff.

The staffing requirements listed above assume all non-union exempt and non-exempt employees would report to work in the event of a strike.

Assignment strike-related duties to appropriate managers.

Listed below are the assignments of management duties to appropriate personnel.

Administrative Program

Paul Furthmyre – Superintendent

- Internal and External Communication
- Coordination with State Office of Labor Relations
- Labor Agreements

Josh Rutledge – Network Administrator

- IT Maintenance and Security

Paula Mix – Executive Secretary

- Reception, regular duties as assigned

Devany Book – Public Relations

- Reception and education records, regular duties as assigned

Maria Lleras – Benefits Specialist

- Human Resources, payroll, regular duties as assigned

Judy Schnarhag – Accounting Technician

- Payroll and accounting, regular duties as assigned

Donna Schmidt – Business Manager

- Business services, contracts, audits

General Services Program

Alex Siebek - General Services Supervisor

- Maintenance of utilities, and maintenance and security of facilities
- Cleaning and maintenance of facilities

Education: School Campus

Julie-Dee Alt – Principal

- Education program on-campus (Assumption is that no educational services can be subcontracted or supplanted through substitute employees.)

Sandra Van Tighem – Coordinating Interpreter

- Substitute interpreter services to the extent possible for students enrolled in mainstream classes

Sherri Wildhalm – Speech Language Pathologist

- IEP services identified for students who access the campus, duties as assigned

Katie Lynch - Audiologist

- IEP services identified for students who access the campus, duties as assigned

Stephanie Annis – Occupational Therapist

- IEP services identified for students who access the campus, duties as assigned

Laurie McRae – Physical Therapist

- IEP services identified for students who access the campus, duties as assigned

Geri Darko – Orientation and Mobility Instructor

- IEP services identified for students who access the campus, duties as assigned

Vacant – School Psychologist

- IEP services identified for students who access the campus, duties as assigned

Kristinia Rosenberg – Education Secretary

- Reception and education records, regular duties as assigned

Education: Outreach Program

Miranda Briggs – Outreach Director

- Education programs off-campus (Assumption is that no educational services can be subcontracted or supplanted through substitute employees.)

Lisa Cannon – Consulting Audiologist

- Audiological consultation to students served in the outreach program, follow up of referrals through Universal Newborn Hearing Screening (UNHS) and ChildrensCSHS, duties as assigned

Student Life Program

Jim Kelly – Student Life Director

- Student services, student transportation (Assumption is that no student services can be subcontracted or supplanted through substitute employees with the exception of food services.)

April Spanbauer – Health Services Director

- Regular duties as assigned

Sydney Hess – Student Life Administrative Assistant

- Regular duties as assigned

Identify communication needs.

Both internal and external communication will be managed by the Administration Team consisting of the Superintendent, Principal, Student Life Director, Business Manager, and Outreach Director.

The Superintendent will manage all communication both internally, with the Administration Team, and externally with the press, the public, the governor's office, and others during the strike. Other Administrators will manage communications to and from the Superintendent and staff from their departments.

Management contact information (all cell numbers):

Furthmyre, Paul	406-560-4688
Schmidt, Donna	406-431-8450
Kelly, Jim	406-788-2188
Sebiek, Alex	406-590-9614
Alt, Julie-Dee	406-868-2323
Briggs, Miranda	406-403-1322
Spanbauer, April	419-721-3343
Van Tighem, Sandra	406-403-1675

MSDB Main Office Telephone: 406-771-6000

MSDB Main Office Videophone: 406-205-0016

MSDB Website: www.msdbmustangs.org

MSDB E-mail: info@msdb.k12.mt.us

Security needs.

Student and Personnel Safety

- Identify a single point of entry for each building.
- Educational and residential services provided only with an appropriate number of qualified staff to ensure safety.

Network Security

- Record password systems, and make arrangements to change, if necessary.
- Network access for striking employees will be suspended/terminated.

Facility and Grounds Security

- Store and record locations of duplicate keys to buildings, rooms, and equipment.
- Develop a list of control centers, valves, switches, doors, alarms, and other critical installations.
- Shut down critical equipment in advance of a strike.
- Limit access to buildings and facilities to specified entrances and/or approaches.
- Arrange for any security needs specific to each building.
- Use of state vehicles will not be allowed by striking employees.

Special pay and personnel issues.

After a review of MSDB personnel policies, guidelines, and collective bargaining agreements, pay and leave will be administered in the following manner:

Regarding use of **annual leave or compensatory time off**, employees on preapproved leave will not be allowed to continue their paid leave during an employee strike. The agency will not allow employees to use annual leave or compensatory time during a strike or work stoppage.

Regarding use of **sick leave**, employees will be allowed to use sick leave during an employee strike only if the leave request is accompanied by a physician's certificate.

Regarding **pay checks**, employee pay checks will continue to be distributed to striking employees via the direct deposit or US Postal Service. Employees will not have to cross the picket line to collect checks.

Regarding **overtime**, employees normally exempt from FSLA will not be entitled to overtime compensation for work usually performed by nonexempt staff.

References:

Guidelines for Administration of Compensatory Time and Overtime Wages

All employees must receive, in advance, written approval from their supervisor or a designee to work beyond the hours scheduled, the regular duty day or days contracted which may result in overtime or the accrual of compensatory time. Approval must be obtained by completing a "Request for Leave/School Related Duty" form according to the procedures outlined under the section "Approval of Time Worked Outside the Regular Schedule or Contract". The supervisor will then attach a copy of the form indicating approval or denial to the employee's timesheet for the pay period in which the request was made and a copy will be returned to the employee.

When, because of work related circumstances beyond his or her control, an employee can not submit a written request 10 working days prior to the day that the overtime or compensatory time is to be earned, an e-mail detailing the request must be sent to the employee's immediate supervisor on the day that the overtime work occurred and the "Request for Leave/School Related Duty" form must be completed and submitted to the supervisor on the next working day.

No compensation of any kind will be approved for time worked if it has not been approved in writing using this procedure.

To be accrued as exempt compensatory time, approved hours worked must be reported on a timesheet as directed by the administration.

Accrued compensatory time may be taken off by the employee at a mutually agreeable later date during the employee's regular working hours, if the use of the compensatory time does not unduly disrupt the operations of the School. Where the interest of the school requires the employee's attendance, the School's interest overrides the employee's interest to take compensatory time off. To use accrued compensatory "leave" time, employee is required to make a written request by completing a "Request for Leave" form.

Non-exempt compensatory time must be earned/recorded in 1/10th hour increments by recording the actual time worked and used/deducted in ½ hour increments. Employees must request to use compensatory time following the proper procedures. The employee may receive approval to use compensatory time with written consent of the supervisor and when the request is in compliance with School policy and guidelines in program handbooks, and more specifically, when the request can be accommodated without harming the quality of the services to the School's students.

Non-exempt and exempt "paid" overtime is earned/recorded in 1/10th hour increments by recording the actual time worked.

Exempt-compensatory time must be earned/recorded in ½ hour increments and used/deducted in ½ hour increments

When rounding compensatory time to be earned or used to the nearest ½ hour:

0-14 minutes = 0 hours

15-30 = ½ hour

31- 44 minutes = ¾ hour

45-60 minutes = 1 hour

Based on exempt/non-exempt, bargaining unit status and collective bargaining agreements compensation types, rates and limits have been established for the following five work groups:

1. Non-union/Non-exempt

Accounting Technician, Benefits Specialist, Administrative Secretary, Education Secretary, Student Services Administrative Assistant, Lifeguard

Approved overtime compensation will be earned as compensatory time or pay pursuant to a pre-work agreement¹ for every hour worked over 40 hours in a week. An employee may accrue up to 40 hours of compensatory time. Hours accrued over 40 will be paid as overtime pay. An employee of this group may carry over a maximum of 40 hours of compensatory time earned into the next fiscal year. Compensatory time accrued beyond 40 hours will be paid out at the end of the fiscal year at the employee's hourly rate of pay. However, the employee may elect to cash out all earned compensatory time at the end of the fiscal year.

Upon termination an employee will cash out all compensatory time at his or her hourly rate of pay.

Reference: [29 CFR 553.23 Agreement or understanding prior to performance of work](#)

¹ General. (1) As a condition for use of compensatory time in lieu of overtime payment in cash, section 7(o)(2)(A) of the Act requires an agreement or understanding reached prior to the performance of work. This can be accomplished 1 29 CFR § 553.23 Agreement or understanding prior to performance of work. 64 pursuant to a collective bargaining agreement, a memorandum of understanding or any other agreement between the public agency and representatives of the employees. If the employees do not have a representative, compensatory time may be used in lieu of cash overtime compensation only if such an agreement or understanding has been arrived at between the public agency and the individual employee before the performance of work. No agreement or understanding is required with respect to employees hired prior to April 15, 1986, who do not have a representative, if the employer had a regular practice in effect on April 15, 1986, of granting compensatory time off in lieu of overtime pay. <http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr;sid=7cf3e816fa74c03cf003f68e9877d120;rgn=div8;view=text;node=29%3A3.1.1.1.28.1.93.10;idno=29;cc=ecfr>

2. Non-union/Exempt

Superintendent, Principal, Director of Student Life, Business Manager, Network Manager, Director of Health Services, Maintenance Supervisor, School Psychologist, Physical Therapist, Occupational Therapist, Audiologist, Orientation and Mobility Specialist, Speech/Language Pathologist, Consulting Audiologist

Approved overtime compensation will be earned as compensatory time for certain hour worked over 40 hours in a week. Compensatory time will be earned at the exempt rate of one hour earned/paid for every hour worked. There is unlimited accrual and carryover of compensatory time from year to year.

If the balance of accrued compensatory time exceeds 40 hours at any point in a contract year, at the supervisor's discretion, the supervisor may instruct the employee to take leave to reduce the balance, or reduce the hours or duty days of the employee to ensure that the employee does not hold a large balance of compensatory time.

An employee's supervisor determines whether hours worked by an exempt employee, which exceed 40 in a workweek, will be accrued as exempt compensatory time under these rules. Generally compensatory time will only be approved when circumstances beyond the employee's control require that employee remain at work or continue to

perform tasks related to the position beyond the 40 hour work week. Compensatory time will also be approved when, upon the request of a program administrator, an employee accepts an additional assignment that requires the employee to work more than 40 hours in a week.

Upon termination, an exempt employee may not cash out accrued compensatory time.

If the employer requests a non-union/exempt employee to work additional hours or days, the employer may stipulate whether the compensation will be made in compensatory time or additional pay.

3. Union/Non-exempt (UFCW)

Residential Advisor 2, Residential Advisor 1, Cook 3, Cook 2, Food Prep Worker, Baker, Food Service Worker, Maintenance Worker

Approved overtime compensation will be earned as compensatory time or pay pursuant to the applicable collective bargaining agreement for every hour worked over 40 hours in a week. In accordance with the collective bargaining agreement, each employee will make an annual election stipulating whether he/she wishes to receive compensatory time or overtime pay for any overtime hours worked. An employee may accrue up to 120 hours of compensatory time which represents not more than 80 hours of actual hours. Compensatory time accrued over 120 will be paid at the employee's hourly rate of pay. An employee of this group may carry over a maximum of 120 hours of compensatory time into the next fiscal year. Compensatory time accrued beyond 120 hours will be paid out at the end of the fiscal year at the employee's hourly rate of pay.

Upon termination an employee will cash out all compensatory time at his or her hourly rate of pay.

4. Union/Non-exempt (MEA-MFT)

Teacher Assistant, LPN, Interpreter/Tutor

Approved overtime compensation will be earned as compensatory time or pay at the employee's election for every hour worked over 40 hours in a week. In accordance with the collective bargaining agreement, each employee will make an election each pay period when overtime hours are accrued stipulating whether he/she wishes to receive compensatory time or overtime pay for any overtime hours worked during that pay period. An employee may accrue up to 40 hours of compensatory time which represents not more than 26.6 hours of actual hours. Compensatory time accrued over 40 will be paid at the employee's hourly rate of pay. An employee of this group may carry over a maximum of 40 hours of compensatory time into the next fiscal year. Compensatory time accrued beyond 40 hours will be paid out at the end of the fiscal year at the employee's hourly rate of pay.

Upon termination an employee will cash out all compensatory time at his or her hourly rate of pay.

LPNs

Additionally, in accordance with Article 9, Section F, LPNs will receive 2 hours of compensatory time for each 8 hour shift they serve "on-call." These compensatory

hours earned for on-call status will be accrued with other compensatory time earned and be applied to the 40 hour maximum accrual.

Interpreter/Tutor

Interpreter/Tutors will receive overtime pay or compensatory time for any authorized time beyond 8 hours in a day or 40 hours in a week.

5. Union/Exempt (MEA-MFT)

Teacher, Outreach Consultant, Counselor

Approved additional hours or days compensation will be earned as compensatory time for certain approved hour worked over 40 hours in a week. Compensatory time when approved will be earned at the exempt rate of one hour earned/paid for approved hour worked. There is unlimited accrual and carryover of compensatory time from year to year.

If the balance of accrued compensatory time exceeds 40 hours at any point in a contract year, the supervisor may instruct the employee to take leave to reduce the balance, or reduce the hours or duty days of the employee to ensure that the employee does not hold a large balance of compensatory time.

An employee's supervisor determines whether hours worked by an exempt employee, which exceed 40 in a workweek, will be accrued as exempt compensatory time under these rules. Generally compensatory time will only be approved when circumstances beyond the employee's control require that employee remain at work or continue to perform tasks related to the position beyond the 40 hour work week. Compensatory time will also be approved when, upon the request of a program administrator, an employee accepts an additional assignment that requires the employee to work more than 40 hours in a week.

Outreach Consultants

Additionally, in accordance with Addendum B, Section 6 of the MEA-MFT Collective Bargaining Agreement, outreach consultants shall be provided a \$2,000 annual driving stipend. This stipend is provided to compensate consultants for the large amount of driving related to the position.

Rules for Administering Compensatory Time for Exempt Employees

An exempt employee must obtain approval from his or her supervisor or designee, in advance to work hours which may result in the accrual of exempt compensatory time. Approval must be attained by completing a "Request for Leave/School Related Duty" form according to the procedures outlined in the Personnel Handbook. The supervisor will then attach a copy of the form indicating approval or denial to the employee's timesheet for the pay period in which the request was made and a copy will be returned to the employee.

When, because of work-related circumstances beyond his or her control, an employee can not submit a written request 10 working days prior to the day that compensatory time is to be earned, an e-mail detailing the request must be sent to the employee's immediate supervisor on the day that the overtime work occurred and the "Request for Leave/School Related Duty" form must be completed and submitted to the supervisor

on the next working day.

To be accrued as exempt compensatory time, hours worked in excess of 40 in a workweek must be reported on a timesheet as directed by the administration. Exempt compensatory time shall be earned, recorded, and used in no less than one-half hour increments.

An employee's supervisor determines whether hours worked by an exempt employee, which exceed 40 in a workweek, will be accrued as exempt compensatory time under these rules. Approval of compensatory time will not normally include those hours worked outside of the regular duty day to accomplish any of the functions related to the tasks of the exempt, professional positions including; traveling or attending conferences or meetings, preparing lessons and instructional materials, making home visits, providing training, consultation, or presentations, or making contacts, appointments or writing reports. The supervisor may approve or deny the accrual of exempt compensatory time either before or after the hours are worked.

The supervisor may, at any time, prohibit the accumulation of exempt compensatory time until an employee's balance is reduced below 40 hours. An agency may adjust the schedule of an exempt employee within a workweek to avoid the accrual of compensatory time. An agency may require an exempt employee to take accrued exempt compensatory time off during any scheduled contract day.

To take time off, the employee is required to make a written request by completing a "Request for Leave" form according to the procedures outlined in the Personnel Handbook. Accrued exempt compensatory time may be taken off by the employee at a mutually agreeable later date during the employee's regular working hours, if the use of the compensatory time does not unduly disrupt the operations of the agency. Where the interest of the School requires the employee's attendance, the School's interest overrides the employee's interest to take exempt compensatory time off. An agency may require an exempt employee to take accrued exempt compensatory time off during any workweek.

A maximum of 40 hours of exempt compensatory time may be carried over from one contract year to the next. A determination of excess exempt compensatory time will be made as of the end of the first pay period which extends into the next contract year. The employee must take off all excess compensatory time during the first 90 days of the next contract year or forfeit the excess hours, except when the department head or designee extends the forfeiture deadline. Any extension must be made in writing not later than June 1 each year. The length of this extension is up to the discretion of the department head or designee, not to exceed December 31 each year. Any excess compensatory time not taken by December 31 is forfeited.

There shall be no lump sum cash compensation for accrued exempt compensatory time upon transfer or at the date of termination. Agencies are under no obligation to extend an employee's termination date to allow an exempt employee to take off accrued exempt compensatory time upon termination. The superintendent or designee may approve the use of exempt compensatory time to extend an employee's termination date up to a maximum of 40 hours. Such extension may be approved when the superintendent or designee determines that:

- a. compensatory time was accrued upon management's request in order to complete projects or meet objectives, or
- b. the employee has been denied reasonable opportunity to take off accrued exempt compensatory time.

Reference: MOM Overtime and Non-Exempt Compensatory Time Policy

Guidelines for Reporting Employee Absences

If an employee is ill or not able to be at work as scheduled, they must notify their program administrator or his/her designee, as soon as they become aware of the situation, by following reporting procedures developed for each program. Failure to notify administration when not reporting to work may lead to disciplinary action. It is also the employee's responsibility to inform the administration as to when they plan or will be able to return to work. Completion of a "Leave Request/School Related Duty" form is not required for an unplanned absence due to illness.

All planned absences require completion of the "Leave Request/School Related Duty" form which must be signed by the immediate supervisor. This includes all planned medical absences.

Recording and Using Sick Leave

The accrual of sick leave is calculated based on hours the employee is in a pay status and may be used according to the policies established in [2-18-618, MCA](#) and MOM 3-0310. Sick leave credits used must be recorded to the nearest one-half hour when fractions of hours are used.

An employee's immediate supervisor or designee may require medical certification to confirm the appropriate use of sick leave. The medical certification must be provided by a licensed physician or another licensed health care provider competent to treat and diagnose the particular illness or condition.

Planned use of sick leave to attend a medical appointment, to receive medical care or to provide care for an immediate family member requires prior written approval from the employee's program administrator or designee by completing a "Leave Request/School Related Duty" form. The School may require a statement from a licensed physician or another licensed health care provider to confirm that an employee needs sick leave to attend to an immediate family member or another relative.

An employee may use sick leave credits for:

- (a) time off when an employee is unable to perform job duties because of physical or mental illness, injury or disability;
- (b) maternity-related disability, including prenatal care, birth, miscarriage, abortion, or other medical care for either employee or child;
- (c) parental leave as provided in [2-18-606, MCA](#);
- (d) quarantine resulting from exposure to contagious disease;
- (e) examination or treatment by a licensed health care provider;
- (f) short-term attendance to an immediate family member or, at the School's discretion, another relative due to physical or mental illness, injury, disability, or examination or treatment until other care can reasonably be obtained;
- (g) necessary care of a spouse, child, or parent with a serious health condition,

as defined in the Family and Medical Leave Act of 1993;
(h) death or funeral attendance of an immediate family member or, at the School's discretion, another person.

Note: If a nonexempt employee is scheduled to work on a day when a holiday is observed, but is absent due to illness, the employee may request sick leave for the hours scheduled to work that exceed the holiday pay benefit provided in the Holiday Policy. An agency may deny this request if it would result in the accrual of compensatory time or overtime.

Reference: MOM Sick Leave Policy; [2-18-606. MCA](#); [2-18-618. MCA](#)

Leave without Pay Status

A leave of absence without pay (LWOP) may be granted at the employer's discretion for good and sufficient reason upon the written request of the employee. The request shall state the purpose and length of the desired leave. To request to enter LWOP status the employee must complete and submit a "Request for Leave/School Related Duty" form 10 working days in advance of the first day of desired leave. The request must be approved from the program administrator or designee before an employee is allowed to go LWOP. Further the administration may require the employee to first exhaust all accumulated annual, personal leave, banked holiday and/or banked compensatory time before being allowed to enter LWOP status.

When an employee is in LWOP status there is no state contribution or deductions made for benefits including medical insurance or automatic deductions including union dues. It is then the employee's responsibility to contact the State Personnel Division, Employee Benefits Bureau regarding insurance deductions. Failure to do so could result in termination insurance coverage.

In the event that an unplanned illness puts an employee into LWOP status, because all leave has been exhausted and the employee does not have enough sick leave banked to cover the absence, a "Request for Leave/School Related Duty" form must be completed and submitted to the program administrator or designee immediately upon return to work.

Reference: MOM Leave of Absence without Pay Policy

Frequently Asked Questions Concerning State Employee Strikes

Q: *Do state employees have the right to strike?*

283799232. Yes. Section 39-31-201, MCA, gives certain public employees the right to engage in lawful “concerted activities for the purpose of collective bargaining or other mutual aid or protection [.]” The term “concerted activities” includes any action, including strikes, taken by one or more employees aimed at affecting the wages, hours and working conditions of a group of employees.

283799233. Section 39-32-110, MCA limits strikes at healthcare facilities under certain conditions.

* * *

Q: *Are all concerted activities protected by law?*

283799568: No. There are specific activities that are protected, provided they are pursued peacefully toward the exercise of the rights listed above, and specific activities that are not protected. Protected concerted activities include:

- * Primary strikes
- * Sympathy strikes (certain strikes in support of another group of employees of the same employer)
- * Picketing
- * Hand billing

Concerted activities that are not protected, regardless of the objective, include:

- * Sick-outs
- * Partial strikes (employees remain at work but refuse certain tasks or slow production)
- * Intermittent strikes (planned series of brief, unannounced strikes)
- * Sit-down strikes (strikers stay onsite, take possession of property, and block entry).

* * *

Q: *Who can lawfully strike?*

A: The only employees excepted from the right to strike are those excluded from the definition of public employees and listed in 39-31-103(9)(b), MCA. All other employees, regardless of whether they belong to a union or are covered by a bargaining agreement, have the right to participate in a strike.

* * *

Q: *Can managers or supervisors lawfully strike?*

A: No. Managerial and supervisory employees are specifically excluded from Montana's collective bargaining act. Those who honor a picket line should be told that they may be disciplined or discharged for doing so, even if striking employees are reinstated. Supervisors and managers do not have the right to engage in “concerted activities” set forth in 39-31-201, MCA.

* * *

Q: *Do any of the state's bargaining agreements limit the right to strike?*

A: Most of the state's contracts contain provisions that allow for concerted activity after December 30 of the last year of the contract's term. This allows covered employees to take concerted action during regular legislative sessions.

* * *

Q: *When is the state most likely to experience a primary strike?*

A: The probability of a state employee strike is greatest during legislative sessions.

* * *

Q: *What's the difference between an "economic strike" and an "unfair labor practice strike?"*

A: An "economic strike" is one that results from an inability of an employer and union to agree on wages, hours or other conditions of employment. The inability to reach agreement is not standing alone evidence of bad faith, since neither labor nor management is compelled to agree to any proposal or make a concession. Any strike, even an economic one, that is caused or prolonged by bad faith bargaining is classified as an "unfair labor practice strike."

The distinction is important because it may affect the employer's ability to hire permanent replacements, among other things. If it is determined that an employer's bad faith bargaining or other unfair labor practices were the primary cause for a strike or that strike's continuation, the employer may be required to terminate replacement workers and reimburse striking employees for lost wages and benefits.

* * *

Q: *Can the courts enjoin a strike?*

A: The state can seek injunctions if any union exceeds the legal limitations of its right to strike. There are several limitations, but for purposes here:

- * The strike must be against the "primary" employer (the state).
- * The strike may not be over a nonmandatory subject of bargaining (such as classification and staffing).
- * In some cases, employees may not strike if they are covered by a bargaining agreement containing a no-strike clause.

* * *

Q: *Can striking employees use accrued annual leave or compensatory time?*

A: The state is not obligated to grant annual leave or compensatory time unless collective bargaining agreements provide otherwise. Regarding employees covered by 3931201, MCA, approval or denial of leave should be handled consistently.

* * *

Q: *Can striking employees use accrued sick leave benefits?*

A: Like annual leave, the state is not obligated to grant sick leave to striking employees. You may want to handle sick leave use on a case-by-case basis, considering the date the illness or injury was first reported. Again, unless a collective bargaining agreement provides to the contrary, you may require a physician's certification of illness.

* * *

Q: *Will striking employees accrue benefits?*

A: Employees will only accrue leave benefits if they are on approved leave.

* * *

Q: *Will striking employee continue to receive the employer's health insurance contributions?*

A: Striking employees are not entitled to receive employer health insurance contributions. If striking employees wish to remain covered by the state's group insurance plan, they will be required to pay the full premiums out of their own pockets.

* * *

Q: *Can striking employees legally prevent an employee from crossing a picket line?*

A: No. Anyone may cross the picket line, even members of the striking union. Caution employees who cross the picket line that they may be subjected to verbal attacks. They should not respond.

* * *

Q: *Can the union take disciplinary action against a member who crosses the picket line?*

A: Some unions may use internal sanctions (fines, expulsion, etc.) if their members cross, but unions cannot force an employer to take disciplinary action.

*If you have questions concerning strikes or other labor relations issues,
call your agency personnel officer or the State Office of Labor Relations,
444-3310.*

51130 School for the Deaf & Blind

ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2025 through 07 (Jan)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	2025
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Org	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Menu!A1](#)

[Menu!A1](#)

OBPP Program Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			720,823.00	397,425.61	323,397.39
	01100 General Fund		717,429.00	397,425.61	320,003.39
	300H1 ADMINISTRATION		558,882.00	312,505.23	246,376.77
		61000 Personal Services	499,706.00	261,491.41	238,214.59
		62000 Operating Expenses	59,176.00	51,013.82	8,162.18
	300H5 STATE ITSD (RST)		158,547.00	84,920.38	73,626.62
		62000 Operating Expenses	158,547.00	84,920.38	73,626.62
	02050 School Trust Interest/Income		3,394.00	0.00	3,394.00
	300H1 ADMINISTRATION		3,394.00	0.00	3,394.00
		61000 Personal Services	3,394.00	0.00	3,394.00
02 GENERAL SERVICES			607,407.00	391,000.60	216,406.40
	01100 General Fund		607,407.00	391,000.60	216,406.40
	305H1 GENERAL SERVICES		607,407.00	391,000.60	216,406.40

	61000 Personal Services	349,222.00	171,443.96	177,778.04
	62000 Operating Expenses	228,734.00	217,338.64	11,395.36
	68000 Transfers-out	1,000.00	0.00	1,000.00
	69000 Debt Service	28,451.00	2,218.00	26,233.00
03 STUDENT SERVICES		2,126,572.00	990,100.96	1,136,471.04
01100 General Fund		2,091,843.00	981,881.14	1,109,961.86
310H1 STUDENT SERVICES		1,979,343.00	955,707.98	1,023,635.02
	61000 Personal Services	1,846,103.00	907,474.82	938,628.18
	62000 Operating Expenses	133,240.00	48,233.16	85,006.84
310H4 FAMILY ENGAGEMENT OPP		42,500.00	0.00	42,500.00
	61000 Personal Services	42,500.00	0.00	42,500.00
310H6 STUDENT TRAVEL		45,000.00	18,848.38	26,151.62
	62000 Operating Expenses	45,000.00	18,848.38	26,151.62
310H7 STUDENT EXTRACURIC TRAVEL		25,000.00	7,324.78	17,675.22
	62000 Operating Expenses	25,000.00	7,324.78	17,675.22
03167 National School Lunch		34,729.00	8,219.82	26,509.18
310H1 STUDENT SERVICES		34,729.00	8,219.82	26,509.18
	62000 Operating Expenses	34,729.00	8,219.82	26,509.18
04 EDUCATION		6,708,097.92	3,069,872.50	3,638,225.42
01100 General Fund		6,033,580.00	2,923,204.10	3,110,375.90
315H1 EDUCATION		5,971,642.00	2,917,055.11	3,054,586.89
	61000 Personal Services	5,721,509.00	2,664,840.85	3,056,668.15
	62000 Operating Expenses	250,133.00	252,214.26	(2,081.26)
315H3 PROFESSIONAL DEVELOPMENT		35,000.00	6,148.99	28,851.01
	62000 Operating Expenses	35,000.00	6,148.99	28,851.01
315H4 EXTRACURIC COMP		26,938.00	0.00	26,938.00
	61000 Personal Services	26,938.00	0.00	26,938.00
02050 School Trust Interest/Income		302,341.00	59,756.29	242,584.71
315H1 EDUCATION		302,341.00	59,756.29	242,584.71

	61000 Personal Services	302,341.00	59,756.29	242,584.71
02243 Medicaid		11,534.00	0.00	11,534.00
315H1 EDUCATION		11,534.00	0.00	11,534.00
	62000 Operating Expenses	11,534.00	0.00	11,534.00
03012 E.C.I.A. Chapter I		52,861.00	0.00	52,861.00
315H1 EDUCATION		52,861.00	0.00	52,861.00
	61000 Personal Services	52,861.00	0.00	52,861.00
03064 EHA, Part B		119,219.00	1,971.97	117,247.03
315H1 EDUCATION		119,219.00	1,971.97	117,247.03
	61000 Personal Services	49,219.00	0.00	49,219.00
	62000 Operating Expenses	70,000.00	1,971.97	68,028.03
03590 Federal Literacy Grant		188,562.92	84,940.14	103,622.78
315AR LITERACY GRANT 9/30/24		188,562.92	84,940.14	103,622.78
	61000 Personal Services	73,296.00	11,836.08	61,459.92
	62000 Operating Expenses	115,266.92	73,104.06	42,162.86
Grand Total		10,162,899.92	4,848,399.67	5,314,500.25

The MSDB Student Life

December 2024
Vol. 4, No. 4

Message from the Director

by Jim Kelly II

Happy Holidays!

It has been a whirlwind of activities since students returned from the Thanksgiving break. The cottages are decorated with lights, ornaments, outside lights and several Christmas trees. Some of the activities include a Gaming Club tournament, holiday parties, the Annual Great Falls Christmas Stroll, the Expressions of Silence performances in Great Falls, our annual Christmas Cookie Decoration party and our formal winter dinner. Our kitchen crew does a great job with preparing a wonderful meal for students, staff, board members and other friends of MSDB. We also went to Fuddruckers for our cottage Christmas dinner out – courtesy of our MSDB Foundation. As we close out the year and welcome the New Year, I wish everyone the very best in 2025!

STUDENT SHOWCASE

Senior Angelina

My family brought me to MSDB when I was three years old. Since I was in the cottage for 15 years, now I am a Senior. The teachers and cottage staff helped me to learn sign language and everything—to not be shy, to learn, to be mature, to love. I want to thank the staff who helped me be a good person.

Next year, I will go to LEAP (Living Employment Academic Planning Program). I may go to college, too, but I have not decided.



An EOS Performance

By Lilly



On 12/7/2024, we had an EOS performance at the mall at Great Falls. We performed for one hour, which felt kind of long, but it was still fun. I saw some people crying and others were happy. After that, we cleaned our area so others could walk through. We didn't stop to buy anything; we were only at the mall for one hour. After cleaning our spot, we left. Some of us made mistakes, but that's okay; it happens sometimes. I'm proud of everyone who performed. They did a great job.



Pictures from the EOS Christmas Party and EOS Winter Program

Cookie Decorating Party

by Dorothy Nutter

Every year at Christmas we have our annual Cookie Decorating party. This has been an MSDB tradition for 19 years. We have door prizes and a chance to win a prize for the best cookie. This year the cottage students were able to help roll and cut out the Christmas cookies with Bobbi, MSDB's lead cook and baker. The kids did an awesome job, and they really enjoyed helping. They also helped by putting the sprinkles and frosting into little individual cups. Then we decorate by putting colorful Christmas tablecloths on the tables. On the day of the cookie decorating we put everything out on the long tables so people can pick from a variety of Christmas cookies, frosting and sprinkles. They decorate them with the colorful frosting and sprinkles and decide which one they want to put into the contest. There were 3 categories: Christmas spirit, creative and MSDB colors divided into age groups. We also have a box of a variety of ornaments for everyone to pick one to take home. It has always been fun memories for our students, staff and their families.





Christmas Stroll Fundraiser

by Marissa, Community Connections Chair



We had a great time at the Christmas Stroll! We worked in shifts and had a blast throughout the day. People began arriving at Angelina's mom's yarn store, Mountain Colors Yarn, where we set up shop. It was a lot of work, and the cold made things a bit challenging, but we made the best of it. We had to shout out to passersby to come check out the delicious treats we were selling. After a while, some of us took a break and went for a walk before returning to continue the fun. Overall, it was a memorable and enjoyable experience at this year's Christmas Stroll!



Baking



Getting ready to go!



MARIO KART GAMING TOURNAMENT

By Angelina

All of us are enjoying the Nintendo Switch! We did a great job with the Mario Kart game. I played with Madison, Marissa, Lilly, David, and Aytia...and I won! We had a blast playing together on different maps in a tournament style. Madison came in second place, and David took third place. We've been practicing every Friday before this tournament.





4-H at MSDB with Megan DeSilva

Six of our eight members are doing the Archery Project in 4-H. We've had three Archery practices this month, and each member is getting better and better! Some of the members have had previous experience with Archery, but many are brand new to the sport. 4-H has been great with accommodating our students. One of the members, who is completely blind, loves to participate—especially with the accommodations. 4-H is working on getting a laser light that would be connected to the compound bow to assist the volunteers helping the member who is blind aim when he shoots. Also, we have an interpreter that comes with us to every practice. We love that MSDB students get to participate in this challenging sport.

We are slowly getting our 4-H Project Books for other projects and are filling out our Record Books. Record Books are written reports that help members of 4-H track their activities, learning experiences, and skill development. They can use their Record Books to help write resumes for potential job opportunities. The members have already set goals when working on their projects and will keep them in mind throughout the 4-H year. We are grateful for the opportunities 4-H gives our students!



Hello, this is Ayvia and I want to tell you that I really enjoy archery. I really hope you guys enjoy it. They teach you how to make a nice aim on target. I'm pretty sure that bow can make your arms hurt badly after you're done with it.

The other 4H students and I went downtown where we met a bunch of 4H people. We did some fun target practice. I personally enjoyed this a lot. I learned that a blind person can do what a sighted person can do. Like shooting a bow and hitting the target. Hitting the target made me feel accomplished and good. Because I realized that I could do what a sighted person could do. My favorite part of the whole thing was letting the arrow fly from the bow and hearing "thunk" when the arrow hit the target. I did not like having to stand so long because of my back injury. All in all I will keep going because I really like shooting arrows out of a bow. - by Dirk



COTTAGE CHRISTMAS PARTY

Hi, my name is Lilly. I'm a freshman, and I'm 14. I'm going to talk about a Christmas party. We had dinner at 5 o'clock, and we ate pizza. After dinner, we sang "Happy Birthday" to Madison. Once we finished singing, we exchanged our Secret Santa gifts. Everyone gave their gifts to their Secret Santa, and then everyone opened their presents. Everyone was happy with what they got. After we opened our presents, we played some games. The staff made up the games and explained how to play them. We all liked them and enjoyed ourselves.



Fostering Accessibility During the Holidays

By Jennifer St. Pierre and Erin Faulkner

The holiday season is a time of connection, celebration, and togetherness. It is an opportunity to come together with family and friends, reflecting on the joy and warmth that these moments bring. However, for individuals who are deaf or hard of hearing, blind or visually impaired these gatherings can often feel isolating when conversations and activities are not designed with accessibility in mind. True inclusion requires more than accommodations—it demands intentionality, understanding, and effort to ensure no one is left out. This December, let us embrace the holiday spirit by fostering accessibility and ensuring everyone feels involved and valued.

One of the most significant ways to create an inclusive environment for our deaf and hard of hearing family members and friends is to ensure that deaf and hard-of-hearing individuals are fully part of the conversation. Relying solely on lip reading or expecting them to adapt to hearing-centered communication can inadvertently isolate them. Instead, ask how they prefer to communicate and actively integrate their preferences into the gathering. For many, this might involve using American Sign Language (ASL), written notes, or even technology such as real-time captioning apps. It is essential to rotate conversations and avoid exclusive discussions that leave anyone feeling left out. Making space for everyone's voice transforms a gathering into a true celebration of connection. Technology can also be a valuable tool in fostering accessibility. Apps like Otter.ai and Ava provide real-time captions, enabling smoother communication in group settings. Additionally, providing visual instructions for games, cooking, or other activities ensures everyone has an equal opportunity to participate. These tools are practical and demonstrate a commitment to creating a space where everyone belongs.

For those who are blind or have visual impairments, verbal descriptions of their surroundings, things happening in the room, people entering and exiting the room, food on the table, holiday decorations, etc. can help them feel more included as they are getting the same information as others. Figure out ways for them to be included in activities and games. Some accommodations are brailled cards or dice, brailleing common areas and objects, putting audio descriptions on for movies and putting puffy stickers or glue on microwaves and measuring cups to help with identification.

The holiday season is about creating joy, connection, and belonging moments. By prioritizing accessibility and actively involving deaf and hard-of-hearing individuals in all festivities, we embody the true spirit of the holidays. When we ensure that no one is left out or left behind, we create memories that reflect the best of humanity: compassion, understanding, and unity.

Let this December be when we give the greatest gift of all—the gift of communication, inclusion, and togetherness.

Weekly Student Life Activities

- EOS (Mon/Wed)
- JOL and reading (Wed-Thurs)
- 4-H (Tues)
- Goal Ball (Tues and Thurs)
- Flying Hooves—Elem. (Tues)
- Moving Mustangs (Tues 2x/mo)
- Computer Club (Tues 2x/mo)
- Flying Hooves-MS/HS (Thurs)
- Student Life Social Hour (Wed)
- Student Council (Wed)
- Snack Shack (Wed/Fri)
- Gaming Club (Fri)



Cottage students and staff went to Fuddrucker's for their annual dinner out.

Thank you MSDB Foundation for making this and many other events possible!

A SPECIAL NIGHT WITH THE KNOWLES'

By Darreck Hale

This year the students and staff in the cottages have been having a wonderful time. They have enjoyed activities and games that have brought them together and increased the holiday spirit. This year on December 11th, it was exciting to do a special activity together. The staff took all of the children and went for a ride and looked at some beautiful lights together. For a special activity, it was decided to stop by the Knowles home and see a beautiful holiday surprise. The Knowles couple explained that they have a desire to support The Montana School For the Deaf and Blind.

When the vans arrived, the children and the staff were all excited to go into the Knowles home and to see the decorations. Mr Knowles answered the door and said that he was very happy to have MSDB in their home. He asked everyone to come in and see the wonderful decorations. Mrs Knowles stated that she has always loved decorating their home and how she has loved the decorations of a classical little town. She then walked through the home with students who were excited and laughing in a positive way. The students smiled and looked at the different parts of the city and its exceptional design. It was built to be a small town with houses, sleds, ski lifts, churches, and schools.

Mr Knowles supported his wife and spoke about her many hours and years of designing and setting up such decorations. Mrs Knowles smiled and said that many of the decorations were classic and noteworthy to find. The couple explained that they were very happy to share what they have made with the students of MSDB. Mrs Knowles stated that they support the school and have a desire to help the foundation as needed. The children said thank you and asked if they could be in a picture to remember. The Knowles said that would be wonderful and were happy to have the children in a happy photo. Each of the children slowly left the decorations and smiled together for a happy photo.

As a group, the children and staff said that they were very happy with the classic decorations. The Knowles couple spoke to students and staff as we said thank you and goodbye. The decorations were amazing and we all saw this as a unique experience. After saying goodbye, we spoke about our favorite decorations and how awesome it was to be welcomed into their holiday art. Overall, everyone enjoyed themselves and were happy with the holiday experience.



Outings/Activities

Look what we did!

- Christmas Stroll (12/6)
- Christmas Cookie Decorating (12/7)
- Gaming Club Tournament (12/7)
- Winter Craft (12/8)
- Knowles' House (12/11)
- Cottage Christmas Party (12/14)
- EOS Winter Program (12/15)
- Winter Formal Dinner (12/15)
- Student Life Dinner Out (12/17)
- MSDB Winter Program (12/19)

Coming Soon

- 4-H Project Day (1/11)
- AMC Movie - Mufasa (1/12)
- 4-H Project Day (2/8)
- Superbowl Party (2/9)
- Travel Home (2/14)
- Travel Return (2/17)

INTRODUCING...

Darreck Hale

Hello everyone,

My name is Darreck Hale and it is exciting to be back here at MSDB again. I am a loving counselor that enjoys the ability to help those with emotional and psychological needs. Everyone here at MSDB appears to be doing well and they are happy with the progress the children have made. I would like to introduce myself to all those who have not met me yet.

Almost 16 years ago I came to Great Falls for work and to be close to my wife's family who are from this area. For a few months, I worked as a therapist for the Center for Mental Health as a children's counselor. Shortly after, I was contacted by some excited teachers from MSDB who encouraged me to apply as a Behavioral Counselor. After 10 years of working here at MSDB, I was asked to become a Homeless at Risk social worker and a Prevention Plan CPS worker. After five years as a CPS worker, I felt it was important to return to MSDB and be a part of this wonderful program.

I love to be busy and move around a lot for my hobbies. The hobbies that I enjoy are hiking, running, kayaking, movies, golfing, long car rides, and having family dinners. My wife and children love to travel and see beautiful things everywhere we can go. There are beautiful mountains, oceans, and amazing architecture for the heart. I lived in Europe for years and I spoke other languages. Although I love the feeling of being busy, the beauty of calm meditation is amazing. It is wonderful to sit quietly on the sand or the rocks of the mountains and feel balance within everything.

I chose to become a counselor because I wanted to help both children and families who needed some support. While I was growing up, we did not receive a lot of the help needed to succeed as a family. We continued to move from basement to basement and hotel to hotel. Deep down I felt an inspiration to become a counselor that could help other families that need guidance and strength.

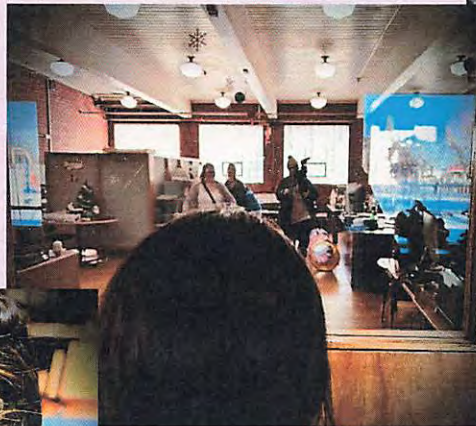
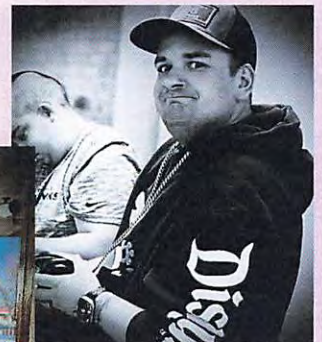
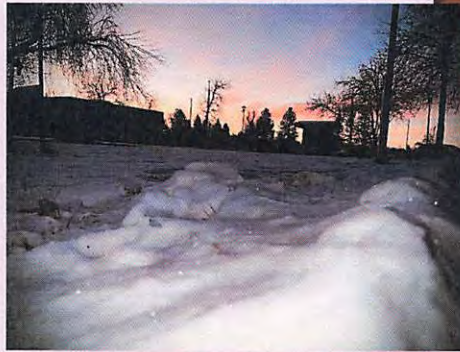
I am so grateful to be back at MSDB and I am excited to meet with you all. If I have not met you yet, please feel free to drop by the Obsidian Cottage and say hello. If there are any concerns for the boys that live here in the cottages, I would be happy to come speak with you. I am very excited to be here again and I am excited to be part of the team here at MSDB.

Thank you so much,

Darreck Hale
Behavioral Counselor



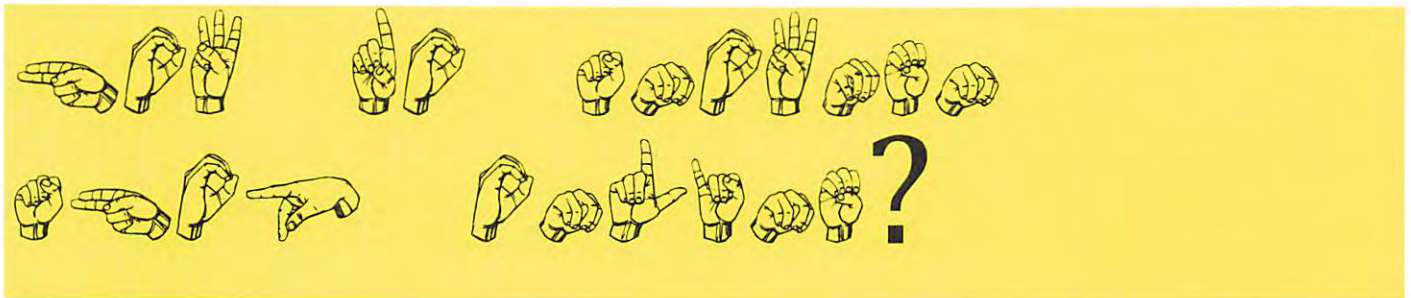
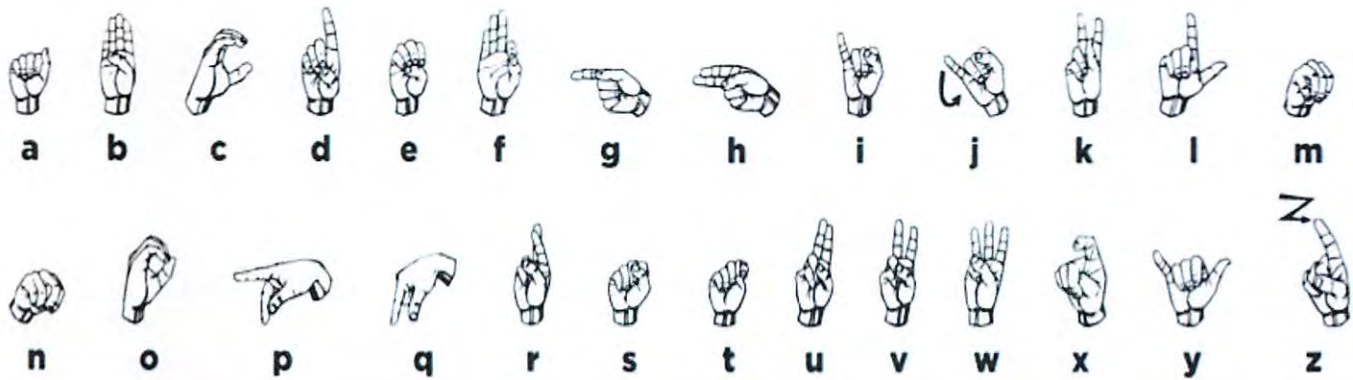
Photography by Angelina



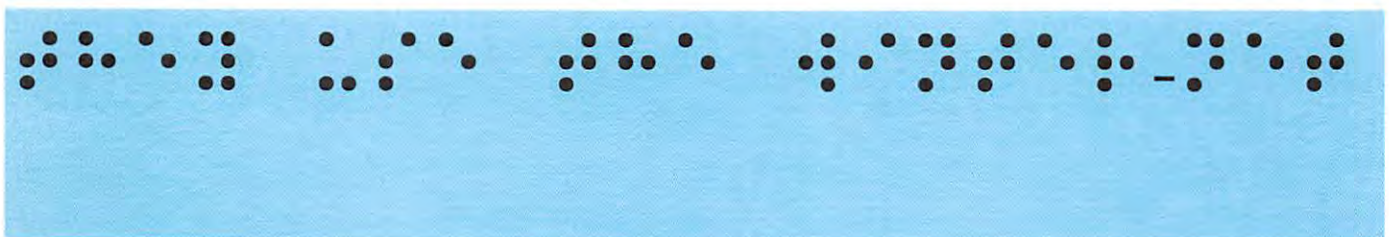
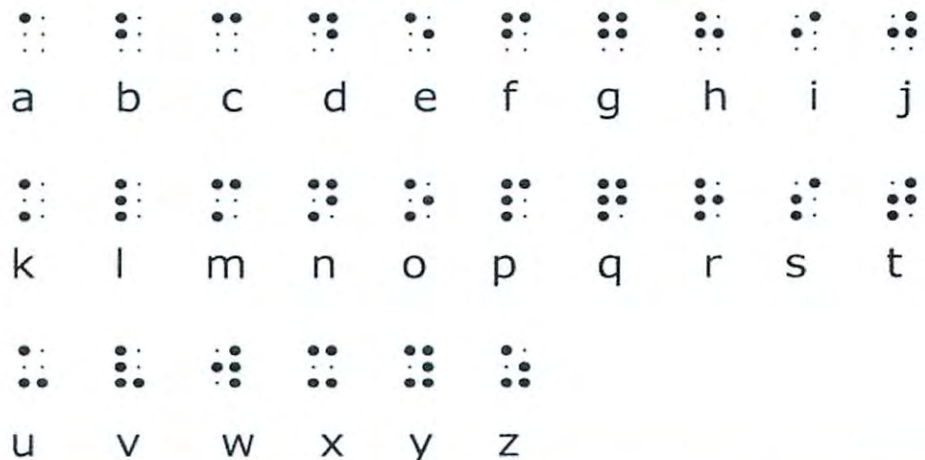
PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

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



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



November Puzzler Answers:

Fingerspelling: Why did the cranberry blush? Braille: It saw the turkey dressing

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

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

Effective Date: 01/07/2025 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 22/17/39

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

MT Sch For Deaf & Blind EI

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
02	-	-	-	-	-	2/1/3	-	2/1/3
04	-	-	-	-	-	2/3/5	-	2/3/5
05	-	-	-	-	-	1/0/1	1/1/2	2/1/3
07	-	-	1/0/1	-	-	0/2/2	-	1/2/3
08	-	-	1/0/1	-	-	-	-	1/0/1
KF	-	-	-	-	-	2/1/3	-	2/1/3
PK	-	-	-	-	-	2/1/3	-	2/1/3
PS	1/0/1	-	-	-	-	-	-	1/0/1
All Grades	1/0/1	-	2/0/2	-	-	9/8/17	1/1/2	13/9/22

MT Sch For Deaf & Blind HS

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

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	5	22.73%
MT Sch For Deaf & Blind HS	6	35.29%
Total	11	28.21%



Montana School for the Deaf and the Blind

3911 Central Ave; Great Falls, MT 59405

Referral Updates

2024-25 School Year

Updated: 1/8/2025

VI/DHH	Grade	Status
VI -	Preschool	No documents (Spring 2024); Outreach consultant has connected with family and Benchmark; still in process
VI -	PreK	Collecting documents (Spring 2024); Moved to Ohio; Moved back to Montana (Jan 2025)
VI -	2nd	Collecting documents - recently moved to GF; Moved back to Helena
VI -	5th	Completed 10-day Observation - Oct 2024 Shared placement with GFPS
VI -	5th	No documents (Spring 2024)
VI -	7th	Collecting documents (Spring 2024) - Student is at EMS - have received emails from the district asking about the referral process. We were told this family has moved to Boston.
VI -	10th	Collecting documents (Spring 2024) - Completed 10-day Observation - Oct 2024 Shared placement with Corvallis; Having on-going conversations with Corvallis about how to reflect shared time
DHH/VI -	1st	Beginning the Process - 9/26; File review 10/23/2024; Gathering additional info/scheduling 10-day observation (family hoping for a few days a month); Day 1 of 10-day is 11/15 in conjunction with CED; Future dates TBD; Nov. 20-21; Jan. 8-9; Jan. 13-14
DHH/VI -	11th	9/5/2024 - Browning - No documents
DHH -	Preschool	Beginning the process - collecting docs; File Review completed; 10-day Observation in progress 10/21/2024; Post Observation Mtg held & recommended placement 11/8/2024

DHH -	PreK	Ready for 10-day observation (Spring 2024) - Talked with Mom, ready for observation, beginning process to get CIs - Identifying dates for a 10-day - 10-day starts 9/23/2024 - Family has asked to suspend the process for now
DHH -	2nd	9/4/2024 - GF- No Documents
DHH -	4th	Recently moved back to Montana - beginning the process (former student) - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	4th	Recently moved to GF - beginning the process - File review completed - 10-day Obs beginning Sept. 2nd - Post observation meeting 9/19/2024 - Placed MSDB
DHH -	9th	Beginning the process Trying to schedule a family meeting. No recent updates
DHH -	10th	Collecting documents (Spring 2024) - Has decided to stay at CMR at this time Aug. 2024

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

❖ EXECUTIVE COMMITTEE – (Item 19)

Dr. Tim Tharp

ITEM 19

MSDB SUPERINTENDENT EVALUATION

Dr. Tim Tharp

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

January 24, 2025

CALL TO ORDER

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

❖ **EXECUTIVE COMMITTEE – (Items 20-22)**

Dr. Tim Tharp

ITEM 20

**ACTION ON MSDB SUPERINTENDENT
CONTRACT**

Dr. Tim Tharp

ITEM 21

ACTION ON TRANSFORMATIONAL LEARNING GRANTS

ACTION ITEMS:

- **Qualify Applications**
 - **Annual Reports**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/6/25

Presentation	Qualification of Transformational Learning FY26 applications
Presenter	Krystal Smith
Position Title	OPI – Education Innovation Manager
Overview	The FY26 application cycle opened December 2, 2024 and closed January 13, 2025. During this time, the OPI collected applications from applying districts. There is currently a waitlist comprised of 16 unfunded districts. All approved districts will be rank-ordered through a lottery system to determine their place on the waitlist. Included in the lottery will be any currently-funded districts that are requesting an increase of FTE. This grant sunsets after FY27.
Requested Decision(s)	Approve or deny Transformational Learning applications for FY26.
Related Issue(s)	Supporting documents will be provided on January 16, 2025 as the application window is currently open. Representative Bedey, during the September 2024 Education Interim Budget Committee meeting, recommended that the BPE does not approve any new districts, as future funding is uncertain.
Recommendation(s)	The recommendation is to approve the submitted Transformational Learning applications.

[LINK](#) to application



Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.5643
In-State Toll-free: 1.888.231.9393
opi.mt.gov

NOTE: All districts are listed in order of funding

FY26 Transformational Learning Applications

*Red Lodge Elementary and High School

*application was submitted after the 1/13/25 5pm deadline

[Link to Transformational Learning Application](#)

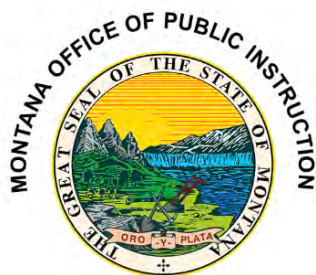
Montana Board of Public Education

Executive Summary

Date: 1/6/25

Presentation	Qualification of 2024 Transformational Learning Annual Reports
Presenter	Krystal Smith
Position Title	OPI – Education Innovation Manager
Overview	The 2024 annual reporting cycle opened December 2, 2024 and closed January 13, 2025. During this time, the OPI collected and reviewed the annual reports submitted via a Qualtrics survey from FY25 funded districts. This is required for qualification of funding for FY26. There are 23 districts that are currently funded and eligible for FY26 funding.
Requested Decision(s)	Approve or deny 2024 Transformational Learning annual reports.
Related Issue(s)	Supporting documents will be provided on January 16, 2025 as the application window is currently open.
Recommendation(s)	The recommendation is to approve the submitted Transformational Learning annual reports.

[LINK](#) to annual reports





2024 Transformational Learning Annual Reports

Frenchtown K-12

Alberton K-12

Lewistown Elementary

Fergus County High School

Hamilton K-12

Corvallis K-12

Superior K-12

Livingston Elementary

Park High School

Cayuse Prairie Elementary

Troy Elementary

Troy High School

Kalispell Elementary

Flathead High School

Darby K-12

*Potomac Elementary

Grass Range Elementary

Grass Range High School

Whitefish High School

Whitehall Elementary

Whitehall High School

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opi.mt.gov

Winnett K-12

Missoula Elementary

*annual report was submitted after the 1/13/25 5pm deadline

[Link to Transformational Learning Annual Reports](#)

Transformational Learning Lottery Drawing FY 2026



District Name	LEA Number	Lottery Number	Ranking
Corvallis K-12	LE 0731	0.705547512	1
Livingston Elementary	LE 0612	0.533424020	2

Lottery Drawing Certification

Drawing Conducted: 01-14-2025

Witness 1: Ted Wendt

Witness 1 Affiliation: Carroll College

ITEM 22

ACTION ON ADVANCED OPPORTUNITY GRANTS

ACTION ITEMS:

- **Qualify Applications**
 - **Annual Reports**

Krystal Smith

Montana Board of Public Education

Executive Summary

Date: 1/6/25

Presentation	Qualification of MT Advanced Opportunities FY26 applications
Presenter	Krystal Smith
Position Title	OPI – Education Innovation Manager
Overview	The FY26 application cycle opened December 2, 2024 and closed January 13, 2025. During this time, the OPI collected applications from applying districts. There is currently a waitlist comprised of 9 unfunded districts. All approved districts will be rank ordered by a first come, first served process, dependent upon the timestamp of received and completed applications, to determine order of receiving funding.
Requested Decision(s)	Approve or deny MT Advanced Opportunities applications for FY26.
Related Issue(s)	Supporting documents will be provided on January 16, 2025 as the application window is currently open. There is potential for \$2 million to be added to this grant during the 2025 legislative session from the STARS Act.
Recommendation(s)	The recommendation is to approve the submitted MT Advanced Opportunities applications.

[LINK](#) to applications





FY26 Montana Advanced Opportunities Applications

Broadview K-12

Choteau Elementary

Choteau High School

Scobey K-12

Hardin High School

Cut Bank High School

Victor K-12

Lima K-12

Three Forks Elementary

Three Forks High School

Huntley Project K-12

Gardiner Elementary

Gardiner High School

Denton High School

Hellgate Elementary

Stanford K-12

Butte Elementary

Butte High School

Park City Elementary

Park City High School

Ryegate K-12

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



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opi.mt.gov

Columbia Falls Elementary

Columbia Falls High School

Turner Elementary

Turner High School

[Link to MT Advanced Opportunities Applications](#)

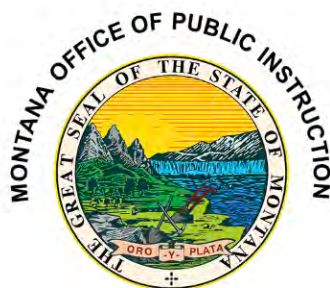
Montana Board of Public Education

Executive Summary

Date: 1/6/25

Presentation	Qualification of 2024 MT Advanced Opportunities Annual Reports
Presenter	Krystal Smith
Position Title	OPI – Education Innovation Manager
Overview	The 2024 annual reporting cycle opened December 2, 2024 and closed January 13, 2025. During this time, the OPI collected and reviewed the annual reports submitted via a Qualtrics survey from FY25 funded districts. This is required for qualification of funding for FY26. There are 95 districts that are currently funded and eligible for FY26 funding.
Requested Decision(s)	Approve or deny 2024 MT Advanced Opportunities annual reports.
Related Issue(s)	Supporting documents will be provided on January 16, 2025 as the application window is currently open.
Recommendation(s)	The recommendation is to approve the submitted MT Advanced Opportunities annual reports.

[LINK](#) to annual reports





2024 Montana Advanced Opportunities Annual Reports

Billings Elementary

Billings High School

Glendive Elementary

Dawson County High School

Great Falls Elementary

Great Falls High School

Missoula Elementary

Missoula High School

St. Ignatius K-12

Helena High School

Havre Elementary

Havre High School

Reed Point Elementary

Reed Point High School

Fromberg K-12

Hot Springs K-12

Alberton K-12

Superior K-12

Custer County High School

Darby K-12

East Helena K-12

Arlee Elementary

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opi.mt.gov

Arlee High School
Lewistown Elementary
Fergus County High School
Fairfield Elementary
Fairfield High School
Belgrade Elementary
Belgrade High School
Grass Range Elementary
Grass Range High School
St. Regis K-12
Hamilton K-12
Livingston Elementary
Park High School
Kalispell Elementary
Flathead High School
Westby K-12
Frenchtown K-12
Sweet Grass County High School
Troy Elementary
Troy High School
Cayuse Prairie Elementary
Red Lodge Elementary
Red Lodge High School

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opi.mt.gov

Lockwood K-12

Ronan Elementary

Ronan High School

Sidney High School

Libby K-12

Wibaux K-12

Absarokee Elementary

Absarokee High School

Drummond High School

Corvallis K-12

*Florence Carlton K-12

Joliet Elementary

Joliet High School

*Potomac Elementary

Stevensville Elementary

Stevensville High School

Whitefish Elementary

Whitefish High School

Whitehall Elementary

Whitehall High School

Bozeman Elementary

Bozeman High School

Ekalaka Elementary



Carter County High School

Manhattan Elementary

Manhattan High School

Townsend K-12

Anaconda Elementary

Anaconda High School

Winnett K-12

Polson Elementary

Polson High School

West Yellowstone K-12

White Sulphur Springs K-12

Plains K-12

*Colstrip Elementary

*Colstrip High School

Roundup Elementary

Roundup High School

Beaverhead County High School

Bainville K-12

Glasgow K-12

*annual report was submitted after the 1/13/25 5pm deadline

[Link to MT Advanced Opportunities Annual Reports](#)



MACIE LIAISON - (Items 23-24)

Dr. Tim Tharp

ITEM 23

MACIE REPORT

Jordann Lankford Forster



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

**Montana Board of Public Education
MACIE Summary**

January 2025

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	<p>The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:</p>
Related Issue(s)	<p>January MACIE Meeting IEFA Recommendations Student Achievement Gap Recommendations</p>
Recommendations	<p>Review the IEFA Recommendations and Student Achievement Gap Recommendations and work with MACIE and other education organizations to implement and administer the recommendations.</p>



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

In order to address and close the **American Indian student achievement gap**, and in the matter of **how school districts spend their respective funding**, The Montana Advisory Council on Indian Education (MACIE) wishes to make the formal recommendations to both the Montana Office of Public Instruction and the Montana Board of Public Education. We are asking for support by either appropriate entity, based on their respective extent and breadth of power.

The recommendations are as follows:

- Culture teachers should be tribally specific in their content and language delivery when working with students and communities.
- Districts should be encouraged to hire cultural specialists and coordinators from their communities and not limit classroom employment to certified educators in order to address the need for community member involvement.
- School districts should provide transportation for both academic and cultural enrichment opportunities for students, staff, and guest speakers to and from communities.
- School district should provide meals for students, family, and community members for both academic and cultural gatherings.
- The OPI and/or the BPE, in coordination with school districts, should provide adequate and reoccurring in-person school board training to our reservation communities.
- The OPI and/or Montana State Legislature should prioritize literacy and mathematics improvement efforts through the funding of additional educational programming and support staff.
- School districts should make their annual application for Indian Education Federal Funding available to parents, community, and any member of the public to insure accountability of a program's intent and efforts. Grant goals and forms of measurement should also be made available to the public.
- School tutoring and educational efforts should be delivered through research-based techniques and guidance.
- School districts should incorporate the OPI's Indian Education "whole child" model.
- (Similar to the reporting required for IEFA funding), the Montana legislature should require school districts to report on the uses of their achievement gap funding.

Please keep in mind these recommendations are fluid and subject to change based on the will of the Montana Advisory Council on Indian Education.

Sincerely,

The Montana Advisory Council on Indian Education

Submitted January 2025



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

The Montana Advisory Council on Indian Education (MACIE) wishes to make the formal recommendations regarding the **expenditure of state Indian Education for All allocated funding** to both the Montana Office of Public Instruction and the Montana Board of Public Education. We are asking for support by either appropriate entity, based on their respective extent and breadth of power.

The recommendations are as follows:

- The OPI and/or BPE work closely with the Montana University System to ensure training received in all teacher preparation programs provide pre-service students with adequate and reoccurring content and subject specific delivery models.
- Remind school district administrators and school boards of the IEFA mandate regularly in order to ensure that Indigenous content exist in all subjects and grade levels.
- Funding should be allocated to Tribal Nations as compensation for consultation.
- An IEFA coordinator should exist in every school building.
- School districts should provide transportation for both academic and cultural enrichment opportunities for students, staff, and guest speakers to and from communities.
- School districts should require yearly attendance at IEFA related professional development trainings. If participants are limited by the ability to travel, the OPI should prioritize providing such training in any community that requests it.
- School district should provide meals for students, family, and community members for both academic and cultural gatherings.

Please keep in mind these recommendations are fluid and subject to change based on the will of the Montana Advisory Council on Indian Education.

Sincerely,

The Montana Advisory Council on Indian Education

Submitted January 2025

ITEM 24

**INFORMATION ON GOVERNOR'S BUDGET
REQUEST**

April Grady



MACIE DP Governors Budget

January 2025

General Fund Total:

FY 2026 \$15,000

FY 2027 \$15,000

NP - 607 - Indian Ed for All - MACIE Meeting Costs -

This change package is for a general fund increase of \$15,000 in each year of the biennium to cover costs associated with the Montana Advisory Council on Indian Education (MACIE) to allow for effective and collaborative meetings and work of the council. This is an increase in general fund over current MACIE budget of \$5,835 for a total of \$20,835 for each year of the 2027 biennium. Currently, the council meets eight times a year with two in-person meetings and 21-25 people serving on the council. This increase will help support OPI and schools with implementation of Indian Education for All and assist with American Indian student achievement.

❖ **CHARTER COMMITTEE – (Item 25)**

Jane Hamman

ITEM 25

**ACTION ON THE RESOLUTIONS TO
APPROVE AND DENY PUBLIC CHARTER
SCHOOLS**

Jane Hamman

❖ **EXECUTIVE COMMITTEE – (Item 26)**

Dr. Tim Tharp

ITEM 26

RECOGNITION OF EXITING BOARD MEMBER

Dr. Tim Tharp

FUTURE AGENDA ITEMS - March 11-12, 2025

MACIE Update

Action on MSDB School Calendar

Action on Early Literacy Screening Tools (Odd Years)

Assessment Update

Federal Update

Accreditation Report

Annual School Food Services Report

Review Draft CAEP MOU

Content Standards Revision Update

BOARD OF PUBLIC EDUCATION TOURS

- | | |
|----------------|--|
| 11:30AM | PUBLIC CHARTER SCHOOL CLASSROOM OBSERVATION
Mount Ascension Learning Academy
Exploration Works, 995 Carousel Way, Helena, MT |
| 12:15PM | PUBLIC CHARTER SCHOOL ROUNDTABLE LUNCH
Central Elementary School, 402 North Warren, Helena, MT |
| 1:15PM | PUBLIC CHARTER SCHOOL CLASSROOM OBSERVATION
Montessori Charter School
Central Elementary School, 402 North Warren, Helena, MT |