

***BOARD OF PUBLIC EDUCATION  
MEETING***

***Miles Community College  
Lucas Hall, Room 106  
2715 Dickinson  
Miles City, MT***

***SEPTEMBER 14-15, 2023***

***BOARD OF PUBLIC EDUCATION***

# AGENDA

# BOARD OF PUBLIC EDUCATION MEETING AGENDA

September 14-15, 2023  
Miles Community College, Lucas Hall, Room 106  
2715 Dickinson, Miles City, MT

Thursday September 14, 2023  
8:30 AM

## CALL TO ORDER

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

## PUBLIC COMMENT

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

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

## CONSENT AGENDA – page #9

*(Items may be pulled from Consent Agenda upon request)*

- A. July 12-14, 2023 Meeting Minutes
- B. Financials
- C. 2024 Agenda and Meeting Calendar
- D. Bylaws
- E. Strategic Plan

## ADOPT AGENDA

### ❖ REPORTS – Madalyn Quinlan (Items 1-6)

Item 1                    **CHAIRPERSON REPORT – 15 Minutes, page #35**  
Madalyn Quinlan

Item 2                    **EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #36**  
McCall Flynn

- Item 3                   **STATE SUPERINTENDENT REPORT – 45 Minutes, page #37**  
**State Superintendent Elsie Arntzen**
  - MAST Update
  - Teacher Residency Update
  - Assessment Update
  - ESSER Update
  - Data Modernization Update
  - Content Standards Revision Update
  - Accreditation Update
  - HB 403 Licensure Recommendation
  
- Item 4                   **COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #66**  
**Dr. Angela McLean**
  
- Item 5                   **GOVERNOR’S OFFICE REPORT – 15 Minutes, page #68**  
**Dylan Klapmeier**
  
- Item 6                   **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #71**  
**Gavin Mow**
  
- ❖ **MACIE LIAISON – Susie Hedalen (Items 7-8)**
  
- Item 7                   **MACIE REPORT – 15 Minutes, page #72**  
**Jordann Lankford Forster**
  
- Item 8                   **REVIEW MACIE MISSION STATEMENT AND GOALS –15 Minutes, page #74**  
**Susie Hedalen**
  
- ❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 9-10)**
  
- Item 9                   **INFORMATION ON SUPERINTENDENT’S REQUEST TO REVISE TITLE 10,**  
**CHAPTER 56 – ASSESSMENT STANDARDS – 15 Minutes, page #76**  
**Cedar Rose**
  
- Item 10                  **ACTION ON CREATION OF EARLY LITERACY ADVISORY COUNCIL – 15**  
**Minutes, page #80**  
**McCall Flynn**
  
- ❖ **ACCREDITATION COMMITTEE – Tim Tharp (Items 11-12)**
  
- Item 11                  **ACTION ON RECOMMENDATION FROM BOARD CHARTER SCHOOL**  
**COMMITTEE PERTAINING TO HB 549 – CHARTER SCHOOL CRITERIA – 15**  
**Minutes, page #86**  
**McCall Flynn**
  
- Item 12                  **INFORMATION ON SUPERINTENDENT’S REQUEST TO REVISE TITLE 10,**  
**CHAPTER 53 – HEALTH AND SCIENCE STANDARDS – 15 Minutes, page #95**  
**Dr. Julie Murgel, Marie Judisch**

\*\*\*\*\*LUNCH WITH MILES CITY STUDENT COUNCIL STUDENTS\*\*\*\*\*  
*\*Lunch will be provided for Board Members and Students\**

❖ BOARD OF PUBLIC EDUCATION TOURS WITH MILES CITY SCHOOL DISTRICT

1:00 PM CUSTER COUNTY DISTRICT HIGH SCHOOL TOUR  
20 S Center, Miles City, MT

2:00 PM GARFIELD ELEMENTARY SCHOOL TOUR  
105 Milwaukee, Miles City, MT

\*\*\*\*\*TIME CERTAIN AT 3:00PM\*\*\*\*\*

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 13-14)

Item 13 ACTION ON APPEAL HEARING OF CLASS 5 EXTENSION, BPE CASE  
#2023-03, ADAIR – 1.5 Hours, page #102  
Chad Vanisko, Board Legal Counsel

Item 14 UPDATE ON YELLOW KIDNEY, ET AL LITIGATION – 15 Minutes, page #103  
Chad Vanisko, Board Legal Counsel

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 15)

Item 15 ELECTION OF OFFICERS – 15 Minutes, page #104  
McCall Flynn

❖ BOARD OF PUBLIC EDUCATION ACTIVITY WITH MILES COMMUNITY COLLEGE

5:00 PM CDL SIMULATOR ACTIVITY

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**Friday September 15, 2023**  
**8:30 AM**

**CALL TO ORDER**

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

❖ LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 16-18)

Item 16 UPDATE ON PRAXIS TEST REVIEW AND SCORES – 15 Minutes, page #107  
Crystal Andrews

Item 17 ACTION ON SUPERINTENDENT’S REQUEST TO REVISE TITLE 10,  
CHAPTER 57 – EDUCATOR LICENSURE STANDARDS AND BOARD  
LICENSURE COMMITTEE PROPOSED TIMELINE– 30 Minutes, page #110  
Crystal Andrews

Item 18 EDUCATOR PREPARATION PROGRAM REPORT – 15 Minutes, page #115  
Dr. Julie Murgel, Crystal Andrews

❖ **MSDB LIAISON – Renee Rasmussen (Item 19)**

**Item 19**                    **MSDB REPORT – 30 Minutes, page #146**  
**Paul Furthmyre**

**ACTION ITEMS:**

- **Personnel Action**
- **Out of State Travel**
- **Approve AER Self-Study Presented on 2nd Reading Section G**
- **OPI Discretionary Grant**
- **Terminate 1900 Policies**

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 20-23)**

**Item 20**                    **MONTANA ASSOCIATION OF STUDENT COUNCIL OFFICERS PANEL – 1**  
*Hour, page #184*  
**Gavin Mow, Capital High School; Stella Rapson, Custer County District**  
**High School; Jenna Bailly, CM Russell High School; Jered Jares, Laurel**  
**High School; Dallas Blount, Frazer High School**

**Item 21**                    **ANNUAL MONTANA DIGITAL ACADEMY REPORT – 30 Minutes, page #185**  
**Dr. Jason Neiffer**

**Item 22**                    **ANNUAL SPECIAL EDUCATION REPORT – 15 Minutes, page #187**  
**Patrick Cates**

**Item 23**                    **ANNUAL HISET REPORT – 15 Minutes, page #203**  
**Katie Madsen**

**FUTURE AGENDA ITEMS November 15-17, 2023, Missoula, MT**

Montana Council of Deans of Education Update

MACIE Update

OCHE Math Presentation

*Assessment Update*

*Federal Update*

*Annual Data Collection*

*Variance to Standards Requests & Renewals*

*Accreditation Report*

*Youth Risk Behavior Survey Update (Odd Years)*

*Annual Renewal Unit Providers List*

**MSDB Superintendent Performance Evaluation**

**PUBLIC COMMENT**

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

**ADJOURN**

❖ **OPTIONAL TOURS**

**12:00 PM      MILES COMMUNITY COLLEGE TOURS WITH PRESIDENT SLINGER**

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

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

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

## **CALL TO ORDER**

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



## **CONSENT AGENDA**

Items may be pulled from Consent Agenda if  
requested

- A. July 12-14, 2023 Meeting Minutes**
- B. Financials**
- C. 2024 Agenda and Meeting Calendar**
- D. Bylaws**
- E. Strategic Plan**

# **CONSENT AGENDA**

## **MINUTES**

# BOARD OF PUBLIC EDUCATION MEETING MINUTES

July 12-14, 2023  
Montana State Capitol Building, Room 152  
Helena, MT

Wednesday, July 12, 2023  
1:00 PM

## CALL TO ORDER

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

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Renee Rasmussen; Dr. Ron Slinger; Ms. Anne Keith; Ms. Jane Hamman; Dr. Tim Tharp; Mr. Gavin Mow, Student Representative. Ex Officio Members: Superintendent Elsie Arntzen, Office of Public Instruction (OPI); Dr. Angela McLean, Office of Commissioner of Higher Education; Mr. Dylan Klapmeier, Governor's Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Krystal Smith, OPI; Ms. Ashley Eden, New Meridian; Mr. Chris Gentile, New Meridian; Superintendent Chad Johnson, Livingston Public Schools; Mr. Larry Crowder, Executive Director Montana Rural Education Association (MREA); Ms. Moffie Funk, Montanans Organized for Education (MOFE); Ms. Jenny Murnane-Butcher, Deputy Director, MOFE; Mr. Jay Phillips, OPI; Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Mr. Jeff Havens; Mr. Erik Burke, MFPE; Ms. Jordan Krause, MFPE.

## PUBLIC COMMENT

Superintendent Chad Johnson, Livingston Public Schools, gave public comments pertaining to HB 352, Early Literacy, and offered any assistance necessary to implement the bill requirements.

Ms. Amanda Curtis, President, MFPE thanked the Board for their work.

## CONSENT AGENDA

**Ms. Jane Hamman moved to approve the Consent Agenda as presented. Motion seconded by Dr. Ron Slinger.**

*No discussion. Motion passed unanimously.*

## ADOPT AGENDA

**Ms. Renee Rasmussen moved to approve the agenda as presented. Motion seconded by Ms. Jane Hamman.**

*No discussion. Motion passed unanimously.*

## **STRATEGIC PLANNING SESSION – Madalyn Quinlan REVIEW STRATEGIC PLAN**

Ms. Flynn reviewed the proposed revisions to the Strategic Plan for the Board. Chair Quinlan discussed the revisions and answered Board member questions pertaining to the proposed revisions. Board members discussed the Montana School Safety Advisory Committee and Board participation.

## **REVIEW BYLAWS**

Ms. Flynn reviewed a draft version of the Bylaws and explained to the Board the reasons for the proposed revisions. Board members discussed the proposed revisions.

## **REVIEW COMMITTEE ASSIGNMENTS**

Ms. Flynn reviewed the current committee assignments, as appointed by Chair Quinlan, and Board members discussed the makeup of the committee assignment. Ms. Flynn commented that the current structure will be revised to better represent the Board committees, Board liaisons, and Board appointments to other committees and councils.

## **SET ANNUAL AGENDA CALENDAR AND MEETING CALENDAR 2024**

Ms. Flynn reviewed the proposed meeting calendar schedule for the next year and stated reasons for proposed changes. Chair Quinlan asked Board members to discuss what proposed dates work best for them, and that the calendar will be acted upon via the Consent Agenda at the September meeting. Ms. Flynn discussed the Annual Agenda Calendar, recurring items listed on the calendar, required reports to the Board, and where those items are placed throughout the year. Ms. Jane Hamman noted there are required annual reports to the Board for the Community Choice Schools and recommended those be included in the meeting calendar.

## **RECOMMENDATIONS ON LEGISLATIVE IMPLEMENTATION FROM BOARD COMMITTEES**

Board members reviewed and discussed recommendations from Board committees on the implementation of bills passed during the 2023 Legislative Session that pertain to the Board, specifically HB 352 Early Literacy, HB 549 Establishing Public Charter Schools, HB 562 Authorizing Community Choice Schools, and SB 373 Provide for Alternative Teacher Credentialing. Board members generally agreed upon next steps and directed Board staff to start working on the new requirements.

## **DISCUSS MACIE BUDGET**

Superintendent Arntzen and Mr. Jay Phillips, CFO for OPI, discussed the MACIE budget with the Board and the costs of meetings throughout the year. The Superintendent noted that there is no line item specific to MACIE in the OPI budget. Chair Quinlan asked the Superintendent what has changed that the OPI is unable to fund MACIE out of the multi-million-dollar annual budget OPI receives to conduct state business. The Superintendent stated that OPI is holding strict accountability to taxpayers and is seeking a partnership with the Board to offset costs. Vice Chair Hedalen stated that both she and Ms. Flynn work with the MACIE chair to work on agendas and administrative duties and that a collaborative partnership already exists. Ms. Flynn discussed the administrative duties Board staff performs supporting MACIE, in addition to work done by Vice Chair Hedalen.

## **RECOMMENDATIONS ON LEGISLATIVE IMPLEMENTATION FROM BOARD COMMITTEES**

Discussion continued after the MACIE Budget discussion regarding the implementation of bills passed during the 2023 Legislative session. A discussion was held regarding whether it may be necessary to form ad hoc committees to work on implementing the charter school bills. Chair Quinlan has agreed to appoint members to a Board Charter School Committee.

**PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS**

Ms. Murnane-Butcher, MOFE, gave public comment regarding implementing the bills, creating ad hoc committees to ensure public participation, and asked that when implementing HB 352 and the Home-based program to include parents and educators for assistance.

Ms. Curtis, MFPE, echoed Ms. Murnane-Butcher’s remarks.

**❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 1)**

**Item 1 PRESENTATION OF CSPAC ANNUAL REPORT  
McCall Flynn**

Ms. Flynn presented the CSPAC Annual Report to the Board, reviewing the past year of CSPAC meetings, work CSPAC did over the year, and recommendations CSPAC made to the Board. Chair Quinlan asked Ms. Flynn to review the duties of CSPAC that were outlined in statute, and to discuss how Class 8 License applications will be handled moving forward, which previously were reviewed and recommended for licensure by CSPAC.

**❖ ASSESSMENT COMMITTEE – Anne Keith (Item 2)**

**Item 2 MONTANA ALTERNATIVE STUDENT TESTING Q&A SESSION  
New Meridian, Krystal Smith**

Ms. Smith, Education Innovation Director at OPI, opened the item with Ms. Ashley Eden and Mr. Chris Gentile of New Meridian. The group reviewed the Montana Alternative Student Testing (MAST) pilot program and answered Board member questions.

**4:30 PM ROBOTICS PRESENTATION AND DEMONSTRATION  
4133 Fusion Robotics Team**

Students from the Helena Fusion Robotics Team, who recently competed and won the World Championship in Texas, introduced themselves to the Board and presented the robot they designed and developed.

Meeting adjourned at 4:38PM.

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**Thursday, July 13, 2023**

**8:30 AM**

**CALL TO ORDER**

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

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Renee Rassmussen; Dr. Ron Slinger; Ms. Jane Hamman; Dr. Tim Tharp; Mr. Gavin Mow, Student Representative. Ex Officio Members: Superintendent Elsie Arntzen, OPI; Dr. Angela McLean, Office of Commissioner of Higher Education (OCHE); Mr. Dylan Klapmeier, Governor’s Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Superintendent Paul Furthmyre, Montana School for the Deaf and the Blind (MSDB); Mr. Rob Stutz, Chief Legal Counsel, OPI; Mr. Chad Vanisko, Board Legal Counsel,



**Item 5**                            **EXECUTIVE DIRECTOR REPORT**  
**McCall Flynn**

Ms. Flynn updated Board members on work done by Board committees to begin implementation of legislation passed during the 2023 session that pertains to the Board, discussed the new Board budget that is now only General Fund, and thanked members for their work.

**Item 6**                            **STATE SUPERINTENDENT REPORT**  
**State Superintendent Elsie Arntzen**

Superintendent Arntzen presented her report to the Board discussing ESSER funding, Teacher Residency Program, meetings and conferences she has attended, OPI Staffing, Data Modernization, and Content Standards revisions. The Superintendent discussed the new direct certification process for students receiving free and reduced lunch, which removes the forms to apply for the program that families previously had to complete and gave an update on bills passed during the Legislative session that pertain to OPI. The Superintendent concluded her report by discussing a recent OPI Family Day held for employees and families. Ms. Cedar Rose presented the Assessment Report to the Board discussing completed and upcoming projects, completion rates for ACT with Writing, Smarter Balanced, Math and English Language Arts (ELA) Summative Assessments, and Science Summative Assessments. Ms. Wendi Fawns gave an update on the Elementary and Secondary School Emergency Relief (ESSER) Act funds for the Board. Mr. Chris Sinrud gave an update on the Data Modernization Project, noting that the OPI website contains updated information on the project. Mr. Sinrud answered Board member questions. Ms. Marie Judisch presented an update on the ongoing Content Standards revisions ELA, World Languages, and Math. Ms. Judisch answered Board member questions. Superintendent Arntzen noted that due to legislative changes the Health Standards may need to be reopened, in addition to the Assessment rules. Board members asked additional questions related to the ESSER funds. Dr. McLean discussed work being done at the Higher Education level to assist students with their math needs to be successful in post-secondary education and offered a presentation on the project at a future Board meeting. The Superintendent answered questions related to the GEMS system and COVID-19 learning loss.

**Item 7**                            **COMMISSIONER OF HIGHER EDUCATION REPORT**  
**Dr. Angela McLean**

Dr. McLean noted she is on the Teacher of the Year Selection committee and looks forward to working with Board member Keith in the selection process. Dr. McLean commended OPI on the work with the Data Modernization project and thanked the Council for Accreditation of Educator Preparation (CAEP) accredited Educator Preparation Programs (EPP) for the ongoing conversation regarding national accreditation. Dr. McLean updated the Board on College Application Week, which will be held October 2-14, 2023, Montana's Future at Work CTE summit in September and provided an update on the Educator Recruitment and Retention program and Teacher Residency program. Dr. McLean answered Board member questions. A discussion surrounding the Educator Recruitment and Retention program and Teacher Residency program ensued.

**Item 8**                            **GOVERNOR'S OFFICE REPORT**  
**Dylan Klapmeier**

Mr. Klapmeier gave an update from the Governor's Office to the Board. Mr. Klapmeier discussed the benefits of the Board Strategic Planning meeting the day before, then discussed legislation passed during the 2023 session pertaining to K-12 education, including Early Literacy, Montana Digital Academy, Charter School bills, education related funding, and noted the work done during the interim between education partners that resulted in legislative success during the session. Ms. Jane Hamman thanked Mr. Klapmeier and the Governor's Office for their collaboration during the session.







criminal investigation to the Board. Mr. Stutz pointed out that the facts of the case meet the requirements of §20-4-110(1)(e), MCA. Mr. Betchie defended Mr. Case and argued that his conviction is invalid due to law enforcement entering his home without a warrant and violating his constitutional rights. Mr. Stutz moved to enter exhibits into evidence. OPI – A, Statement from Ric Cattell, and OPI – B, Verdict Form, and Judgement and Order of Conviction. The Board voted unanimously to accept the exhibits as evidence. A discussion ensued about continuing to move forward and whether Mr. Case and his attorney had been properly noticed. Dr. Tharp noted that letters have been sent going back months and that the Board has confirmation that Mr. Case has received the notices sent by the Board. Mr. Betchie asked for a break to attempt to contact Mr. Case to ask if he would like to participate in the proceedings. Mr. Betchie returned and stated that Mr. Case is unable to participate in the proceedings today and inquired if the Board is willing to renew the motion to continue. Mr. Stutz stated that OPI would oppose taking the motion to continue back under reconsideration and noted past practice of the Board. Mr. Vanisko responded that he understands OPI's position but that the Board does have latitude to reconsider. Chair Quinlan stated she would like to continue the hearing and then give each Board member the opportunity to discuss but is concerned there is a motion on the floor that needs to be addressed. Mr. Vanisko noted that the motion can be delayed until the hearing is over then taken up again for consideration. Mr. Stutz and Mr. Betchie gave closing arguments to the Board. Chair Quinlan asked each Board member to discuss their thoughts. Mr. Vanisko clarified the Board's options: revocation or suspension. Mr. Betchie clarified his motion to continue and to accept a voluntary suspension from Mr. Case pending the outcome of appeal. Chair Quinlan clarified the potential options: accepting the motion to continue with a voluntary suspension, or to revoke. Ms. Rasmussen questioned if the decision could be to suspend pending the outcome of the appeal, and if the conviction is upheld the license would be revoked. Mr. Vanisko stated that might be possible through a settlement between the parties. Board members each stated their support or not of the motion on the floor to continue with voluntary suspension. Mr. Betchie restated the motion:

*We request the board continue proceedings on this matter until the outcome of the appeal to the Montana Supreme Court. During that time Mr. Case will voluntarily suspend his license so that he cannot teach. Pending the outcome of the appeal we would defer to the Board for necessary action. No arguments of timeliness will be brought up and Mr. Case will not seek employment in any kind of educational occupation.*

Vice Chair Hedalen questioned whether the case would be brought back to the Board once the appeal is concluded and Mr. Stutz noted that it may be, pending the outcome of the appeal. Mr. Vanisko suggested that once the appeal is concluded that Mr. Case notify the Board and OPI of the outcome.

*Motion passed 4-2 with members Tharp and Rasmussen dissenting.*

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**Friday, July 14, 2023**  
**8:30 AM**

**CALL TO ORDER**

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

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Renee Rasmussen; Dr. Ron Slinger; Ms. Jane Hamman; Dr. Tim Tharp; Mr. Gavin Mow, Student Representative. Ex Officio Members: Dr. Angela McLean, OCHE; Mr. Dylan Klapmeier, Governor's Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Dr. Estee Aiken, UM Western; Ms. Kristi Steinberg, UM; Dr. Julie Murgel, OPI; Dr. Laura Strauss, UM Western; Ms. Ellery Bressler, OPI; Dr. Dan Lee, UM; Dr. Sarah Pennington, Montana State University (MSU); Mr. John Melick, MSU; Mr. Larry Crowder, MREA; Ms. Crystal Andrews, OPI; Superintendent Elliot Crump, Shelby Public Schools; Superintendent Tobin Novasio, Hardin Public Schools; Superintendent Thom Peck, Lewiston Public Schools; Ms. Jennifer Burns, MSU-Billings; Ms. Amanda Curtis, MFPE; Superintendent Chad Johnson, Livingston Public Schools; Ms. Anna Hoerner, OPI; Deputy Superintendent Sharyl Allen, OPI.

❖ **LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 15-18)**

**Item 15                    ACTION ON THE STATE EXIT REPORT AND REGULAR ACCREDITATION STATUS OF THE UNIVERSITY OF MONTANA-WESTERN EDUCATOR PREPARATION PROVIDER**  
**Dr. Julie Murgel**

Dr. Murgel welcomed Dr. Strauss and Dr. Aiken from UM Western to the table for the item. Dr. Murgel reviewed the UM Western State Exit report for the Board and the process for the Virtual State Joint Site Visit between OPI and CAEP. Dr. Murgel discussed the review process, and highlighted specific areas that stood out to the review team that UM Western does well, and areas cited with notation. Dr. Murgel explained that if approved by the Board the program is accredited through 2029. Dr. Laura Strauss and Dr. Estee Aiken thanked the Board and noted they are available for any questions the Board may have. Members of the group answered Board member questions.

*Vice Chair Susie Hedalen moved to approve the State Exit Report and Regular Accreditation Status for the University of Montana Western Educator Preparation Program. Motion seconded by Ms. Renee Rasmussen.*

*No discussion. Motion passed unanimously.*

**Item 16                    REFLECTION AND REVIEW OF TITLE 10, CHAPTER 57 – EDUCATOR LICENSURE STANDARDS**  
**Crystal Andrews; Superintendent Elliot Crump, Shelby; Superintendent Thom Peck, Lewistown; Superintendent Tobin Novasio, Hardin (formerly Lockwood); John Melick, Director of Field Placement and Licensure, MSU; Jennifer Burns, Licensure Specialist, MSU-Billings**

Vice Chair Hedalen introduced all participants in the panel for the Board, and Ms. Flynn reviewed the purpose of the panel. Board members asked questions of the group and participants weighed in with answers and input for the Board regarding the revisions to Chapter 57, Educator Licensure, that the Board adopted in 2022.

**Item 17                    DISCUSSION ON POTENTIAL REVISIONS TO TITLE 10, CHAPTER 57 EDUCATOR LICENSURE STANDARDS**  
**Crystal Andrews**

Ms. Andrews discussed several areas of Chapter 57 which may need to be reviewed listing specific areas that the OPI Educator Licensure team is seeing with applications such as: out of state applicants who hold a Lifetime License in another state; out of state applicants with a Middle Grades license with a Content Specific endorsement; areas that may need some clean up language; extension to the 3-year time limit on

Class 5 Educator Licenses; Class 5 Educator License for Counselors, specific to the four course deficiency language; how to handle the Class 8 Educator Licenses now that CSPAC has been dissolved; pathway for licensure for Career Coaches per HB 458; and alternative teaching credential per legislation. Ms. Andrews answered Board member questions and discussed next steps for reopening Chapter 57. Ms. Flynn stated that at the September meeting the Board will discuss which items they are interested in updating in Chapter 57, then OPI could create a draft document and the Board can begin the MAPA process.

**Item 18**

**DISCUSSION ON EDUCATOR PREPARATION PROGRAM  
ACCREDITATION**

**Dr. Julie Murgel, Dr. Dan Lee, Dean of the Phyllis J. Washington College of Education, UM; Kristi Steinberg, Director of Accreditation, UM; Dr. Laura Straus, Professor and Accreditation Lead, UM Western**

Vice Chair Hedalen opened the item by introducing the panel participants for the Board and thanked the participants for being at the meeting. Ms. Flynn reviewed the discussion held at the May meeting regarding national accrediting bodies. Dr. Lee, UM, made opening remarks on behalf of the EPPs who are accredited by CAEP. Board members asked questions of the panel members regarding the joint site review process, how the process works, benefits to the EPP for having the joint site review, and implications of what could happen if there is not an agreement in place. Panel members reviewed what is contained in a site visit and the work that is done by the EPP and the joint accreditation team.

**❖ ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 19-21)**

**Item 19**

**ACTION ON ACCREDITATION CORRECTIVE ACTION PLANS  
Ellery Bresler**

Ms. Bresler presented the Corrective Action Plans to the Board and summarized the plans for the Board. Dr. Tharp noted that these plans fall under the old Chapter 55 rules, not the newly adopted rules, and that while there are many corrective plans, they are minor issues. Ms. Bresler answered Board member questions.

***Dr. Tim Tharp moved to approve the 2022-2023 Corrective Action Plans as presented. Motion seconded by Ms. Jane Hamman.***

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

**Item 20**

**UPDATE ON 2023-2024 ACCREDITATION PROCESS  
Dr. Julie Murgel, Crystal Andrews**

Ms. Andrews reviewed the new process for Accreditation for the 2023-2024 school year per the new Accreditation Standards effective July 1, 2023.

**Item 21**

**ACTION ON VARIANCE TO STANDARDS BOARD APPOINTMENTS  
Crystal Andrews**

Ms. Andrews presented six new recommendations to fill open positions on the Variance to Standards Board. Ms. Andrews reviewed the open positions and the recommendations from the Superintendent to fulfill the openings.

***Dr. Tim Tharp moved to approve State Superintendent Arntzen's recommendation for the six appointments to the Variance to Standards Board. Motion seconded by Ms. Renee Rasmussen.***

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

Ms. Flynn reviewed the future agenda items listed below for the Board, reminding members that the September meeting will be in Miles City.

**FUTURE AGENDA ITEMS – September 14-15, 2023, Miles City, MT**

Election of Board Officers  
Approve Yearly Board Meeting Calendar – C  
Approve Annual Agenda Calendar – C  
MACIE Update  
Montana Digital Academy Update  
*Assessment Update*  
*Federal Update*  
*Annual HiSET Report*  
*Annual Special Education Report*  
*Update on Praxis Test Review*

**PUBLIC COMMENT**

Superintendent Chad Johnson, Livingston Public Schools, thanked the Board for their work and invited the Board to hold their September 2024 meeting in Livingston.

**ADJOURN**

Meeting adjourned at 11:26 AM.

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

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

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

# CONSENT AGENDA

## FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2024 through 02 (Aug)/2024

This report compares ORG Budgets (ORG\_BD) to Actuals expended amounts

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	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01	K-12 EDUCATION				582,202.00	47,444.01	0.00	534,757.99
	235H1	ADMINISTRATION			537,722.00	44,281.54	0.00	493,440.46
		01100	General Fund		531,974.00	44,281.54	0.00	487,692.46
			1	BOARD OF PUBLIC EDUCATION	531,974.00	44,281.54	0.00	487,692.46
				61000 Personal Services	258,802.00	29,903.27	0.00	228,898.73
				62000 Operating Expenses	273,172.00	14,378.27	0.00	258,793.73
			ALL	All Organization Rollup	0.00	0.00	0.00	0.00
				((blank))	0.00	0.00	0.00	0.00
		02122	Advisory Council		5,700.00	0.00	0.00	5,700.00
			1	BOARD OF PUBLIC EDUCATION	5,700.00	0.00	0.00	5,700.00
				61000 Personal Services	5,700.00	0.00	0.00	5,700.00
			30	Advisory Council Program 01	0.00	0.00	0.00	0.00
				61000 Personal Services	0.00	0.00	0.00	0.00
			ALL	All Organization Rollup	0.00	0.00	0.00	0.00
				((blank))	0.00	0.00	0.00	0.00
		02219	Research Fund		48.00	0.00	0.00	48.00
			1	BOARD OF PUBLIC EDUCATION	48.00	0.00	0.00	48.00
				62000 Operating Expenses	48.00	0.00	0.00	48.00
			50	Research Program 01	0.00	0.00	0.00	0.00
				62000 Operating Expenses	0.00	0.00	0.00	0.00
				68000 Transfers-out	0.00	0.00	0.00	0.00
			ALL	All Organization Rollup	0.00	0.00	0.00	0.00
				((blank))	0.00	0.00	0.00	0.00
		235H2	AUDIT (RST/BIEN)		0.00	0.00	0.00	0.00
			01100	General Fund	0.00	0.00	0.00	0.00
			1	BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
				62000 Operating Expenses	0.00	0.00	0.00	0.00
			ALL	All Organization Rollup	0.00	0.00	0.00	0.00

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H2 AUDIT	01100 General Fund	ALL All Organization Rollup	:(blank)	0.00	0.00	0.00	0.00
<b>235H4 SITSD RST</b>					<b>44,480.00</b>	<b>3,162.47</b>	<b>0.00</b>	<b>41,317.53</b>
<b>01100 General Fund</b>					<b>44,480.00</b>	<b>3,162.47</b>	<b>0.00</b>	<b>41,317.53</b>
<b>1 BOARD OF PUBLIC EDUCATION</b>					<b>44,480.00</b>	<b>3,162.47</b>	<b>0.00</b>	<b>41,317.53</b>
62000 Operating Expenses					44,480.00	3,162.47	0.00	41,317.53
<b>ALL All Organization Rollup</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
:(blank)					0.00	0.00	0.00	0.00
<b>235Z1 WORKERS COMP. REDUCTION</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>01100 General Fund</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>1 BOARD OF PUBLIC EDUCATION</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
61000 Personal Services					0.00	0.00	0.00	0.00
<b>ALL All Organization Rollup</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
:(blank)					0.00	0.00	0.00	0.00
<b>02122 Advisory Council</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>30 Advisory Council Program 01</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
61000 Personal Services					0.00	0.00	0.00	0.00
<b>ALL All Organization Rollup</b>					<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
:(blank)					0.00	0.00	0.00	0.00
<b>Grand Total</b>					<b>582,202.00</b>	<b>47,444.01</b>	<b>0.00</b>	<b>534,757.99</b>



**CONSENT AGENDA**

**2024 AGENDA AND MEETING CALENDAR**

# **BOARD OF PUBLIC EDUCATION**

## **ANNUAL AGENDA CALENDAR January 2024 – November 2024**

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

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### **January 18-19, 2024 – Helena, MT**

Exiting Board Member – Last Meeting and Recognition  
Review MSDB Superintendent Contract Extension (2026)  
MACIE Update  
**Review individual Community Choice Schools' Annual Reports**  
*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*

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### **March 7-8, 2024 – Helena, MT**

MACIE Update  
Approve MSDB School Calendar  
Approve MSDB Superintendent Contract Extension (2026)  
*Assessment Update*  
*Federal Update*  
*Accreditation Report*  
*Annual School Food Services Report*  
*Approve Annual Reports Transformational Learning and Advanced Opportunity Grant Applications*  
*Draft – CAEP MOU*  
*Content Standards Revision Update*

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### **May 9-10, 2024 – Great Falls, MT**

Student Representative Last Meeting & Recognition  
MACIE Update  
*Approve K-12 Schools Payment Schedule*  
*Assessment Update*  
*Accreditation Report*  
*Approve – CAEP MOU*  
*Federal Update*  
*Content Standards Revision Update*  
**Executive Director Performance Evaluation**

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### **July 17-19, 2024 – Helena, MT**

Strategic Planning Meeting  
MACIE Update  
Approve MSDB/Golden Triangle Co-op  
*Assessment Update*  
*Federal Update*  
*OPI Staffing Report*  
*Accreditation Report*  
*Content Standards Revision Update*  
*Reflection on Chapter 58 Revisions*  
*Reflection Chapter 55 Revisions*

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### **September 12-13, 2024 – Livingston, MT**

Election of Board Officers  
Approve Strategic Planning Items – C  
MACIE Update  
Montana Digital Academy Update  
MACIE Renewal (Even Years)  
**Review Community Choice School Academic Performance and Financial Reports**  
*Annual HiSET Report*  
*Annual Special Education Report*  
*Assessment Update*  
*Federal Update*  
*Content Standards Revision Update*

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### **November 20-22, 2024 – Bozeman, MT**

Board of Education Meeting  
Montana Council of Deans of Education Update  
MACIE Update  
*Assessment Update*  
*Federal Update*  
*Annual Data Collection*  
*Variance to Standards Requests & Renewals*  
*Accreditation Report*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*Annual Professional Development Unit Providers List*  
*Content Standards Revision Update*  
**MSDB Superintendent Performance Evaluation & Contract Extension Discussion**

# CONSENT AGENDA

## BYLAWS

**STATE OF MONTANA  
BOARD OF PUBLIC EDUCATION**

**BYLAWS**

**Article I. Name**

The legal name of the Board is the Board of Public Education.

**Article II. Objective**

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

**Article III. Membership**

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per § 5-1-102 (2)(a)(b), MCA, and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education are ex-officio, non-voting members of the Board. There is also a non-voting student member, appointed by the Montana Association of Student Councils. The term of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

**Article IV. Officers**

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson-elect and Vice Chairperson-elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participating in the construction of meeting agendas, and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

## **Article V. Executive Director**

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature, and the Governor's office.

## **Article VI. Meetings**

According to § 20-2-112, MCA, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex-officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

The Board of Public Education and the Board of Regents shall meet yearly as the State Board of Education per § 20-2-101, MCA.

Meetings of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

- a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
- b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session.

## **Article VII. Quorum**

A majority of the appointed members shall constitute a quorum for the transaction of business.

## **Article VIII. Organization**

### **Section A. Officers**

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall **perform** the functions of the Chairperson in their absence.

## **Section B. Committees**

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson, and the Executive Director
2. An Accreditation Committee
3. A Licensure Committee
4. A Montana School for the Deaf and Blind Committee
5. A Legislative Committee
6. An Assessment Committee
7. An Education Interim Committee

The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and alert the Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion or action. ~~The Chairperson and the Executive Director shall serve as ex officio, non-voting members of all committees.~~ The Chairperson shall serve as a member of all committees, unless otherwise determined by the Chairperson. The Executive Director shall attend all committee meetings and provide support as determined by the committee chairperson.

The Board shall establish a Montana School for the Deaf and Blind Committee. Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more regular oversight and involvement in the maintenance and governance of the school.

## **Article IV. Order of Business**

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation

5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

### **Article X. Communications**

All official communications should come to the attention of the Board through the Executive Director of the Board.

### **Article XI. Parliamentary Procedure**

The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.

### **Article XII. Amendments**

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

### **Article XIII. Professional Development**

The Board of Public Education offers professional development opportunities for Board members whenever possible. Board members may attend at least one professional development conference each year, when funding is available. All requests must be submitted to the Executive Director at least one month prior to the conference. Board members should submit the request using the Request and Justification for Travel Form. All out of state travel and travel that exceeds \$1,000 must be approved by the Executive Committee prior to participation.

[Request and Justification for Travel Form \(mt.gov\)](https://www.mt.gov)

**CONSENT AGENDA**

**STRATEGIC PLAN**



## **Board of Public Education Strategic Plan 2023-2024**

### **MISSION STATEMENT:**

The Board of Public Education has a mission statement as directed by the Montana Constitution, which states, “There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law”. The Board of Public Education was established to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

### **STRATEGIC PLAN:**

#### **1. Exercise the Board’s constitutional and statutory authority to improve Montana’s education system.**

- Work with constitutional education authorities to ensure they understand and respect the constitutional authority of the Board of Public Education.
- Collaborate with constitutional education authorities around initiatives to improve and support public education in Montana.
- Promote and maintain a transparent and open public participation process.

#### **2. Promote a safe learning environment.**

- Work with education partners to help school districts navigate federal and state regulations and funding.
- Assign the Executive Director to participate in the Montana School Safety Advisory Committee meetings.

#### **3. Evaluate and adopt the Board’s accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.**

- Maintain the Board’s commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
- Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards within the Board of Public Education’s authority.

#### **4. Foster quality teaching and administration.**

- Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.
- Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education’s authority.
- Work with partners in P-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
- Receive guidance from **professional education organizations** and act on their recommendations, when appropriate.

**5. Support the preparation of all Montana students for employment, post-secondary education, and civic life.**

- Work to support and expand pathways to career and life success through dual enrollment, internships, work-based learning, etc.
- Collaborate with the Montana Digital Academy to support online instruction for students, and assign the Executive Director to **serve on** the Montana Digital Academy Governing Board.
- Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
- Receive guidance from the Montana Advisory Council for Indian Education and act on its recommendations, when appropriate.

**6. Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.**

- Hire, support, and evaluate the Superintendent of the Montana School for the Deaf and Blind (MSDB).
- Support and act on personnel items, out of state travel requests, policies, and other items.
- Assign the Executive Director and MSDB liaison to participate in the Montana School for the Deaf and Blind Foundation meetings.

**ITEM 1**

**CHAIRPERSON'S REPORT**

**Madalyn Quinlan**

**ITEM 2**

**EXECUTIVE DIRECTOR'S REPORT**

**McCall Flynn**

## **ITEM 3**

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

- MAST Update
- Teacher Residency Update
  - Assessment Update
  - ESSER Update
- Data Modernization Update
- Content Standards Revision Update
  - Accreditation Update
- HB 403 Licensure Recommendation

**State Superintendent Elsie Arntzen**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	September Superintendent's Report
<b>Presenter(s)</b>	Elsie Arntzen
<b>Position Title</b>	State Superintendent of Public Instruction Office of Public Instruction
<b>Overview</b>	The Superintendent's Report contains updates about the activities of the Office of Public Instruction, including: <ul style="list-style-type: none"><li>- Assessment</li><li>- MAST</li><li>- Teacher Residency</li><li>- ESSER</li><li>- Data Modernization</li><li>- Standards Revision</li><li>- Accreditation</li><li>- Teacher Licensure Fees</li></ul>
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



## Superintendent Arntzen's Report to the Board of Public Education as of August 28, 2023

### Superintendent Arntzen's Message:



Superintendent Arntzen hosted a Back-to-School celebration at the Capitol Rotunda on August 23, 2023. Guest speaker Karen Grosz offered words of inspiration as we usher students into a new school year. Please watch the event [here](#).



**Assessment Update:**



The data in the September Assessment Update is embargoed until September 12. The September Assessment Update will be sent prior to the Board meeting once it is out of the embargo period.

Cedar Rose, Assessment Director, is standing by for questions.

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



Year two will include grades 3-8 in Math and English Language Arts (ELA), or Reading. OPI recruited over 19,000 students to participate in each assessment and grade level. A comparison map between year I and year II:



**Montana Alternative Student Testing (MAST) Pilot Program  
Year I Field Test - 33 School Districts  
2022-2023**



**Participating School Districts by County - 33**

- |                                   |                                    |                             |                        |
|-----------------------------------|------------------------------------|-----------------------------|------------------------|
| Alberton K-12 Sch, Mineral        | Circle, McCone                     | Frontier, Lewis & Clark     | Power, Teton           |
| Artois Elem, Lake                 | Colangelo, Carbon                  | Glendale, Blaine            | Randall, Lake          |
| Arrowhead, Beaverhead             | Callahan, Roosevelt                | Hamilton Schi Dist, Ravalli | Savage, Hill           |
| Belgrade, Gallatin                | East Helena, Lewis & Clark         | Harlem, Hill                | Shelby, Teton          |
| Bigfork, Flathead                 | Evergreen K-8, Flathead            | Kalispell, Flathead         | Stanford, Judith Basin |
| Big Sky, Gallatin                 | Four-Mile-Eggs Schi Dist, Flathead | Kila, Flathead              | Superior K-12, Mineral |
| Billings Public Schs, Yellowstone | Frenchtown, Chouteau               | Lockwood K-12, Yellowstone  | Valley, Cascade        |
| Butte Schi Dist, Silver Bow       | Frenchtown Schi Dist, Missoula     | Moore, Fergus               | Whitefish, Flathead    |



**Montana Alternative Student Testing (MAST) Pilot Program  
Year II Field Test - 50 School Districts  
2023-2024**



**Participating School Districts by County - 50**

- |                                 |                                |                            |                              |
|---------------------------------|--------------------------------|----------------------------|------------------------------|
| Anaconda Elem, Deer Lodge       | Carroll Elem, Cascade          | Great Falls Elem, Cascade  | Power Elem, Teton            |
| Anderson Elem, Gallatin         | Columbia Falls Elem, Flathead  | Hamilton K-12 Sch, Blaine  | Rapier Elem, Stillwater      |
| Arlee Elem, Lake                | Colville Elem, Roosevelt       | Harlem Elem, Hill          | Red Lodge Elem, Carbon       |
| Arrowhead Elem, Park            | Deerfield Elem, Fergus         | Heppner Elem, Missoula     | Shelby Elem, Teton           |
| Ayers Elem, Fergus              | Devon Elem, Fergus             | Hysham K-12 Elem, Treasure | Smith Valley Elem, Flathead  |
| Ballouville K-12 Sch, Roosevelt | Evergreen Elem, Flathead       | Island Lake Elem, Flathead | Spearhead Elem, Flathead     |
| Baker K-12 Sch, Fallon          | Fairview Elem, Flathead        | Kila Elem, Flathead        | Spokane County Elem, Fergus  |
| Belgrade Elem, Gallatin         | Fairview Elem, Hill            | King Colony Elem, Fergus   | Stanford K-12, Judith Basin  |
| Big Sky Schi K-12, Gallatin     | Frazar Elem, Valley            | Lockwood K-12, Yellowstone | Superior K-12 Sch, Mineral   |
| Bigfork Elem, Flathead          | Frontier Elem, Lewis & Clark   | Moore Elem, Fergus         | Thompson Falls Elem, Sanders |
| Billings Elem, Yellowstone      | Layton K-12 Elem, Judith Basin | Yonkers Elem, Park         | Valley Elem, Cascade         |
| Butte Elem, Silver Bow          | Del Norte Elem, Dawson         | Poplar Elem, Roosevelt     | Whitefish Elem, Flathead     |



OPI received a Field Testing Waiver from the US Department of Education (DOE) in August. Governor Gianforte, Senator Daines, Senator Tester, Representative Zinke, and Representative Rosendale submitted letters of support for the waiver to the DOE. OPI is appreciative of the work being done by teachers, administrators, students, and parents, and we are celebrating the final “yes” from the DOE so that districts participating in MAST will not be double tested.

Krystal Smith, Education Innovation Manager, is standing by for questions.

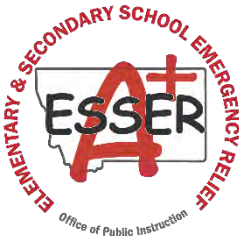
**Data Modernization:**



Attached at the end of this report is the September Data Modernization Report.

Chris Sinrud, Chief Information Officer, is standing by for questions.

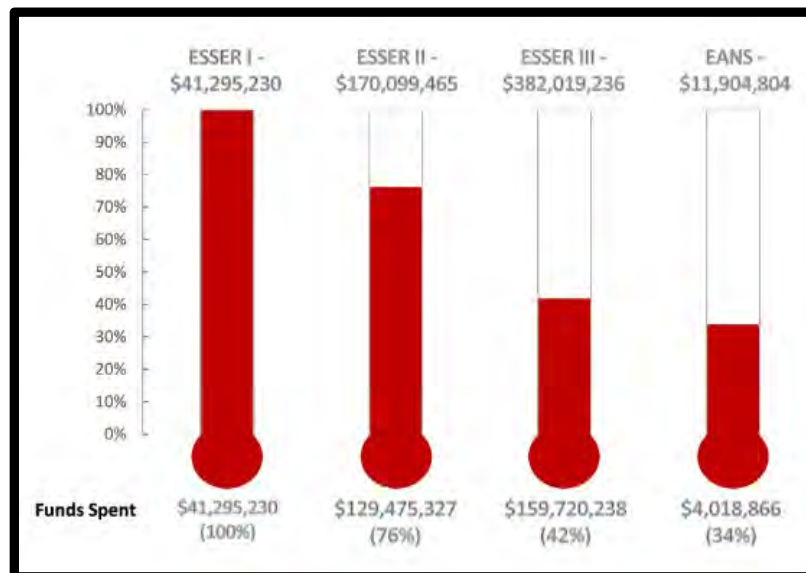
**Elementary and Secondary Schools Emergency Relief Funds – ESSER:**



Please see the attached ESSER Report.

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

The state-wide ESSER allocation through July 31, 2023, is:



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

### Content Standards Revision:



Attached at the end of this report is the September Content Standards Revision Report.

Marie Judisch, Teaching and Learning Senior Manager, is standing by for questions

### Career Coaches:



#### **Office of Public Instruction Work Based Learning Regional Career Coaches**

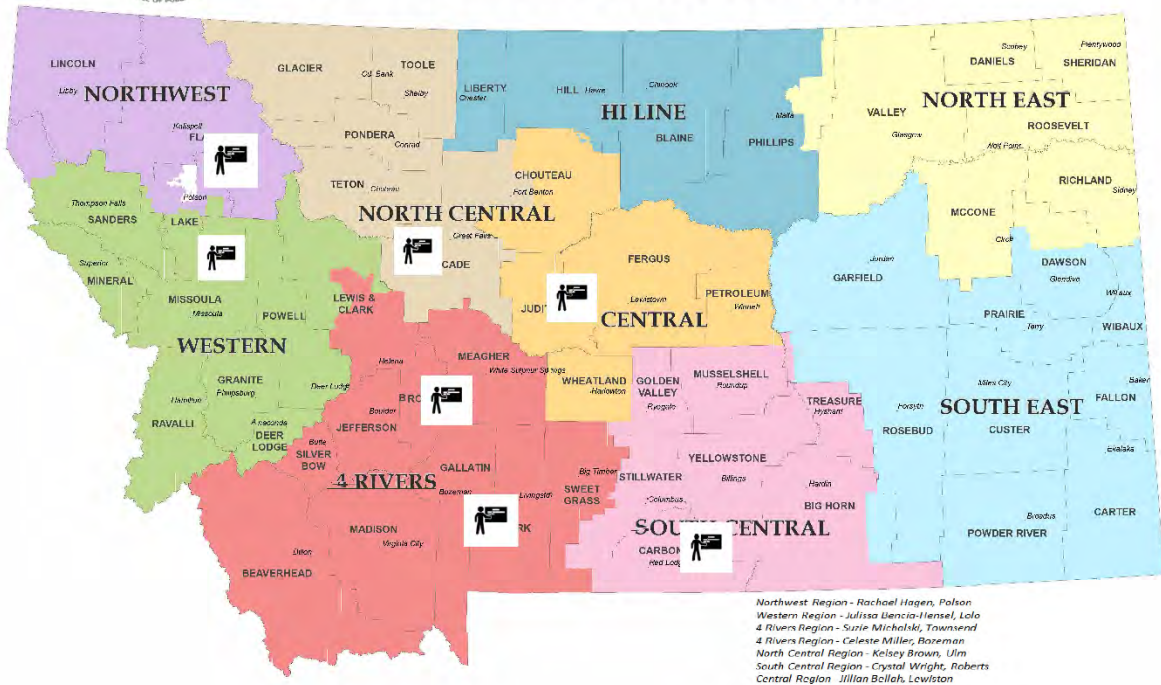
1. Expand funding to support Work Based Learning (WBL) Career Coaches that will work in designated regions of the state
2. Continue and expand working with schools, parents, counselors, students, businesses, and industries to have students sign up for Montana

Ready

3. Collect data including and not limited to:
  - a. Number of students exposed to WBL opportunities
  - b. Number of students registered for WBL
  - c. What CTE program or class designated for earned credit(s)
  - d. How many credits, half-credits, etc.
  - e. How many students are registered in
    - i. Pre-apprenticeship
    - ii. Apprenticeship
    - iii. Dual Enrollment with a post-secondary institution
  - f. How many are aligned or participating in a CTSO
  - g. What and how many businesses and industries are participating
  - h. Post-graduation placement
4. Expand contacts with all participating districts and students throughout school year
5. Expand partnership and continue to work collectively with the DLI Business and Education Engagement team and Registered Apprenticeship program
6. Work collaboratively with OCHE and 2-year colleges
7. Expand partnership and continue to work collaboratively with private sector businesses and associations and other partners including, but not limited to:
  - a. Reach Higher Montana
  - b. Montana Digital Academy
  - c. Accelerate Montana
  - d. Montana Contractors Association
  - e. Montana Chamber of Commerce
  - f. Montana Automobile Dealerships Association
  - g. Montana Hospital Association



## Career Coaches within the MASS



For more information, please contact Mary Heller, Montana Ready Coordinator, at [mary.heller@mt.gov](mailto:mary.heller@mt.gov).

### Teacher Residency Program:



Montana State University continues to identify and send Masters of Arts in Teaching (MAT) students who need teaching experience to the Residency Program.

Krystal Smith was able to connect with Salish Kootenai College where 10 potential fall placements are being reviewed.

The summary report of year one is being completed by the Comp Center 17. The Comp Center will continue to support the Residency work.

Current documents are being revised to reflect HB 833, Establish teacher residency program.

For more information, please contact Krystal Smith at [Krystal.Smith@mt.gov](mailto:Krystal.Smith@mt.gov)

### Accreditation:



A Stakeholder Review comprised of school and community leaders will convene to discuss the new 4-point system to ensure that Montana schools can understand the new system.

The 4-point includes:

1. Family and Community Engagement
2. Professional Development
3. Academic Programming including how the education program enables students to recognize the district and unique cultural heritages of American Indians
4. Assurance checklist for required accreditation policies

The Stakeholder Review will meet eleven times between July 2023 and March 2024 via Zoom:

- July 27, 2023
- August 9, 10, and 15, 2023
- September 11 and 18, 2023
- October 16, 2023
- November 20, 2023
- January 8, 2024
- February 12, 2024
- March 11, 2024

OPI will offer multiple work sessions offered to parents, teachers, and school leaders:

- July 25 and 26, 2023 at the Great Northern Hotel in Helena
- August 14, 2023 via Zoom
- September 28 and 29, 2023 at Lockwood High School
- October 18-20, 2023 during the Montana Conference of Education Leadership (MCEL) Conference in Helena
- November, TBD at Montana Tech in Butte
- January 25 and 26, 2024 at the Great Falls Public Schools Office
- February 20-22, 2024 via Zoom
- March 1 and 5-7 via Zoom

More details on the work sessions are available [here](#).

For more information, please contact Crystal Andrews, Accreditation and Licensure Manager, at [crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov).

### **Licensing Fees:**



HB 403 requires the Superintendent to propose a plan to the Board on teacher licensure fees. That proposal is attached at the end of this report.

Jay Phillips, Chief Financial Officer, is standing by for questions.

**Teacher of the Year:**



Superintendent Arntzen received 41 nominations for the 2024 Montana Teacher of the Year. Thanks to the work of the application review committee, four finalists have been chosen:

1. Teresa Heil, a K-12 Visual Arts teacher at Frazer Public Schools
2. Jacob Turcotte, a 7<sup>th</sup>-grade English teacher and lead teacher for the Buffalo Unity Project at Poplar Middle Schools
3. Tamara Fisher Alley, a K-12 Gifted Education Specialist for the Polson School District
4. Keving Kicking Woman, a Blackfeet Language and Culture teacher at Browning High School

**Post-Legislature Update:**

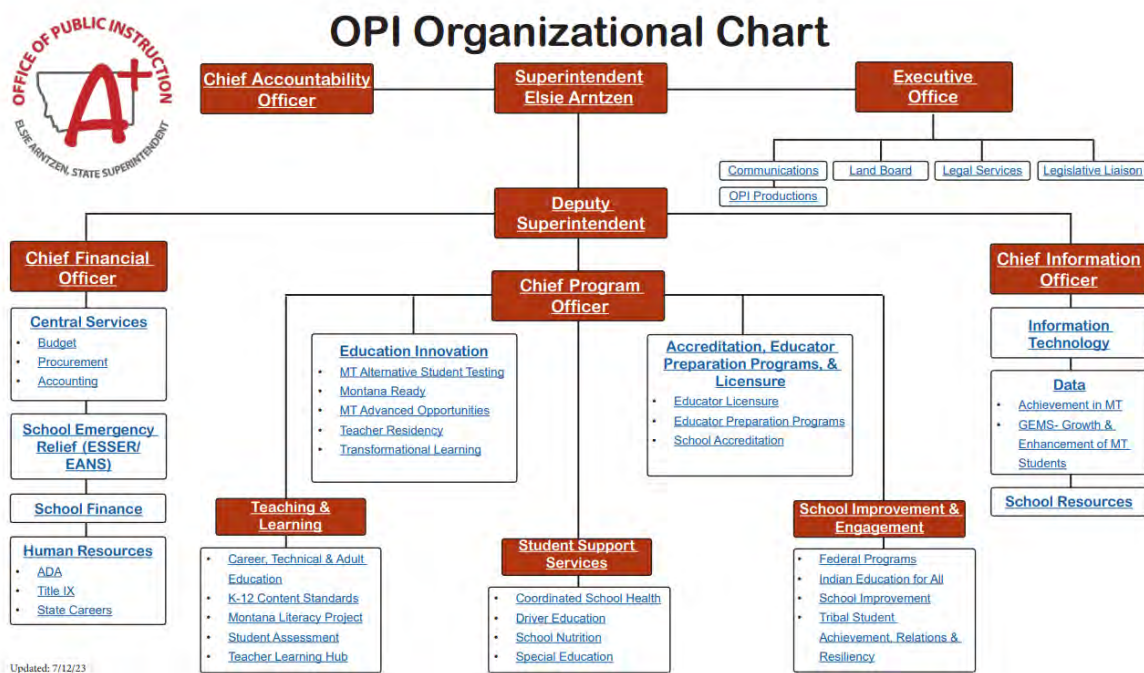


Superintendent Arntzen is hosting monthly discussions on changes to education from the 68<sup>th</sup> legislative session. So far, there have been three events:

5. June 21: Charter and Community Choice Schools
6. July 26: Obscenity, Parental Notification, and Religious Freedom in Schools
7. August 23: Special Needs Equal Opportunity Act

On September 20, we will be discussing Parental Rights in Education. Join the event [here](#).

**OPI Organizational Chart:**



Updated: 7/12/23

To view the organizational chart, please click [here](#).





## MAST Update-September 2023

### Field-test Flexibility Waiver Update:

The big news this month is that Montana was granted its request for the field-testing waiver on Thursday, August 10, 2023. This field-testing flexibility waiver was issued by the U.S. Department of Education for the new Montana Alternative Student Testing (MAST) pilot program. This landmark program at the Montana Office of Public Instruction (OPI), the first in the nation, ensures that Montana students, teachers, and district leaders participating in the pilot will have the opportunity to focus their efforts on continuing to innovate without being burdened by double testing.

OPI's pilot program will deliver real-time assessment data to educators and parents throughout the school year, rather than a single assessment at the end of each year, providing valuable insights into student performance. By securing the waiver, Montana educators can continue their commitment to student success and achievement without the added stress of double testing.

### Upcoming Events:

As the 2023-24 school year has begun, many new changes in the Montana Alternative Student Testing (MAST) pilot are in full swing. These include:

- Curriculum alignment survey sent out to newly participating districts
- Recruitment for teacher test item writing and review cadres
- Student, parent, teacher, and community stakeholder engagement opportunities
- Participating schools will soon be rostering students and preparing for the first window of testing in October
- Professional development opportunities (asynchronous and live Q & A sessions) to support schools and districts as they plan and prepare for the MAST assessment

### Updated Testing Windows:

- Testing Window #1: October 23 - November 10, 2023
- Testing Window #2: November 27 - December 15, 2023
- Testing Window #3: January 29 - February 16, 2024
- Testing Window #4: March 11 - April 5, 2024 (performance tasks)
- Testing Window #5: April 15 - May 10, 2024



## Year 2 Participants

Level	Total
Students	20,333
Districts	53
Schools	127



### Montana Alternative Student Testing (MAST) Pilot Program Year II Field Test - 53 School Districts and 20,333 Students 2023-2024



Participating School Districts by County - 53

Anaconda Elem, Deer Lodge	Columbia Falls Elem, Flathead	Hellgate Elem, Missoula	Shelby Elem, Toole
Anderson Elem, Gallatin	Culbertson Elem, Roosevelt	Hysham K-12 Elem, Treasure	Smith Valley Elem, Flathead
Arlee Elem, Lake	Deerfield Elem, Fergus	Independent Elem, Yellowstone	Somers Elem, Flathead
Arrowhead Elem, Park	Denton Elem, Fergus	Kalispell Elem, Flathead	Spring Creek Colony Elem, Fergus
Ajers Elem, Fergus	Evergreen Elem, Flathead	Kila Elem, Flathead	Stanford K-12, Judith Basin
Bainville K-12 Schl, Roosevelt	Fair-Mont-Egan Elem, Flathead	King Colony Elem, Fergus	Superior K-12 Schl, Mineral
Baker K-12 Schl, Fallon	Fairview Elem, Richland	Lockwood K-12, Yellowstone	Thompson Falls Elem, Sanders
Belgrade Elem, Gallatin	Frazier Elem, Valley	Livingston Elem, Park	Ulm Elem, Cascade
Big Sky School K-12, Gallatin	Frontier Elem, Lewis & Clark	Moore Elem, Fergus	Whitefish Elem, Flathead
Big Fork Elem, Flathead	Geyser K-12 Elem, Judith Basin	Pine Creek Elem, Park	Wibaux K-12 Schl, Wibaux
Billings Elem, Yellowstone	Glendive Elem, Dawson	Poplar Elem, Roosevelt	Winnett K-12 Schl, Petroleum
Butte Elem, Silver Bow	Great Falls Elem, Cascade	Power Elem, Teton	
Cascade Elem, Cascade	Hamilton K-12 Schl, Ravalli	Rapaje Elem, Stillwater	
Circle Elem, McCone	Havre Elem, Hill	Red Lodge Elem, Carbon	



## Residency Update-September 2023

### **Year 2 Cohort:**

Nearly all participating resident teachers and lead teachers were in attendance at the 2023-24 Residency Orientation gathering in Great Falls August 10-11. During this collaborative work session, participants learned about Universal Design for Learning, the need for change in the education system, reviewed the Residency handbook, and had several opportunities to get their questions answered, all while building relationships with their partnering teachers and cohort 2 learning community.

The Residency Program has grown since its inception a year ago. It currently has 23 participating resident teachers located throughout 13 districts in the state of Montana. New Residency communities in year 2 include Havre, Dayton, Noxon, Great Falls, Kalispell, Columbia Falls, Harlem, and Vaughn. Resident teachers represent 3 different Montana educator prep programs: Montana Western, Montana State University, and Montana Northern.

### **Year 1 Update:**

The OPI's efforts to improve retention and recruitment in the state of Montana are receiving positive reviews from residents, lead teachers, administrators, and educator prep programs. As of late August, 44% of year 1 residents have signed Montana teaching contracts for the 2023-24 school year. The remaining residents continue to complete their undergraduate courses required to obtain licensure. The OPI will continue to follow-up with these residents, gathering data from them and administrators regarding their pre-service preparations and ability to make an immediate impact in the classroom.

### **Upcoming Events:**

- On-line orientation offering
- Residency Learning Lab October 19-20
- Data gathering of year 1 and year 2 placements
- Begin recruitment for cohort 3 of Residency





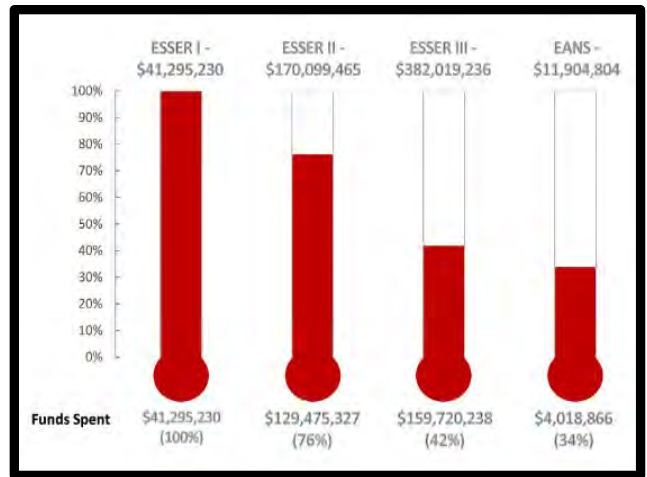




**ESSER Information by district, individual request, and planned uses**

Application	Use Of Funds	Allocated	Expended	Balance
ESSER I Consolidated	(blank)	\$ 23,027.00	\$ 23,027.00	\$ -
<b>ESSER I Consolidated Total</b>		<b>\$ 23,027.00</b>	<b>\$ 23,027.00</b>	<b>\$ -</b>
ESSER II Consolidated	Address Learning Loss	\$ 10,737.00	\$ 6,253.00	\$ 4,484.00
	Indirect Cost	\$ -	\$ -	\$ -
	Minimize Spread of Infection	\$ 15,429.00	\$ 14,916.00	\$ 513.00
	Supplemental Learning	\$ 50,134.00	\$ 50,044.00	\$ 90.00
	Supplemental Services	\$ 10,392.00	\$ 10,392.00	\$ -
<b>ESSER II Consolidated Total</b>		<b>\$ 86,692.00</b>	<b>\$ 81,605.00</b>	<b>\$ 5,087.00</b>
ESSER III Consolidated	Address Learning Loss	\$ 155,184.00	\$ 95,069.00	\$ 60,115.00
	Indirect Cost	\$ -	\$ -	\$ -
	Minimize Spread of Infection	\$ 15,937.00	\$ -	\$ 15,937.00
	Supplemental Learning	\$ 1,324.00	\$ -	\$ 1,324.00
	Technology	\$ 4,800.00	\$ -	\$ 4,800.00
<b>ESSER III Consolidated Total</b>		<b>\$ 177,245.00</b>	<b>\$ 95,069.00</b>	<b>\$ 82,176.00</b>
		<b>\$ 286,964.00</b>	<b>\$ 199,701.00</b>	<b>\$ 87,263.00</b>

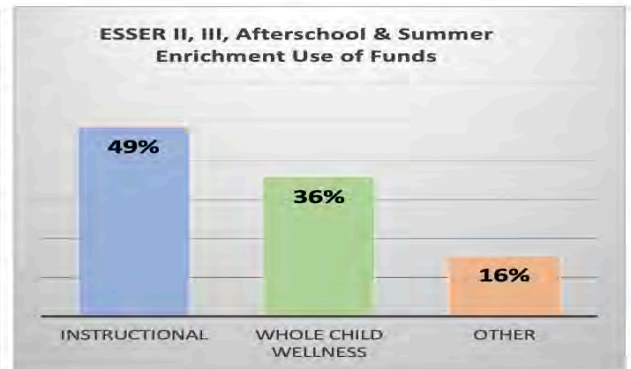
National and state comparison, views of allocated, spending, demographics and other categories are updated regularly. (Select Spent on left, then ESSER on right and Select MT from the map of squares to see specific district level data.)



Going forward OPI is continuing to ensure compliance through a broad and in-depth system of support which includes monitoring through Self-Assessment survey beginning in September and due in November along with ESSER II Final Expenditure Reporting. The ESSER Team is also conducting Annual Reviews with districts to help them update documentation as closing dates of September 2023 (ESSER II) and September 2024 (ESSER III) approach.

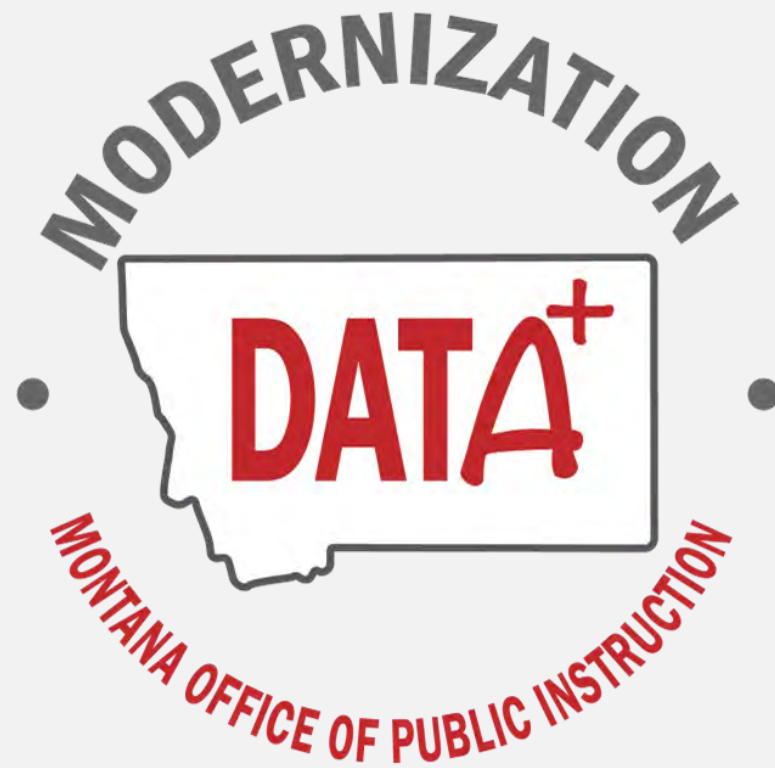
**ESSER II, III, Afterschool & Summer Summary**

Instructional Needs	Expended	%
Address Learning Loss	\$86,330,918.00	28.38%
Dedicated Learning Devices	\$4,869,475.00	1.60%
Home Internet for Students	\$93,434.00	0.03%
Supplemental Learning	\$37,339,506.00	12.28%
Technology	\$19,353,095.00	6.36%
<b>Instructional Needs Subtotal</b>	<b>\$147,986,428.00</b>	<b>48.65%</b>
<b>Whole Child Wellness</b>		
Mental Health	\$8,289,064.00	2.73%
Minimize Spread of Infection	\$91,859,116.00	30.20%
Supplemental Services	\$8,824,428.00	2.90%
<b>Whole Child Wellness Subtotal</b>	<b>\$108,972,608.00</b>	<b>35.83%</b>
<b>Other</b>		
Indirect Cost	\$4,205,765.00	1.38%
Other	\$43,013,076.00	14.14%
<b>Subtotal</b>	<b>\$47,218,841.00</b>	<b>15.52%</b>
<b>Total</b>	<b>\$304,177,877.00</b>	<b>100.00%</b>



Some of the resources created and maintain to assist districts in meeting students' needs include:

- **Monthly allocation and expenditure** reports by district.
- **Spending countdown** (ESSER II CRRSA September 2023, ESSER III ARP September 2024)
- **Public portal access on individual requests** for funds, allocation, and cash requests.
- **District use of funds Plans** (priorities and goals) last OPI compliance review as of June 2023.



# NAVIGATING THE DATA MODERNIZATION JOURNEY: PROJECT STATUS AND OVERVIEW

Chris Sinrud OPI CIO

Zam Alidina, Project Manager

Putting Montana Students First **A+**



# OPI DATA MODERNIZATION PROJECT PURPOSE

## 1. Streamline Data Collections from the Schools

- Automate to simplify the data path to OPI

## 2. Innovation

- Implementation of Unified Insights to display and analyze data in real-time
- Enabling school leaders to make data driven decisions with built in analysis tools
- Deploying analytical tools allow for evidence-based interventions to impact student performance
- Presenting school data allows parents a view into their school's performance metrics

## 3. Application Simplification

- Applications to be decommissioned:
  - Teacher Employment(TEAMS) & Montana State Educator Information System(MSEIS)
    - – Infinite Campus/Teach Montana
  - Growth & Enhancement of Montana Students(GEMS) – Unified Insights
- Roadmap to remaining application modernization/upgrade - Report from Assessment Workshops

# OPI DATA MODERNIZATION PROJECT OVERVIEW

## 1. Vendor Selected - PowerSchool

- Commercial off the Shelf Products
- Experienced and proven in educational market

## 2. Evaluation of Current State:

- Data security/Family Educational Rights and Privacy Act (FERPA) of 1974
- Application/Database assessment
- Cloud migration assessment

## 3. Future State:

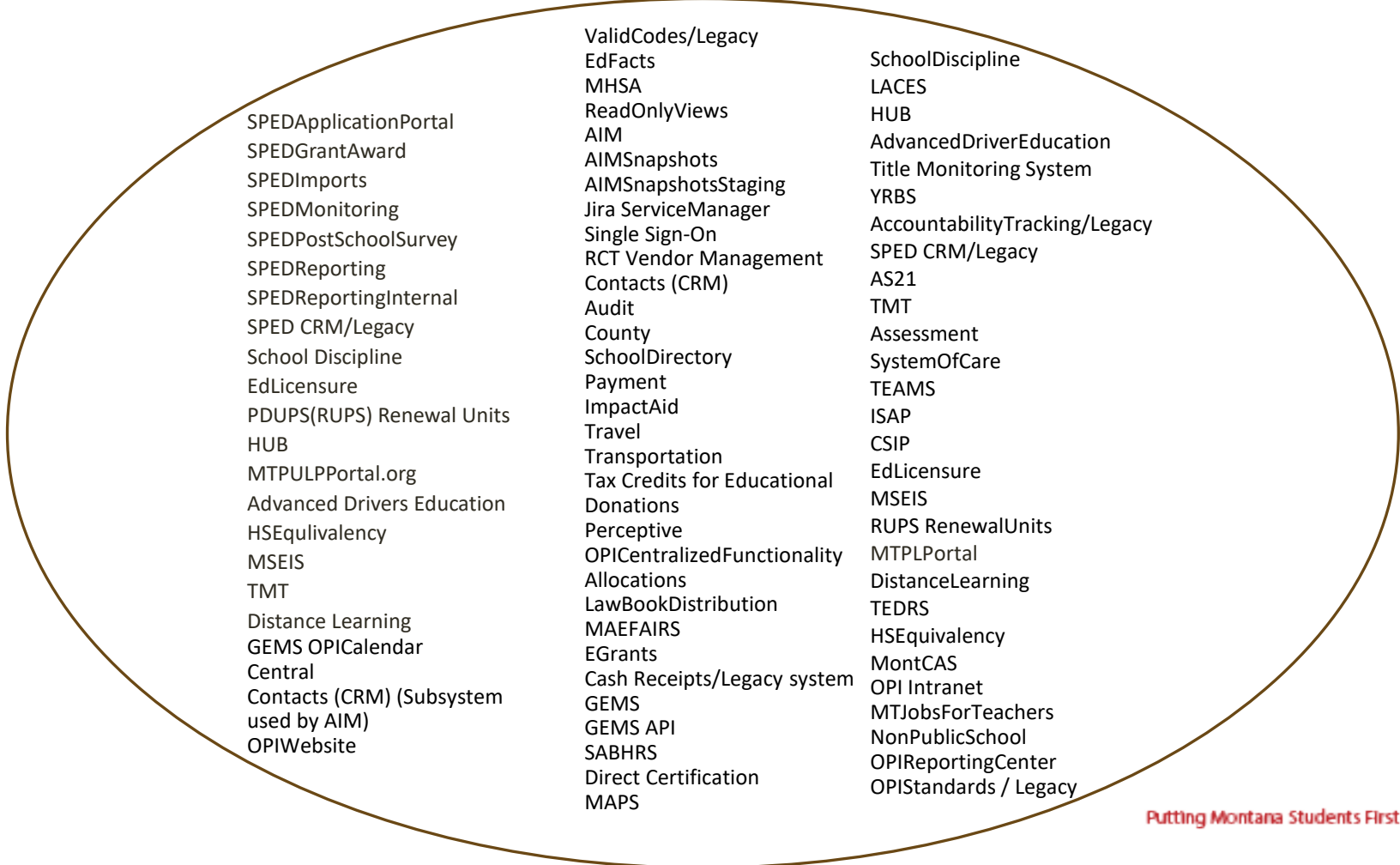
- Simplified data collection process
- Data analytics capabilities for schools and OPI
- Ability to facilitate secured data sharing
- Dynamic data visualization tools for community

# OPI DATA MODERNIZATION PROJECT ACTIVITIES

## Application Assessment Workshops Conducted

### Joint Team Workshops

- Application purpose
  - Application functions
  - Application architecture
  - Database connections
  - Data Classification
- 
- Application disposition
    - Shortfall
    - Areas of concern
    - Areas of improvement
    - Stability





# CORE FEATURES OF THE VENDOR PRODUCTS

- 1. Unified Insights** will assist schools and OPI with data analytic tools:
  - Facilitates schools in making data driven decisions to enhance student outcomes
  - Provides technical and data analytic tools
  - Early warning system using artificial intelligence/predictive analytics to identify at risk students
- 2. Community Engagement** will enhance OPI's ability to publicly display:
  - Demographic information
  - Enrollment /Attendance
  - Statewide assessment data
  - Graduation and dropout
  - School expenditure data
- 3. Connected Intelligence** will facilitate and enhance data sharing with:
  - Data lake technology
  - Data collection and integration tools
  - Data governance tools for data sharing
- 4. Benefits:**
  - Building the data lake consolidates data location
  - Better analytical and data representation
  - Enhanced data security



# ADDRESSING STATUTE COMPLIANCE

- **Comprehensive Data Integration:**

- Connected Intelligence ensures seamless integration of diverse data sources, aligning with Montana's [House Bill 367](#) and [949](#) mandates for data consolidation across the education landscape.

- **Holistic Student Insights:**

- Unified Insights provides a unified view of student data, facilitating compliance with Montana's [House Bill 367](#) by enabling educators to gain comprehensive insights into individual student performance and needs.

- **Individualized Academic Enhancement:**

- Unified Insights/Risk Analysis supports the intent of [House Bill 949](#) by allowing educators to leverage student data to tailor academic interventions and identify at risk students which will ultimately improve student outcomes.

- **Robust Data Security:**

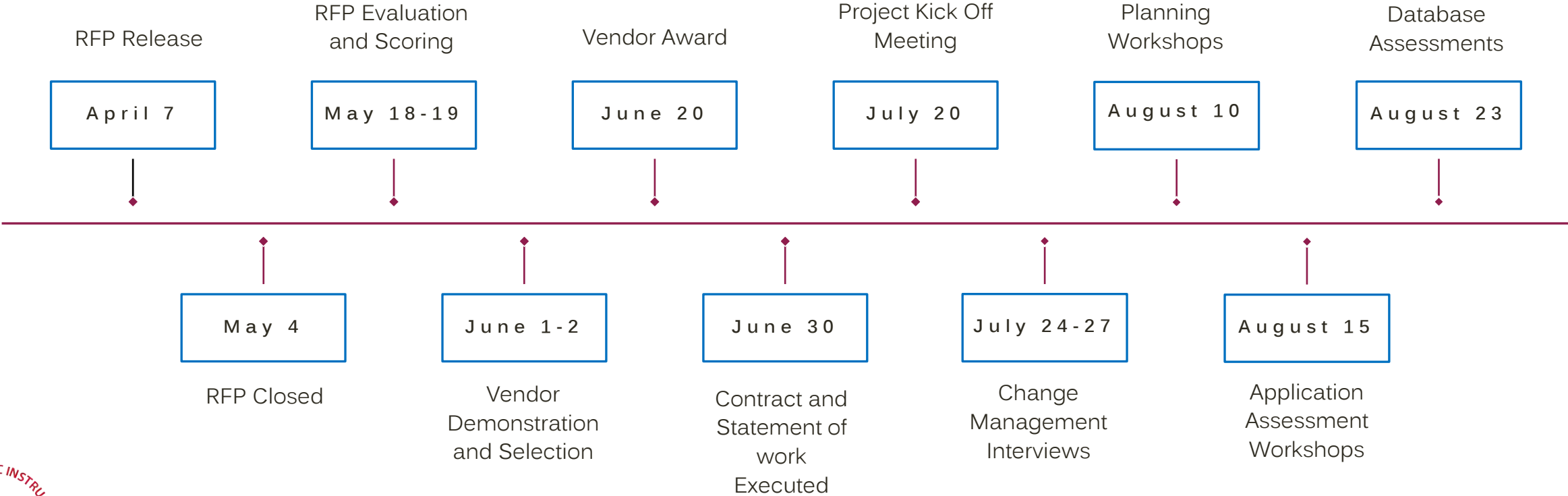
- Connected Intelligence/Unified Insights adhere to Montana's [House Bill 367](#) and [949](#) security requirements by implementing data encryption protocols, role-based access controls, regular security audits, safeguard sensitive student information, and ensures compliance with data protection standards.

- **Secure Data Sharing:**

- Connected Intelligence aligns with the security provisions of Montana's [House Bills 367](#) and [949](#) by enabling controlled and encrypted data sharing between institutions, while maintaining strict privacy controls to prevent unauthorized access and protect student confidentiality.

# DATA MODERNIZATION

## PROJECT TIMELINE



# PROJECT MILESTONES

## PROJECT TIMELINE

**ASSESSMENTS**  
**Milestone 1**  
Project Planning and Assessment of  
Applications/Databases

AUGUST 2023

**DEPLOYMENT**  
**Milestone 5**  
Product is ready to go live for all stakeholders

JUNE 2024

SEPTEMBER 2023

**DEPLOYMENT STRATEGY**  
**Milestone 4**  
Unified Insights/Connected Intelligence  
Implementation for Schools and State

FEBRUARY 2025

**FINAL SIGN-OFF**  
Project Completion



# PROJECT COSTS

## PAYMENT SCHEDULE

	Subscription & Deployment Service Cost	Annual Increase %	Annual Increase \$	Subtotal	Managed Services	Annual Increase %	Annual Increase \$	Subtotal	Invoice Total
<b>Initial 3 Year Term 7/1/23 – 6/30/26</b>									
7/1/2023	\$2,929,556.31								\$2,929,556.31
7/1/2024	\$2,304,507.44	1.9%	\$43,786.97	\$2,348,364.41	\$284,750.00			\$284,750.00	\$2,633,114.41
7/1/2025	\$2,348,364.41	3.8%	\$89,237.85	\$2,437,602.26	\$284,750.00	3.8%	\$10,820.50	\$295,570.50	\$2,733,172.76
<b>Total Contract Amount</b>									<b>\$8,295,843.48</b>
<b>Option Contract Term 7/1/26 – 6/30/28</b>									
7/1/2026	\$2,437,602.26	3.8%	\$92,628.89	\$2,530,231.14	\$295,570.50	3.8%	\$11,231.68	\$306,802.18	\$2,837,033.32
7/1/2027	\$2,530,231.14	3.8%	\$96,148.78	\$2,626,379.93	\$306,802.18	3.8%	\$11,658.78	\$318,460.66	\$2,944,840.59



 Paid Invoice



## Montana Content Standards Revisions 2022-2026

### Purpose

The purpose of the standards review process is to ensure that Montana public schools are setting high academic standards for all children of our great state. Our goal is to serve our Montana students and educators with the best possible standards to guide instruction and prepare our students for their lives beyond the classroom. There are currently four content areas that are in the revision process.

### Landing Page for all Content Standards Revisions

- [opi.mt.gov](https://opi.mt.gov) → *K-12 Content Standards* → *Standards Revision Information*

Montana Content Standards Revision Homepage'."/>

Standards Revision Information   Evidenced-Based Instruction and Materials Guidance

Professional Learning for New Standards   CASE Network Standards

To follow along with the content standards revisions, please visit our:

[Montana Content Standards Revision Homepage](#)

- <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards>



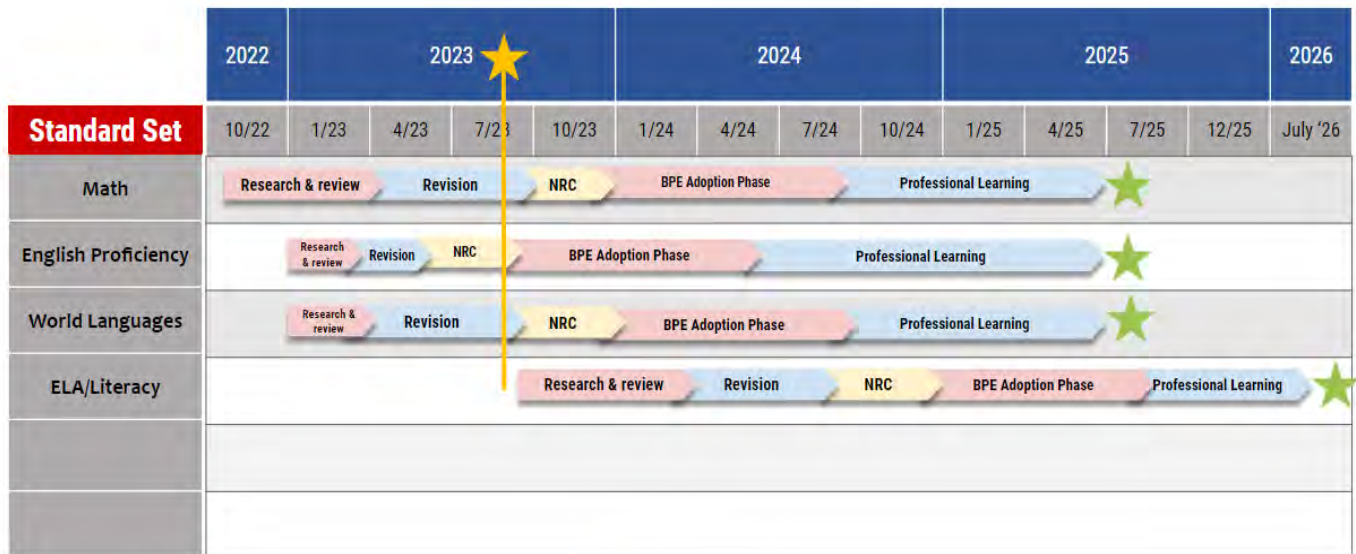
### Montana Content Standards Revision Homepage:

- <https://sites.google.com/opiconnect.org/mtcontentstandardsrevision/home>



### Current Status for each set of Content Standards Revisions

- **English Language Learner Proficiency Standards**
  - Negotiated Rulemaking Committee expected to be completed in September 2023
- **Mathematics**
  - The Task Force will have drafted standards for Superintendent Review in September 2023
  - Negotiated Rulemaking Committee Applications are being reviewed.
- **World Languages**
  - The Task Force will have drafted standards for Superintendent Review in September 2023. Negotiated Rulemaking Committee Applications are being reviewed.
- **English Language Arts/Literacy**
  - Research questions have been prepared for the Regional Education Laboratory - Northwest, research window opens in September 2023. Applications for the task force will open this fall.



★ Current Status  
 ★ District Implementation



**Accreditation Process 2023-24  
 Board of Public Education- September Update**

1. Think Tank Sessions have started. We have 27 stakeholders from across the state representing school district superintendents, principals, teachers, county superintendents, co-op supervisors, curriculum directors, and student service directors.
2. Have held 3 sessions- **August/September Think Tank Tasks-**

**Assurance Rubric:** Review the rubric for the MT Criteria Ref. Guide.

Graduate Profile	Student Performance	Family & Community Engagement/ Stakeholder Feedback	Professional Development/ IEFA
Rubric B  *Need rubric for Year 1.		Rubric F Rubric A	Rubric D Rubric E Rubric I

**Student Performance Rubric:** Review the rubric for the MT Criteria Ref. Guide

Graduate Profile	Student Performance	Family & Community Engagement/ Stakeholder Feedback	Professional Development/ IEFA
	Rubric A Rubric B Rubric C		

**Task:**

- Review rubrics and make notes of any questions and/or suggestions (for your group areas).
- Provide a list of evidence for each rubric.
- Provide a list of definitions for any words that need to be defined.

**Outcome/Purpose:**

Provide feedback and guidance to the OPI for the Criteria Reference Guide which includes Accreditation scoring rubrics for both Assurance and Student Performance Standards. All guidance is based on Chapter 55 Accreditation rules that have been updated effective July 1, 2023.

**Timeline:**



This will be the task for our August and September meetings with a goal to have a draft from each group on September 18th to review with the whole group.

**Meeting Dates:**

August 15: 8:00-11:00 (ended at 10:00)

August 17: 8:00-11:00 (ended at 9:00)

September 11: 4:30-5:30

September 18: 4:30-5:30 (if necessary, or time for OPI to compile group info)

**Goal:** To have published with all necessary approvals and to districts on October 2, 2023.





# Teacher Licenses Fee Projection

August 2023

License Type	5 Year License Avg	Estimated Revs	Fee Structure	
Class 1 - Professional Tea	1,332	\$ 39,960	Application Fee (New Licenses)	\$6
Class 2 - Standard Teachi	2,426	\$ 72,786	Teacher (5 Year @ \$6)	\$30
Class 3 - Administrator	369	\$ 101,530	Administrator (5 Year @\$55)	\$275
Class 5 - Alternative Licer	213	\$ 6,396	Emergency Auth (Annual)	\$30
Class 6 - Specialist	161	\$ 4,830	Internships (Annual)	\$30
Class 7 - Native Americar	26	\$ 792		
Class 8 - Dual Credit - On	18	\$ 528		
Class 4A - CTE License	42	\$ 1,254		
Class 4B - CTE License	26	\$ 768		
Class 4C - CTE License	20	\$ 600		
Class 5A - Alternative Lic	53	\$ 1,584		
Class CI 6 PS - School Psy	0.2	\$ 6		
Class CI 6 SC - School Cou	0.4	\$ 12		
Class 5B A	2	\$ 60		
Class 5B S	6	\$ 186		
Class 5C	17	\$ 510		
Class 5C A	2	\$ 54		
Class 5C S	0	\$ 6		
Emergency Authorizati	126	\$ 3,792		
Internships - New	169	\$ 5,070		
Emergency Authorizati	149	\$ 894		
Internships - New (App F	140	\$ 840		
New Teacher Licenses (A)	1,207	\$ 7,242		
New Administrators (App	255	\$ 1,530		
<b>Total Teacher Licenses/E</b>	<b>5,009</b>	<b>\$ 240,724</b>		
<b>Total License Applicator</b>	<b>1,751</b>	<b>\$ 10,506</b>		
<b>Total Estimated Revenues</b>		<b>\$ 251,230</b>		

Funding Estimated	Funding					Notes
	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024 (Est)	2025 (Est)	
General Fund	\$ 366,690	\$ 380,132	\$ 299,140	\$ 357,094	\$ 371,589	
State Special	\$ -	\$ -	\$ -	\$ 47,814	\$ -	2024 - July-Dec @ \$6
State Special	\$ -	\$ -	\$ -	\$ 158,878	\$ 251,230	2024 - Jan-June @ New Rate
<b>Total Funding</b>	<b>\$ 366,690</b>	<b>\$ 380,132</b>	<b>\$ 299,140</b>	<b>\$ 563,786</b>	<b>\$ 622,819</b>	

	Expenditures				
	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024 (Est)	2025 (Est)
Operating					
Personal Services	\$ 288,234	\$ 286,023	\$ 238,529	\$ 326,630	\$ 341,125
Operating	\$ 25,982	\$ 39,711	\$ 17,804	\$ 30,464	\$ 30,464
TMT Maintenance	\$ -	\$ -	\$ -	\$ 147,057	\$ 185,000
IDCs	\$ 52,474	\$ 54,398	\$ 42,808	\$ 59,635	\$ 66,230
<b>Total Expended</b>	<b>\$ 366,690</b>	<b>\$ 380,132</b>	<b>\$ 299,140</b>	<b>\$ 563,786</b>	<b>\$ 622,819</b>

**ITEM 4**

**COMMISSIONER OF HIGHER EDUCATION**  
**REPORT**

**Dr. Angela McLean**



**Montana University System Report**  
**Montana Board of Public Education**  
**September 2023**

- **College Application Week October 2-14**
- **Montana's Future at Work**
  - **2023-24 Awards**
  - **September Summit in Red Lodge**
- **Education Design Labs and the Montana University System**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Dylan Klapmeier**

To: Board of Public Education  
From: Dylan Klapmeier, Governor's Education Policy Advisor  
Date: September 7, 2023  
Re: Governor's Office Update to the Board

### **Governor's Back to School Visits**

Governor Gianforte is visiting schools throughout Montana next week to welcome students and parents to the start of the new school year. He's visiting;

- Bryant elementary's early literacy program in Helena to highlight HB 352 which provides targeted interventions to support 3rd grade reading proficiency;
- Lockwood high school to highlight teacher recruitment and retention efforts around the TEACH Act, the school employee healthcare trust legislation, the teacher residency program legislation, and efforts by the OPI and BPE to increase licensure and accreditation flexibility;
- DeSmet elementary in Missoula to highlight state investments in school funding;
- Great Falls High School to highlight state investments in work-based learning, digital learning, and work done by the OPI and BPE to get civics and financial literacy courses in more schools.

### **New Commissioner of Labor & Industry**

Last month, the Governor appointed Sarah Swanson as the new Commissioner of Labor & Industry at DLI. Many of you know Sarah from her time at OPI and for her efforts around workforce development at DLI before being promoted to Commissioner. Sarah will be a highly effective partner in expanding K-12, post-secondary, and industry collaboration.

### **Legislation Implementation**

I want to provide updates on a few pieces of education legislation that relate to the Board;

#### HB 562

Authorizes community choice charter schools through a commission that is administratively attached to the BPE. The commission was fully appointed by August 30<sup>th</sup> as required by law. The Governor appointed Trish Schreiber of Helmsville as chair and Cathy Kincheloe of Whitefish as his other appointee. Both have extensive experience in teaching and managing charter schools.

Superintendent Arntzen appointed Gary Carlson of Darby, President Ellsworth appointed former Senator Dee Brown of Hungry Horse, Speaker Regier appointed Mark Hufstetler of Kalispell, Minority Leader Flowers appointed Emily Hessler from the Bridger Academy in Bozeman, and

Minority Leader Abbott appointed Katy Wright from Smith Elementary's Montessori program in Helena.

Chair Quinlan, Executive Director Flynn, Lt. Governor Juras, and I are meeting with Trish this week to discuss how to best support the commission in getting up and running. The Governor's office and Department of Administration are happy to be of assistance, recognizing the BPE's limited staff and resources.

Finally, you may have seen the district court order this week regarding the request for a preliminary injunction on HB 562. The court granted part of the injunction request preventing the commission from approving or denying charter applications until the lawsuit plays out, however, they denied the injunction request seeking to prevent the commission from meeting, approving bylaws, and otherwise getting up and running.

#### HB 749

Remakes the Montana Digital Academy (MTDA) Board composition to be that of the constitutional education officers with ex-officio representation from the legislature, school administrators, and teachers. The new board is comprised of myself, Executive Director Flynn, Big Sky Trustee Kara Edgar, Deputy Commissioner at OCHE Joe Thiel, and a to-be-announced appointee from Superintendent Arntzen. Senator Salomon and Rep. Anderson are representing the legislature. Once the Board meets, we will appoint an administrator and teacher.

The bill also overhauls the MTDA regulations and interface to allow for a clearinghouse of third party curriculum which will expand course offerings for Montana students.

#### HB 949

Establishes an Education & Workforce Data Governance Board chaired by the Department of Administration and comprised of representatives from OPI, OCHE, DLI, the BPE, SITSD, and the legislature. The Board is still being appointed and agenda drafted but Director Giles has scheduled the first meeting for September 22<sup>nd</sup>. This Board should provide a forum for greater collaboration around data sharing to expand student opportunities.

#### HB 257/SB 8

The last legislative item I would like to bring up is Transformational Learning and Advanced Opportunities. Since the state doubled our investment in these programs, as you are talking with school leaders, please encourage them to reach out to OPI to learn how they can receive this funding and expand personalized learning opportunities for their students.

### **State Board of Education**

The annual State Board of Education meeting with the BPE, Regents, and Governor will take place on Friday, November 17<sup>th</sup> on the UM campus and will likely be scheduled to coincide with the end of the separate meetings of the BPE and Regents. The BPE and Regents staff and I will work on the agenda but we welcome feedback from members on potential agenda items.

**ITEM 6**

**STUDENT REPRESENTATIVE REPORT**

**Gavin Mow**

❖ **MACIE LIAISON – (Items 7-8)**

**Susie Hedalen**

**ITEM 7**

**MACIE REPORT**

**Jordann Lankford Forster**



**Montana Board of Public Education**  
**MACIE Summary**  
September 2023

<b>Presentation</b>	MACIE Report
<b>Presenter</b>	Jordann Lankford Forster
<b>Position Title</b>	MACIE Chair
<b>Overview</b>	<p>The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:</p>
<b>Requested Decision</b>	None
<b>Related Issue(s)</b>	<p>August MACIE Meeting</p> <p>Position Statements</p> <ul style="list-style-type: none"><li>• Smudging in Schools</li><li>• Graduation ceremony protocols</li><li>• Supporting indigenous authors and novels</li><li>• Supporting indigenous created curriculum throughout tribal consultation</li><li>• Pre-service educator programs and IEFA preparation</li></ul>
<b>Recommendations</b>	None

**ITEM 8**

**REVIEW MACIE MISSION STATEMENT  
AND GOALS**

**Susie Hedalen**

**Montana Advisory Council on Indian Education**  
**Mission and Goals**  
**2023**

**MISSION:**

The Montana Advisory Council on Indian Education (MACIE) was created by the Montana Board of Public Education in 1984 to advise the Board and the Superintendent of Public Instruction on matters related to Indian education. The purpose of the Council is to:

"... provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards."

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

**GOALS:**

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

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

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

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

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

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

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

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

❖ **ASSESSMENT COMMITTEE – (Items 9-10)**

**Anne Keith**

**ITEM 9**

**INFORMATION ON SUPERINTENDENT'S  
REQUEST TO REVISE TITLE 10, CHAPTER  
56 – ASSESSMENT STANDARDS**

**Cedar Rose**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Presentation for Statewide Assessment Revision Timeline for ARM Title 10, Chapter 56.
<b>Presenter(s)</b>	Cedar Rose, Assessment Director
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	<p>This agenda item is presented to the BPE to consider the timeline and process for the revision of ARM Chapter 56: Statewide Assessment as aligned with 10.56.101.</p> <p>Attached is a rationale statement, proposed timeline, and overview for the revision of the ARM Chapter 56.</p>
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



## CHAPTER 56: Statewide Assessment

### [LINK TO CURRENT LANGUAGE](#)

## Statewide Assessment Standards Revision Timeline and Overview

### Rationale:

Using the negotiated rulemaking process involving independent stakeholder groups, Superintendent of Public Instruction, Elsie Arntzen is seeking to develop recommendations for the revision of Chapter 56: Assessment to reflect a major development in statewide assessments. In particular, the implementation of a flexible, innovative assessment system of short “testlets” in grades 3-8 mathematics and English language arts that will be administered through the year to align assessment more closely with learning, while also providing summative data that meet state and federal accountability needs. The through-year assessment system will be implemented at full scale for grades 3-8 during the 2024-2025 school year. The through-year assessment will replace existing summative assessments, thereby streamlining testing and setting the stage for modernizing the accountability system with a balanced system of assessment by which students can demonstrate growth and proficiency.

In order to ensure systems of assessments, accountability, and reporting work together to inform educational policy, address educational needs, and direct resources, the Superintendent is requesting the Board of Public Education to consider opening ARM Chapter 56: Assessment to adopt and amend rules relating to student assessment pursuant to ARM [10.56.101](#).

### Proposed Timeline:

Presentation to BPE to open Chapter 56:	September 14-15, 2023
Board Approval of Timeline Revision:	November 15-17, 2023
Research and Review:	November 2023 - December 2024
Revision:	January 2024 - February 2024
Negotiated Rulemaking:	March 2023 - June 2024
Adoption Phase:	June 2024 - September 2024
Adoption:	September 2024
Implementation:	October 2024

## Overview:

### Research and Review (2 months)

The OPI may

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

### Revision (2 months)

The OPI will

- Select revision team members
- Convene revision team

### Negotiated Rulemaking (4 months)

The OPI will

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

### Rule Adoption (4 months)

The OPI will

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

The BPE will

- Conduct public hearings
- Vote to adopt administrative rules

### Implementation

The OPI will

- Identify and create resources
- Identify and create professional development

## Contact Information:

Cedar Rose, Assessment Director, [cedar.rose@mt.gov](mailto:cedar.rose@mt.gov)

**ITEM 10**

**ACTION ON CREATION OF EARLY  
LITERACY ADVISORY COUNCIL**

**McCall Flynn**





# Board of Public Education

## Montana Board of Public Education HB 352 Advisory Council 2-15-122, MCA, Requirements

The council's name, in accordance with subsection (2):  
**Early Literacy Advisory Council**

The council's composition:  
**(See below)**

The appointed members, including names and addresses:  
**(See below)**

The council's purpose:  
**To meet and provide recommendations to the Board of Public Education on the requirements in HB 352 to provide targeted interventions to support 3<sup>rd</sup> grade reading proficiency.**

The council's term of existence, in accordance with subsection:  
**September 2023-September 2025**

**\*\*Send to Governor's Office and Secretary of State for a record of the council\*\***

### Facilitators

#### **McCall Flynn**

PO Box 200601

Helena, MT 59620

Biography: McCall is the executive director of the Board of Public Education.

#### **Caitlin Jensen, MSW**

PO Box 4464

Helena, MT 59604

Biography: Caitlin Jensen is the Executive Director of Zero to Five Montana, a statewide early childhood policy organization. She has 20 years of experience in the field of early care and education.

### Members

#### **Anne Penn Cox, EdD**

PO Box 1772

Livingston, MT 59047

Biography: Anne Penn Cox, Ed.D., currently serves as an elementary school Principal, PreK-5 Director of Student Support Services, and the Early Childhood Liaison for the Livingston Public Schools in Livingston, Montana. Having worked both as an educator and an administrator in Park County for the past 10 years, Anne Penn has a plethora of experience in educating and supporting students, staff, and families from diverse

backgrounds utilizing the Multi-Tiered Systems of Support (MTSS) framework. The focus of her career to date has been increasing access to high-quality early literacy education, promoting safe and equitable learning environments, collaborating with local and state stakeholders, and supporting diversified instruction for all students including students with disabilities and students from diverse backgrounds. As the District's Early Childhood Liaison, Anne Penn works alongside various community partners in education to encourage, facilitate, and reduce barriers to expansion of high-quality childcare services to families of children aged 0-4 in Livingston and Park County. Additionally, her work focuses on supporting families and providers in an effort to promote high-quality early childhood experiences that support all children. When she is not in school, Anne Penn can be found in the mountains running, skiing, and snowmobiling or simply enjoying time at home with her family.

### **Norah Barney, EdD**

1410 W Park Ave  
Anaconda, MT 59711

Biography: Dr. Norah Barney serves as a Special Education and Curriculum Director at the Anaconda School District where she has overseen the Early Childhood program for the past 11 years. Dr. Barney earned a Bachelor's Degree from Montana State University in Elementary and Special Education in 2002. She earned a Masters' Degree in Special Education in 2005 and earned a Doctorate Degree in Education Leadership in 2018. She created the first inclusive preschool program in the district and expanded the program in 2015. The program is considered high quality as it has excellent staff (all 4 Early Learning Teachers have Masters' Degrees), the literacy scores of the students average at 80% or above for kindergarten readiness, and the program ensures at least 90% of the students have the social emotional skills necessary to be successful. Dr. Barney has a strong background in Developmental Screeners and understands that the MTSS process is imperative to ensure student success. She is a former Special Education teacher with 11 years of experience in P-12 grade settings. Dr. Barney spent 4 years as an Assistant Principal/Special Education teacher in a P-12 grade setting in Burlington, Wyoming. She then served as the Primary School Administrator (P-2) in Anaconda from 2013 - 2022. Her dissertation was titled Impact of Leadership on Early Childhood Education Program Quality. In 2020, she was the recipient of the Adrian Langstaff Award, presented to a Montana school leader for outstanding service in education. She has presented at many state, national, and international conferences.

### **Laurie Barron, EdD**

18 West Evergreen Drive  
Kalispell, Montana MT 59901

Biography: Dr. Laurie Barron is in her twenty-eighth year in education, serving as a high school English teacher, a middle school assistant principal, and nine years as a middle school principal. Since 2013, she has served as the superintendent of the Evergreen School District in Kalispell, Montana. Barron holds a BSEd in English Education from the University of Georgia, an MEd in Supervision and Administration from the University of West Georgia, and an EdS and EdD in Educational Leadership from the University of Sarasota. She also studied abroad at Oxford University. She holds National Superintendent Certification through AASA, is a National Board-Certified Teacher, was honored as Teacher of the Year and STAR Teacher, is the 2012 Georgia Middle School Principal of the Year, and the 2013 National Middle School Principal of the Year. Barron is also the 2018 School Administrators of Montana G.V. Erickson Award recipient, given to a member of the School Administrators of Montana who has made the greatest contribution to the betterment of education in Montana, was named the 2019 Empowered Superintendent of the Year by the Montana Educational Technologists Association, and is the 2021 Montana Superintendent of the Year. In 2022, Barron was honored with the Distinguished Alumni Lifetime Achievement Award from the University of Georgia College of Education. Barron co-authored *We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management* (ASCD, 2021), *Middle School: A Place to Belong and Become* (AMLE, 2018), and *What Parents Need to Know about Common Core and Other College- and Career-Ready Standards* (World Book, 2015) and has authored numerous education articles. Barron is also a national speaker, consultant, and



leadership coach who provides motivation and professional learning to teachers and administrators through promoting strategic planning and school improvement, positive school culture, inclusive teaching and learning environments, student engagement and voice, shared leadership, data-driven decision making, and standards-based assessment. Most importantly, Barron believes that building relationships with staff and students while celebrating what staff and students do right is the key to success in any school. Barron is living the dream in northwest Montana with her husband Daniel, where together they enjoy spending time with family watching Georgia Bulldogs football, snow skiing, camping, rafting, hiking, and watching their daughter Emma play college soccer.

**Colette Getten**

3905 15<sup>th</sup> Ave S

Great Falls, MT 59405

Biography: Colette Getten is a mom of 4 children and married to an educator. She grew up in Butte, MT and graduated from Butte High School. She attended Western Montana College in Dillon and graduated with a BA in Education and as well as an Associate Degree in Early Childhood. After being in the classroom for 2-3 years, she realized she needed to learn more about how to engage students with special needs, so she returned to college and earned an endorsement to teach Special Education PK-12. Colette was hired by Great Falls Public Schools in the Fall of 2000 to teach Special Education Preschool. While teaching, she completed a MA in Creative Arts in addition to Educational Leadership from Montana State. In 2010, she transitioned into a leadership position collaborating with community partners to build an inclusive early childhood education program within Great Falls Public Schools. For the past 13 years, Colette has had the opportunity to collectively build capacity in a team of highly-qualified educators dedicated to working with 3–5-year-old children who meet criteria for exceptional circumstances. Most recently, the entire transitional kindergarten staff spent the past year growing their reading brains around the science of reading by engaging in a book study during PLCT, listening to podcasts and reviewing literacy curriculum and practices. She continues to acquire professional knowledge by reading current research, attending professional conferences and participating as a member of the National Association for the Education of Young Children.

**Dr. Danielle Thompson**

348 Stafford

Bozeman, MT 59718

Biography: Dr. Danielle Thompson is an experienced National Consultant and Trainer with a demonstrated impact in PreK-school age populations. Dr. Thompson is a dynamic, fun, engaging human with tried-and-true experience in early childhood and school age language and literacy education, language development and disorders, reading acquisition and disorders, staff wellness and mindfulness, positive thinking and building positive change and momentum in schools. It has been said that "Dr. Thompson is an asset to any school, district and/or state that employs her because her wisdom is deep, her practicality is on target and her happiness is infectious!"

**Dr. Christine Lux**

Montana State University

PO Box 173540

Bozeman, MT 59717

Biography: Dr. Christine Lux is the Don and Sue Fisher Family Endowed Professor of Early Childhood Education at Montana State University. Dr. Lux began her career as a preschool teacher before moving into early childhood program administration and early childhood teacher education. For nearly 30 years, Dr. Lux has worked for and with young children and their families. In Montana, Dr. Lux has been a member of several stakeholder and state level leadership teams to support a variety of early childhood education initiatives. Specifically, she contributed to ARM 10.58.531 Early Childhood Education P3 teacher endorsement

standards and ARM 10.63 Preschool Education standards and co-leads the Montana Early Childhood Higher Education Consortium.

**Dr. Tammy Elser,**

1701 Missoula Avenue  
Missoula, MT, 59802

Biography: Tammy Elser is faculty and the director of literacy, equity, and excellence at Salish Kootenai College in Pablo, MT. She has a Master of Education in curriculum and instruction and is in her 40th year as an educator and teacher educator with emphasis on literacy-including emergent literacy, the role of encoding in learning to read, application and interpretation of basic cognitive, neurological, psycholinguistics, and other lines of basic science in literacy as applied to classroom practice in learning to read. Her work with master and future teachers focuses on integrative models of literacy learning for delivery of effective early literacy education with emphasis on all processing systems. Dr. Elser is also a specialist in Indian Education for All and has strong interest in student motivation and well-being.

**Karen Filipovich**

426 N Grand Ave  
Bozeman, MT 59715

Biography: Karen Filipovich is the executive director of the Montana Head Start Association. Her career has been committed to helping communities and organizations identify, prioritize, and realize their priorities. She has a background in public policy and science. She has worked with early childhood, public health, and natural resource groups for more than twenty years in Montana and Massachusetts.

**Doug Rossberg**

101 Hearth Ct  
Missoula, MT 59803

Biography: Doug Rossberg is the Title I Instructional Coach for Missoula County Public Schools. Doug grew up in Helena, Montana and attended the University of Montana-Missoula for his B.A. in Elementary Education. Upon graduation, Doug began teaching 1<sup>st</sup> grade for Ogden City School District in Utah, where he also received his ESL Endorsement from Weber State University. While in Utah, he frequently worked side-by-side with site-based Instructional Coaches and grew to deeply value the growth and encouragement of the professional relationship. Returning home to Montana, Doug continued to teach 1<sup>st</sup> and 2<sup>nd</sup> grade and received his M.A. in Educational Leadership before moving into an Instructional Coach role himself. In his current role at the department, Doug focuses on Early Childhood intervention, Kindergarten readiness, and Science of Reading classroom implementation. In his personal life, Doug loves to explore the outdoors in Montana with his golden retriever, Rex, and spend time with friends and family.

**Stephanie Olson**

732 56th St S.  
Great Falls, MT 59405

Biography: Stephanie is a 23-year veteran teacher, currently working in Great Falls Public Schools. Stephanie teaches 3<sup>rd</sup> grade students at Chief Joseph Elementary School, and previously taught at West Elementary School. Stephanie is passionate about serving our youngest learners.

**Doug Reisig**

PO Box 17311  
Missoula, MT 59808

Biography: Dr. Douglas Reisig is the Executive Director of Montana Quality Education Coalition. He retired as the Superintendent of Hellgate Elementary on June 30, 2022, a Department of Education recognized “Blue Ribbon” school district in Missoula, Montana which is the largest Montana independent elementary school district. Dr. Reisig was the Hellgate Elementary school district superintendent for twenty-two years. Altogether,

Dr. Reisig was involved in Montana Education for forty-six (46) years with thirty-years (34) spent in superintendent positions at St. Ignatius, Troy, Anaconda, and Hellgate Elementary. At the time of his retirement, Dr. Reisig was the longest continuous serving school district superintendent in Montana. Dr. Reisig received his B.S. degree and M.Ed. degrees from the University of Montana and his Ed.D. in Educational Leadership from Montana State University. In 2010 and in 2021, Dr. Reisig was awarded the G.V. Erickson Award for “notable service and dedication to education”. The G.V. Erickson Award is the highest award the School Administrators of Montana organization can give to a Montana school administrator. Dr. Reisig is the only school administrator to ever be awarded the GV Erickson Award twice.

### **Lance Melton**

863 Great Northern Blvd, Suite 301  
Helena, MT 59601

Biography: Lance Melton serves as the executive director for the Montana School Boards Association, where he has worked since 1996. Melton previously served as an attorney, lobbyist, director of advocacy and general counsel before the MTSBA Board selected him as its executive director in January 2000. Melton has long represented and championed the constitutional role of community-elected volunteer trustees in developing the full potential of each person under Article X of the Montana Constitution. Working collaboratively with school boards and legislators from throughout Montana, Melton has helped craft and pass legislation expanding opportunities for students and families to enjoy personalized learning paths in Montana’s public schools. Melton earned a B.A. in Political Science with highest honors from the University of Montana and earned his J.D. from the University of Montana School of Law in 1992 where he was selected as a member of the Public Land Law Review. Before joining MTSBA, Melton served as an attorney and lobbyist for the Montana Department of Commerce.

### **Marie Judisch**

PO Box 202501  
Helena, MT 59620

Biography: Marie Judisch is the Senior Manager of Teaching and Learning at the Office of Public Instruction. She is a born and raised Montanan. Marie graduated from Montana State University with Bachelor’s Degrees in Elementary Education and Media Theater Arts in 2011. Marie began her career in education as an elementary math interventionist, gaining experience from the ground up of school systems to support student learning. She has taught a variety of components of all grades K-8 in her twelve-year career, understanding of the great honor and responsibility it is to meet learners of all abilities where they are. After completing her Master’s Degree in Educational Leadership at Montana State University as the Outstanding Graduate for her cohort, Marie served as an elementary school principal in North Central Montana. Throughout her interim as the PK-3 leader, she carried with her the title of K-12 Curriculum Coordinator, K-12 Data and Testing Coordinator, Gifted and Talented Coordinator, as well as serving as the administrator for the 21st Century Community Learning Century grant, all while continuing to teach classes as much as possible. Marie is passionate about supporting Montana educators and students, firmly believing that those living in this great state deserve the very best educational opportunities possible. She calls their family farm in Ledger home, where she and her husband are proudly raising two young daughters.

❖ ACCREDITATION COMMITTEE – (Items 11-12)

**Dr. Tim Tharp**

ITEM 11

ACTION ON RECOMMENDATION FROM  
BOARD CHARTER SCHOOL COMMITTEE  
PERTAINING TO HB 549 – CHARTER  
SCHOOL CRITERIA

**McCall Flynn**



## **Montana Board of Public Education Public Charter School Application Evaluation Guide**

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The questions below are designed to help focus the inquiry but are not intended to limit review or feedback of the reviewer. Reviewers are encouraged to share all their comments and concerns.

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### **This Evaluation Guide Contains Five (5) Sections:**

- I. Academic Program**
- II. School Governance**
- III. Business Operations**
- IV. Community Support and Need**
- V. Overall Assessment**

## SECTION I: ACADEMIC PROGRAM

1. Does the proposed public charter school present an academic curriculum that is aligned with the Montana's identified academic standards?
2. Does the proposed public charter school present an academic program (curriculum, learning model, etc.) that will enable the charter school to meet rigorous performance expectations?
3. Does the academic program of the proposed public charter school utilize innovation and flexibility (in lieu of variance to standards) from state law that will enable the charter school to meet rigorous performance expectations?
4. Does the applicant articulate a plan for identifying and addressing students' academic deficiencies and/or weaknesses so as to encourage constant student growth and achievement?
5. Is the academic program consistent with state and federal legal requirements, including those protecting students' rights, such as IDEA (special education), Indian Education for All, and programs for English language learners?
6. Is the mission of the proposed public charter school consistent with the goal of providing students with educational opportunities that they would not otherwise be afforded at the traditional school to which they are zoned?

*Overall, the ACADEMIC PROGRAM of the proposed charter school is:*

- Consistent with a high-quality public charter school.
- Partially consistent with high-quality public charter school.
- Inconsistent with a high-quality public charter school.

*Additional Comments, Concerns, or Overall Impressions:*



## SECTION II: SCHOOL GOVERNANCE

1. Does the application clearly illustrate that school-level governance will be vested in the school's governing board (as opposed to the management organization or some other vendor, organization, or entity)?
2. Does the proposed governance board demonstrate the capacity to operate as a state charter? (This includes, but is not limited to, full knowledge of charter school requirements, capabilities, and legal obligations.)
3. Does the governing board illustrate its ability to assess the performance and capacity of the school leader?
4. Does the governing board have a realistic plan to identify and recruit a qualified school leader and/or business operations manager?
5. Does the governing board have a plan for succession?

*Overall, the SCHOOL GOVERNANCE of the proposed charter school is:*

- Consistent with a high-quality public charter school.
- Partially consistent with high-quality public charter school.
- Inconsistent with a high-quality public charter school.

*Additional Comments, Concerns, or Overall Impressions:*

### SECTION III: BUSINESS OPERATIONS

1. Does the proposed charter school present a plan that will ensure the school will be fiscally sound? *(Note: In order to be fiscally sound, the proposed budget must A) demonstrate a school's ability to use state allocated funds to implement the instructional and operational plan outlined within the application, B) be based on a realistic student enrollment figure, and C) it must not be excessively reliant on fundraising revenue and/or infusions of cash from vendors, grants, or external sources.)*
2. Does the applicant exhibit an understanding of school finance? (Knowledge of internal controls, appropriate debt ratios, governmental accounting, etc.?)
3. Do the proposed staff and governing board demonstrate the knowledge and capacity to make difficult financial decisions to operate a charter school?
4. Does the school have a facility (or proposed facility) that is both reasonable and appropriate for the school?
5. Does the school rely too heavily on estimated or projected fundraising revenue, grant funds, or other fund sources external to state allocations to maintain a balanced budget?
6. Is the school partnering with an Education Management Organization or Charter Management Organization and if so, is that partnership structured in a responsible manner?

*Overall, the BUSINESS OPERATIONS of the proposed charter school is:*

- Consistent with a high-quality public charter school.
- Partially consistent with high-quality public charter school.
- Inconsistent with a high-quality public charter school.

*Additional Comments, Concerns, or Overall Impressions:*

**SECTION IV: COMMUNITY SUPPORT AND NEED**

1. Did the applicants establish a compelling need for the proposed public charter school?
2. Will the proposed public charter school meet the needs of its community?
3. Has the applicant provided evidence that the community will support the school with student enrollment?
4. Does the proposed public charter school leverage community partnerships, including building relationships with other schools, universities, or nonprofit entities?

*Overall, the COMMUNITY SUPPORT AND NEED of the proposed charter school is:*

- Consistent with a high-quality public charter school.
- Partially consistent with high-quality public charter school.
- Inconsistent with a high-quality public charter school.

*Additional Comments, Concerns, or Overall Impressions:*

## SECTION V: OVERALL ASSESSMENT

1. Is there an established need for the proposed public charter school?
2. Will the proposed public charter school meet the needs of all its students?
3. Will the proposed public charter school be of the highest academic quality?
4. Will the proposed public charter school provide a healthy learning environment and positive school climate?
5. Does the proposed school's governing board demonstrate the capacity to implement the plan outlined in the application with fidelity?
6. Will the proposed public charter school provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend?

Overall, it is recommended that the Montana Board of Public Education:

- Authorize the proposed public charter school based on the current application.
- Authorize the proposed public charter school if the public charter school is able to clarify the aspects of its current application as identified below.
- Authorize the proposed public charter school if the public charter school is able to take the actions to make significant improvements detailed below, which are needed for a high-quality public charter school.
- Decline to authorize the proposed public charter school at this time.

*Additional Comments, Concerns, or Overall Impressions:*

**Montana Board of Public Education**  
**Public Charter School Application Requirements**

**Application**

- Name, Address, Email, Phone Number
- Executive Summary
- Public Charter School Mission and Vision  
*\*Including identification of the targeted student population and the community the school proposes to serve*
- School District in which the Public Charter School is Proposed to be Located and Operated
- Proposed Grades to be Served
- Minimum, Planned, and Maximum Enrollment Per Year
- Specific Evidence of Significant Community Support
- Proposed Calendar and Sample Daily Schedule
- Description of the Academic Program:  
*\*Including plans to formally assess student achievement on an annual basis and variances to existing standards that the proposed public charter school requires*
- Proposed Instructional Design  
*\*Including the type of learning environment, class size and structure, curriculum overview, and teaching methods*
- Proposed Plans for Identifying and Successfully Serving Students with Disabilities, Students who are English Language Learners, Students who are Academically Challenged, and Gifted Students  
*\*Including, but not limited to, compliance with applicable laws and regulations*
- Description of Cocurricular or Extracurricular Programs and how the Programs will be Funded and Delivered
- Plans and Timelines for Student Recruitment and Enrollment  
*\*Including lottery procedures*
- Proposed Student Discipline Policies  
*\*Including those for special education students*
- Organizational Chart that Clearly Presents the Proposed Organizational Structure  
*\*Including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the school*
- Description of the Roles and Responsibilities for the Governing Board, the Proposed Leadership and Management Team, and Other Entities Shown in the Organizational Chart

- Staffing Chart for the Proposed First-Year and a Staffing Plan for the Term of the Charter
- Plans for Recruiting and Developing School Leadership and Staff
- Proposed Leadership and Teacher Employment Policies  
*\*Including performance evaluation plans*
- Proposed Governing Bylaws
- Explanations of any Partnerships or Contractual Relationships Central to the Proposed Operations or Mission
- Proposed Plans for Providing Transportation, Food Service, and all other Significant Operational or Ancillary Services
- Opportunities and Expectations for Parent Involvement
- Detailed School Startup Plan, Identifying Tasks, Timelines, and Responsible Individuals
- Description of the Proposed Financial Plan and Policies  
*\*Including financial controls and audit requirements*
- Description of the Insurance Coverage that will be Obtained
- Startup and 5-Year Budgets with Clearly Stated Assumptions
- Startup and First-Year Cash Flow Projections with Clearly Stated Assumptions
- Evidence of Anticipated Fundraising Contributions, if Claimed in the Proposal
- Sound Facilities Plan  
*\*Including backup or contingency plans*
- For an Applicant that is Not a Local School Board:
  - specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school;
  - specific evidence that the local school board declined to create the school or program or submit to the Board a proposal for the creation of a public charter school consistent with the mission and vision of the proposed public charter school;
  - specific evidence of a legal description of the property of the existing school district from which the boundaries of the charter school district are proposed to be formed; and
  - background information on the initial governing board members and, if identified, the proposed school leadership and management team.

**ITEM 12**

**INFORMATION ON SUPERINTENDENT'S  
REQUEST TO REVISE TITLE 10, CHAPTER  
53 – HEALTH AND SCIENCE STANDARDS**

**Dr. Julie Murgel, Marie Judisch**



Cycle	Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption Phase	Adoption	Begin Implementation
I	English Learners	January - February 2023	March 2023 – April 2023	May 2023 - August 2023	September 2023 - March 2024	May 2024	July 1, 2025
II	Mathematics	September 2022 - March 2023	April 2023 - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
III	World Languages	January - March 2023	April - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
IV	English Language Arts/Literacy	September 2023 - March 2024	April - August 2024	September - December 2024	January - June 2025	September 2025	July 1, 2026
V	Per Legislative Action: <ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Science</li> </ul>	November 2023-December 2023	January 2024 - February 2024	March 2023 - June 2024	June 2024 - September 2024	September 2024	October 2024
VI	Arts  Comprehensive Review: <ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Science</li> </ul>	October 2026 – April 2027	May – October 2027	November 2027-March 2028	April 2028 – August 2028	September 2028	July 2029
VII	Social Studies  Career and Technical Education  Digital Literacy  Computer Science  Library Sciences	October 2028-April 2029	May-October 2029	November 2029-March 2030	April 2030 – August 2030	September 2030	July 1, 2031



# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Presentation for Content Standards Revision Timeline for ARM Title 10, Chapter 53 Health and Science Content Standards
<b>Presenter(s)</b>	Marie Judisch, Senior Manager Teaching and Learning Julie Murgel, Chief Program Officer
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	<p>This agenda item is presented to the BPE to consider the timeline and process for the revision of ARM Chapter 53: Health and Science content standards.</p> <p>Attached is a rationale statement, proposed timeline, and overview for the revision of the ARM Chapter 53.</p>
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	



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## CHAPTER 53: Content Standards Revision Timeline and Overview

### ARM 10.53.7: Health and Physical Education Content Standards

### ARM 10.53.8: Science Content Standards

#### Rationale:

Using the negotiated rulemaking process involving independent stakeholder groups, Superintendent of Public Instruction, Elsie Arntzen is seeking to revise Chapter 53 Content Standards for Health and Physical Education and Science to align with [20-7-120](#), MCA. In particular, the statute requires notification to parents or guardians when a school will provide human sexuality instruction. Two types of notification are required: annual notification when a student is enrolled in human sexuality instruction and notification pursuant to a school policy no less than 48 hours prior to an event, assembly, or use of materials regarding human sexuality instruction.

As previously addressed in the revision of content standards in 2019, the Superintendent is also seeking to revise program delivery standards: ARM 10.55.1301 and 10.55.1501. The program delivery standards in ARM Chapter 55 outline the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions.

#### Proposed Timeline:

Presentation to BPE to open Chapter 56:	September 14-15, 2023
Board Approval of Timeline Revision:	November 15-17, 2023
Research and Review:	November 2023 - December 2024
Revision:	January 2024 - February 2024
Negotiated Rulemaking:	March 2023 - June 2024
Adoption Phase	June 2024 - September 2024
Adoption	September 2024
Implementation	October 2024

## Overview:

### Research and Review (2 months)

The OPI may

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

### Revision (2 months)

The OPI will

- Select revision team members
- Convene revision team

### Negotiated Rulemaking (4 months)

The OPI will

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

### Rule Adoption (4 months)

The OPI will

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

The BPE will

- Conduct public hearings
- Vote to adopt administrative rules

### Implementation

The OPI will

- Identify and create resources
- Identify and create professional development

## Contact Information:

Cedar Rose, Assessment Director, [cedar.rose@mt.gov](mailto:cedar.rose@mt.gov)

**LUNCH WITH MILES CITY STUDENT  
COUNCIL STUDENTS**

**BOARD OF PUBLIC EDUCATION TOURS  
WITH MILES CITY SCHOOL DISTRICT**

❖ **LICENSURE COMMITTEE – (Items 13-14)**

**Susie Hedalen**

**\*\*\*\*\*TIME CERTAIN AT 3:00 PM\*\*\*\*\***

**ITEM 13**

**ACTION ON APPEAL HEARING OF CLASS 5  
EXTENSION, BPE CASE #2023-03, ADAIR**

**Chad Vanisko, Board Legal Counsel**

**ITEM 14**

**UPDATE ON YELLOW KIDNEY, ET AL  
LITIGATION**

**Chad Vanisko, Board Legal Counsel**

❖ **EXECUTIVE COMMITTEE – (Item 15)**

**Madalyn Quinlan**

**ITEM 15**

**ELECTION OF OFFICERS**

**McCall Flynn**



**BOARD OF PUBLIC EDUCATION ACTIVITY  
WITH MILES COMMUNITY COLLEGE**

**CDL SIMULATOR**

## **CALL TO ORDER**

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

❖ **LICENSURE COMMITTEE – (Items 16-18)**

**Susie Hedalen**

**ITEM 16**

**UPDATE ON PRAXIS TEST REVIEW AND  
SCORES**

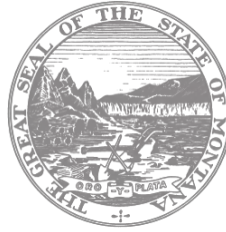
**Crystal Andrews**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Praxis Test Reviews- English as a Second Language and American Sign Language
<b>Presenter</b>	Crystal Andrews
<b>Position Title</b>	Director of Accreditation and Licensure Office of Public Instruction
<b>Overview</b>	With the addition to ARM 10.58.534 and 10.58.511 (4) effective July 1, 2023, MT needs to adopt the ETS Praxis exam for each area and set the qualifying score(s) . This is an informative presentation with the schedule of upcoming events. It will be at the November meeting, that action will be requested.
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	





## ETS Praxis Test Review for ESL and ASL Fall 2023 Timeline

Date	Meeting	Subject
August 24, 2023	Planning Meeting	Lisa Colon Durham, Kristi Steinberg, Crystal Andrews
Sep. 12, 2023	-	Nominations due for review panel(s)
Sep. 14-15, 2023	Board of Public Instruction	<i>Information Only</i> - review recommendations from panel
Sep. 26, 2023	ETS Praxis Test Review Panel for ESL and ASL	Hybrid review panels
TBD	Praxis Working Committee	<i>Action Item</i> - review panel recommendation and approve tests and scores
TBD	Montana Council of Deans	<i>Action Item</i> - review panel recommendation and approve tests and scores
Nov. 16-17, 2023	Board of Public Education	<i>Action Item</i> - approve and adopt new tests and scores

## ETS Praxis Test Review: Call for Nominations

**Expert Panelists Needed:** At the request of the Office of Public Instruction (OPI) and the Montana Council of Deans of Education, the Educational Testing Service (ETS) will facilitate a HYBRID test review of two Praxis Subject Assessments (see list below). An expert panel of K-12 teachers and educator preparation faculty will meet in person or virtually on September 26, 2023, to participate in the test review process.

**Purpose:** The purpose of a test review is to have expert content area practitioners examine the test, review materials, and make decisions as to whether qualifying scores are set appropriately for Montana teacher educator candidates.

**Test(s) for Review: ETS Praxis Subject Assessments**

- English to Speakers of Other Languages (5362)  
     American Sign Language Proficiency Interview (as a foreign language)

### Contact Information

OPI: Crystal Andrews, [crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov)  
 ETS: Lisa Colon Durham, [lcolondurham@ets.org](mailto:lcolondurham@ets.org)  
 PWC: Kristi Steinberg, [kristine.steinberg@mso.umt.edu](mailto:kristine.steinberg@mso.umt.edu)

**ITEM 17**

**ACTION ON SUPERINTENDENT'S  
REQUEST TO REVISE TITLE 10,  
CHAPTER 57 – EDUCATOR LICENSURE  
STANDARDS AND BOARD LICENSURE  
COMMITTEE PROPOSED TIMELINE**

**Crystal Andrews**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Presentation for Educator Licensure Rule Revisions for ARM Title 10, Chapter 57.
<b>Presenter(s)</b>	Crystal Andrews, Accreditation and Licensure Director Julie Murgel, Chief Program Officer
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	<p>This agenda item is presented for the BPE to consider recommendations for revision of the rules as aligned with 10.57.101(2).</p> <p>In 2022, the Board of Public Education conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions and potential areas to increase access to qualified candidates. Additionally, new legislation from the 2023 session, specifically SB 373 (alternative teaching credential) and HB 458 (career coaches) require a review of definitions and Class 4: CTE licenses.</p> <p>Attached are the recommended areas for revisions of ARM 10.57.</p>
<b>Requested Decision(s)</b>	Action Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	Approve the recommendation to open ARM 10.57 for the areas listed.



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## ARM Chapter 57 Educator Licensure Outline of Recommended Changes

In 2022, the Board of Public Education conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions and potential areas to increase licensure reciprocity and flexibility. Additionally, new legislation from the 2023 session, specifically [SB 373](#) (alternative teaching credential) and [HB 458](#) (career coaches) require a review of definitions and Class 4: CTE license endorsements.

Specific revisions that may increase licensure reciprocity and flexibility include:

- Adding a pathway for candidates in the process of earning a bachelor's degree to obtain a Class 5: Provisional license.
- Expanding licensure eligibility for candidates with an "alternative teaching credential" that aligns with SB 373.

Rule	Discussion of Revision- CLEAN UP
<a href="#">10.57.102(5)</a>	Update the definition, of "approved preparation program" to reflect the two current educator preparation programs accreditors: the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP).
<a href="#">10.57.102(14)</a>	Update the definition, by replacing the term "regionally accredited" with "institutional accreditors" to reflect language changes from the U.S. Department of Education. Regional accreditors used to be limited to schools in specific regions but USED eliminated geographical boundaries for regional accreditors in 2020.
<a href="#">10.57.102(17)</a>	Revise the definition of "unrestricted license" to include lifetime licenses.
<a href="#">10.57.414</a> <a href="#">10.57.415</a>	Ensure the language of 10.57.414(c) and 10.57.415(d) for professional development requirements of principal's and superintendent's endorsements is similar.
<a href="#">10.57.421(1)</a>	Add an endorsement for traffic education for a Class 4: CTE license to the list.
<a href="#">10.57.434</a>	Streamline the requirements for a School Psychologist Endorsement for a Class 6 Specialist License.
<a href="#">10.57.437</a>	Update the rule for a Class 8 Dual Credit Postsecondary Faculty License to reflect the removal of the Certification Standards and Practices Advisory Council (CSPAC).

Rule	Discussion of Revision- POLICY UPDATES
<a href="#">10.57.114</a>	Specify the authorized signature required for Internships.
<a href="#">10.57.215(4)</a>	Simplify the acceptance of professional development units from out-of-state professional development unit providers.
<a href="#">10.57.410(3)(a)</a>	Expand eligibility for applicants who have earned a graduate degree from an accredited college or university but do not hold a bachelor's degree from a regionally accredited college or university.



<a href="#">10.57.412</a> <a href="#">10.57.425</a>	Expand eligibility for applicants with middle school endorsements (4-8) to apply for K-8 and/or 5-12 content-specific endorsements.
<a href="#">10.57.414(1)(a)</a> <a href="#">10.57.415(1)(b)</a>	Specify for a Class 3 Administrative License in which education graduate degrees are accepted.
<a href="#">10.57.415</a>	Base the 3 years of teaching experience requirement on the years of experience regardless of type of license.
<a href="#">10.57.424</a>	Add a pathway for candidates in the process of earning a bachelor's degree to obtain a Class 5 Provisional license.
<a href="#">10.57.424(4)</a>	Allow the time frame for a Class 5 Provisional License to be extended based on evidence of extreme hardship similar to ARM <a href="#">10.57.114(5)</a> .
<a href="#">10.57.432</a>	Remove the requirement to be within four courses of completing a program for a school counselor provisional license.
New	Specify foreign credential eligibility requirements.

<b>Rule</b>	<b>Discussion of Revision- LEGISLATIVE UPDATES</b>
<a href="#">10.57.102</a>	Include a new definition for "alternative teaching credential," that aligns with <a href="#">SB 373</a> .
<a href="#">10.57.410</a>	Expand licensure eligibility for candidates with an "alternative teaching credential" that aligns with <a href="#">SB 373</a> .
<a href="#">10.57.420</a> <a href="#">10.57.421</a>	Provide a licensure option for career coaches that aligns with <a href="#">HB 458</a> .



**BOARD OF PUBLIC EDUCATION TIMELINE  
PROPOSED CHAPTER 57 RULES**

- |   |                     |
|---|---------------------|
| ▪ BPE approves rulemaking timeline  | Sept. 14-15, 2023   |
| ▪ Proposal notice to BPE for consideration  | Nov 16-17, 2023     |
| ▪ BPE authorization to publish proposal notice, including public hearing date <ul style="list-style-type: none"><li>• Includes expert panel/work session (18) and notice (19)</li></ul> | January 18-19, 2024 |
| ▪ Proposal notice to SOS for publication in MAR   | January 2024        |
| ▪ MAR publication of proposal notice <ul style="list-style-type: none"><li>• Public comment begins</li></ul>  | January 2024        |
| ▪ Public hearing date   | February 2024       |
| ▪ Final public comment deadline   | February 2024       |
| ▪ Adoption notice to BPE for consideration/respond to comments  | March 7-8, 2024     |
| ▪ BPE authorization to publish adoption notice  | May 9-10, 2024      |
| ▪ Adoption notice to SOS for publication in MAR   | May 2024            |
| ▪ MAR publication of adoption notice  | May 2024            |
| ▪ Effective date of rules   | July 1, 2024        |

*\*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.*

**ITEM 18**

**EDUCATOR PREPARATION PROGRAM**  
**REPORT**

**Dr. Julie Murgel, Crystal Andrews**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Presentation for Educator Preparation Program Report
<b>Presenter(s)</b>	Crystal Andrews, Accreditation and Licensure Director Julie Murgel, Chief Program Officer
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	<p>This presentation will provide an overview of Montana's ten Educator Preparation providers as outlined in ARM Chapter 10.58.104(1) and 10.58.104(2).</p> <p>The report will cover the following topics:</p> <ul style="list-style-type: none"><li>• The accreditation review schedule for the ten educator preparation programs.</li><li>• The accreditation status of the ten educator preparation programs, including the corresponding regional and national accreditation agencies, the initial and expiration dates of all accredited programs.</li><li>• Endorsement areas for the educator preparation programs.</li><li>• Data on the number completers by subject area from the ten accreditation programs.</li></ul>
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	



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[opi.mt.gov](http://opi.mt.gov)



## OPI 2023 Educator Preparation Program Report Compiled August, 2023

### Introduction:

This report provides an overview of Montana's ten Educator Preparation providers as outlined in ARM Chapter 10.58.104(1) and 10.58.104(2).

#### 10.58.104 ACCREDITED PROGRAMS

- (1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation.
- (2) Pursuant to [20-4-121](#), MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs

The report covers the following topics:

- The accreditation review schedule for the ten educator preparation programs.
- The accreditation status of the ten educator preparation programs, including the corresponding regional and national accreditation agencies, the initial and expiration dates of all accredited programs.
- The endorsement areas offered at the ten educator preparation programs.
- Data on enrollment, number of completers, and completers by subject area from the ten accreditation programs.

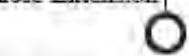
**Section 1: Accreditation Review Schedule**

**MONTANA EDUCATOR PREPARATION PROVIDERS (EPPs)  
ACCREDITATION SITE VISIT SCHEDULE  
Seven-year Cycles: Current – 2015-2023; Future – 2023-2030**

<b>EPP</b>	<b>SCHEDULE 2015-2023</b>	<b>SCHEDULE 2023-2030</b>
University of Montana-Western	F2022 CAEP-MT	F2029 CAEP-MT
Montana State University-Bozeman	F2013 CAEP-MT	F2022 CAEP-MT F2023*
Salish Kootenai College	F2017 STATE	S2024 STATE
Montana State University-Northern	S2017 STATE	S2024 STATE
Montana State University-Billings	S2017 CAEP-MT	S2025 CAEP-MT*
Carroll College	S2019 STATE S2021*	S2026 STATE
Stone Child College	S2019 STATE	S2026 STATE
University of Providence	S2019 STATE S2022*	F2026 STATE
University of Montana-Missoula	S2020 CAEP-MT 2022*	S2027 CAEP-MT
Rocky Mountain College	F2020 STATE S2021*	F2027 STATE

CAEP Council for the Accreditation of Educator Preparation

\* Good Cause Extension



Elaine Winters, Montana Superintendent of Public Instruction  
Suzanne J. O'Connell

## Section 2: Accreditation Status

### CARROLL COLLEGE- TEACHER EDUCATION PROGRAM

<b>Mailing Address</b>	1601 N. Benton Helena, MT 59625-0002		
<b>Website Address</b>	www.carroll.edu		
<b>Director of Teacher Education</b>	Joe Helbling, Ph.D.		
<b>Email Address</b>	jhelbling@carroll.edu		
<b>Licensure Official</b>			
<b>Email Address</b>			
<b>Telephone</b>	(406) 447-4353		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	April 2021	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if active	Month/ Year of Site Review-Approval
Biology			1970	2019		
Computer Science			1992	2012		
Economics			1970	1991		
Elementary Education	Major		1970		YES	April 2021
Elementary Ed & Special Educ Combined	Major				YES	April 2021
English	Major		1970		YES	April 2021
English as a Second Language			1997	2004		
French			1992	2019		
French 7-12			1970	1982		
History			1970	2019		
Latin			1970	1982		
Mathematics	Major		1970		YES	April 2021
Health and Physical Education 7-12			1970	1986		
Health and Physical Education K-12			1987	2012		
Physics			1980	2019		
Government/ Political Science			1970	2019		
Psychology			1970	1991		
Psychology			1992	2019		
Reading Specialists	Minor		1987		YES	April 2021

K-12						
Science Broadfield	Major		2021		YES	April 2021
Social Studies Broadfield	Major		1970		YES	April 2021
Sociology			1970	1991		
Spanish			1991	2019		
Spanish 7-12			1970	1990		
Special Education			1970	1985		
Special Education P-12	Major Minor		1991		YES	April 2021
Speech Drama			1970	1990		



<b>Mailing Address</b>	1500 North 30th St. Billings, MT 59101		
<b>Website Address</b>	www.msubillings.edu		
<b>Dean</b>	Ann Beste-Guldborg, Ph.D.		
<b>Email Address</b>	ann.besteguldborg@msubillings.edu		
<b>Licensure Official</b>	Jennifer Burns		
<b>Email Address</b>	jburns@msubillings.edu		
<b>Telephone</b>	(406) 657-2293		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	April 2017: Joint Review with CAEP 2019 MSUB COE Program Prioritization Updates	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12	Major Minor		1978		YES NASAD	April 2017
Biology	Major Minor		1978		YES	April 2017
Business Education			1978	Graduate 1986 Major/Minor 1993		
Chemistry	Major Minor		1978		YES	April 2017
Computer Science			1999	2003		
Dramatics			1978	1982		
Early Childhood Education P-3	Minor		2016		YES	May 2016
Earth Science			1978	2019		
Economics			1978	2017		
Economics- Sociology			1986	1989		
Educational Technology- Area of Permissive Special Competency			2009	2017		
Elementary Education	Major	Graduate	1986		YES	April 2017
English/Language Arts	Major		1978	Minor- 2021	YES	April 2017

Exceptional Children			1978	1986		
French			1978	2005		
Geography			1978	2019		
German			1978	Major 1996		
Health			1984	Minor 2019		
History	Major Minor		1978	Graduate 1996	YES	April 2017
History- Political Science			1986	1997		
Library Media K-12			1978	1992		
Mathematics	Major Minor		1978	Graduate 1996	YES	April 2017
Music K-12	Major		1978	Minor in 1985, Graduate 1996	YES NASM	April 2017
Physical Education and Health	Major		1978	Minor 2019	Major YES	April 2017
Physical Science			1978	Discontinu ed from 1981-1991 and in 1997		
Physics			1978	2019		
Government / Political Science	Minor		1978		YES	April 2017
Psychology			1978	2019		
Reading Specialists K-12	Minor	Graduate	1978	Major 1985	Minor YES	April 2017
Science Broadfield	Major		1978		YES	April 2017
Social Studies Broadfield	Major		1978		YES	April 2017
Sociology			1978	2019		
Spanish			1978	2019		
Special Education K- 12	Double Major	Graduate	1978		YES	April 2017
Speech- Communication			1978	2017		
Speech- Drama			1982	2019		

Special Education Supervisor		Graduate	1978		YES	April 2017
School Counseling		Graduate	1978		YES	April 2017
Curriculum & Instruction		Graduate	1978		YES	April 2017

<b>Mailing Address</b>	PO Box 172940 Bozeman, MT 59717-2940		
<b>Website Address</b>	www.montana.edu		
<b>Dean</b>	Tricia Seifert, Ph.D.		
<b>Email Address</b>	ehhddean@montana.edu		
<b>Licensure Official</b>	Lisa Yarnell		
<b>Email Address</b>	lisa.yarnell@montana.edu		
<b>Telephone</b>	(406) 994-4762		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	November 2015: Joint Review with CAEP September 2023: Joint Review with CAEP	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Agriculture	Major		1973		YES	November 2015
American Indian Education			1973	1983		
Art K-12	Major Minor		1973		YES	November 2015
Biology	Major Minor		1973		YES	November 2015
Business Education			1973	1983		
Chemistry	Major Minor		1973		YES	November 2015
Computer Science	Minor		2019		YES	May 2019 BPE Approval
Distributive Education			1973	Minor in 1981, Major in 1989		
Drama			1973	2002		
Earth Science	Minor		1973		YES	November 2015
Economics	Minor		1973		YES	November 2015
Early Childhood Education P-3	Major		2017		YES	May 2017 BPE Approval
Elementary Education	Major		1973		YES	November 2015
English	Major		1973		YES	November 2015

Family and Consumer Sciences	Major Minor		1973		YES	November 2015
French	Major Minor		1973		YES	November 2015
Geography			1973	1985		
German	Major Minor		1973		YES	November 2015
Government	Minor		1973		YES	November 2015
Health			1973	2001		
History	Major Minor		1973		YES	November 2015
Industrial Trades & Technology Ed	Major Minor		1973		YES	November 2015
Library Media K-12	Minor		1973	Major in 1986	Minor YES	November 2015
Library Media Certificate		Graduate	2009		YES	November 2015
Mathematics	Major Minor		1973		YES	November 2015
Music K-12	Major		1973	Minor in 1983	YES	November 2015
Physical Education and Health	Major		1973	Minor in 1998	YES	November 2015
Physical Science			1973	Major in 2000		
Physics	Major Minor		1973		YES	November 2015
Psychology			1973	2001		
Reading Specialists K-12	Minor		1973		YES	November 2015
Science Broadfield	Major		1973		YES	November 2015
Social Studies Broadfield	Major		1973, Minor 1980	Minor in 1982	YES	November 2015
Sociology			1973	2002		
Spanish	Major Minor		1973		YES	November 2015
Speech-Communication			1973	1985		
Theatre Art			1980	2002		
K-12 Principal		Graduate	1950		YES	November 2015
Superintendent		Graduate	1950	YES	YES	November 2015
School Counseling		Graduate	1993		YES CACREP	November 2015

Master of Arts in Teaching Elementary		Graduate	2019	YES	YES	September 2023
Master of Arts in Teaching Secondary		Graduate	2019	YES	YES	September 2023

<b>Mailing Address</b>	P.O. Box 7751 Havre, Montana 59501		
<b>Website Address</b>	www.msun.edu		
<b>Dean</b>	Beth Durodoye, Ed.D, NCC		
<b>Email Address</b>	beth.durodoye@msun.edu		
<b>Licensure Official</b>	Beth Durodoye & Jennifer Anderson		
<b>Email Address</b>	beth.durodoye@msun.edu;_Jennifer.anderson32@msun.edu		
<b>Telephone</b>	(406) 265-3735		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	April 2017	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12	Minor		1982		YES	April 2017
Biology			1977	2017		
Business Education			1977	On Moratorium		
Chemistry			1977	2001		
Computer Science			1995	On Moratorium		
Drama			1977	2000		
Elementary Education	Major		1977		YES	April 2017
English Language Arts	Major		1977	Minor – 2017	Major- YES	April 2017
French			1977	1997		
Health			1977	1989		
History			1977	2001		
Industrial Trades and Technology Education	Major		1977, Minor in 1982	Minor- 1990	Major- YES	April 2017
K-12 Principal			2001	2009		
Mathematics			1977	Major- 2014 Minor- 2000		
Music K-12			1977, Minor in 1982	Major- 1982,		

				Minor-1990		
Health and Physical Education	Major		1977	Minor – 2017	Major YES	April 2017
Government/ Political Science			1977	1989		
Reading Specialists K-12	Minor		1977, Minor 1982	Major-1986	Minor-YES	April 2017
School Counseling		Graduate	1977, Minor 1984	Major/ Minor-2004	Graduate YES	April 2017
Science Broadfield 5-12	Major		1982		YES	April 2017
Social Studies Broadfield 5-12	Major		1977		YES	April 2017
Supervisor			1986			
Trade and Industry			1977	Major-2016 Minor-1986		
Traffic Education	Minor		1977		YES	April 2017
Instruction & Learning		Graduate	1977		YES	April 2017



<b>Mailing Address</b>	1511 Poly Drive Billings, MT 59102		
<b>Website Address</b>	www.rocky.edu		
<b>Director of Educational Leadership</b>	Stephanie "Stevie" J Schmitz, Ed.D.		
<b>Email Address</b>	schmitzs@rocky.edu		
<b>Licensure Official</b>	Stephanie "Stevie" J Schmitz		
<b>Email Address</b>	schmitzs@rocky.edu		
<b>Telephone</b>	(406) 657-1134		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	March 2021	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12	Major Minor		1977, Minor in 1996		YES	March 2021
Biology	Major Minor		1977		YES	March 2021
Business Education			1977	1986		
Chemistry			1977	2005		
Earth Science			1977	1992		
Economics			1977	2005		
Elementary Education	Major		1977		YES	March 2021
English/Language Arts	Major		1977		YES	March 2021
English Education	Minor		2008		YES	March 2021
Geology			1977	1983		
History	Major Minor		1977, Minor in 1989		YES	March 2021
History- Political Science	Major		1977		YES	March 2021
Mathematics	Major Minor		1977	Reinstated 1993	YES	March 2021
Music K-12	Major		1977		YES	March 2021
Physical Education and Health K-12	Major Minor		1977		YES	March 2021
Government/	Minor		1977		YES	March 2021

Political Science						
Psychology	Major Minor		1977		YES	March 2021
Reading Specialists K-12	Minor		2008		YES	March 2021
Science Broadfield- *Broadfield with Chemistry or *Broadfield with Biology	Major		1977/ 2012	1999, Provisional 2012	YES	March 2021
Social Studies Broadfield	Major		1977		YES	March 2021
Spanish			1977	1991		
School Principals, Superintendents, Supervisors, and Curriculum Directors		Graduate	2008		YES	March 2021

<b>Mailing Address</b>	5200 Hwy 93 PO Box 70 Pablo, MT 59855		
<b>Website Address</b>	www.skc.edu		
<b>Education Division Chair and Licensure Official</b>	Amy Burland, Ed.D.		
<b>Email Address</b>	amy_burland@skc.edu		
<b>Telephone</b>	(406) 275-4752		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	October 2017	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Broadfield Science	Major		2010		YES	October 2017
Early Childhood Education	Major		2015		YES	October 2017
Elementary Education	Major		2007		YES	October 2017
Mathematics	Major		2014		YES	October 2017

<b>Mailing Address</b>	8294 Upper Box Elder Rd Box Elder, MT 59521		
<b>Website Address</b>	www.stonechild.edu		
<b>Education Department Head</b>	Bonnell Rosette		
<b>Email Address</b>	brosette@stonechild.edu		
<b>Telephone</b>	406-395-1257		
<b>Regional Accreditor</b>	Northwest Commission on Colleges and Universities (NWCCU)		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	November 2019	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Elementary Education	Major		2019		YES	November 2019

<b>Mailing Address</b>	32 Campus Drive Missoula, MT 59812		
<b>Website Address</b>	www.umt.edu		
<b>Dean</b>	Daniel Lee, Ed.D.		
<b>Email Address</b>	dan.lee@umontana.edu		
<b>Licensure Official</b>	Kathy Schneider and Kristi Steinberg		
<b>Email Address</b>	kathy.schneider@mso.umt.edu;_Kristine.steinberg@mso.umt.edu		
<b>Telephone</b>	(406) 243-2121		
<b>Accreditation Status</b>			
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	April 2022: Joint Review with CAEP and BPE	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12	Major		1977	Graduate 1982, Minor 1996	Major YES	April 2022
Biology	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Business Education			1977	Major/ Minor Graduate 1982		
Chemistry	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Computer Science				Minor-2017		
Theatre	Major Minor		1977	Graduate 1982		April 2022
Earth Science	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Economics	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Early Childhood Education P-3		Graduate	2015		YES	April 2022

Early Childhood Education P-3	Minor		2015	YES	YES	April 2022
Elementary Education	Major		1977	Graduate 1982	Major YES	April 2022
English	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
English as a Second Language	Minor		1992		YES	April 2022
French	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Geography	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
German	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
History	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
K-12 Principal		Graduate	1977	YES		April 2022
Latin	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Library Media K-12	Minor		1977	Graduate 1982	Minor YES	April 2022
Mathematics	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Music K-12	Major		1977	Graduate 1982	Major YES	April 2022
Physical Education and Health K-12	Major		1977	Graduate 1982, Minor 2006	Major YES	Pending review Autumn 2023
Physics	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Government/ Political Science	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022
Psychology	Major Minor		1977	Graduate 1982	Major/ Minor YES	April 2022

Reading Specialists K-12	Minor		1977	Graduate 1982	Minor YES	April 2022
Russian	Major Minor		1977	Graduate 1982	Major/Minor YES	April 2022
Science Broadfield	Major		1977	Graduate 1982	Major YES	April 2022
Social Studies Broadfield	Major		1977	Graduate 1982	Major YES	April 2022
Sociology	Major Minor		1977	Graduate 1982	Major/Minor YES	April 2022
Spanish	Major Minor		1977	Graduate 1982	Major/Minor YES	April 2022
Special Education K-12	Minor		1977	Graduate 1982	Minor YES	April 2022
School Counseling		Graduate	1977		Yes	February 2023, CACREP
School Principals, Supervisors, and Curriculum Directors		Graduate	1977		YES	April 2022
School Superintendent		Graduate	1977		YES	April 2022
School Psychologists		Graduate	1977		YES	NASP

<b>Mailing Address</b>	710 South Atlantic St. Dillon, MT 59725		
<b>Website Address</b>	www.umwestern.edu		
<b>Education Department Chair</b>	Estee Aiken, Ed.D.		
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<b>Licensure Official</b>	Yasmin Acosta-Myers		
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<b>Telephone</b>	(406) 683-7325		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	October 2022: Joint Review with CAEP	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12	Major Minor		1978		YES	October 2022
Biology	Major Minor		1978		YES	October 2022
Business & Computer Applications Education	Major Minor		1978		YES	October 2022
Chemistry			1978	2009		
Computer Science K-12	Minor		1999		YES	October 2022
Drama K-12	Minor		1999		YES	October 2022
Early Childhood Education P-3	Major Minor		2002		YES	October 2022
Earth Science	Major Minor		2006/ 1998		YES	October 2022
Elementary Education	Major		1978		YES	October 2022
English	Major Minor		1978		YES	October 2022
Modern History	Minor		1978		YES	October 2022
Industrial Trades and Technology Education	Minor		1978		YES	October 2022
Library Media K-12	Minor		1981		YES	October 2022
Mathematics	Major		1978		YES	October 2022
Music K-12	Major Minor		1978		YES	October 2022



Physical Education and Health K-12	Major Minor		1978		YES	October 2022
Physical Science			1978	2004		
Physics			1978	1986		
Literacy K-12	Minor		1981		YES	October 2022
School Counseling			1983	Graduate 1989		
General Science (Broadfield)	Major		1978		YES	October 2022
Social Studies Broadfield	Major		1978		YES	October 2022
Special Education	Minor		1999		YES	October 2022
P-3 to K-8 Bridge	Minor		2020		YES	October 2022
Teaching & Learning in Early Childhood to P-3	Minor		2020		YES	October 2022

<b>Mailing Address</b>	1301 20th St. S. Great Falls, Montana 59405		
<b>Website Address</b>	www.uprovidence.edu		
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<b>Licensure Official</b>	Devin Jo Di Salvo		
<b>Email Address</b>	devinjo.disalvo@uprovidence.edu		
<b>Telephone</b>	(406) 791-5347		
<b>Accreditation Status</b>	Regular Accreditation	<b>Accrediting Entity</b>	Board of Public Education
<b>BPE Site Review</b>	October 2022	<b>Required Action</b>	None

Program/ Title	Undergrad	Graduate	Date of Initial Approval	Date Discontinued	YES if still active	Month/ Year of Site Review-Approval
Art K-12			1979	Major/ Minor 2019		
Biology			1979	Major/ Minor 2019		
Chemistry			1979	Major/ Minor 2019		
Computer Science			1992	Major 1996 Minor 1998		
Elementary Education	Major		2020	2019	YES	October 2022
English/ Language Arts			1979	Major/ Minor 2019		
French			1979	Major/ Minor 1981		
German			1979	Major/ Minor 1981		
History			1979	Major/ Minor 2019		
History and Political Science			1979	Major/ Minor 1997		

K-12 Principal			1988	Graduate 2001		
Library Media K-12			1979	1981		
Master of Arts in Teaching			1995/ 2006	Graduate 2012		
Master of Education			1996/2005	Graduate 2012		
Mathematics			1979	Major/ Minor 2019		
Music K-12			1979	Major 1981 Minor 1996		
Permissive Special Competencies: Gifted Education				2019		
Physical Education and Health K-12	Major Minor		2020	2019	YES	October 2022
Government/ Political Science			1979	Minor 2019		
Psychology			2005	Minor 2019		
Reading Specialists K-12			1979	Minor 2019		
School Counseling K- 12			1998	Graduate 2001		
Science Broadfield			1983	Major 2019		
Social Studies Broadfield			1979	Major 2019		
Sociology			1979	Major/ Minor 2019		
Spanish			1979, Minor 1994	Minor 2019 Major 1981		
Special Education K- 12			Minor 1998	Major 2019		
Speech- Communication			1979	2001		

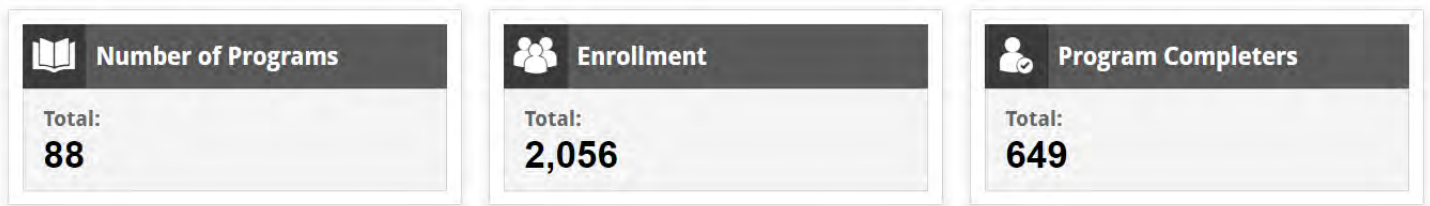
**Section 3: Endorsement Areas**

M = Major m = Minor G = Graduate		MONTANA EDUCATOR PREPARATION PROGRAMS								
Endorsement Areas	Carroll College	MSU-B	MSU	MSU-N	Rocky Mountain College	Salish Kootenai College	Stone Child College	U of M	U of M Western	U of Providence
Agriculture 5-12			M							
Art K-12		Mm	Mm	m	Mm			M	Mm	
Biology 5-12		Mm	Mm		Mm			Mm	Mm	
Business Ed									Mm	
Chemistry 5-12		Mm	Mm					Mm		
Computer Science			m						m	
Drama/Theatre								Mm	m	
Early Childhood P-3		m	M			M		mG	Mm	
Earth Science 5-12			m					Mm	Mm	
Economics 5-12			m					Mm		
Elementary K-8	M	MG	M	M	M	M	M	M	M	M
Elem/ Sp. Ed. Combo	M									
English 5-12	M	M	M	M	Mm			Mm	Mm	
ESL								m		
FCS			Mm							
French K-12			Mm					Mm		
Geography		m						Mm		
German K-12			Mm					Mm		
Government		m	m		m			Mm		
Health 5-12										
History 5-12		Mm	Mm		Mm			Mm	m	
Industrial Trades & Technology Ed			Mm	M					m	
Latin								Mm		
Library Media K-12			mG					m	m	
Mathematics 5-12	M	Mm	Mm		Mm	M		Mm	M	
Music K-12		M	M		M			M	Mm	
PE & Health K-12		M	M	M	Mm			M	Mm	Mm
Physical Science										
Physics 5-12			Mm					Mm		

Political Science 5-12		m			M			Mm		
Principal K-12			G		G			G		
Psychology 5-12					Mm			Mm		
Reading K-12	m	mG	m	m	m			m	m	
Russian								Mm		
School Counselor		G	G	G				G		
School Psychologist								G		
Science BF 5-12	M	M	M	M	M	M		M	M	
Social Studies BF 5-12	M	M	M	M	M			M	M	
Sociology 5-12								Mm		
Spanish K-12			Mm					Mm		
Special Education	Mm	MG						m	m	
Superintendent			G		G			G		
Supervisor		G			G			G		
Tech Ed 5-12										
Traffic Ed				m						
Teaching Elem			G							
Teaching Secondary			G							
P-3 to K-8 Bridge									m	
Teaching & Learning in Early Childhood to P-3									m	
Curriculum & Instruction		G		G	G			G		

## Section 4: Title II Higher Education Report

The 2022 Montana State Reports includes data reported to the Department in October 2022. For many data elements, such as the number of individuals enrolled in teacher preparation programs, the OPI reported on AY 2020-21 data. For other data elements, such as the admission requirements for each teacher preparation program and descriptions of the state's alternative routes to a teacher credential, states reported on the most current information available.



 <b>List of Providers</b>	
Carroll College	Traditional
Montana State University-Billings	Traditional
Montana State University-Bozeman	Traditional
Montana State University-Bozeman	Alternative, IHE-based
Montana State University-Northern	Traditional
Rocky Mountain College	Traditional
Salish Kootenai College	Traditional
Stone Child College	Traditional
University of Montana	Traditional
University of Montana-Western	Traditional
University of Providence	Traditional

<b>Trend in Teacher Preparation Program Enrollment</b>			
	<b>AY 2018-19</b>	<b>AY 2019-20</b>	<b>AY 2020-21</b>
<b>Traditional</b>	2,384	2,274	2,031
<b>Alternative, IHE-based</b>	9	9	25
<b>Alternative, not IHE-based</b>	0	0	0
<b>Total</b>	<b>2,393</b>	<b>2,283</b>	<b>2,056</b>

**Teacher Preparation Program Enrollment**

	<b>AY 2018-19</b>	<b>AY 2019-20</b>	<b>AY 2020-21</b>
Carroll College	107	58	33
MSU-Billings	590	574	591
MSU-Bozeman	473	434	335
MSU-Northern	28	97	76
Rocky Mountain College	63	61	61
Salish Kootenai	45	29	66
Stone Child College	14	22	15
University of Montana	334	293	283
University of Montana-Western	697	691	564
University of Providence	42	24	32
<b>Total</b>	<b>2,393</b>	<b>2,283</b>	<b>2,056</b>

### Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity

American Indian or Alaska Native	186
Asian	13
Black or African American	9
Native Hawaiian or Other Pacific Islander	3
White	1,651
Two or more races	71
Hispanic/Latino of any race	76

### Trend in Teacher Preparation Program Completers

	AY 2018-19	AY 2019-20	AY 2020-21
Traditional	614	549	629
Alternative, IHE-based	0	8	20
Alternative, not IHE-based	0	0	0
<b>Total</b>	<b>614</b>	<b>557</b>	<b>649</b>

### # of Program Completers

	AY 2018-19	AY 2019-20	AY 2020-21
Carroll College	25	18	19
MSU-Billings	82	85	102
MSU-Bozeman	180	153	192
MSU-Northern	10	11	33
Rocky Mountain College	15	17	10
Salish Kootenai	22	3	9
Stone Child College	3	4	7
University of Montana	144	133	128
University of Montana-Western	129	129	141
University of Providence	4	4	8
<b>Total</b>	<b>614</b>	<b>557</b>	<b>649</b>



**# of Program Completers by Subject Area  
AY 2020-21**

Subject Area	Carroll College	MSU-Billings	MSU-Bozeman	MSU-N	RMC	SKU	SCC	UM	UMW	UP	Total
Agriculture			8								8
Art		2	7					5	6		20
Biology	2	1	3	2				3			11
Business									6		6
Chemistry	2	1	1	2							6
Drama and Dance								1			1
Early Childhood Education		2	7			2		7	25		43
Earth Science									2		2
Economics								2			2
Elementary Education	10	51	91	10	9	7	7	59	65	3	312
English as Second Language								1			1
English/Language Arts	4	6	19	4				20	4	3	60
Family Consumer Sci/Home Econ			2								2
Foreign Language		2	7					5			14
Geography								1			1
Government			11					1			12
Health		2	9					2		2	15
History		6	15					3	9	1	34
Librarian									1		1
Mathematics	2	6	8	2				5			23
Music		2	7					14	2		25
Physical Education and Coaching		6			1			2	9	2	20
Reading		7	12					4			23
Science			15		1			6	1		23
Social Science			11					6	6	1	24
Social Studies	1	3	16	1							21
Sociology								1			1
Special Education	3	33		3				11	15	1	66
Tech Industrial Arts			4								4

❖ **MSDB LIAISON – (Item 19)**

**Renee Rasmussen**

**ITEM 19**

**MSDB REPORT**

**Paul Furthmyre**

**ACTION ITEMS:**

- **Personnel Action**
- **Out of State Travel**
- **Approve AER Self-Study Presented on 2nd Reading Section G**
- **OPI Discretionary Grant**
- **Terminate 1900 Policies**

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

**Agenda Action Items:**

- 1. Personnel Action Report**
  - 3 Resignations
  - 6 Hires
  
- 2. Out of State Travel**
  - American Printing House for the Blind Annual Meeting - Outreach
  - Northern Rockies AER Conference
  
- 3. Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program – Second Reading**
  - G. Program Evaluation and Improvement
  
- 4. OPI SPED Discretionary Grant**
  
- 5. Terminate 1900 COVID Policies**

**Attached Documents:**

- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Personnel Action Report
- List all New Personnel for 23-24
- Out of State Travel Forms
- Program and Evaluation and Improvement – AER Self Study
- Discretionary Grant
- ESSER Funding Report
- PIR Week Schedule
- Student Numbers

MSDB / BOPE Bi-Monthly Meeting Agenda  
2:30 - 4:00 PM

Date: 8/11/2023

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"> <li>● <a href="#">Personnel Action Plan</a> <ul style="list-style-type: none"> <li>○ <a href="#">23 - 24 New Hires and Transfers</a></li> </ul> </li> <li>● <a href="#">Discretionary Grant</a></li> <li>● Out of State Travel                             <ul style="list-style-type: none"> <li>○ <a href="#">APH Conference</a> - Clayton Bye</li> <li>○ <a href="#">NRAER Conference</a> - VI Outreach staff</li> </ul> </li> <li>● AER Accreditation                             <ul style="list-style-type: none"> <li>○ Management Standard G (1st Reading)                                     <ul style="list-style-type: none"> <li>■ G. <a href="#">Program Evaluation (School)</a></li> </ul> </li> </ul> </li> <li>● Terminate 1900 Policies Series                             <ul style="list-style-type: none"> <li>○ <a href="#">Email from MTSBA</a></li> <li>○ When School Back will Look at Standard Policy Series</li> <li>○ Policies Included                                     <ul style="list-style-type: none"> <li>■ 1900</li> <li>■ 1901</li> <li>■ 1903</li> <li>■ 1903 F</li> <li>■ 1905</li> <li>■ 1906</li> <li>■ 1907</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Action Items Needed                             <ul style="list-style-type: none"> <li>○ Personnel Action</li> <li>○ Out of State Travel</li> <li>○ Approve AER Self-Study Presented on 2nd Reading Section G</li> <li>○ OPI Discretionary Grant</li> <li>○ Terminate 1900 Policies</li> </ul> </li> </ul>

- MFPE Negotiations
  - August 16, 2023
  - 10:00 AM
- UFC Negotiations
  - August 23, 2023
  - 2:30 PM
- [ESSER Funding](#)
  - ESSER II Report
  - ESSER III Update
    - Contract with AIR
    - Batelle for Kids
- Summer Projects
  - Broadband Project
    - Engineer: Morrison Maierle
    - Moved to Summer 2024
  - Camera System Install
    - Engineer: Morrison Majerle
    - Combined with Broadband Project
    - Moved to Summer 2024
  - Bitterroot Sprinklers
    - ITM Division Inc
    - Needs to replace some tile
    - All heads replaced
  - Bitterroot Lift
    - A&R Construction
    - Waiting for final inspection
- [2023 PIR Week Schedule](#)
- Transportation Contract
  - We did not accept only bid
  - MCA Codes
    - [20-10-142](#)
    - [20-8-121](#)
    - [Legal Opinion](#)
  - Costs for Parent Contract Travel
    - [Parent Transport Pay](#)

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ <a href="#">Cottage Remain Open</a></li> </ul> </li> <li>● Land Donation <ul style="list-style-type: none"> <li>○ <a href="#">Map of Donated Land</a></li> <li>○ <a href="#">Land Donation Policy</a></li> <li>○ <a href="#">20-8-111</a></li> <li>○ <a href="#">10.59.101</a></li> <li>○ <a href="#">AG Op 1976</a></li> <li>○ <a href="#">AG Op 1980</a></li> <li>○ Waiting for Michelle Dietrich opinion</li> </ul> </li> <li>● Foundation Update <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	
Business Office	<ul style="list-style-type: none"> <li>●</li> </ul>	
Residential	<ul style="list-style-type: none"> <li>● Summer Program Wrap-up</li> </ul>	
Education: School	<ul style="list-style-type: none"> <li>● <a href="#">Current Numbers</a></li> <li>● Referrals</li> <li>● Fall Master Schedule</li> <li>● Para training</li> <li>● Montana Literacy Institute</li> <li>● EdLeader21 - Conference</li> </ul>	
Education: Outreach	<ul style="list-style-type: none"> <li>● New Hires</li> <li>● Database</li> </ul>	

## **Board of Public Ed Meeting**

### **BOPE Meeting – August 11, 2023**

Those in attendance - Paul Furthmyre, McCall Flynn, Madalyn Quinlin, Renee Rasmussen, Jim Kell, Julie-Dee Alt, Carol Clayton-Bye

Absent - Donna Schmidt

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 we have three resignations for this next year and multiple hires for the board to consider. We will submit the IDEA Part B grant after the board approves. We have two out of State Travel - APH Conference, Oct. 3-7, 23, Louisville, KY, and NRAER Conference, Oct. 17-19, Twin Falls, ID. AER Accreditation paperwork will be mailed off in the next couple of months for Accreditation after the board accepts the program G management standard. Asking for a vote to terminate the 1900 -1907 COVID Policies on Sept. 14 as both the governor and president have canceled the COVID national emergency. Our second MFPE Union Negotiations will be held August 16, 23 and the UFC Negotiations - Cottage and Maintenance Union , August 23, 2023 at 2:30pm. ESSER III we have \$48,000 left, ESSER I we spent all of the money, Esser II we have \$37,000 left. Our summer projects - Bitterroot Lift is completed, Bitterroot Sprinklers are complete. Summer projects for 2024, Morrison Maierle will be handling the Broadband project and the Camera System. Our PIR week is August 21-25- The departments chose speakers to present for the meetings. Safety training- Steve Webb, Education - American Institute of Research, What is MTSS? - Sara Evans, Outreach - they come together and plan their training, DHH - Specialists - ASL Linguistics and ASL Storytelling - Peter Cook, ASL Poet, VI - Training on CVI - Cortical Visual Impairments, Matt Titegen -, Paraprofessional training. We did not accept the only bid for transportation for \$66,000 that included 5 routes. This year we only have two routes. We are looking at individual contracts with our parents. We have a piece of property on the corner of 38th and Central that the current owners want to donate the land to the Foundation, and then the Foundation wants to donate it to the state.

### **Maintenance/Business Office - Donna on vacation**

- Paul reported for Donna - we had roughly \$200,000 left in Personal Services, \$78,000 was ELC grants which paid for our Nurses salary this past year. If we would have paid our Nurses salary it would have been closer to \$130,000 left.

### **Residential - Jim**

- Jim reported on the Summer Program - FLW DHH, 90 people here on campus, activities for siblings, parents are attending educational presentations, FLW VI, 9 families, 60 people on campus, DHH Camp -13 kids hadn't been on our campus before, various activities, Jen Wasson co-director, VI Camp - 7 students, 4 kids first time, focus on independent skills, technology, Cheri Luongo Co Counselor.

### **Education: School - Julie-Dee**

- Julie-Dee reported on our current enrollment of 39 students. Working on the Fall Master Schedule with GFHS schedule. We will be having Para training for our new Paras on skills in and out of the classroom. We had 10 teachers that went to Helena for the Montana Literacy Institute meeting, good information and discussion.

### **Education: Outreach - Carol**

- Carol reported that we have one new hire in VI Outreach, three on DHH Outreach. We have 930 students entered into our new database and about 250 left to input. We have an Outreach consultant - who is moving out of state but would like to work PT when she is in Montana she can still work about 20 hours until we hire a FT person

### **Misc.**

- BOPE meeting Sept. 14 & 15 will be meeting in Miles City.
- Paul will update the board on the three things regarding Legal Teams.



**MSDB Personnel Action for BOPE Meeting  
September Meeting 2023**

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

**Retirement**

**Resignation**

Bonnie Joslyn – PT Interpreter  
Jamie Walker – Accounting Technician  
Samantha Sanders – LEAP Resident Advisor

**Probationary Layoff**

**Renewal of Nontenure Teacher**

**Hire**

Richard Michael Castro Aguon – Food Prep Worker  
Aubry Williams – FT Paraprofessional  
Amanda Best – FT Paraprofessional  
Bonnie Joslyn – FT Interpreter  
Sonja Van Hee - PT Interpreter  
Stefani Brewer – Sub Paraprofessional

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**Positions open at MSDB Currently**

1 FT Interpreter  
LEAP Resident Advisor  
CLA Boys Cottage  
DHH Outreach Consultant  
School Psychologist / DHH Preschool Teacher  
LPN

**Embracing the Squiggle**  
**MSDB New Staff 23 - 24**  
**Including Those Changing Positions**

**Paraprofessionals**

FT - Samantha Zimmerman  
FT - Aubry Williams  
FT - Amanda Best  
PT - Shaelea Hansen  
PT - Jamie Jones

**Outreach**

DHH - Amber Bateen  
DHH - Alice Andersen  
DHH - Brandy Johnson  
VI - Miranda Briggs

**Interpreters**

FT - Sandra Vantighem - Interim Interpreting Specialist  
FT - Bonnie Joslyn  
PT - Sonja Van Hee

**Specialists**

OM – Geri Darko

**Life Skills**

Sheri Devlin – Transition Coordinator

**Maintenance**

FT - Donovan Williams  
FT - Alex Sebik (Supervisor)

**Cottage**

FT - Jesse Aguon (LEAP)  
FT - Tara Strauch (LPN)  
FT- Rich Aguon (Kitchen)  
FT- Autumn Harvey (LPN)

**Business Office**

PT - Carmen Turnbow

**STATE OF MONTANA**

**REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf & Blind		<b>2) Division</b> Outreach -Montana Ex Officio Trustee	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Carol Clayton-Bye		

**5) Justification**

These meetings are specific to state Ex Officio Trustees that cover the use of quota funds, new requirements of the census and distribution of quota fund information in addition to the APH conference.  
Additional staff may attend the APH Conference and the estimated cost is calculated per person.

**6) Itinerary**

**Destination:** Louisville, KY  
**Travel Dates:** Oct 3-7, 2023

**7) Estimated Costs**

Transportation \$ 750      Meals \$ 300      Lodging \$ 580      Other \$ 55/250 regis

Total estimated cost \$ 1935

Provide details to support estimated costs:  
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)  
Park at airport, flight to Kentucky, conference registration, hotel and meals. Some meals will be provided in registration and meetings.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Carol Clayton-Bye</i>	Outreach Director	8/7/23

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.**

<b>1) Agency Number/Name</b> Montana School for the Deaf & Blind		<b>2) Division</b> Outreach	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Outreach Staff (9)		

**5) Justification**  
 Outreach professional development of TVIs and COMs at the Regional Northern Rockies Conference in Idaho October 2023. Outreach Staff are AER members at a reduced rate of \$200. Which includes two lunches and one dinner. Non AER membership is \$275  
 Depending on the number of staff attending the average price per person total is \$580

**6) Itinerary**  
**Destination:** Twin Falls, Idaho  
**Travel Dates:** Oct 17-19, 2023

**7) Estimated Costs**  
 Transportation \$ state cars    Meals \$ 54person    Lodging \$ 75person da    Other \$ 200 registra  
 Total estimated cost \$

Provide details to support estimated costs:  
 (Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)  
 Outreach staff will car pool to drive to Twin Falls. Once in Twin Falls staff will share rooms at the conference center and some meals are provided.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Carol Clayton-Bye</i>	Outreach Director	8/7/23

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.**

# **G. Program Evaluation and Improvement**

## **Self-Study Summary**

### **Required Documents**

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your Organization's Program Evaluation System and Data Use for Improvements. Please provide sub-folders labeled for each of the following documents:

- Self-Study (below)
  - Documentation for each of the programs and services (think about the scope of the school) that is being considered for accreditation:
    - Program Evaluation Policy and Procedures
    - Program Evaluation Budget - B.
    - Program Evaluation Plan that includes Goals and Objectives that are linked to Intended Outcomes
    - Program Evaluation Measurement Instruments (i.e. Survey Forms, Metrics Grid and/ or Question Set, sample of consumer advisory group meeting notes, etc.)
    - Program Evaluation Report including both Qualitative and Quantitative Data that Illustrate Growth or Decline and Effectiveness
    - Post Program Follow up Survey and Results (Report)
    - Examples of How Program Evaluation Data was Used to Make Improvements, Guide Decisions and Strengthen Service Delivery.
    - Narrative to explain any standards you rated as partially met or not met.
    - Any other Narrative Remarks

**List of Members of Self-Study Committee:**

Entire Accreditation Team (Jarvey, Annis, Warren, T. Hill, J. Kelly, Faulkner, Furthmyre, Wasson, Merja, Clayton-Bye, Alt)

**Date Self-Study Completed:**

June 7, 2023 at Accreditation Meeting

**Date of Board Meeting approving Self-Study:**

July 13, 2023: 1st Reading with the Board of Public Education

September 14, 2023: 2nd Reading with the Board of Public Education



<p>Program Evaluation and Improvement (PEI) Self-Study</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p>Supporting Documents Submitted</p>
<p>1. Agency has a Strategic Plan with timelines, responsible parties for each goal, and data/evidence being used to show achievement of plan goals. Board reviews strategic plan regularly.</p> <p>A. Each service program conducts an ongoing comprehensive program evaluation which measures the effectiveness of its operations.</p> <p>Indicators:</p> <p>A. Service programs seeking accreditation as listed under sections II. Program Standards All Ages and III. Program Standards Birth through School Age report on evaluation measures such as:</p> <ul style="list-style-type: none"> <li>● the number of persons served</li> <li>● the percentage of service objectives achieved</li> <li>● a summary of exit interviews/surveys reporting on the level of satisfaction with the services received. This client interview/survey may address such issues as employment, functioning as a homemaker, increased independence, safety, social and emotional behavioral improvement.</li> </ul> <p>Guidance: create a chart or a narrative showing how your agency addresses the above measures or other relevant measures in each</p>	<p><a href="#">Strategic Plan-Non Cognia Format</a>  <a href="#">Strategic Plan- Cognia Format</a>  <a href="#">2018 School Quality Factors</a>  <a href="#">2018 Systems Quality Factors</a>  <a href="#">Cognia Data Analysis 1</a>  <a href="#">Cognia Data Analysis 2</a>  <a href="#">Cognia Data Analysis 3</a>  <a href="#">Cognia Data Analysis 6</a>  <a href="#">2022-2025 MSDB Year 1 Annual Implementation Plan</a>  <a href="#">2022-2025 MSDB Year 1 Annual Improvement Plan</a>  <a href="#">2022-2025 MSDB Theory of Action</a>  <a href="#">2022-2025 MSDB Strategy Map</a>  <a href="#">Current Reality</a>  <a href="#">BPE January Agenda Packet</a>  <a href="#">BPE January Minutes</a>  <a href="#">BPE March Agenda Packet</a>  <a href="#">BPE March Minutes</a></p>

program for which you are seeking accreditation (the programs listed in Sections II and/or III )

- B. Prepare a program needs assessment report with input from program service providers identifying the achievement of current needs and the identification of unmet needs.

Guidance: provide a summary for all programs for which you are seeking accreditation, indicating input from the professionals involved in providing services.

2. Written systems for program evaluations are utilized to monitor the application of human, physical and financial resources, to appraise the progress made toward goals, to measure the extent of achievement of established objectives, to ensure consistency with the organization’s mission statement and to assess the benefits to those persons served by the program.

Indicators:

- A. Prepare a written annual plan with stated program objectives and expected outcomes. Objectives may address needed resources as identified by the service providers, client satisfaction survey results, client outcome data as documented by a pre-post assessment or a review of case files reporting on client progress.
- B. Review and update of program curriculum to address trends and client recommendations/needs.
- C. Review and update of program marketing materials to improve outreach efforts.

- [Mission-Vision-Beliefs](#)
- [21-22 MSDB CNA Summary Data Crosswalk w/Action Plan](#)
- [Literacy Benchmarks](#)
- [EdHub Student Assessment Report](#)
- [EdHub Student Milepost Plan Example](#)
- [Mentor Schedule Data](#)
- [Mentor-New Staff Orientation Evaluation](#)
- [22-23 Mentor Training Presentation](#)
- [Mentee Reflective Self Inventory](#)
- [Mentoring Competency Assessment](#)
- [MSDB Leadership Capacity Graph](#)
- [MSDB Leadership Capacity Rating](#)
- [MSDB Instructional Capacity Graph](#)
- [MSDB Instructional Capacity Rating](#)
- [MSDB Resource Capacity Rating](#)
- [MSDB Resource Capacity Graph](#)
- [Updated Curriculum Orders](#)
- [2023 MSDB Outreach Internal Report](#)



D. Conduct a study on the financial cost of the services and the profit /loss to program budget and the cost per client served.

Guidance: show how your organization intertwines multiple functions. Many organizations have some version of a “scorecard” to track their Strategic Plan and it connects all the dots. You may want to break up the question into sections:

- “Written systems for program evaluations” – What does your agency do to evaluate its programs? How is the information captured in the strategic plan? What data do you collect and how do you end up interpreting it and then how is that information transmitted to board, management team, staff, stakeholders?
- “are utilized to monitor the application of human, physical and financial resources” – this is the interpretation of data part. How does your agency assess, plan, project staffing (human resources)--# of staff, what certifications or experience or skills are needed/board member skills, maybe volunteers or consultants. How does your agency assess, plan, project their physical building—space needed, types of spaces, location of spaces, etc. How does your agency assess, plan, project their financial needs and capacity for meeting them?
- “to appraise the progress made toward goals, to measure the extent of achievement of established objectives” – this is another aspect of interpretation of your data. What goals are included in the strategic plan, who is responsible for action items related to the goals, and what is the timeframe set for achieving the goals? Is your agency

<p>meeting the goals within the time frame or do you have to push these aspirations farther into the future and if so, how is that decision made?</p> <ul style="list-style-type: none"> <li>• “to ensure consistency with the organization’s mission statement and to assess the benefits to those persons served by the program”. Once you have that Mission Statement “at the top” of your Strategic Plan or program evaluation document, you can actually just point back to whichever part of the Mission a given goal is addressing. So for instance if your mission is to foster independence and enhance the quality of life for the blind and the visually impaired, then when you identify goals and evaluate your programs, you need data to show people you served became more independent and had a better quality of life as a result of your involvement with them.</li> </ul> <p>Scorecards can be a visual representation of these interconnected dots.</p>	
<p>3. Program evaluations cover specific aspects of service including individual goal setting and implementation, tracking and statistical data on persons served.</p> <p>Indicators:</p> <p>A. Report on the program procedures for</p> <ul style="list-style-type: none"> <li>• Intake</li> <li>• Assessment</li> </ul>	<p><a href="#">Eligibility of children for admittance</a>  <a href="#">MSDB Admission Policy</a>  <a href="#">ARM Admission of Students</a>  <a href="#">Criteria for Identifying Visual Impairment</a>  <a href="#">Criteria for Identifying Speech Language Impairment</a>  <a href="#">Criteria for Identifying Deaf-Blindness</a>  <a href="#">Criteria for Identifying Hearing Impairment</a>  <a href="#">Criteria for Identifying Deafness</a>  <a href="#">Post High School Student Survey</a>  <a href="#">Brolly Service Minute Report</a>  <a href="#">Brolly Service Tracking Report</a></p>

<ul style="list-style-type: none"> <li>● development of the individual Plan of Service including observable objectives (IEP, IPP, IPE, IWRP, IFSP)</li> <li>● Conduct of the conference with the client to discuss and sign off on the individual plan.</li> </ul> <p>B. Report on the scheduling process and the collection of data on the client’s individual objectives.</p> <p>C. Report on the services delivery model used by the program, such as</p> <ul style="list-style-type: none"> <li>● the number of clients receiving direct service for specific number of hours per week</li> <li>● number of clients receiving a specific number of hours of follow-up services number of clients receiving consulting service per month</li> <li>● number of clients who received information and were then referred for other services.</li> </ul> <p>Guidance: On Standard 3, when preparing a response such as for the procedures for Intake, remember this is a Program Evaluation oriented question. So what you do in Intake, or how you describe Intake, would include referring back to the first two questions which are How “Program evaluations cover specific aspects of service including individual goal setting and implementation, tracking and statistical data on persons served;” and How “the scheduling process and the collection of data on the client’s individual objectives.” The final question is a report on “the services delivery model used by the program, such as....”</p>	<p><a href="#">Brolly Student Detail Report Example</a>  <a href="#">Brolly Progress Monitoring Report</a>  <a href="#">NWEA Assessment Data</a>  <a href="#">VI specific assessments</a>  <a href="#">ECC for VI Assessments Survey</a>  <a href="#">ECC for VI Assessments Survey Results</a>  <a href="#">22-23 VI Outreach Family Survey</a>  <a href="#">LEAP Statement</a></p>
<p>4. Provisions are made for broadly-based participation in the program evaluations by staff, cooperating organizations, volunteers, and persons served.</p>	<p><a href="#">20-21 Staff Survey</a>  <a href="#">21-22 Staff Survey</a>  <a href="#">21-22 Parent Survey</a></p>



<p>Indicators:</p> <ul style="list-style-type: none"> <li>A. Conducting focus or advisory group of stake-holders, to include consumers, referral sources and other key community partners.</li> <li>B. Review of referral sources to determine which sources of community outreach are most effective and where more attention needs to be put.</li> </ul> <p>Guidance: question 4 is related to how your constituents perceive the results.</p>	<ul style="list-style-type: none"> <li><a href="#">21-22 Community Survey</a></li> <li><a href="#">21-22 Elementary Student Survey</a></li> <li><a href="#">21-22 Family Engagement Survey</a></li> <li><a href="#">21-22 MS/HS Student Survey</a></li> <li><a href="#">21-22 Staff Focus Group</a></li> </ul>
<p>5. The organization makes needed modifications to its administration and its programs based upon data coming from its program evaluations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>A. A recommendation report to the administration based on data collected as a result of client satisfaction survey, staff survey, staff focus groups, and focus or advisory groups of stake-holders including clients served, consumers, referral sources and key community partners.</li> <li>B. Evidence that changes in program have been made to improve services, efficiency, and/or learner outcomes as a result of data gathered through the program evaluation process.</li> </ul> <p>Guidance: this question refers to how the management/board responds to questions 1 – 4.</p>	<ul style="list-style-type: none"> <li><a href="#">22-23 Preschool.xlsx</a></li> <li><a href="#">CVI</a></li> <li><a href="#">Prison Braille Program</a></li> <li><a href="#">ILSP Self-Evaluation Tool</a></li> <li><a href="#">Deaf-Blind Project Staff Summary</a></li> <li><a href="#">Mentor Training PPT</a></li> <li><a href="#">Mentor Schedule Data</a></li> <li><a href="#">Mentor-New Staff Orientation Evaluation</a></li> <li><a href="#">Literacy Grant End of Year Documents</a></li> <li><a href="#">Literacy Grant Data Analysis Reflection</a></li> </ul>

<p>6. Follow-up surveys of success of graduates and learners who have left the program are conducted as part of determining program effectiveness.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>A. Report on conduct of a follow up survey that includes questions related to outcomes. This could be done over the phone, via mail or through an electronic communication based on client/consumer needs and preferences.</li> <li>B. External surveys to employers, counselors, teachers, family members, and others to determine value of services provided and improvements that may be needed.</li> </ul> <p>Guidance: this question refers to the idea that the results on the last day of services “stick” for a period of time.</p>	<p><a href="#">OPI Graduate Survey</a>  <a href="#">LEAP- presentations</a>  FLW surveys  Camp participant surveys</p>
<p>7. Evaluation results are utilized in short and long-range planning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>A. 3–5-year program plan that incorporates elements of the annual program evaluation and is in agreement with the organization’s overall strategic plan.</li> <li>B. Develop a written policy and procedure for program evaluation which utilizes a program evaluation committee that includes consumers, staff, and any other key stake-holder. This program evaluation committee would meet regularly and produce a written report which may be utilized in short and long-range planning.</li> </ul>	<p><a href="#">22-23 EOY Staff Strategic Plan Survey Results</a>  Tracking Status Document  Action of Theory Documents  <a href="#">Literacy Action Plan</a>  <a href="#">Mentor-New Staff Orientation Evaluation</a></p>

<p>Guidance: question 7 relates to how the board and management plan based on the information.</p>	
<p>8. Evaluation and audit findings are summarized in writing and used in the organization’s planning, budgeting, staff considerations and internal and public reporting activities.</p> <p>Indicators:</p> <p>A. Written annual report covering</p> <ul style="list-style-type: none"> <li>● a review and update of the organization’s website,</li> <li>● presentations made at public meetings to stake-holders,</li> <li>● organization’s annual report to key constituents, which includes the number of community outreach presentations conducted.</li> </ul> <p>Guidance: this question refers to transparency and accountability to the public.</p>	<p><a href="#">MSDB 2021 Fiscal Year End Report</a></p> <p><a href="#">Outreach Internal Report Jan 2023</a></p> <p><a href="#">Lion’s Club</a></p> <p><a href="#">Leadership Great Falls</a></p> <p><a href="#">EOS performances</a></p> <p><a href="#">Section E Committee 23 Legislature Report</a></p> <p><a href="#">Section F Committee 23 Legislature Report</a></p> <p><a href="#">House Appropriations Committee 23 Legislature Report</a></p> <p><a href="#">Senate and Finance Claims Committee 23 Leg Report</a></p> <p><a href="#">March 2022 Interim Budget Committee Report</a></p> <p><a href="#">Dec 2021 Interim Budget Committee Report</a></p> <p><a href="#">Sept 2021 Interim BC VOIP Report</a></p> <p><a href="#">Sept 2021 Interim BC Personnel Services Report</a></p> <p><a href="#">BPE January Agenda Packet</a></p> <p><a href="#">BPE January Minutes</a></p> <p><a href="#">BPE March Agenda Packet</a></p> <p><a href="#">BPE March Minutes</a></p> <p><a href="#">MSDB Foundation Meeting Minutes January 2023</a></p> <p><a href="#">MSDB Foundation Meeting Minutes April 2022</a></p>

## **G. Program Evaluation and Improvement Self-Study Summary**

**Respond to the following:**

- 1. Identify the major strengths of the organization as they relate to the Management Standards.**

Two years ago, MSDB participated in a Cognia Accreditation process that helped our school understand the strengths and weaknesses of our school organization. As a result of that process, MSDB has taken two years to put together a 3-year strategic plan. We are currently going into the second year of this plan. The strategic plan set up four priorities to work on while consisting of several initiatives to meet the desired outcomes. This has resulted in new programs and processes put into place the first year. The accreditation team is currently working on evaluating the effect of the first year of the plan.

In addition to developing the strategic plan for the Cognia Accreditation, MSDB has also documented past initiatives with our literacy program. We have been a part of the OPI Literacy Program for the past 3 years and created a Literacy Action Plan. Most all initiatives within the plan have been completed. Every summer, including this summer, the literacy team looks at the plan created and updates it with data from the year. Then the team proceeded to create new goals for next year. In addition, both the literacy team and accreditation team looked at the literacy plan and spent time incorporating the literacy plan into the strategic plan of Cognia. This will help with staying focused on all initiatives. We will use the same process with AER and incorporate any initiatives developed as a result of this accreditation into the one document.

- 2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.**

The accreditation team at MSDB feel that we have met all above the standards in Section G.

**3. What major improvements or changes are planned to strengthen the overall management of the organization?**

MSDB is data rich and decision making poor. We have recognized this as a result of working with the new strategic plan. Although we identified a variety of sources for data, we did not properly train our staff on how to make a data decision making culture. As a result, MSDB will continue to purchase storage areas for our data which will help all staff members to have access to the data. We will continue to work on making sure our collection tools are measuring what we wanted to measure.

After this first year, we have some baseline data to start making better decisions with. To make the data make sense to others, MSDB will start utilizing Power BI (or similar program) to create data sets and graphics. The school will also partner with Cognia Professional Learning Team to provide inservice training on how to better use data in the school environment. This training is set up for August 2023. In addition to Cognia, we will also be contracting with The American Institute of Research to help provide training to staff on using data to improve classroom instruction.

**4. What major improvements or changes are planned for the future?**

In the future, MSDB will publish yearly summary reports that will reflect the data collected for the year. It will be the chance for MSDB to showcase its good work.

**5. What additional major improvements need to be planned?**

Training all staff how to understand and implement a data based driven culture at MSDB.

**6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?**


MSDB is applying for the management standard accreditation for the first time.



**Montana School for the Deaf and the Blind  
AER VI Accreditation**

**Management Standards**

- A. [Policy and Administration](#)
- B. [Financial Management](#)
- C. [Staff and Volunteers](#)
- D. [Building and Grounds](#)
- E. [Community Relations, Public Education, Fundraising](#)
- F. [Community and Consumer Involvement](#)
- G. [Program Evaluation](#)

 <b>Montana</b> <b>Office of Public Instruction</b> <b>Elsie Arntzen, Superintendent</b>	<b>Discretionary Grant Application Form</b> Federal Funds Under the Individuals with Disabilities Education Act (IDEA)	<b>Funding Authority - IDEA</b> CFDA #84.027S Budget 027S
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**PART I. PROJECT APPROVAL STATISTICAL DATA AND ABSTRACT**

1. Prime Applicant District/Cooperative/Organization

Elem. \_\_\_\_\_ 9258  
 Or \_\_\_\_\_ Legal Entity

H.S. \_\_\_\_\_ Cascade  
 District Name \_\_\_\_\_ District No. \_\_\_\_\_ County

If a cooperative/organization: Montana School for the Deaf and the Blind  
 Cooperative Name

Project Director Carol Clayton-Bye 3911 Central Avenue Director of Outreach cclayton-bye@msdb.k12.mt.us  
 Name Address Position E-mail

Board of Trustees has designated the following person responsible for keeping the financial records for this project.

Paul Furthmyre Superintendent 3911 Central Avenue, Great Falls 59405 406-771-6001  
 Name Position Address ZIP Code Telephone

<b>2. STATE EDUCATION AGENCY ACTION ( To be completed by OPI)</b>	
Project Number _____ 84027DISC 23 _____	Approved Amount \$ _____
3. PROJECT DURATION	from (a) Month Day Year _____ to (b) Month Day Year _____ _____ / _____ / _____
4. Funding Authority: (check one)	Signature, OPI Approval _____
<input type="checkbox"/> Preschool _____	Date of Approval _____
<input type="checkbox"/> Part B _____	
<input type="checkbox"/> Other _____	

5. TITLE OF PROJECT: Montana School for the Deaf and Blind Outreach Program

**PART II. STATEMENT OF ASSURANCES**

The Board of Trustees of the Prime Applicant in a meeting held on September 14, 2023 authorized Superintendent Paul Furthmyre to file this application for the district /cooperative/organization to make representations and to make commitments on behalf of the district /cooperative/organization under the provisions of the Individuals with Disabilities Education Act as amended by 101-476.

Signature—Authorized Representative \_\_\_\_\_ Date September 14, 2023 \_\_\_\_\_

Print or Type Name of the Authorized Representative Paul Furthmyre \_\_\_\_\_

# GENERAL INSTRUCTIONS FOR PROVISIONS AND ASSURANCES

## DEBARMENT AND SUSPENSION CERTIFICATION

### *DEFINITIONS*

Lower Tier Participant – Any organization (such as a school district or university) or person receiving a grant or contract under this “Application.” This also includes subsequent sub grants or subcontracts.

Covered Transaction – The act of applying for federal funds or submitting a proposal for federal funds.

Lower Tier Transaction – The making of a (1) sub grant to another entity or person or (2) procurement contracted by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals – An administration head, key project/grant management person, officer, director, within the Lower Tier Participant’s organization or a sub organization contracted with (i.e., superintendents and the key person in the school district who will exert control or management influence over this project; at a university, it would be the president and principal investigator).

### *INSTRUCTIONS FOR CERTIFICATION*

1. By signing and submitting this proposal, the prospective lower tier participant is stating that it is neither debarred nor suspended.
2. This certification is a material representation of fact upon which reliance was placed when this certification was signed. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment from federal fund participation.
3. The prospective lower tier participant shall provide written notice to the organization to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this certification, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the organization to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the two-paragraph “Certifying Statement,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required. The knowledge of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly entered into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies including suspension and/or debarment.

Elsie Arntzen, Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

**SCHOOL YEAR 2023-24**  
**PROVISIONS AND ASSURANCES**  
**DEBARMENT AND SUSPENSION CERTIFICATION**

School District Name Montana School for the Deaf and the Blind	Elem. Legal Entity No. SC9368
County Name Cascade	H.S. Legal Entity No. SC9371

**This certification covers all federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 25, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.**

**(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE.)**

**CERTIFYING STATEMENT**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NOTE: This certification is required of the Prime Applicant District.

Organization Name Montana School for the Deaf and the Blind	
Name and Title of Authorized Representative Paul Furthmyre, Superintendent	
Signature of Authorized Representative	Date

### PART III. PROJECT INFORMATION

Complete the following for each project. A project should address one or more related performance indicators that are in need of improvement for the region. There must be at least one measurable improvement activity associated with each project. Keep in mind that if districts within your region fall in the needs improvement level of determination, the CSPD may be required to provide specific targeted improvement activities.

#### PROJECT 1

**Identified Need (s):**  
 (Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Only 3 school districts in Montana have positions to employ a trained teacher of the deaf to serve deaf and hard of hearing students. Most districts are also lacking trained personnel who are familiar with the audiological/educational needs of deaf and hard of hearing students. The public schools of the state need a cost-effective, rural service delivery model for providing consultation and technical assistance.

**Project Outcome(s) Statement:**  
 (Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Coordination and delivery of regionalized consultation, technical assistance, information and training for parents and public school personnel and activities designed to enhance the language and communication skills of deaf and hard of hearing students will have occurred; therefore enabling the students to remain being served in their local LEA.

**Improvement Activity(s):**

**Title: Outreach Consultant for Deaf and Hard of Hearing Date: August 2023-July 2024 Cost: 39, 000**

**Expected Outcome:**  
 (1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

From August-July, this funding will cover partial wage for an Outreach Consultant to provide consultation and training to the assigned school personnel and parents so they will be better able to understand the needs of deaf and hard of hearing students to develop and implement IEPs to meet those needs.

Evidence: list of in-services training dates and numbers served in addition to IEPs attended.

**Title: Consulting Audiologist Date: August 2023- July 2024 Cost 15, 000**

**Expected Outcome:**  
 (1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

From August-July, the cost will cover partial wage for a Consulting Audiologist who will provide consultation and technical assistance in regards to managing referrals on young children identified as having a confirmed hearing diagnosis. Management includes following up with referrals through the UNHS program and CSHS, Part C, medical providers, HCP audiologists and Outreach Consultants to help ensure compliance with the State’s standards of early intervention services after diagnosis.

Evidence: Data related to number of contracts/in-services with service providers and consumers listed above.

Title	Date	Cost
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**Expected Outcome:**  
 (1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title	Date	Cost
-------	------	------

**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

**Title****Date****Cost****Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

**PROJECT 2****Identified Need (s):**

(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

The families and professionals working with sensory impaired children need additional opportunities to learn about the disability and professional development in the best practices/strategies to meet the needs of these children. They, along with the children themselves, need an opportunity to learn, socialize and network with others in order to grow. These activities provide recruitment and training opportunities for professionals who work with children with vision or hearing conditions. Outreach provides support for the family, professionals and students when they return back to the home district. Indicator: 5 Correlates: 3, 5, & 6.

**Project Outcome(s) Statement:**

(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Children who have vision or hearing loss, their families and professionals working with them need a greater understanding of the sensory impairment, learn about methods of manual communication, language options and Braille literacy, assistive technology and accommodations and be able to network and socialize with others who have similar experiences. Specific professional development activities will support ARM 10.55.717 Assignments of persons Providing Instruction to Braille Students and ARM 10.55.718 Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf and Hard of Hearing.

**Improvement Activity(s):****Title** Family Learning Weekends**Date:** June 2024**Cost** 27,000**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Parents of and professionals working with sensory impaired children will be provided an opportunity to learn more about the sensory impairment, learn about best practices and network with other parents/professionals of sensory impaired students so they can be better prepared to meet the educational, language, and communication needs of their children in the home setting and school.

Evidence: Family Learning Weekend evaluations and data.

**Title:** Summer Camps for Sensory Impaired Children **Date:** June 2024**Cost:** \$7,500







**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

**CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS**

The budget period is July 1 – June 30. Amendments to this budget may occur up to project close-out, but no later than June 30. *Discretionary grant funds may not be “carried-over” into the next state fiscal year.*

**Optional: Attach a supplementary budget outlining the projected expenses for each of the budget items listed below.**

Prime Applicant District:

Legal Entity:

Project Number:

<b>Budget Items</b>	<b>Proposed Budget</b>	<b>Approved Budget 1</b>	<b>Approved Budget 2</b>	<b>Approved Budget 3</b>
1. Salaries and Benefits	100,000			
2. Operating Expenses	10,000			
3. Professional Development				
4. Transfer to other districts 6200-930				
<b>5. TOTAL BUDGET</b>	110,000			

**OPI USE ONLY: APPROVED BY / DATE**

School Name	District	Application	Use Of Funds	Allocated	Expended	Balance
		ESSER III Consolidated Total		\$ 12,559,311.00		\$ 12,559,311.00
<b>Missoula Elem Total</b>				<b>\$ 19,823,492.00</b>	<b>\$ 3,820,726.00</b>	<b>\$ 16,002,766.00</b>
Missoula H S	0584	ESSER I Consolidated	(blank)	\$ 966,641.00	\$ 966,641.00	\$ -
		ESSER I Consolidated Total		\$ 966,641.00	\$ 966,641.00	\$ -
		ESSER II Consolidated	Address Learning Loss	\$ 46,006.00		\$ 46,006.00
			Indirect Cost	\$ 92,091.00		\$ 92,091.00
			Minimize Spread of Infection	\$ 330,705.00		\$ 330,705.00
			Other	\$ 2,626,439.00		\$ 2,626,439.00
			Technology	\$ 65,000.00		\$ 65,000.00
		ESSER II Consolidated Total		\$ 3,160,241.00		\$ 3,160,241.00
		ESSER III Consolidated	Address Learning Loss	\$ 1,249,238.00		\$ 1,249,238.00
			Indirect Cost	\$ 192,194.00		\$ 192,194.00
			Minimize Spread of Infection	\$ 768,601.00		\$ 768,601.00
			Other	\$ 4,110,837.00		\$ 4,110,837.00
			Technology	\$ 193,488.00		\$ 193,488.00
		ESSER III Consolidated Total		\$ 6,514,358.00		\$ 6,514,358.00
<b>Missoula H S Total</b>				<b>\$ 10,641,240.00</b>	<b>\$ 966,641.00</b>	<b>\$ 9,674,599.00</b>
Molt Elem	0852	ESSER I Consolidated	(blank)	\$ -	\$ -	\$ -
		ESSER I Consolidated Total		\$ -	\$ -	\$ -
		ESSER II Consolidated	Address Learning Loss	\$ 4,000.00		\$ 4,000.00
			Indirect Cost	\$ -		\$ -
			Minimize Spread of Infection	\$ 15,598.00		\$ 15,598.00
			Supplemental Learning	\$ 16,000.00		\$ 16,000.00
		ESSER II Consolidated Total		\$ 35,598.00		\$ 35,598.00
		ESSER III Consolidated	Address Learning Loss	\$ 57,369.00		\$ 57,369.00
			Indirect Cost	\$ -		\$ -
			Minimize Spread of Infection	\$ 10,000.00		\$ 10,000.00
		ESSER III Consolidated Total		\$ 67,369.00		\$ 67,369.00
<b>Molt Elem Total</b>				<b>\$ 102,967.00</b>	<b>\$ -</b>	<b>\$ 102,967.00</b>
Monforton Elem	0363	ESSER I Consolidated	(blank)	\$ 26,699.00	\$ 26,699.00	\$ -
		ESSER I Consolidated Total		\$ 26,699.00	\$ 26,699.00	\$ -
		ESSER II Consolidated	Address Learning Loss	\$ 5,628.00	\$ 5,628.00	\$ -
			Indirect Cost	\$ -		\$ -
			Mental Health	\$ 16,461.00	\$ 16,461.00	\$ -
			Minimize Spread of Infection	\$ 5,492.00	\$ 3,917.00	\$ 1,575.00
			Other	\$ 46,789.00	\$ 46,789.00	\$ -
			Supplemental Services	\$ 91,150.00	\$ 88,533.00	\$ 2,617.00
		ESSER II Consolidated Total		\$ 165,520.00	\$ 161,328.00	\$ 4,192.00
		ESSER III Consolidated	Address Learning Loss	\$ 48,409.00	\$ 12,905.00	\$ 35,504.00
			Indirect Cost	\$ -		\$ -
			Mental Health	\$ 16,461.00	\$ 16,461.00	\$ -
			Minimize Spread of Infection	\$ 43,635.00	\$ 29,146.00	\$ 14,489.00
			Supplemental Learning	\$ 125,000.00	\$ 55,611.00	\$ 69,389.00
		ESSER III Consolidated Total		\$ 233,505.00	\$ 114,123.00	\$ 119,382.00
<b>Monforton Elem Total</b>				<b>\$ 425,724.00</b>	<b>\$ 302,150.00</b>	<b>\$ 123,574.00</b>
Mont Sch for Deaf Blind	9258	ESSER I Consolidated	(blank)	\$ 70,285.00	\$ 70,285.00	\$ -
		ESSER I Consolidated Total		\$ 70,285.00	\$ 70,285.00	\$ -
		ESSER II Consolidated	Address Learning Loss	\$ 61,161.00	\$ 53,860.00	\$ 7,301.00
			Indirect Cost	\$ -		\$ -
			Mental Health	\$ 14,699.00	\$ 8,699.00	\$ 6,000.00
			Other	\$ 24,240.00	\$ 575.00	\$ 23,665.00
			Technology	\$ 6,460.00	\$ 6,460.00	\$ -
		ESSER II Consolidated Total		\$ 106,560.00	\$ 69,594.00	\$ 36,966.00

School Name	District	Application	Use Of Funds	Allocated	Expended	Balance
		ESSER III Consolidated	Address Learning Loss	\$ 21,248.00	\$ 5,780.00	\$ 15,468.00
			Indirect Cost	\$ -	\$ -	\$ -
			Minimize Spread of Infection	\$ 55,312.00	\$ 22,387.00	\$ 32,925.00
		<b>ESSER III Consolidated Total</b>		<b>\$ 76,560.00</b>	<b>\$ 28,167.00</b>	<b>\$ 48,393.00</b>
<b>Mont Sch for Deaf Blind Total</b>				<b>\$ 253,405.00</b>	<b>\$ 168,046.00</b>	<b>\$ 85,359.00</b>
Montana City Elem	0460	ESSER I Consolidated	(blank)	\$ 13,430.00	\$ 13,430.00	\$ -
		<b>ESSER I Consolidated Total</b>		<b>\$ 13,430.00</b>	<b>\$ 13,430.00</b>	<b>\$ -</b>
		ESSER II Consolidated	Address Learning Loss	\$ 70,029.00	\$ 70,029.00	\$ -
			Indirect Cost	\$ -	\$ -	\$ -
			Supplemental Services	\$ 4,322.00	\$ 4,322.00	\$ -
		<b>ESSER II Consolidated Total</b>		<b>\$ 74,351.00</b>	<b>\$ 74,351.00</b>	<b>\$ -</b>
		ESSER III Consolidated	Address Learning Loss	\$ 24,959.00	\$ 18,594.00	\$ 6,365.00
			Indirect Cost	\$ -	\$ -	\$ -
			Minimize Spread of Infection	\$ 99,836.00	\$ 54,790.00	\$ 45,046.00
			Supplemental Services	\$ 14,462.00	\$ -	\$ 14,462.00
		<b>ESSER III Consolidated Total</b>		<b>\$ 139,257.00</b>	<b>\$ 73,384.00</b>	<b>\$ 65,873.00</b>
<b>Montana City Elem Total</b>				<b>\$ 227,038.00</b>	<b>\$ 161,165.00</b>	<b>\$ 65,873.00</b>
Moore Elem	0273	ESSER I Consolidated	(blank)	\$ 28,678.00	\$ 28,678.00	\$ -
		<b>ESSER I Consolidated Total</b>		<b>\$ 28,678.00</b>	<b>\$ 28,678.00</b>	<b>\$ -</b>
		ESSER II Consolidated	Address Learning Loss	\$ 15,450.00	\$ 6,821.00	\$ 8,629.00
			Dedicated Learning Devices for Students	\$ -	\$ 1,575.00	\$ (1,575.00)
			Indirect Cost	\$ -	\$ -	\$ -
			Minimize Spread of Infection	\$ 13,249.00	\$ 6,171.00	\$ 7,078.00
			Other	\$ 92,207.00	\$ 92,207.00	\$ -
			Supplemental Learning	\$ 666.00	\$ -	\$ 666.00
			Supplemental Services	\$ 3,880.00	\$ 3,880.00	\$ -
			Technology	\$ 475.00	\$ 475.00	\$ -
		<b>ESSER II Consolidated Total</b>		<b>\$ 125,927.00</b>	<b>\$ 111,129.00</b>	<b>\$ 14,798.00</b>
		ESSER III Consolidated	Address Learning Loss	\$ 24,362.00	\$ -	\$ 24,362.00
			Dedicated Learning Devices for Students	\$ 12,600.00	\$ -	\$ 12,600.00
			Indirect Cost	\$ -	\$ -	\$ -
			Mental Health	\$ 20,503.00	\$ -	\$ 20,503.00
			Minimize Spread of Infection	\$ 199,752.00	\$ -	\$ 199,752.00
			Technology	\$ 6,605.00	\$ 2,990.00	\$ 3,615.00
		<b>ESSER III Consolidated Total</b>		<b>\$ 263,822.00</b>	<b>\$ 2,990.00</b>	<b>\$ 260,832.00</b>
<b>Moore Elem Total</b>				<b>\$ 418,427.00</b>	<b>\$ 142,797.00</b>	<b>\$ 275,630.00</b>
Moore H S	0274	ESSER I Consolidated	(blank)	\$ -	\$ -	\$ -
		<b>ESSER I Consolidated Total</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
		ESSER II Consolidated		\$ -	\$ -	\$ -
		<b>ESSER II Consolidated Total</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
		ESSER III Consolidated		\$ -	\$ -	\$ -
		<b>ESSER III Consolidated Total</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Moore H S Total</b>				<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Morin Elem	0976	ESSER I Consolidated	(blank)	\$ 31,421.00	\$ 31,421.00	\$ -
		<b>ESSER I Consolidated Total</b>		<b>\$ 31,421.00</b>	<b>\$ 31,421.00</b>	<b>\$ -</b>
<b>Morin Elem Total</b>				<b>\$ 31,421.00</b>	<b>\$ 31,421.00</b>	<b>\$ -</b>
Mountain View Elem	1222	ESSER I Consolidated	(blank)	\$ 11,353.00	\$ 11,353.00	\$ -
		<b>ESSER I Consolidated Total</b>		<b>\$ 11,353.00</b>	<b>\$ 11,353.00</b>	<b>\$ -</b>
		ESSER II Consolidated	Indirect Cost	\$ -	\$ -	\$ -
			Minimize Spread of Infection	\$ 54,715.00	\$ 54,715.00	\$ -
			Supplemental Learning	\$ 105.00	\$ 105.00	\$ -
		<b>ESSER II Consolidated Total</b>		<b>\$ 54,820.00</b>	<b>\$ 54,820.00</b>	<b>\$ -</b>
		ESSER III Consolidated	Address Learning Loss	\$ 23,000.00	\$ 5,000.00	\$ 18,000.00



## "Embrace the Squiggle"

		<b>Cottage</b>	<b>Education - School</b>	<b>Education - Outreach</b>
Monday August 21	8:00 - 12:00	<b>Welcome Back -- All Staff Meeting</b> Bitterroot IMC Agenda Items Include: New Staff Introductions, Staff Awards, Group Pictures, Summer Training Updates, Strategic Plan Updates, Theme of the Year, Blood Borne Pathogens		
	12:00 - 1:00	<b>Lunch - On Your Own</b> Ice Cream Treats from Frosty Ice Cream Truck -- Main Parking Lot (12:30 -1:00)		
	1:00 - 3:00	<b>All Student Life Staff Meeting</b> Bitterroot Basement	<b>Education Department Staff Meeting (1:00-1:30) IMC</b> Student Team Meetings - IMC workroom	<b>Outreach Meeting</b> Outreach Office/Rising Sun & Obsidian
	3:00 - Finish	<b>Union Meetings</b> Locations TBD		
Tuesday August 22	8:00 - 12:00	<b>SAFE Training With Dr. Steve Webb</b> AM in Bitterroot Basement	<b>MTSS Introduction With Sara Evans</b> Bitterroot IMC	<b>Outreach Meeting</b> Outreach Office
	12:00 - 1:00	Lunch Provided By MSDB Foundation Cafeteria		
	1:00 - 3:00	<b>SAFE Training With Dr. Steve Webb</b> In Cottages	Classroom Set-Up / Student Team Meetings Bitterroot Basement	<b>Outreach Meeting</b> Outreach Office
Wednesday August 23	8:00 - 12:00	Fire Drills/Safety 8:00-9:30 (Yellowstone) Department Meeting	<b>DHH Department</b> <b>ASL linguistics and ASL storytelling skills With Peter Cook</b> Bitterroot IMC (All Day) Lunch Built Into Each Department Schedule <b>VI Department</b> <b>Designing an Accessable School Experience with Students with CVI With Matthew Tietjen</b> Bitterroot Basement (All Day)	<b>Off Campus</b> If Attending the DHH or VI Trainings, Please Let Alissa Kline (DHH) or Denise Rutledge (VI) know
	12:00 - 1:00	Lunch on Your Own		
	1:00 - 3:00	Department Meeting 1:00-2:30 Department Meeting 2:30-4:00		
	8:00 - 12:00	CPR Class - Group 1 (Glacier Activity Room) Nightwatch 8:30-9:00 (JK Office)	<b>DHH Department</b> <b>ASL linguistics and ASL storytelling skills With Peter Cook</b> Bitterroot IMC (All Day)	

"Embrace the Squiggle"

Thursday August 24	12:00 - 1:00	Lunch on Your Own	Bitterroot IMC (All Day) Lunch Built Into Each Department Schedule <b>VI Department</b> <b>Designing an Accessable School Experience with Students with CVI With Matthew Tietjen</b> Bitterroot Basement (All Day)	<b>Off Campus</b> If Attending the DHH or VI Trainings, Please Let Alissa Kline (DHH) or Denise Rutledge (VI) know
	1:00 - 3:00	CPR Class (1-4) - Group 2 (Glacier Activity Room) RCYCP Training (towards certification renewal) TBD		
Friday August 25	8:00 - 12:00	CPR Class - Group 3 (Glacier Activity Room) <i>Interpreter</i> Area Prep . . .possible Google Training	<b>Teachers: Optional 5th Day PIR</b> Classroom Work  <b>Paraprofessionals: Training</b> Bitterroot Basement	<b>Off Campus</b>
	12:00 - 1:00	Lunch on Your Own or Student Life Pot Luck (TBD)		
	1:00 - 3:00	CPR Class - Group 4 (Glacier Activity Room) Area Prep . . .possible Google Training		

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

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

Effective Date: 08/28/2023 Enrollment Types: P, S, N  
Total Race/Ethnicities: 6 of 7 Total Schools: 2  
Race/Ethnicity Source: Federal Male/Female/Total: 21/18/39

**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
01	-	1/0/1	-	-	-	2/2/4	-	3/2/5
02	-	-	-	-	-	1/1/2	-	1/1/2
03	-	-	-	-	-	1/2/3	-	1/2/3
04	-	-	-	-	-	1/0/1	1/0/1	2/0/2
06	-	-	-	0/1/1	-	0/3/3	-	0/4/4
07	-	-	1/0/1	-	-	-	-	1/0/1
08	-	1/0/1	-	-	-	0/2/2	-	1/2/3
PK	-	-	-	-	-	1/1/2	-	1/1/2
PS	1/0/1	-	-	-	-	2/0/2	-	3/0/3
All Grades	1/0/1	2/0/2	1/0/1	0/1/1	-	8/11/19	1/0/1	13/12/25

**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	-	-	-	1/1/2	-	2/1/3
10	-	1/0/1	-	-	-	2/2/4	-	3/2/5
11	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
12	-	-	-	-	-	1/0/1	-	1/0/1
All Grades	-	2/1/3	-	0/1/1	-	6/4/10	-	8/6/14

**Student Population Excluding White not of Hispanic Origin**

School	Total	Percentage
MT Sch For Deaf & Blind EI	6	24.00%
MT Sch For Deaf & Blind HS	4	28.57%
Total	10	25.64%

❖ **EXECUTIVE COMMITTEE – (Items 20-23 )**

**Madalyn Quinlan**

**ITEM 20**

**MONTAN ASSOCIATION OF STUDENT COUNCIL**  
**OFFICERS PANEL**

**Gavin Mow, Capital High School**  
**Stella Rapson, Custer County District High School**  
**Jenna Bailly, CM Russell High School**  
**Jered Jares, Laurel High School**  
**Dallas Blount, Frazer High School**



**ITEM 21**

**ANNUAL MONTANA DIGITAL ACADEMY  
REPORT**

**Dr. Jason Neiffer**



# MTDA

Montana Digital Academy

**Annual Report to the Montana Board of Public Education**

Jason Neiffer, Ed.D., Executive Director

[jason@mtda.org](mailto:jason@mtda.org)

On the day of the presentation, all slides and materials will appear here:



<http://mtda.link/bope23>

**ITEM 22**

**ANNUAL SPECIAL EDUCATION REPORT**

**Patrick Cates**

# Montana Board of Public Education Executive Summary

**Date:** September 14-15, 2023

<b>Presentation</b>	Presentation for Annual Special Education Report
<b>Presenter(s)</b>	Patrick Cates
<b>Position Title</b>	Student Support Services Senior Manager Office of Public Instruction
<b>Overview</b>	This presentation will provide an overview of Montana's Special Education Program
<b>Requested Decision(s)</b>	Information Item
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



Montana Office of Public Instruction - Special Education  
 Board of Public Education Annual Report  
 September, 2023

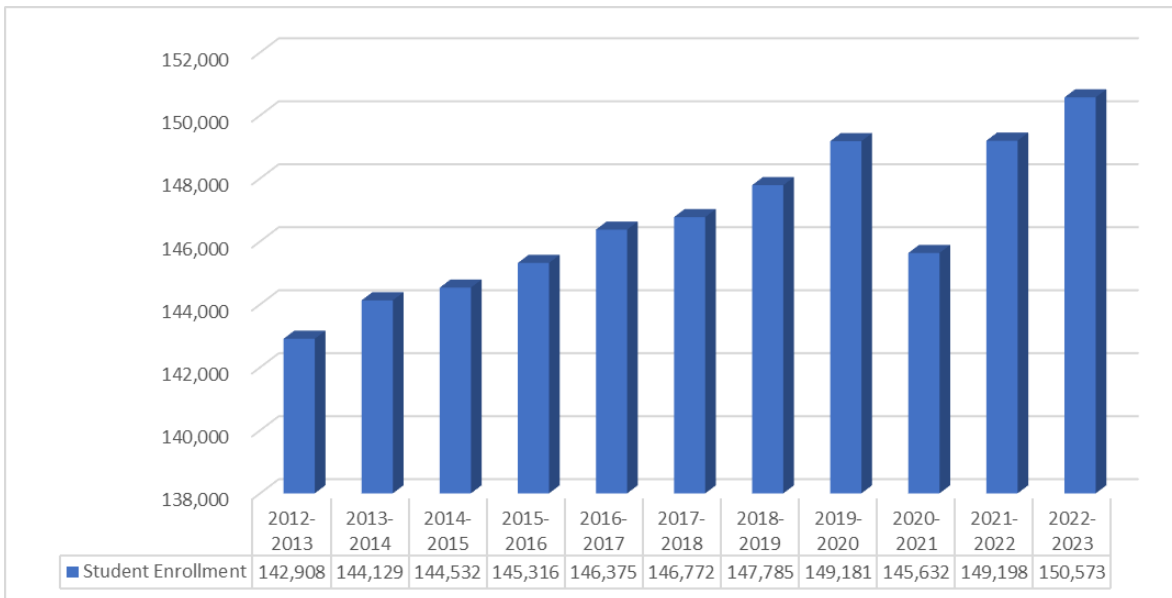
**Who are Montana’s Students with Disabilities?**

**Student Population**

In 2021–22, the number of students ages 3–21 who received special education and related services under the Individuals with Disabilities Education Act (IDEA) was 7.3 million, or the equivalent of **15 percent** of all public school students. (*National Center for Education Statistics*)

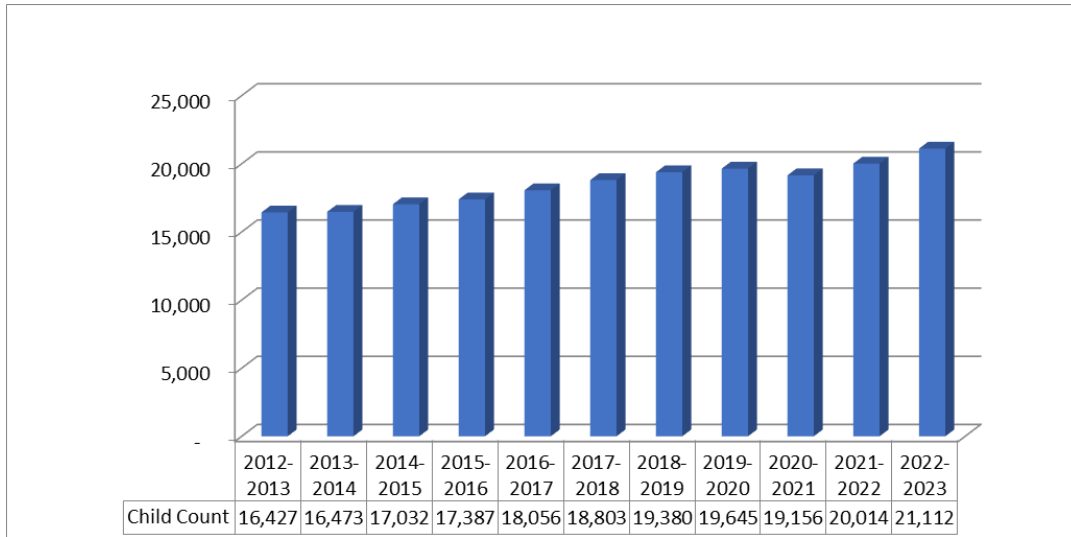
- **14 percent** of Montana’s students are served under IDEA.
- Total student enrollment in 17/18 - 146,772
- Total student enrollment in 22/23 - 150,573 (2.59% increase)
- Enrollment of students with disabilities in 17/18 - 18,803
- Enrollment of students with disabilities in 22/23 - 21,112 (**12.28% increase**)

Montana Total Student Enrollment





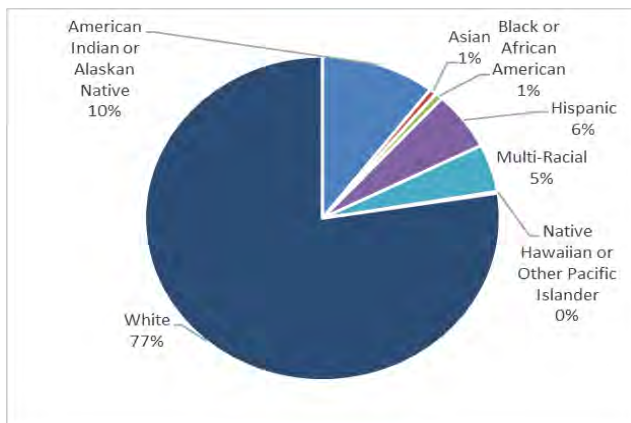
### Montana Enrollment of Students with Disabilities



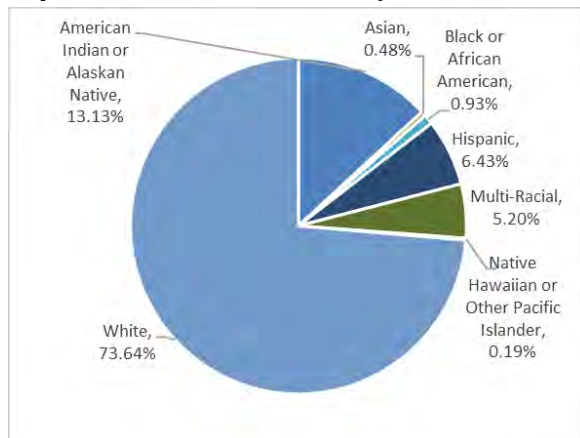
### Special Education Student Demographics

Montana’s students with disabilities are proportionally represented across the state, except for one area. American Indian students account for a 3.13% higher rate of the special education student population than the state student population. Conversely, a lesser percentage of the special education population is white.

Enrollment Count by Race/Ethnicity 2022-2023



Special Education Count by Race/Ethnicity



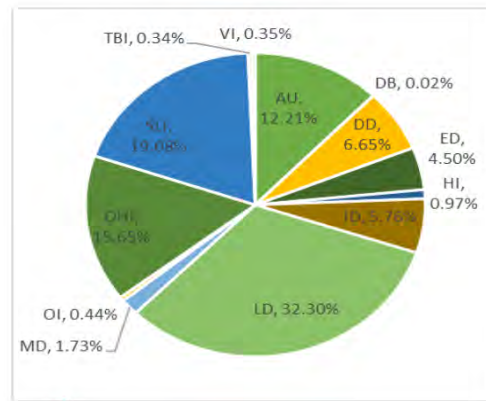


## Student Disability Categories

- Students with more than one identified disability (not those reported as deaf-blind or developmental delay) must be listed as having multiple disabilities (MD) when federally reported.
- Montana does not have an MD category for eligibility, nor is a primary disability identified. The purpose of this is to recognize all disabilities that are reported.
  - e.g. Autism (AU) and the difference between state and national rates.
    - Montana students identified as AU and another disability category are reported in the federal data collection as MD.

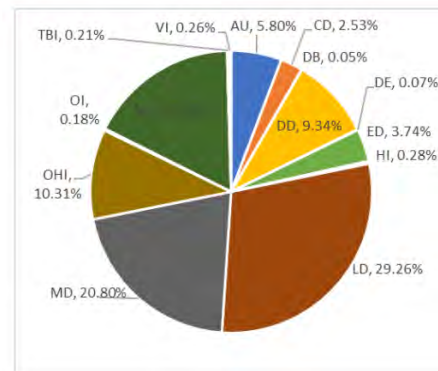
### United States Special Education Child Count by Disability Category

Cognitive Delay (CD)  
 Deaf-Blindness (DB)  
 Developmental Delay (DD)  
 Deaf (DE)  
 Emotional Disturbance (ED)  
 Hearing Impairment (HI)  
 Learning Disability (LD)  
 Multiple Disabilities (MD)  
 Other Health Impairment (OHI)  
 Orthopedic Impairment (OI)  
 Speech-Language Impairment (SLI)  
 Traumatic Brain Injury (TBI)  
 Visual Impairment (VI)



### Montana Special Education Child Count by Disability Category 2021 - 2022

Cognitive Delay (CD)  
 Deaf-Blindness (DB)  
 Developmental Delay (DD)  
 Deaf (DE)  
 Emotional Disturbance (ED)  
 Hearing Impairment (HI)  
 Learning Disability (LD)  
 Multiple Disabilities (MD)  
 Other Health Impairment (OHI)  
 Orthopedic Impairment (OI)  
 Speech-Language Impairment (SLI)  
 Traumatic Brain Injury (TBI)  
 Visual Impairment (VI)





## Special Education Child Count by Disability Category SFY2018 to SFY2023

- See the significant increase in the Developmental Delay (DD) category. This is largely due to the 2018 age expansion of eligibility from age 6 to 9 (6-8 in Montana).
- Speech Language Impairment (SLI) is down from Pre-COVID numbers.

	2018	2019	2020	2021	2022	2023
<b>Autism (AU)</b>	5.15%	5.23%	5.58%	5.67%	5.70%	5.80%
<b>Cognitive Delay (CD)</b>	3.10%	2.99%	2.95%	2.87%	2.69%	2.53%
<b>Deaf-Blindness (DB)</b>	0.03%	0.03%	0.03%	0.04%	0.03%	0.05%
<b>Developmental Delay (DD)</b>	3.78%	4.07%	4.27%	6.51%	8.14%	9.34%
<b>Deaf (DE)</b>	0.09%	0.10%	0.08%	0.06%	0.06%	0.07%
<b>Emotional Disturbance (ED)</b>	4.52%	4.57%	4.62%	4.47%	4.08%	3.74%
<b>Hearing Impairment (HI)</b>	0.37%	0.31%	0.32%	0.34%	0.30%	0.28%
<b>Learning Disability (LD)</b>	29.97%	30.20%	30.14%	29.61%	29.72%	29.26%
<b>Multiple Disabilities (MD)</b>	20.16%	20.56%	21.21%	21.03%	21.13%	20.80%







<b>Other Health Impairment (OHI)</b>	12.13%	11.99%	11.57%	11.23%	10.66%	10.31%
<b>Orthopedic Impairment (OI)</b>	0.23%	0.24%	0.21%	0.20%	0.19%	0.18%
<b>Speech-Language Impairment (SLI)</b>	19.89%	19.13%	18.45%	17.39%	16.81%	17.18%
<b>Traumatic Brain Injury (TBI)</b>	0.27%	0.28%	0.27%	0.29%	0.23%	0.21%
<b>Visual Impairment (VI)</b>	0.31%	0.31%	0.30%	0.29%	0.24%	0.26%

## Special Education Cooperatives

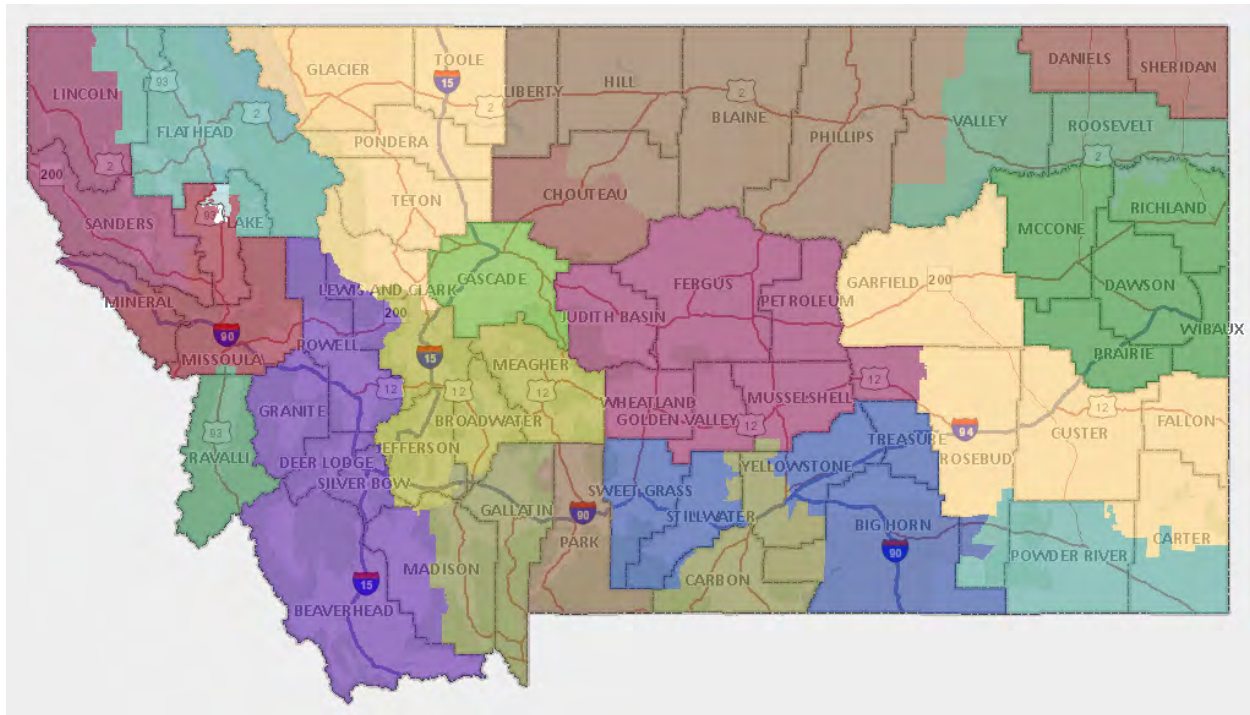
Special Education Cooperatives play a vital role in providing services to Montana's students with disabilities. There are **399** districts operating special education programs. **319 (80%)** of those districts utilize the cooperative structure. The districts contract with their local cooperative for assistance in providing related services personnel such as school psychologists, speech pathologists, and physical therapists, amongst others.

- Number of Cooperatives - 21
  - Bear Paw Cooperative
  - Big Country Cooperative
  - Big Sky Special Needs Cooperative
  - Bitterroot Valley Cooperative
  - Cabinet Mountain Cooperative
  - Central Mt. Learn. Res. Ctr.
  - Chouteau Cooperative Joint Service
  - E. Yellowstone Sp. Serv. Cooperative
  - Flathead Special Ed. Cooperative





- Gallatin/Madison Cooperative
- Great Divide Ed. Serv.
- Missoula Area Education Cooperative
- North Ctr. Learn. Res. Ctr.
- Park County Cooperative
- Prairie View Cooperative
- Prickly Pear Cooperative
- Roose-Valley Sp. Ed. Cooperative
- Sheridan/Daniels Cooperative
- Stillwater/Sweetgrass County Cooperative
- Tri County Cooperative
- Yellowstone-West/Carbon County Special Services Cooperative
- [Special Education Coop Map](#)





- Special Education Students in Cooperative Districts - Total = 6,490

Cooperative Name	SFY2023 Child Count
Bear Paw Coop.	512
Big Country Coop.	234
Big Sky Special Needs Coop.	383
Bitterroot Valley Coop.	405
Cabinet Mountain Coop.	358
Central Mt. Learn. Res. Ctr.	465
Chouteau Co. Joint Service	64
E. Yellowstone Sp. Serv. Coop.	264
Flathead Special Ed. Coop.	395
Gallatin/Madison Coop.	196
Great Divide Educ. Serv.	557
Missoula Area Education Coop.	636
North Ctrl. Learn. Res. Ctr.	180
Park County Coop.	56
Prairie View Coop.	141
Prickly Pear Coop.	583





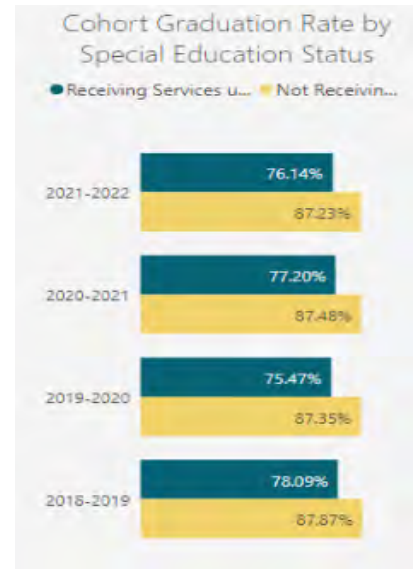
Roose-Valley Sp. Ed. Coop.	111
Sheridan/Daniels Coop.	139
Stillwater/Swt Grass Coop.	246
Tri County Coop..	34
Yellowstone W. Carbon County	531
Non-Coop Districts	14622
State total	21112



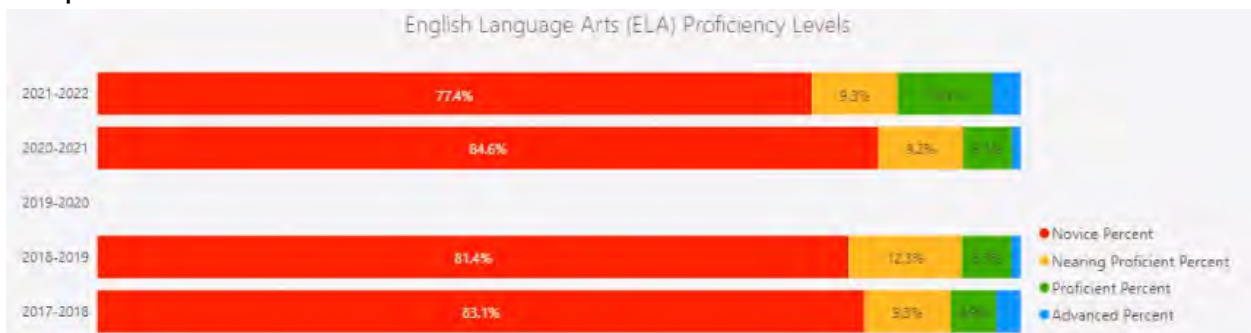


## Special Education Achievement

- Graduation Rates - Montana's special education students are graduating at a slightly higher rate (76.14%) than the national average (75%).
- Montana's Special Education Proficiency Rates
  - ELA - 13.3% (significant increase from pre-COVID)
  - Math - 7% (slight increase from pre-COVID)
- Montana's Special Education Proficiency Rates for American Indian Students
  - ELA - 5.7% (significant increase from pre-COVID)
  - Math - 0% (losing nearing proficiency group)
- Math has been identified as an area for growth. The agency is taking steps to address these concerns.
  - One example is the Math Innovation Zones.
  - The CSPD regions also put on a variety of professional development opportunities throughout the year.
  - The State Systemic Improvement Plan (SSIP) is expanding to include a focus on improving student outcomes in math.



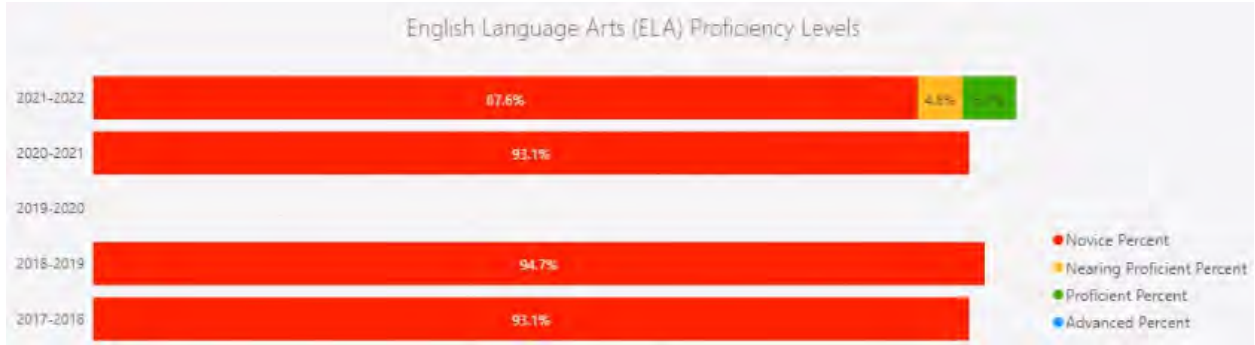
## All Special Education Students



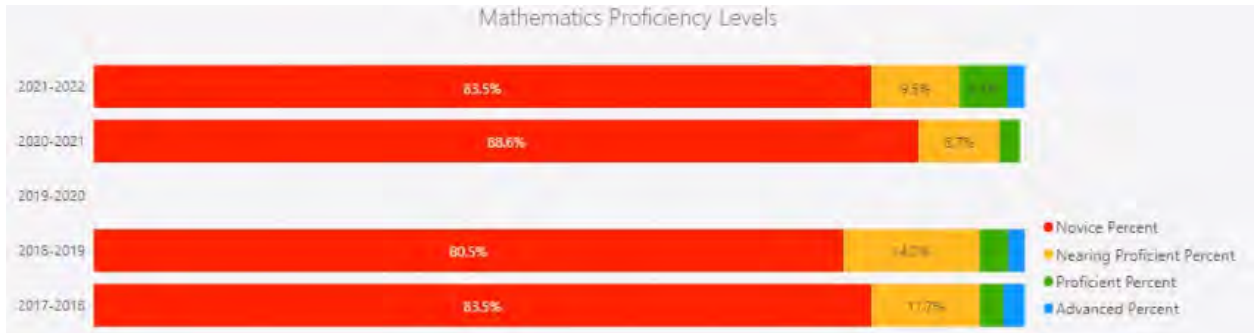




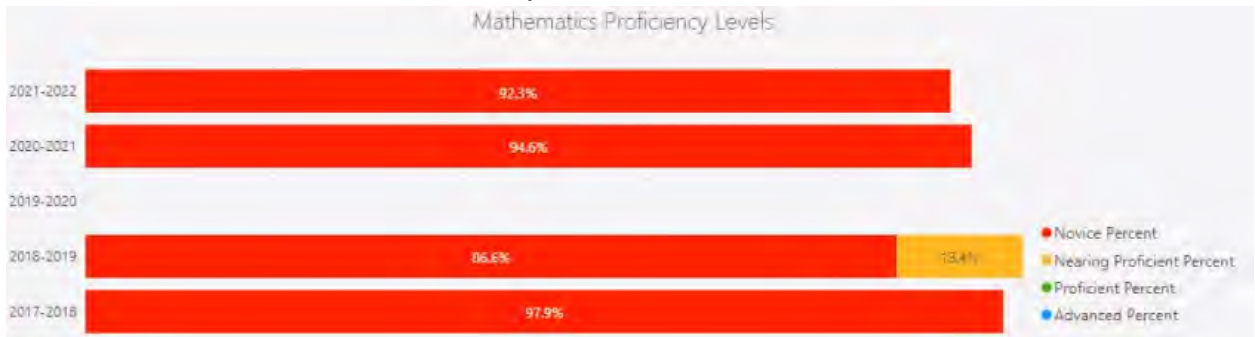
### American Indian or Alaskan Native Special Education Students



### All Special Education Students



### American Indian or Alaskan Native Special Education Students





## Federal Funding for Montana's Special Education Students

In FFY 2023, Montana has been awarded \$46,076,359 in IDEA funds.

- 11% of those funds are utilized for state level activities such as:
  - Staffing and administration of IDEA at the OPI
  - Dispute Resolution
  - Monitoring of LEAs
  - Infinite Campus - Student Information System
  - Alternate Assessment for students with severe needs
  - Discretionary grants to higher education institutions to support recruitment and retention of special education and related services staff.
- \$40,996,539 is allocated to Montana's 399 districts, Montana School for the Deaf & Blind, Yellowstone Academy, and Department of Corrections - Youth.

IDEA Preschool Funds: \$1,315,398

- 100% of these funds are passed on to the LEAs and State-Supported Programs.





## Office of Special Education Programs (OSEP) DMS 2.0 Monitoring Visit - June 2023

The Office of Special Education Programs (OSEP) staff visited the OPI the last week of June. The OSEP had been reviewing documents provided by the OPI special education staff, materials available on the department's website, and visiting with stakeholders from different regions around the state prior to the on-site visit in June. This is the first time the Special Education Department has been fully monitored by the OSEP since 2009. The OPI special education staff is working with our technical assistance providers, who also attended the on-site monitoring, to develop and implement an action plan regarding items discussed with the OSEP staff at the summary meeting on the last day of on-site monitoring.

**The OPI will not receive the official report from the OSEP for at least another month, but here are a few items to note.**

### Commendations

- The teamwork the agency's staff displayed in preparation for, and during the visit was recognized by the OSEP monitoring team.
- A quality process for IEP compliance monitoring is in place.
- Positive feedback from stakeholders regarding the OPI's special education staff, their knowledge, and willingness to help.

### Areas of Focus/Growth

#### Fiscal Monitoring

- Increase monitoring rigor - a more detailed review of LEAs policies and procedures.
- Review/Revise calculation for proportionate share.
- *The OPI staff have already started the process of developing a self-assessment budget check for LEAs.*

#### Program Monitoring

- Compliance monitoring is working. The agency needs to expand the monitoring process beyond LEAs being compliant in their evaluation process and construction of







the IEP to a more integrated monitoring process. Part of this is the fiscal monitoring piece mentioned above.

- Incorporate processes to ensure LEAs are providing the services listed in the IEP during the monitoring process.

### Stakeholder Feedback

- Provide clarity in documentation around the evaluation process not being delayed due to a school trying to implement interventions, the MTSS model, or the state's Early Assistance Program.
- Continue to build relationships and collaborate with the parent advocacy centers.
- Indicator 8 Sampling Plan - Annual Survey Gathering Parent/Guardian Input
  - The process has been to send surveys by mail to the schools, to then be distributed to the families of students with disabilities.
  - These surveys are sent out to the schools that are on the monitoring schedule for the year (approximately 20%), and the return rate is very low.
  - *The OPI is beginning the process of switching to a digital survey that will be able to be delivered to all families of students with disabilities each year. The goal is increasing response rate to ensure the data is valid and actionable, resulting in the agency being able to utilize the data to improve outcomes for students.*

### Data

- Review calculation of significant disproportionality. Collaborate with stakeholders.
- Create/review/update data protocols to document the OPI processes and procedures for collecting, validating, reporting, and using IDEA data.

### State Systemic Improvement Plan (SSIP)

- Update SSIP Logic Model.
- Expand impact.
  - *Work has already started with the agency's SSIP Coordinator and technical assistance center to include math achievement as part of the SSIP.*





Report Prepared By: Patrick Cates - Senior Manager, Student Support Services  
Danni McCarthy - Fiscal & Reporting Manager, Special Education  
Anne Rainey - IDEA Part B Data Manager, Special Education

## Montana's OPI Special Education Team

General Information for Special Education, Meetings and Events: [Kelley Brown](#), 406-444-5661

Contracts and Payments: [Ty House](#), 406-444-2504

### School Improvement Supports

Unit Manager	<a href="#">John Gorton</a> , 406-459-4281
School Improvement Specialist	<a href="#">Mercee Cislo</a> , 406-437-2369
School Improvement Specialist	<a href="#">Alicia Herman</a> , 406-438-1363
School Improvement Specialist	<a href="#">Katie Mattingley</a> , 406-437-3874
School Improvement Specialist	<a href="#">Chris McCrea</a> , 406-444-3864
School Improvement Specialist	<a href="#">Desiree Johnson</a> , 406-431-1081

### Continuing Education and Technical Assistance

Unit Manager	<a href="#">Tammy Lyons</a> , 406-431-2309
Montana Autism Education Program	<a href="#">Doug Doty</a> , 406-459-5303
GT/MTSS Program Support Specialist	<a href="#">Jackie Ronning</a> , 406-438-0522
Program Support Specialist	<a href="#">Anne Carpenter</a> , 406-465-0922

### Early Childhood Education

Early Learning Specialist, Special Education Preschool	<a href="#">Lucy Beltz</a>
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### Data Systems and Reporting

IDEA Part B Data Manager	<a href="#">Anne Rainey</a> , 406-444-4430
AIM Special Education Data System, Behavior Data	<a href="#">Shara Blair</a> , 406-444-0685

### Additional Supports

Early Assistance Program & Dispute Resolution	<a href="#">Mandi Gibbs</a> , 406-444-5664
Paralegal	<a href="#">Angie Griner</a> , 406-444-2046
Continuing Education, Stipend Programs	<a href="#">Annette Vicedo Young</a> , 406-444-0299

### Administration

State Special Education Director	<a href="#">JP Williams</a> , 406-444-4426
Fiscal Management	<a href="#">Danni McCarthy</a> , 406-444-0452



**ITEM 23**

**ANNUAL HISET REPORT**

**Katie Madsen**

# Montana Board of Public Education Executive Summary

**Date:** September 2023

<b>Presentation</b>	HiSET Annual Report
<b>Presenter</b>	Katie Madsen
<b>Position Title</b>	Adult Education State Director/HiSET State Administrator Office of Public Instruction
<b>Overview</b>	Overview of high school equivalency testing for 2022
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



## High School Equivalency 2022 Summary

*Katie Madsen – Adult Education State Director/HiSET State Administrator*

### Overview

Provide the Board of Public Education with an update of the HiSET High School Equivalency (HSE) exam published by PSI, the HiSET test vendor.

### Update

In October 2022, the HiSET test vendor changed from ETS to PSI. As a result of the transition, HiSET testing throughout the state of Montana experienced significant challenges that involved additional time and effort to troubleshoot ongoing issues. This impacted the ability of the HiSET test vendor to adequately address problems, implement solutions, furnish accurate score reports and data requested, or deliver timely communication. As a result, the OPI State HiSET Administrator scheduled weekly meetings with the HiSET vendor and the OPI/HSE staff worked to manually validate the accuracy of all testing data received.

Historically, the number of completers and passing rates have remained consistent in Montana since transition to the HiSET in 2014. **However, it is important to note that the HiSET test vendor has not yet provided official testing data for 2022.** The OPI remains committed to finding solutions for HSE testing in Montana. It is imperative that the clients served, those seeking a HSE credential, have access to HSE exam options. Ultimately, attainment of the HSE credential is often critical for employment, admission to postsecondary education or the military, release from incarceration, compliance with court orders, etc.

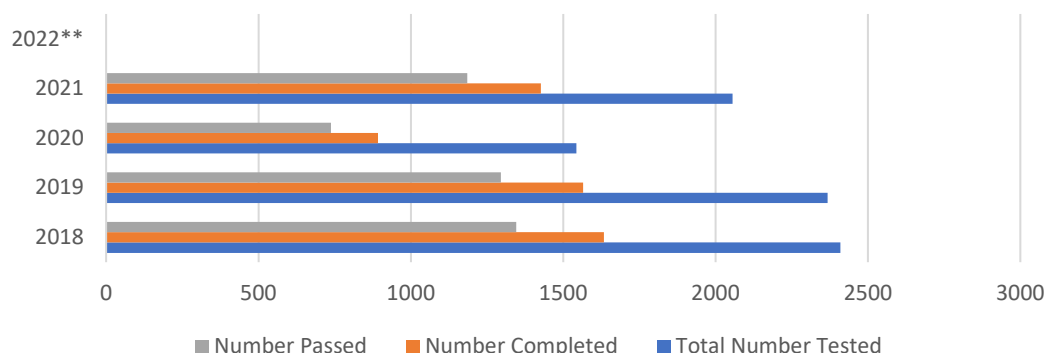
Year to Year Comparison of Examinees														
Total Number Tested					Completed					Passed				
2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
				**					**					**
2,409	2,368	1,543	2056		1,634 67.8%	1,565 66.1%	892 57.8%	1427 69.4%		1,346 82.4%	1,295 82.7%	738 82.7%	1185 83.0%	

\*Passing rates are reflective of the best attempt.

**\*\*2022 official testing data not yet provided by the HiSET vendor.**



### Year to Year Comparison of Examinees



**\*\*2022 official testing data not yet provided by the HiSET vendor.**

#### HiSET Details

The cost of the HiSET varies based on version. The computer-based test is \$53.75 for all five subtests, \$10.75 per test. The paper-based test is \$75.00 for all five subtests, \$15.00 per test. An individual must take and pass all five subtests to receive a high school equivalency. This testing fee is paid directly to HiSET through an online registration process. The price includes two free retests, within 12 months of the original purchase, if necessary. The individual test center fee varies from center to center. Test centers in the state of Montana charge up to \$5 per subtest.

The HiSET exam is offered in two formats, a paper-based testing system (PBT) and a computer-based testing system (CBT). There are 12 test centers that exclusively offer PBT, 20 test centers that exclusively offer CBT, and 7 that offer both PBT and CBT. Computer based testing is the wave of the future and we are encouraging the test centers to move toward computer-based testing. With computer-based testing, the examiners have a more secure testing environment and testers receive immediate test results.

As a result of the COVID-19 Pandemic, HiSET testing is also offered via a secure virtual platform/proctoring service. The HiSET Exam at Home is identical in content, format, and on-screen experience to exams taken at a test center. There is a \$17.50 fee per subtest for this delivery method, but this additional testing option offers increased flexibility for individuals seeking their high school equivalency.



**Montana Demographics/Statistics**

*Test taker demographics have changed slightly over the course of the past several years.*

Percent of Completers Tested by Age									
	2018	Passing Rate – Best Attempt	2019	Passing Rate – Best Attempt	2020	Passing Rate – Best Attempt	2021	Passing Rate – Best Attempt	2022**
16-18	45.7%		46.9%		46.4%		47.4%		
19-24	30.0%		30.4%		31.0%		32.6%		
25-29	8.9%		7.9%		7.6%		7.1%		
30-34	6.6%		6.3%		6.5%		5.3%		
35-39	3.1%		4.0%		4.0%		3.2%		
40-49	4.0%		2.9%		2.8%		3.7%		
50-59	1.3%		1.5%		1.3%		0.6%		
60+	0.3%		0.3%		0.3%		0.2%		
<b>Total Number of Completers</b>	1,634	82.4%	1,565	82.7%	892	82.7%	892	83.0%	

\*Passing rates are reflective of the best attempt.

\*\*2022 official testing data not yet provided by the HiSET vendor.

*The breakdown of examinees by the following categories has remained relatively consistent over the course of the past several years.*

Gender	2018	2019	2020	2021	2022**
Male	56.9%	59.2%	56.6%	58.2%	
Female	43.1%	40.8%	43.4%	41.8%	

\*\*2022 official testing data not yet provided by the HiSET vendor.



Completers Reported by Race								
	Percent Response Rate	American Indian	Asian	African American	Pacific Islander	White	Other	Chose not to respond
<b>2018</b>	99.3%	16.7%	0.7%	2.0%	0.7%	71.1%	4.9%	9.8%
<b>2019</b>	99.1%	18.1%	0.9%	2.6%	1.4%	69.8%	4.5%	10.4%
<b>2020</b>	98.3%	16.4%	0.7%	1.8%	0.7%	73.7%	4.2%	8.4%
<b>2021</b>	99.2%	20.1%	1.2%	2.5%	0.8%	68.9%	4.4%	9.7%
<b>2022**</b>								

\*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently classified themselves as white.

**\*\*2022 official testing data not yet provided by the HiSET vendor.**

Reported Education Level									
	Percent Response Rate	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>2018</b>	69.7%	1.1%	0.3%	1.2%	5.7%	17.6%	29.1%	37.6%	7.4%
<b>2019</b>	67.5%	0.3%	0.7%	0.9%	6.4%	18.1%	28.6%	36.3%	8.7%
<b>2020</b>	64.7%	1.6%	0.9%	1.0%	7.5%	14.2%	29.6%	35.0%	10.2%
<b>2021</b>	62.0%	0.8%	0.5%	0.7%	5.2%	15.5%	28.2%	41.1%	8.0%
<b>2022**</b>									

\*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently had some high school (9-12) education.

**\*\*2022 official testing data not yet provided by the HiSET vendor.**

Reported Employment Status					
	Percent Response Rate	Part-time	Full-Time	Unemployed	Not in the labor force
<b>2018</b>	71.0%	25.3%	20.3%	30.6%	23.7%
<b>2019</b>	69.7%	26.7%	22.5%	29.9%	20.9%
<b>2020</b>	68.0%	22.6%	28.3%	30.1%	18.9%
<b>2021</b>	65.1%	24.3%	25.2%	26.4%	24.1%
<b>2022**</b>					

**\*\*2022 official testing data not yet provided by the HiSET vendor.**





**One of the more interesting statistics offered from the demographic information gathered is the following reasons for taking the HiSET exam.**

Reported Reasons for Taking the test												
	Tech	2-yr College	4-yr College	Get a Job	Keep Current Job	RM	SAT	Public Assist	Mil	Early Release	Court Order	Other
<b>2018</b>	12.1%	11.1%	15.8%	20.5%	1.8%	3.5%	21.1%	0.1%	2.7%	1.0%	1.5%	8.7%
<b>2019</b>	11.9%	10.4%	15.1%	19.7%	2.6%	2.0%	21.8%	0.1%	4.4%	0.6%	2.4%	8.9%
<b>2020</b>	11.3%	10.0%	16.4%	18.3%	2.3%	2.8%	20.4%	0.6%	4.7%	0.4%	1.7%	11.1%
<b>2021</b>	13.8%	10.6%	14.8%	15.0%	1.9%	2.9%	21.4%	0.1%	4.6%	1.7%	2.4%	10.9%
<b>2022**</b>												

**\*\*2022 official testing data not yet provided by the HiSET vendor.**

Abbreviations  
 Tech = Technical School  
 RM = Role Model  
 SAT = personal satisfaction  
 MIL = Military

Reported Ways of Preparing for the Test							
	Percent Response Rate	Hard Copy Book	eBook	Computer Software	Online	Prep Class	Did Not Prepare
<b>2018</b>	64.7%	23.3%	1.3%	1.8%	30.0%	50.5%	20.5%
<b>2019</b>	63.1%	24.2%	0.9%	1.9%	31.2%	48.0%	21.5%
<b>2020</b>	58.0%	22.2%	1.0%	1.7%	35.4%	42.0%	21.9%
<b>2021</b>	57.3%	20.7%	1.2%	1.7%	37.0%	45.7%	21.3%
<b>2022**</b>							

\*Response rate of this particular section varies. Of the examinees reporting, the majority have consistently reported online prep or prep classes prior to taking the exam.

**\*\*2022 official testing data not yet provided by the HiSET vendor.**

**Note: Data compiled from Annual Statistical Reports on the HiSET Exam published by the HiSET vendor.**

# FUTURE AGENDA ITEMS

*November 15-17, 2023*  
*Missoula, MT*

Montana Council of Deans of Education Update

MACIE Update

OCHE Math Presentation

*Assessment Update*

*Federal Update*

*Annual Data Collection*

*Variance to Standards Requests & Renewals*

*Accreditation Report*

*Youth Risk Behavior Survey Update (Odd Years)*

*Annual Renewal Unit Providers List*

MSDB Superintendent Performance Evaluation